



ROYAL CANADIAN ARMY CADETS

GOLD STAR INSTRUCTIONAL GUIDES

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-704/PF-002.

Issued on Authority of the Chief of the Defence Staff

Canada



NOTICE

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

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Dates of issue for original and changed pages are:

Original.....	0	2010-09-01	Ch.....	3
Ch.....	1		Ch.....	4
Ch.....	2		Ch.....	5

Zero in Change No. column indicates an original page. Total number of pages in this publication is 1465 consisting of the following:

Page No.	Change No.	Page No.	Change No.
Cover page.....	0	M403.05C-1 to M403.05C-2.....	0
Title.....	0	M403.06-1 to M403.06-10.....	0
A to E.....	0	M403.06A-1 to M403.06A-6.....	0
i to xii.....	0	M403.06B-1 to M403.06B-6.....	0
C401.01-1 to C401.01-8.....	0	C403.01-1 to C403.01-4.....	0
C401.02-1 to C401.02-8.....	0	C403.01A-1 to C403.01A-2.....	0
C401.03-1 to C401.03-10.....	0	C403.01B-1 to C403.01B-10.....	0
C401.03A-1 to C401.03A-4.....	0	C403.01B1-1 to C403.01B1-2.....	0
C401.04-1 to C401.04-8.....	0	C403.01B2-1 to C403.01B2-2.....	0
M402.01-1 to M402.01-8.....	0	C403.01B3-1 to C403.01B3-2.....	0
M403.01-1 to M403.01-8.....	0	C403.01B4-1 to C403.01B4-2.....	0
M403.01A-1 to M403.01A-2.....	0	C403.01B5-1 to C403.01B5-4.....	0
M403.02-1 to M403.02-12.....	0	C403.01B6-1 to C403.01B6-2.....	0
M403.02A-1 to M403.02A-2.....	0	C403.01C-1 to C403.01C-10.....	0
M403.02B-1 to M403.02B-4.....	0	C403.01C1-1 to C403.01C1-2.....	0
M403.02C-1 to M403.02C-2.....	0	C403.01D-1 to C403.01D-8.....	0
M403.02D-1 to M403.02D-2.....	0	C403.01D1-1 to C403.01D1-2.....	0
M403.03-1 to M403.03-8.....	0	C403.01D2-1 to C403.01D2-2.....	0
M403.03A-1 to M403.03A-2.....	0	C403.01D3-1 to C403.01D3-2.....	0
M403.03B-1 to M403.03B-2.....	0	C403.01E-1 to C403.01E-6.....	0
M403.03C-1 to M403.03C-2.....	0	C403.01E1-1 to C403.01E1-2.....	0
M403.04-1 to M403.04-10.....	0	C403.01E2-1 to C403.01E2-2.....	0
M403.04A-1 to M403.04A-2.....	0	C403.02-1 to C403.02-10.....	0
M403.04B-1 to M403.04B-4.....	0	C403.02A-1 to C403.02A-14.....	0
M403.05-1 to M403.05-12.....	0	M404.01-1 to M404.01-10.....	0
M403.05A-1 to M403.05A-2.....	0	M404.01A-1 to M404.01A-8.....	0
M403.05B-1 to M403.05B-2.....	0	M404.02-1 to M404.02-6.....	0

LIST OF EFFECTIVE PAGES (Cont)

Page No.	Change No.	Page No.	Change No.
M404.02A-1 to M404.02A-4.....	0	C406.02A-1 to C406.02A-2.....	0
M404.02B-1 to M404.02B-6.....	0	C406.02B-1 to C406.02B-2.....	0
M404.03-1 to M404.03-4.....	0	C406.02C-1 to C406.02C-2.....	0
C404.01-1 to C404.01-14.....	0	C406.02D-1 to C406.02D-2.....	0
C404.01A-1 to C404.01A-2.....	0	M407.01-1 to M407.01-12.....	0
C404.01B-1 to C404.01B-2.....	0	M407.01A-1 to M407.01A-6.....	0
C404.01C-1 to C404.01C-2.....	0	M407.02-1 to M407.02-10.....	0
C404.01D-1 to C404.01D-6.....	0	M407.03-1 to M407.03-10.....	0
C404.01E-1 to C404.01E-2.....	0	M407.03A-1 to M407.03A-2.....	0
C404.01F-1 to C404.01F-2.....	0	M407.03B-1 to M407.03B-2.....	0
C404.01G-1 to C404.01G-2.....	0	M407.03C-1 to M407.03C-2.....	0
C404.02-1 to C404.02-6.....	0	M407.03D-1 to M407.03D-2.....	0
C404.02A-1 to C404.02A-2.....	0	M407.03E-1 to M407.03E-2.....	0
C404.02B-1 to C404.02B-2.....	0	M407.03F-1 to M407.03F-2.....	0
M405.01-1 to M405.01-8.....	0	M407.03G-1 to M407.03G-2.....	0
M405.01A-1 to M405.01A-2.....	0	M407.03H-1 to M407.03H-2.....	0
M405.01B-1 to M405.01B-8.....	0	M407.03I-1 to M407.03I-2.....	0
M405.01C-1 to M405.01C-4.....	0	M407.03J-1 to M407.03J-2.....	0
M405.01D-1 to M405.01D-6.....	0	M407.03K-1 to M407.03K-2.....	0
M405.01E-1 to M405.01E-4.....	0	M407.03L-1 to M407.03L-2.....	0
M405.01F-1 to M405.01F-6.....	0	M407.03M-1 to M407.03M-2.....	0
M405.01G-1 to M405.01G-4.....	0	M407.03N-1 to M407.03N-2.....	0
M405.01H-1 to M405.01H-4.....	0	M407.03O-1 to M407.03O-2.....	0
M405.01I-1 to M405.01I-4.....	0	M407.03P-1 to M407.03P-2.....	0
M405.01J-1 to M405.01J-4.....	0	M407.03Q-1 to M407.03Q-2.....	0
M405.01K-1 to M405.01K-4.....	0	M407.03R-1 to M407.03R-2.....	0
M405.01L-1 to M405.01L-4.....	0	M407.03S-1 to M407.03S-2.....	0
M405.01M-1 to M405.01M-4.....	0	M407.03T-1 to M407.03T-2.....	0
M406.01-1 to M406.01-6.....	0	M407.03U-1 to M407.03U-2.....	0
M406.01A-1 to M406.01A-2.....	0	C407.01-1 to C407.01-10.....	0
M406.01B-1 to M406.01B-2.....	0	C407.01A-1 to C407.01A-2.....	0
M406.01C-1 to M406.01C-2.....	0	C407.01B-1 to C407.01B-2.....	0
M406.01D-1 to M406.01D-2.....	0	C407.01C-1 to C407.01C-2.....	0
M406.01E-1 to M406.01E-2.....	0	C407.01D-1 to C407.01D-2.....	0
M406.01F-1 to M406.01F-2.....	0	M408.01-1 to M408.01-6.....	0
M406.01G-1 to M406.01G-2.....	0	M408.02-1 to M408.02-10.....	0
M406.01H-1 to M406.01H-2.....	0	M408.03-1 to M408.03-12.....	0
M406.01I-1 to M406.01I-2.....	0	M408.03A-1 to M408.03A-2.....	0
M406.01J-1 to M406.01J-2.....	0	M408.04-1 to M408.04-6.....	0
C406.01-1 to C406.01-8.....	0	M408.04A-1 to M408.04A-2.....	0
C406.01A-1 to C406.01A-4.....	0	M408.04B-1 to M408.04B-4.....	0
C406.02-1 to C406.02-10.....	0	M408.04C-1 to M408.04C-2.....	0

LIST OF EFFECTIVE PAGES (Cont)

Page No.	Change No.	Page No.	Change No.
C408.01-1 to C408.01-8.....	0	C409.04C-1 to C409.04C-4.....	0
C408.01A-1 to C408.01A-2.....	0	C409.04D-1 to C409.04D-2.....	0
C408.02-1 to C408.02-2.....	0	C409.04E-1 to C409.04E-2.....	0
M409.01-1 to M409.01-10.....	0	C409.04F-1 to C409.04F-2.....	0
M409.01A-1 to M409.01A-2.....	0	C409.04G-1 to C409.04G-2.....	0
M409.01B-1 to M409.01B-2.....	0	C409.04H-1 to C409.04H-2.....	0
M409.01C-1 to M409.01C-8.....	0	C409.04I-1 to C409.04I-2.....	0
M409.01D-1 to M409.01D-6.....	0	C409.04J-1 to C409.04J-2.....	0
M409.01E-1 to M409.01E-6.....	0	C409.04K-1 to C409.04K-2.....	0
M409.01F-1 to M409.01F-2.....	0	C409.04L-1 to C409.04L-2.....	0
M409.01G-1 to M409.01G-2.....	0	C409.04M-1 to C409.04M-2.....	0
M409.01H-1 to M409.01H-2.....	0	C409.05-1 to C409.05-6.....	0
M409.02-1 to M409.02-16.....	0	C409.06-1 to C409.06-6.....	0
M409.02A-1 to M409.02A-4.....	0	C409.06A-1 to C409.06A-2.....	0
M409.02B-1 to M409.02B-2.....	0	M420.01-1 to M420.01-8.....	0
M409.02C-1 to M409.02C-2.....	0	M420.01A-1 to M420.01A-6.....	0
M409.03-1 to M409.03-14.....	0	M420.01B-1 to M420.01B-2.....	0
M409.03A-1 to M409.03A-2.....	0	M420.01C-1 to M420.01C-6.....	0
M409.03B-1 to M409.03B-2.....	0	M420.01D-1 to M420.01D-2.....	0
M409.03C-1 to M409.03C-4.....	0	M420.01E-1 to M420.01E-2.....	0
M409.03D-1 to M409.03D-2.....	0	M420.01F-1 to M420.01F-2.....	0
M409.03E-1 to M409.03E-2.....	0	M420.02-1 to M420.02-6.....	0
M409.03F-1 to M409.03F-2.....	0	M420.02A-1 to M420.02A-4.....	0
M409.03G-1 to M409.03G-2.....	0	M420.02B-1 to M420.02B-4.....	0
M409.03H-1 to M409.03H-2.....	0	M420.02C-1 to M420.02C-4.....	0
M409.03I-1 to M409.03I-2.....	0	M420.02D-1 to M420.02D-4.....	0
M409.03J-1 to M409.03J-2.....	0	M420.02E-1 to M420.02E-4.....	0
M409.03K-1 to M409.03K-2.....	0	M420.02F-1 to M420.02F-6.....	0
M409.03L-1 to M409.03L-2.....	0	M420.02G-1 to M420.02G-2.....	0
M409.04-1 to M409.04-6.....	0	C420.01-1 to C420.01-6.....	0
M409.04A-1 to M409.04A-4.....	0	C420.01A-1 to C420.01A-2.....	0
M409.04B-1 to M409.04B-4.....	0	C420.01B-1 to C420.01B-2.....	0
M409.04C-1 to M409.04C-2.....	0	C420.01C-1 to C420.01C-10.....	0
M409.04D-1 to M409.04D-2.....	0	C420.02-1 to C420.02-2.....	0
M409.04E-1 to M409.04E-2.....	0	C420.03-1 to C420.03-2.....	0
M409.05-1 to M409.05-2.....	0	M422.01-1 to M422.01-6.....	0
C409.01-1 to C409.01-2.....	0	M422.01A-1 to M422.01A-4.....	0
C409.02-1 to C409.02-2.....	0	M422.01B-1 to M422.01B-4.....	0
C409.03-1 to C409.03-4.....	0	M422.01C-1 to M422.01C-8.....	0
C409.04-1 to C409.04-12.....	0	M422.01D-1 to M422.01D-4.....	0
C409.04A-1 to C409.04A-2.....	0	M422.01E-1 to M422.01E-6.....	0
C409.04B-1 to C409.04B-2.....	0	M422.02-1 to M422.02-20.....	0

LIST OF EFFECTIVE PAGES (Cont)

Page No.	Change No.	Page No.	Change No.
M422.03-1 to M422.03-14.....	0	M425.02C-1 to M425.02C-4.....	0
M422.03A-1 to M422.03A-2.....	0	M425.02D-1 to M425.02D-6.....	0
C422.01-1 to C422.01-6.....	0	M425.02E-1 to M425.02E-2.....	0
C422.01A-1 to C422.01A-2.....	0	M425.02F-1 to M425.02F-8.....	0
C422.02-1 to C422.02-14.....	0	M425.02G-1 to M425.02G-2.....	0
C422.02A-1 to C422.02A-2.....	0	M425.02H-1 to M425.02H-14.....	0
C422.03-1 to C422.03-6.....	0	M425.03-1 to M425.03-4.....	0
C422.04-1 to C422.04-16.....	0	M425.03A-1 to M425.03A-4.....	0
C422.04A-1 to C422.04A-2.....	0	M425.03B-1 to M425.03B-4.....	0
C422.04B-1 to C422.04B-2.....	0	M425.04-1 to M425.04-14.....	0
C422.05-1 to C422.05-6.....	0	M425.04A-1 to M425.04A-6.....	0
C422.05A-1 to C422.05A-2.....	0	M425.04B-1 to M425.04B-2.....	0
C422.06-1 to C422.06-12.....	0	M425.04C-1 to M425.04C-4.....	0
M424.01-1 to M424.01-18.....	0	M425.04D-1 to M425.04D-4.....	0
M424.02-1 to M424.02-8.....	0	M425.04E-1 to M425.04E-4.....	0
M424.02A-1 to M424.02A-2.....	0	C425.01-1 to C425.01-18.....	0
M424.03-1 to M424.03-12.....	0	C425.02-1 to C425.02-6.....	0
C424.01-1 to C424.01-14.....	0	C425.02A-1 to C425.02A-2.....	0
C424.01A-1 to C424.01A-6.....	0	C425.02B-1 to C425.02B-12.....	0
C424.02-1 to C424.02-14.....	0	M426.01-1 to M426.01-14.....	0
C424.03-1 to C424.03-12.....	0	M426.01A-1 to M426.01A-6.....	0
C424.04-1 to C424.04-10.....	0	M426.01B-1 to M426.01B-2.....	0
M425.01-1 to M425.01-10.....	0	M426.02a-1 to M426.02a-34.....	0
M425.01A-1 to M425.01A-6.....	0	M426.02b-1 to M426.02b-34.....	0
M425.01B-1 to M425.01B-2.....	0	M426.02c-1 to M426.02c-24.....	0
M425.01C-1 to M425.01C-2.....	0	M426.02d-1 to M426.02d-18.....	0
M425.01D-1 to M425.01D-4.....	0	M426.02e-1 to M426.02e-32.....	0
M425.02-1 to M425.02-18.....	0	M426.02eA-1 to M426.02eA-2.....	0
M425.02A-1 to M425.02A-12.....	0		
M425.02B-1 to M425.02B-4.....	0		

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FORWARD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-704/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 Canadian Cadet Organizations.
3. **Purpose of the IG.** The IG is to be used by Royal Canadian Army Cadet Corps in conjunction with other resources to conduct the Gold Star Program. 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-704/PG-001, Royal Canadian Army Cadet Gold Star Qualification Standard and Plan, before instructing, so that each instructor can adequately plan for and prepare each lesson. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, eg, posters, videos, handouts, models, etc, supplemental to training control and support documents. Suggested instructional activities are included in most IGs to maximize learning and fun. Instructors are also encouraged to modify and / or enhance the activities, as long as they continue to contribute to enabling objective achievement.
4. **Use of the IG.** Throughout these instructional guides, a series of information boxes are used to highlight information; they include:



Note to the Instructor.



Key information to pass along to cadets.



Refer to the following CF regulations and policies.



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

5. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Army Cadet Program Development Staff Officer (D Cdts 3-2-5), or by e-mail to arm.dev@cadets.gc.ca. Suggested changes shall be in tabular format with three columns to capture; the page number, the paragraph / sub-paragraph number and suggested text amendment.

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TABLE OF CONTENTS

		PAGE
CHAPTER 1	PO 401 – RECOGNIZE HOW THE LEGAL SYSTEM AFFECTS YOUTH	
Section 1	EO C401.01 – DESCRIBE THE YOUTH JUSTICE SYSTEM.....	C401.01-1
Section 2	EO C401.02 – DISCUSS AGE-BASED LAWS.....	C401.02-1
Section 3	EO C401.03 – DISCUSS GOVERNMENT JURISDICTIONS.....	C401.03-1
Attachment A	.....	C401.03A-1
Section 4	EO C401.04 – DISCUSS COMPUTER CRIME	C401.04-1
CHAPTER 2	PO 402 – PERFORM COMMUNITY SERVICE	
	EO M402.01 – PERFORM COMMUNITY SERVICE.....	M402.01-1
CHAPTER 3	PO 403 – ACT AS A TEAM LEADER	
Section 1	EO M403.01 – DESCRIBE NEEDS AND EXPECTATIONS OF TEAM MEMBERS.....	M403.01-1
Attachment A	NEEDS AND EXPECTATIONS OF TEAM MEMBERS	M403.01A-1
Section 2	EO M403.02 – SELECT A LEADERSHIP APPROACH.....	M403.02-1
Attachment A	.....	M403.02A-1
Attachment B	.....	M403.02B-1
Attachment C	SCENARIOS	M403.02C-1
Attachment D	TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP	M403.02D-1
Section 3	EO M403.03 – MOTIVATE TEAM MEMBERS.....	M403.03-1
Attachment A	EXTRINSIC MOTIVATORS	M403.03A-1
Attachment B	INTRINSIC MOTIVATORS	M403.03B-1
Attachment C	.....	M403.03C-1
Section 4	EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS	M403.04-1
Attachment A	SCENARIOS FOR PROVIDING FEEDBACK	M403.04A-1
Attachment B	EFFECTIVE FEEDBACK	M403.04B-1
Section 5	EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP ...	M403.05-1
Attachment A	SCENARIO FOR THE MENTORING DEMONSTRATION	M403.05A-1
Attachment B	SCENARIO 1 FOR THE ROLE-PLAY ACTIVITY	M403.05B-1
Attachment C	SCENARIO 2 FOR THE ROLE-PLAY ACTIVITY	M403.05C-1
Section 6	EO M403.06 – ACT AS A TEAM LEADER DURING A LEADERSHIP APPOINTMENT.....	M403.06-1
Attachment A	.....	M403.06A-1
Attachment B	.....	M403.06B-1
Section 7	EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR	C403.01-1
Attachment A	SEMINAR INFORMATION	C403.01A-1
Attachment B	LEADERSHIP SEMINAR PROBLEM SOLVING	C403.01B-1
Appendix 1	.....	C403.01B1-1
Appendix 2	NASA SURVIVAL ON THE MOON TEAM ANSWER SHEET	C403.01B2-1

TABLE OF CONTENTS (Cont)

	PAGE
Appendix 3	ANSWERS TO THE SURVIVAL ON THE MOON C403.01B3-1
Appendix 4	STEPLADDER OR SIX THINKING HATS SCENARIO C403.01B4-1
Appendix 5	PROBLEMS TO SOLVE C403.01B5-1
Appendix 6	ANSWER KEY TO PROBLEMS C403.01B6-1
Attachment C	LEADERSHIP SEMINAR TIME MANAGEMENT C403.01C-1
Appendix 1	SCENARIO FOR CREATING A TO-DO LIST C403.01C1-1
Attachment D	LEADERSHIP SEMINAR COMMUNICATIONS C403.01D-1
Appendix 1	..... C403.01D1-1
Appendix 2	SCENARIO FOR ROLE-PLAY C403.01D2-1
Appendix 3	READING BODY LANGUAGE C403.01D3-1
Attachment E	LEADERSHIP SEMINAR SUPERVISION C403.01E-1
Appendix 1	..... C403.01E1-1
Appendix 2	SCENARIO FOR SUPERVISION PLAN C403.01E2-1
Section 8	EO C403.02 – CONDUCT AN EVENING ACTIVITY DURING A FIELD TRAINING EXERCISE (FTX)..... C403.02-1
Attachment A	..... C403.02A-1
CHAPTER 4	PO 404 – UPDATE PERSONAL ACTIVITY PLAN
Section 1	EO M404.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT..... M404.01-1
Attachment A	SAMPLE STRETCHES M404.01A-1
Section 2	EO M404.02 – UPDATE PERSONAL ACTIVITY PLAN..... M404.02-1
Attachment A	SAMPLE PERSONAL ACTIVITY PLAN M404.02A-1
Attachment B	PERSONAL ACTIVITY PLAN M404.02B-1
Section 3	EO M404.03 – EVALUATE PERSONAL ACTIVITY PLAN..... M404.03-1
Section 4	EO C404.01 – DESCRIBE NUTRITION AND HYDRATION REQUIREMENTS FOR FITNESS AND SPORTS ACTIVITIES..... C404.01-1
Attachment A	..... C404.01A-1
Attachment B	NUTRITION FACTS QUIZ C404.01B-1
Attachment C	NUTRITION FACTS QUIZ C404.01C-1
Attachment D	ENERGY EXPENDITURES FOR PHYSICAL ACTIVITY TABLE C404.01D-1
Attachment E	ESTIMATED DAILY ENERGY REQUIREMENTS C404.01E-1
Attachment F	RESTING ENERGY EXPENDITURES TABLE (IN KCAL) C404.01F-1
Attachment G	ESTIMATED NUMBER OF SERVINGS C404.01G-1
Section 5	EO C404.02 – PREPARE TO CONDUCT THE CADET FITNESS ASSESSMENT..... C404.02-1
Attachment A	PREPARE TO CONDUCT THE CADET FITNESS ASSESSMENT ... C404.02A-1
Attachment B	PREPARE TO CONDUCT THE CADET FITNESS ASSESSMENT ANSWER KEY C404.02B-1

TABLE OF CONTENTS (Cont)

	PAGE
CHAPTER 5	PO 405 – PARTICIPATE IN RECREATIONAL SPORTS
	EO M405.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS M405.01-1
Attachment A	CANADIAN CADET ORGANIZATIONS LIST OF APPROVED SPORTS M405.01A-1
Attachment B	SAMPLE STRETCHES M405.01B-1
Attachment C	..... M405.01C-1
Attachment D	..... M405.01D-1
Attachment E	..... M405.01E-1
Attachment F	..... M405.01F-1
Attachment G	..... M405.01G-1
Attachment H	..... M405.01H-1
Attachment I	..... M405.01I-1
Attachment J	..... M405.01J-1
Attachment K	..... M405.01K-1
Attachment L	..... M405.01L-1
Attachment M	..... M405.01M-1
CHAPTER 6	PO 406 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP
Section 1	EO M406.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY M406.01-1
Attachment A	CLASSIFICATION ACTIVITY M406.01A-1
Attachment B	..... M406.01B-1
Attachment C	..... M406.01C-1
Attachment D	..... M406.01D-1
Attachment E	..... M406.01E-1
Attachment F	..... M406.01F-1
Attachment G	..... M406.01G-1
Attachment H	..... M406.01H-1
Attachment I	COMPETITIVE ACTIVITIES M406.01I-1
Attachment J	..... M406.01J-1
Section 2	EO C406.01 – ASSIST THE RANGE SAFETY OFFICER (RSO)..... C406.01-1
Attachment A	WAYS TO ASSIST THE RSO C406.01A-1
Section 3	EO C406.02 – SCORE AIR RIFLE MARKSMANSHIP TARGETS C406.02-1
Attachment A	SAMPLE GROUPING TARGET C406.02A-1
Attachment B	AIR RIFLE GROUPING TEMPLATE C406.02B-1
Attachment C	SAMPLE COMPETITION TARGET C406.02C-1
Attachment D	SCORING TEMPLATE C406.02D-1

TABLE OF CONTENTS (Cont)

		PAGE
CHAPTER 7	PO 407 – SERVE IN AN ARMY CADET CORPS	
Section 1	EO M407.01 – IDENTIFY GOLD STAR TRAINING OPPORTUNITIES	M407.01-1
Attachment A	.....	M407.01A-1
Section 2	EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES.....	M407.02-1
Section 3	EO M407.03 – IDENTIFY THE STRUCTURE OF A CADET CORPS.	M407.03-1
Attachment A	TERMS OF REFERENCE–REGIMENTAL SERGEANT MAJOR (RSM)	M407.03A-1
Attachment B	TERMS OF REFERENCE–COMPANY SERGEANT MAJOR (CSM) .	M407.03B-1
Attachment C	TERMS OF REFERENCE–PLATOON WARRANT OFFICER (PL WO)	M407.03C-1
Attachment D	TERMS OF REFERENCE–DRUM MAJOR (DM)	M407.03D-1
Attachment E	TERMS OF REFERENCE–FLAG PARTY COMMANDER (FLAG PARTY COMD)	M407.03E-1
Attachment F	TERMS OF REFERENCE–TRAINING ASSISTANT	M407.03F-1
Attachment G	TERMS OF REFERENCE–SUPPLY ASSISTANT	M407.03G-1
Attachment H	TERMS OF REFERENCE–ADMINISTRATION ASSISTANT	M407.03H-1
Attachment I	FUNCTIONAL ORGANIZATIONAL CHART	M407.03I-1
Attachment J	TERMS OF REFERENCE–STAR LEVEL NCO	M407.03J-1
Attachment K	TERMS OF REFERENCE–DRILL AND CEREMONIAL INSTRUCTOR	M407.03K-1
Attachment L	TERMS OF REFERENCE–EXPEDITION INSTRUCTOR	M407.03L-1
Attachment M	TERMS OF REFERENCE–FITNESS AND SPORTS INSTRUCTOR .	M407.03M-1
Attachment N	TERMS OF REFERENCE–MUSIC INSTRUCTOR	M407.03N-1
Attachment O	TERMS OF REFERENCE–AIR RIFLE MARKSMANSHIP INSTRUCTOR	M407.03O-1
Attachment P	TRAINING ORGANIZATIONAL CHART	M407.03P-1
Attachment Q	TERMS OF REFERENCE–DUTY NCO	M407.03Q-1
Attachment R	TERMS OF REFERENCE–DUTY ASSISTANTS	M407.03R-1
Attachment S	DUTY ORGANIZATIONAL CHART	M407.03S-1
Attachment T	ACTIVITY SCENARIO	M407.03T-1
Attachment U	ACTIVITY SCENARIO ANSWER SHEET	M407.03U-1
Section 4	EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD.....	C407.01-1
Attachment A	EXAMPLE QUESTIONS TO EXPECT AT A MERIT REVIEW BOARD FOR PROMOTION	C407.01A-1
Attachment B	PREPARATION FOR A MERIT REVIEW BOARD FOR PROMOTION	C407.01B-1
Attachment C	.....	C407.01C-1
Attachment D	DRESS INSPECTION SCORESHEET	C407.01D-1

TABLE OF CONTENTS (Cont)

		PAGE
CHAPTER 8	PO 408 – COMMAND A PLATOON ON PARADE	
Section 1	EO M408.01 – DISCUSS COMMANDING A PLATOON ON PARADE.....	M408.01-1
Section 2	EO M408.02 – IDENTIFY PARADE SEQUENCE.....	M408.02-1
Section 3	EO M408.03 – COMMAND A SQUAD.....	M408.03-1
Attachment A	.....	M408.03A-1
Section 4	EO M408.04 – INSPECT A CADET ON PARADE.....	M408.04-1
Attachment A	DRESS INSTRUCTIONS ACTIVITY WORKSHEET	M408.04A-1
Attachment B	DRESS INSTRUCTIONS ACTIVITY WORKSHEET ANSWER SHEET	M408.04B-1
Attachment C	DRESS INSTRUCTIONS CHECKLIST	M408.04C-1
Section 5	EO C408.01 – DISCUSS THE HISTORY OF DRILL.....	C408.01-1
Attachment A	SUMMARY OF SIGNIFICANT DRILL EVENTS	C408.01A-1
Section 6	EO C408.02 – VIEW A RE-ENACTMENT THAT DEMONSTRATES THE HISTORY OF DRILL.....	C408.02-1
CHAPTER 9	PO 409 – INSTRUCT A LESSON	
Section 1	EO M409.01 – IDENTIFY METHODS OF INSTRUCTION.....	M409.01-1
Attachment A	.....	M409.01A-1
Attachment B	.....	M409.01B-1
Attachment C	.....	M409.01C-1
Attachment D	.....	M409.01D-1
Attachment E	.....	M409.01E-1
Attachment F	.....	M409.01F-1
Attachment G	METHOD MADNESS	M409.01G-1
Attachment H	METHODS OF INSTRUCTION SUMMARY	M409.01H-1
Section 2	EO M409.02 – IDENTIFY ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT.....	M409.02-1
Attachment A	RELAXATION EXERCISES	M409.02A-1
Attachment B	CREATE A POSITIVE LEARNING ENVIRONMENT CROSSWORD PUZZLE	M409.02B-1
Attachment C	CREATE A POSITIVE LEARNING ENVIRONMENT ANSWER KEY	M409.02C-1
Section 3	EO M409.03 – DESCRIBE LEARNER NEEDS.....	M409.03-1
Attachment A	.....	M409.03A-1
Attachment B	LEARNING PYRAMID	M409.03B-1
Attachment C	DEVELOPMENTAL PERIODS CONFIRMATION	M409.03C-1
Attachment D	LEARNING STYLES INFORMATION SHEET	M409.03D-1
Attachment E	LEARNING STYLES SURVEY	M409.03E-1
Attachment F	HOW TO MAKE A JUMPING FROG	M409.03F-1
Attachment G	HOW TO MAKE A TRIANGULAR BOX	M409.03G-1

TABLE OF CONTENTS (Cont)

	PAGE
Attachment H	M409.03H-1
Attachment I INSTRUCTOR TIPS FOR LEARNING STYLES	M409.03I-1
Attachment J INSTRUCTOR TIPS FOR LEARNING STYLES ANSWER KEY	M409.03J-1
Attachment K ACTIVITIES IN DEVELOPMENTAL PERIODS	M409.03K-1
Attachment L ACTIVITIES IN DEVELOPMENTAL PERIODS ANSWER KEY	M409.03L-1
Section 4 EO M409.04 – EXPLAIN ASSESSMENT	M409.04-1
Attachment A ASSESSMENT OF LEARNING PLAN – SILVER STAR	M409.04A-1
Attachment B 303 PC ASSESSMENT INSTRUCTIONS.....	M409.04B-1
Attachment C 303 PC ASSESSMENT RUBRIC	M409.04C-1
Attachment D 308 PC ASSESSMENT CHECKLIST	M409.04D-1
Attachment E 322 PC ASSESSMENT CHECKLIST	M409.04E-1
Section 5 EO M409.05 – INSTRUCT A 30-MINUTE LESSON.....	M409.05-1
Section 6 EO C409.01 – PLAN A LESSON.....	C409.01-1
Section 7 EO C409.02 – INSTRUCT A 30-MINUTE LESSON.....	C409.02-1
Section 8 EO C409.03 – ACT AS AN ASSISTANT INSTRUCTOR.....	C409.03-1
Section 9 EO C409.04 – PARTICIPATE IN A CREATIVE LESSON-PLANNING WORKSHOP.....	C409.04-1
Attachment A MIXER	C409.04A-1
Attachment B PICTURE THIS...	C409.04B-1
Attachment C CLICHE STRECTCHING	C409.04C-1
Attachment D MIXER ANSWER KEY	C409.04D-1
Attachment E	C409.04E-1
Attachment F THE BENEFITS OF CREATIVE LESSONS	C409.04F-1
Attachment G	C409.04G-1
Attachment H	C409.04H-1
Attachment I BENEFITS OF CREATIVE LESSONS PHRASE STRIPS	C409.04I-1
Attachment J THE CREATIVE PROCESS	C409.04J-1
Attachment K	C409.04K-1
Attachment L	C409.04L-1
Attachment M WAYS TO INCORPORATE CREATIVITY	C409.04M-1
Section 10 EO C409.05 – ACT AS AN ASSISTANT DRILL INSTRUCTOR.....	C409.05-1
Section 11 EO C409.06 – INSTRUCT A 30-MINUTE DRILL LESSON.....	C409.06-1
Attachment A DRILL INSTRUCTIONAL TECHNIQUE ASSESSMENT FORM	C409.06A-1
CHAPTER 10 PO 420 – IDENTIFY THE STRUCTURE OF THE CANADIAN ARMY	
Section 1 EO M420.01 – IDENTIFY THE ARMS AND TRADES OF THE CANADIAN ARMY.....	M420.01-1
Attachment A ARMS AND TRADES OF THE CANADIAN ARMY–INFORMATION CARD A	M420.01A-1

TABLE OF CONTENTS (Cont)

	PAGE
Attachment B ARMS AND TRADES OF THE CANADIAN ARMY–INFORMATION CARD B	M420.01B-1
Attachment C ARMS AND TRADES OF THE CANADIAN ARMY–INFORMATION CARD C	M420.01C-1
Attachment D ARMS AND TRADES OF THE CANADIAN ARMY BINGO CARD	M420.01D-1
Attachment E ARMS AND TRADES OF THE CANADIAN ARMY QUESTION SHEET	M420.01E-1
Attachment F ARMS AND TRADES OF THE CANADIAN ARMY ANSWER SHEET	M420.01F-1
Section 2 EO M420.02 – IDENTIFY THE HISTORY OF THE CANADIAN ARMY.....	M420.02-1
Attachment A HISTORY OF THE CANADIAN ARMY INFORMATION CARD	M420.02A-1
Attachment B HISTORY OF THE CANADIAN ARMY INFORMATION CARD	M420.02B-1
Attachment C HISTORY OF THE CANADIAN ARMY INFORMATION CARD	M420.02C-1
Attachment D HISTORY OF THE CANADIAN ARMY INFORMATION CARD	M420.02D-1
Attachment E HISTORY OF THE CANADIAN ARMY INFORMATION CARD	M420.02E-1
Attachment F HISTORY OF THE CANADIAN ARMY WORKSHEET	M420.02F-1
Attachment G HISTORY OF THE CANADIAN ARMY TIMELINE	M420.02G-1
Section 3 EO C420.01 – SIMULATE AN INTERVIEW WITH A HISTORIC CANADIAN ARMY LEADER.....	C420.01-1
Attachment A LIST OF HISTORIC CANADIAN ARMY LEADERS	C420.01A-1
Attachment B LIST A SAMPLE INTERVIEW QUESTIONS	C420.01B-1
Attachment C	C420.01C-1
Section 4 EO C420.02 – VIEW A VIDEO ON A SIGNIFICANT EVENT IN THE HISTORY OF THE CANADIAN ARMY.....	C420.02-1
Section 5 EO C420.03 – PARTICIPATE IN A CF FAMILIARIZATION ACTIVITY	C420.03-1
CHAPTER 11 PO 422 – FOLLOW A MULTI-LEG ROUTE USING A GLOBAL POSITIONING SYSTEM (GPS) RECEIVER	
Section 1 EO M422.01 – REVIEW SILVER STAR NAVIGATION.....	M422.01-1
Attachment A SILVER STAR NAVIGATION REVIEW WORKSHEET	M422.01A-1
Attachment B SILVER STAR NAVIGATION REVIEW WORKSHEET ANSWER KEY	M422.01B-1
Attachment C LEARNING STATION 1 INFORMATION SHEET	M422.01C-1
Attachment D LEARNING STATION 2 INFORMATION SHEET	M422.01D-1
Attachment E LEARNING STATION 3 INFORMATION SHEET	M422.01E-1
Section 2 EO M422.02 – SET A MULTI-LEG ROUTE USING A GLOBAL POSITIONING SYSTEM (GPS) RECEIVER.....	M422.02-1
Section 3 EO M422.03 – FOLLOW A MULTI-LEG ROUTE USING A GLOBAL POSITIONING SYSTEM (GPS) RECEIVER.....	M422.03-1
Attachment A INPUT A MULTI-LEG ROUTE IN THE MAGELLAN EXPLORIST 200 GPS RECEIVER	M422.03A-1

TABLE OF CONTENTS (Cont)

	PAGE
Section 4	EO C422.01 – LOCATE A GEOCACHE..... C422.01-1
Attachment A	GEOCACHE INFORMATION FORM C422.01A-1
Section 5	EO C422.02 – CREATE A GEOCACHE..... C422.02-1
Attachment A	STASH A CACHE RECORD AND REPORT FORM..... C422.02A-1
Section 6	EO C422.03 – DISCUSS MAP SOFTWARE..... C422.03-1
Section 7	EO C422.04 – MEASURE A GRID BEARING WITH A PROTRACTOR..... C422.04-1
Attachment A	STEPS TO MEASURE A GRID BEARING WITH A PROTRACTOR .. C422.04A-1
Attachment B	STEPS TO CONVERTING BEARINGS C422.04B-1
Section 8	EO C422.05 – DETERMINE LOCATION USING RESECTION..... C422.05-1
Attachment A	STEPS TO DETERMINE LOCATION USING RESECTION C422.05A-1
Section 9	EO C422.06 – PRACTICE NAVIGATION AS A MEMBER OF A SMALL GROUP..... C422.06-1
CHAPTER 12	PO 424 – EMPLOY NATURAL RESOURCES IN A SURVIVAL SITUATION
Section 1	EO M424.01 – SHARPEN A SURVIVAL KNIFE..... M424.01-1
Section 2	EO M424.02 – EMPLOY THE IMPROVISING PROCESS..... M424.02-1
Attachment A	RIVER FOLLY M424.02A-1
Section 3	EO M424.03 – WEAVE CORDAGE..... M424.03-1
Section 4	EO C424.01 – WHITTLE WOOD..... C424.01-1
Attachment A	WHITTLE A WHISTLE C424.01A-1
Section 5	EO C424.02 – BOIL WATER USING HEATED ROCKS..... C424.02-1
Section 6	EO C424.03 – EMPLOY CATTAILS..... C424.03-1
Section 7	EO C424.04 – PREPARE REMEDIES FOR COMMON AILMENTS USING MEDICINAL PLANTS..... C424.04-1
CHAPTER 13	PO 425 – DEVELOP AN EXPEDITION PLAN
Section 1	EO M425.01 – ESTABLISH EXPEDITION PARAMETERS..... M425.01-1
Attachment A	..... M425.01A-1
Attachment B	EXPEDITION PARAMETERS INFORMATION SHEET M425.01B-1
Attachment C	SILVER STAR EXPEDITION INFORMATION SHEET M425.01C-1
Attachment D	COMPLETED SECTION 1 OF THE EXPEDITION PLANNING BOOKLET M425.01D-1
Section 2	EO M425.02 – PLAN AN EXPEDITION ROUTE..... M425.02-1
Attachment A	..... M425.02A-1
Attachment B	..... M425.02B-1
Attachment C	..... M425.02C-1
Attachment D	CAMPGROUND INFORMATION M425.02D-1
Attachment E	MOUNTAIN BIKE TRAILS INFORMATION M425.02E-1
Attachment F	CANOE ROUTE INFORMATION M425.02F-1

TABLE OF CONTENTS (Cont)

		PAGE
Attachment G	HOSPITAL INFORMATION	M425.02G-1
Attachment H	.....	M425.02H-1
Section 3	EO M425.03 – DEVELOP AN EXPEDITION EQUIPMENT LIST.....	M425.03-1
Attachment A	.....	M425.03A-1
Attachment B	.....	M425.03B-1
Section 4	EO M425.04 – DEVELOP AN EXPEDITION RATION PLAN.....	M425.04-1
Attachment A	.....	M425.04A-1
Attachment B	ENERGY EXPENDITURES FOR PHYSICAL ACTIVITY INFORMATION SHEET	M425.04B-1
Attachment C	EXPEDITION RATION PLAN INFORMATION SHEET	M425.04C-1
Attachment D	.....	M425.04D-1
Attachment E	.....	M425.04E-1
Section 5	EO C425.01 – DISCUSS ACTIONS TAKEN WHEN A PERSON IS LOST.....	C425.01-1
Section 6	EO C425.02 – ANALYZE PROBLEMS USING AN EXPEDITION CASE STUDY.....	C425.02-1
Attachment A	CASE STUDY WORKSHEET	C425.02A-1
Attachment B	.....	C425.02B-1
CHAPTER 14	PO 426 – PERFORM EXPEDITION SKILLS	
Section 1	EO M426.01 – PREPARE FOR EXPEDITION TRAINING.....	M426.01-1
Attachment A	NAVIGATION REVIEW PACKAGE	M426.01A-1
Attachment B	NAVIGATION REVIEW PACKAGE ANSWERS	M426.01B-1
Section 2	EO M426.02A – PADDLE A CANOE.....	M426.02a-1
Section 3	EO M426.02B – RIDE A MOUNTAIN BIKE.....	M426.02b-1
Section 4	EO M426.02C – HIKE ALONG A ROUTE.....	M426.02c-1
Section 5	EO M426.02D – SNOWSHOE ALONG A ROUTE.....	M426.02d-1
Section 6	EO M426.02E – SKI ALONG A ROUTE.....	M426.02e-1
Attachment A	CROSS-COUNTRY SKI EQUIPMENT SIZING INFORMATION FORM	M426.02eA-1

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 1

EO C401.01 – DESCRIBE THE YOUTH JUSTICE SYSTEM

Total Time:	30 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star 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 this lesson to describe the youth justice system.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe the youth justice system.

IMPORTANCE

It is important for cadets to describe how the youth justice system fits into Canada's justice structure so they will understand how Canada's just, peaceful and safe society is maintained.

Teaching Point 1**Describe the Youth Criminal Justice Act (YCJA).**

Time: 10 min

Method: Interactive Lecture

The YCJA applies to laws passed by the federal government as they pertain to youths aged 12 to 17 at the time they are said to have broken a federal law. The most important are the criminal and drug laws. Other offences such as careless driving, drinking under age or trespassing are covered by provincial laws—not federal laws. Each province ensures there are consequences for such offences, but they do not fall under the YCJA.

The YCJA contains both a preamble and a declaration of principle to clarify the principles and objectives of the youth justice system.

Preamble

The Preamble, while not legally enforceable, contains significant statements from Parliament about the values on which the legislation is based. These statements can be used to help interpret the legislation and they include the following:

- society has a responsibility to address the developmental challenges and needs of young persons;
- communities and families should work in partnership with others to prevent youth crime by addressing its underlying causes, responding to the needs of young persons and providing guidance and support;
- accurate information about youth crime, the youth justice system and effective measures should be publicly available;
- young persons have rights and freedoms, including those set out in the United Nations Convention on the Rights of the Child;
- the youth justice system should take account of the interests of victims and ensure accountability through meaningful consequences and rehabilitation and reintegration; and
- the youth justice system should reserve its most serious interventions for the most serious crimes and reduce the over-reliance on incarceration.

Declaration of Principle

The Declaration of Principle sets out the policy framework for the interpretation of the legislation, providing guidance on the priority that is to be given to key principles. For example, the legislation makes clear that the nature of the system's response to an offence should reflect the needs and individual circumstances of the young person. However, the needs or social welfare of a young person should not result in longer or more severe penalties than what is fair and proportionate to the seriousness of the offence committed.

The Declaration of Principle provides that:

- the objectives of the youth justice system are to:
 - prevent crime;
 - rehabilitate and reintegrate young persons into society;
 - ensure meaningful consequences for offences; and
 - contribute to the long-term protection of society;

- the youth justice system must reflect the fact that young persons lack the maturity of adults. The youth system is different from the adult system in many respects, including:
 - measures of accountability are consistent with young persons' level of maturity;
 - procedural protections are enhanced;
 - rehabilitation and reintegration are given special emphasis; and
 - the importance of timely intervention is recognized;
- young persons are to be held accountable through interventions that are fair and in proportion to the seriousness of the offence;
- within the limits of fair and proportionate accountability, interventions should:
 - reinforce respect for societal values;
 - encourage the repair of harm done;
 - be meaningful to the young person;
 - respect gender, ethnic, cultural and linguistic differences; and
 - respond to the needs of Aboriginal young persons and of young persons with special requirements; and
- youth justice proceedings require special guarantees to:
 - protect the rights of young people;
 - provide courtesy, compassion and respect for victims;
 - provide the opportunity for victims to be informed and to participate; and
 - ensure that parents are informed and encouraged to participate in addressing the young person's offending behaviour.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What two passages in the YCJA clarify the principles and the objectives of Canada's youth justice system?
- Q2. How is the youth justice system expected to take account of the interests of victims and ensure accountability?
- Q3. How does the YCJA Declaration of Principle expect young persons to be held accountable?

ANTICIPATED ANSWERS:

- A1. The Preamble and the Declaration of Principle.
- A2. Through meaningful consequences and rehabilitation and reintegration.
- A3. Through interventions that are fair and in proportion to the seriousness of the offence.

Teaching Point 2**Describe extrajudicial measures provided by the YCJA.**

Time: 10 min

Method: Interactive Lecture

EXTRAJUDICIAL MEASURES**Extrajudicial.** Outside the court system.

One of the key objectives of the YCJA is to increase the use of effective and timely non-court responses to less serious offences by youth. These extrajudicial measures provide meaningful consequences, such as requiring the young person to repair the harm done to the victim. They also allow early intervention with young people and provide an opportunity for the broader community to play an important role in developing community-based responses to youth crime. Increasing the use of non-court responses not only improves the response to less serious youth crime, but also enables the courts to focus on more serious cases.

The YCJA contains many provisions to increase the appropriate use of extrajudicial measures for less serious offences, including the following principles. Extrajudicial measures:

- should be used in all cases of minor violations where they would be adequate to hold the young person accountable;
- are presumed to be adequate to hold first-time, non-violent offenders accountable; and
- may be used even if the young person has previously been dealt with by extrajudicial measures or has been found guilty of an offence.

The YCJA also sets out clear objectives for extrajudicial measures, including:

- repairing the harm caused to the victim and the community;
- providing an opportunity for victims to participate in decisions;
- ensuring that the measures are proportionate to the seriousness of the offence; and
- encouraging the involvement of families, victims and other members of the community.

The YCJA requires police officers to consider the use of extrajudicial measures before deciding to charge a young person. Police and prosecutors are specifically authorized to use various types of extrajudicial measures, to include:

- taking no further action;
- warnings;
- police cautions;
- crown cautions;
- referrals; and
- extrajudicial sanctions.

Taking No Further Action

No further action will be taken if the young person is already seen to be subject to meaningful consequences for an offence.

Warnings

Warnings are informal warnings by police officers and this is also a feature of the adult justice system.

Police Cautions

Police cautions are more formal warnings by the police. The YCJA authorizes provinces to establish police cautioning programs. Police cautions may be in the form of a letter from the police to the young person and the young person's parents or they may involve a process in which the young person and the young person's parents are requested to appear at a police station to talk to a senior police officer.

Crown Cautions

Crown cautions are similar to police cautions but prosecutors give the caution after the police refer the case to them. A crown caution may be in the form of a letter to the young person and the young person's parents.

Referrals

Police officers may refer a young person to community programs or agencies that may help to rehabilitate them. The referral may be to a wide range of community resources, including recreation programs and counselling agencies.

Extrajudicial Sanctions

Sanction. A penalty or reward enacted to enforce obedience to a law or rule.

Extrajudicial sanctions are the most formal type of extrajudicial measures. Unlike the other types of extrajudicial measures, they may be used only if the young person admits responsibility for the offence. The Attorney General of the province must determine that there is sufficient evidence to proceed with a prosecution of the offence. The sanctions must be part of an extrajudicial sanctions program designated by the Attorney General and the young person must first agree to be subject to the sanction. If the young person fails to comply with the terms and conditions of the sanction, the case may proceed through the court process. Under the YCJA, an extrajudicial sanction should be used only if the young person cannot be adequately dealt with by a warning, caution or referral. Examples of extrajudicial sanctions that have been used include:

- apologizing to the victim by way of either a verbal or written apology;
- writing an essay on a pre-selected topic that is considered to be appropriate to the situation;
- performing either a personal service for the victim or a community service;
- paying any compensation or restitution to the victim for damages incurred;
- making a charitable donation to a non-profit organization; or
- attending a designated educational or information session.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. When should extrajudicial measures be used?
- Q2. What objectives does the YCJA give to guide the use of extrajudicial measures?
- Q3. What are extrajudicial sanctions?

ANTICIPATED ANSWERS:

- A1. Extrajudicial measures should be used in all cases of minor violations where they would be adequate to hold the young person accountable.
- A2. The YCJA objectives for guiding the use of extrajudicial measures are:
- repairing the harm caused to the victim and the community;
 - providing an opportunity for victims to participate in decisions;
 - ensuring that the measures are proportionate to the seriousness of the offence; and
 - encouraging the involvement of families, victims and other members of the community.
- A3. Extrajudicial sanctions are penalties that can be used only if the young person admits responsibility for the offence.

Teaching Point 3

Describe conferences provided for in the YCJA.

Time: 5 min

Method: Interactive Lecture

The YCJA authorizes and encourages the convening of conferences to assist decision-makers in the youth justice system.

DEFINITION

Conference. Various types of processes in which effected or interested parties come together to formulate plans to address participants' needs and circumstances involved in youth justice cases.

A conference could be composed of a variety of people, depending on the situation. It could include, for example, the parents of the young person, the victim, others who are familiar with the young person and their neighbourhood, community agencies, or professionals with a particular expertise that is relevant to the circumstances.

APPLICATIONS

A conference brings a group of people together to give advice to a police officer, judge, justice of the peace, prosecutor, provincial director or a youth worker who is required to make a decision under the Act.

A conference provides advice on decisions such as:

- appropriate extrajudicial measures,
- conditions for release from pre-trial detention,
- appropriate sentences, and
- plans for reintegrating a young person back into the community after being in custody.

A conference could be a restorative mechanism that is focused on developing proposals for repairing the harm done to the victim of the young person's offence. It could also be a professional case conference in which professionals discuss how the young person's needs may best be met and how services in the community can be coordinated to assist the young person.

FORMS OF CONFERENCES

Conferences generally operate in an informal manner. They can take the form of:

- family group conferencing,
- youth justice committees,
- community accountability panels,
- sentencing circles, and
- inter-agency case conferences.

Conferences provide an opportunity for a wider range of perspectives on a case, more creative solutions, better coordination of services, and increased involvement of the victim and other community members in the youth justice system.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What law authorizes and encourages the convening of conferences?
- Q2. What two issues does a conference address?
- Q3. What forms might a conference take?

ANTICIPATED ANSWERS:

- A1. The YCJA authorizes and encourages the convening of conferences.
- A2. The participants' needs and circumstances involved in youth justice cases.
- A3. A conference may take the form of:
- family group conferencing,
 - youth justice committees,
 - community accountability panels,
 - sentencing circles, and
 - inter-agency case conferences.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. How does the YCJA Declaration of Principle expect young persons to be held accountable?
- Q2. When should extrajudicial measures be used?
- Q3. What is the purpose of convening a conference?

ANTICIPATED ANSWERS:

- A1. Young persons are to be held accountable through interventions that are fair and in proportion to the seriousness of the offence.
- A2. Extrajudicial measures should be used in all cases where they would be adequate to hold the young person accountable.
- A3. A conference is intended to assist decision-makers in the youth justice system.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Canada's criminal justice systems, including the YCJA, affect all Canadians. They are the underpinning of Canada's just, peaceful and safe society in which cadets live.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-417 Department of Justice. (2008). *The Youth Criminal Justice Act: Summary and background*. Retrieved February 3, 2009, from <http://www.justice.gc.ca/eng/pi/yj-jj/index.html>



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GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 2

EO C401.02 – DISCUSS AGE-BASED LAWS

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-704/PG-001, *Gold Star 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.

Obtain current human resources information from Human Resources and Skills Development Canada (HRSDC) regarding age-related laws in the province where this cadet training will take place. The HRSDC website can be accessed at <http://www.hrsdc.gc.ca/> and information regarding minimum age for employment is given at http://www.hrsdc.gc.ca/eng/labour/labour_law/esl/minage.shtml

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to present basic information on age-based laws and summarize the teaching points.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss age-based laws and identify how they affect youth at specific ages.

IMPORTANCE

It is important for cadets to be able to discuss age-based laws so they will know how laws affect youth at specific ages. This will assist in making wise decisions.

Teaching Point 1**Describe age-based laws concerning youth 12 and over.**

Time: 10 min

Method: Interactive Lecture

LAWS CONCERNING YOUTH 12 AND OVER**United Nations Convention on the Rights of the Child**

Canada recognizes the United Nations Convention on the Rights of The Child. This international agreement sets out minimum and basic standards that all people under 18 should be entitled to. These standards include youths' right to protection from abuse and exploitation, and respect for their views.

For the purposes of this discussion, youth are considered to be young people who are 12 to 17 years old, inclusive. Although Canada's Criminal Code applies to all people in Canada, the Youth Criminal Justice Act (YCJA) provides special consideration for youth who break a law.

Criminal Code

For adults, those 18 years of age and over, the Criminal Code applies. Youth are protected from adults by the Criminal Code and many of these protections involve the consent to sexual relations. It is the Criminal Code that forbids sex with anyone less than 12 years of age. After a youth's 12th birthday they can legally consent to sexual activity only with a person who is less than 2 years older.

Therefore, when an accused is charged with an offence in respect of a youth who is 12 years of age or more but under the age of 14 years, it is a defense that the youth consented to the activity if the accused is:

- less than two years older than the youth; and
- not in a position of trust or authority towards the youth,
- not a person with whom the youth is in a relationship of dependency, and
- not in a relationship with the youth that is exploitative.

A young person who is 14 or 15 years old can consent to sexual activity with someone who is less than five years older if the older person is not in a position of trust or authority towards the youth, is not a person with whom the youth is in a relationship of dependency and is not in a relationship with the youth that is exploitative. However, a young person under 16 years of age cannot give legal consent to sexual activity with any adult.

A young person over 16 years of age can live with an older person against the wishes of their legal guardian; the older person will not be charged with a criminal offence as long as the older person did not assist the young person in leaving home.

Youth Criminal Justice Act (YCJA)

The YCJA comes into effect when a youth becomes 12 years of age. A young person can then be charged for federal criminal offences (eg, shoplifting, assault and having a weapon or drugs) and the young person's parents will be notified.

Topics of Provincial Jurisdiction

In most provinces:

- A young person can be charged for provincial offences (eg, skipping school, jaywalking and trespassing) and their parents will be notified.
- A young person's consent is required to have their name changed.

- A young person's consent is required if their parents want to place them with a Children's Aid Society.
- If a young person is in the care of a Children's Aid Society, they can apply to the court to have this changed.
- A young person can see a counsellor or therapist without parental knowledge or consent.
- The court can order a young person into a treatment program if they have a mental health issue.
- There may be restrictions on what a young person can do and where they can go.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. When does the YCJA come into effect?
- Q2. Who is notified if a twelve-year-old is charged with a federal or provincial offence?
- Q3. At what age can a young person see a counsellor or therapist without parental consent?

ANTICIPATED ANSWERS:

- A1. The YCJA comes into effect when a youth becomes 12 years of age.
- A2. The young person's parents.
- A3. Twelve years of age.

Teaching Point 2

Describe age-based laws concerning youth 14 and over.

Time: 5 min

Method: Interactive Lecture

LAWS CONCERNING YOUTH 14 AND OVER

YCJA

A young person can be given an adult sentence in youth court for more serious criminal offences (eg, murder, attempted murder, manslaughter, and sexual assault involving serious violence). Provincial legislation may raise this to age 15 or 16.

Topics of Provincial Jurisdiction

In some provinces, young people over 14 can be employed, though only outside school hours, in work that is considered wholesome and not harmful to health, welfare, or moral or physical development.



Describe the provincial labour-force rules regarding young people. These can be found in the provincial or territorial Employment Standards Act, which can be accessed via Human Resources and Social Development Canada at http://www.hrsdc.gc.ca/eng/labour/labour_law/esl/minage.shtml with further details at http://www.hrsdc.gc.ca/eng/labour/employment_standards/ministries.shtml

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. A young person accused of attempted murder would be charged under which laws?
- Q2. What legislation might raise the age at which a youth can be given an adult sentence?
- Q3. A young person's ability to be hired for a specified job is determined by what legislation?

ANTICIPATED ANSWERS:

- A1. The YCJA.
- A2. Provincial legislation.
- A3. Provincial legislation.

Teaching Point 3

Describe age-based laws concerning youth under 16.

Time: 5 min

Method: Interactive Lecture

LAWS CONCERNING YOUTH UNDER 16

Topics of Provincial Jurisdiction

A young person must attend school in all provinces and territories.

In most provinces:

- Child protection is provided for young persons under age 16 by provincial legislation.
- Curfews for young persons under 16 may be established by provincial legislation.
- Competence of a young person under 16 to appoint and instruct a lawyer for legal proceedings about admission into a facility for people with mental illnesses is determined by provincial legislation.
- The legal guardian of a young person under 16 may exercise rights to privacy and access to information but not in respect of health care, which requires the young person's consent.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. In Canada, who must attend school?
- Q2. In Canada, what legislation is used to establish curfews for young persons?
- Q3. About what matter can a legal guardian of a young person under 16 years of age not exercise rights, under provincial legislation?

ANTICIPATED ANSWERS:

- A1. Youth under 16 years of age.
- A2. Curfews for young persons may be established by provincial legislation.
- A3. The legal guardian of a young person under 16 may not exercise rights in respect of the young person's health care.

Teaching Point 4**Describe age-based laws concerning youth 16 and over.**

Time: 5 min

Method: Interactive Lecture

LAWS CONCERNING YOUTH 16 AND OVER**Topics of Provincial Jurisdiction**

In most provinces:

- A young person can work during school hours, subject to provincial legislation.
- A young person can withdraw from parental control (leave home), but may lose the right to financial support.
- A young person can apply for a beginner's driver's license subject to provincial legislation.
- A young person can get married with parental consent.
- A young person can change their name with parental consent or a court order subject to provincial legislation.
- A young person may be considered an adult under provincial offences legislation, meaning parents will not be notified about any charges under provincial laws.
- If not married, a young person can apply for and may receive social assistance in special circumstances.
- A young person is protected from age discrimination when looking for housing.
- At age 16, a young person can no longer be brought into the care of a Children's Aid Society.
- A young person has the right to be involved in decisions about their special education needs.
- If a young person has withdrawn from parental control, they may have the right to appeal school-related decisions, such as suspensions and expulsions, subject to provincial legislation.
- A 16-year-old young person can protect their right to privacy of, and exercise access to, their own personal information.
- In case they become incapable of making decisions, a young person can appoint a substitute decision maker for medical treatment and personal care decisions subject to provincial legislation. This person must follow the young person's treatment wishes made after turning 16. A young person can also be appointed as a substitute decision maker for someone else.
- At age 16 a young person is usually considered an adult for the purposes of mental health; that is, the young person can apply for a court order to be placed in a treatment program for mental health issues.
- A young person, if a student, can be employed only a limited number of hours per week.

- A young person's parents may be sued for damages caused by the youth if the parents failed to reasonably supervise and control the youth.
- A young person can be sued on contracts for necessities (eg, housing) and for goods and services if they benefit from the contract.
- A young person requires a litigation guardian (an adult for representation) to sue someone or be sued unless a court orders that the young person is allowed to do so on their own.
- A litigation guardian may be ordered to represent a young person in legal proceedings where the young person is not a party but their interests require separate representation.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. At 16 years of age a young person has the right to do what during school hours?
- Q2. What does a 16-year-old person require to get married?
- Q3. What might a 16-year-old person lose by withdrawing from parental control and leaving home?

ANTICIPATED ANSWERS:

- A1. Work.
- A2. Parental consent.
- A3. A young person can withdraw from parental control (leave home), but may lose the right to financial support.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. Beginning at age 12 for a young person, what is required in most provinces to place the young person with a Children's Aid Society?
- Q2. A young person's ability to be hired for a specified job is determined by what legislation?
- Q3. Under what circumstances can a young person be sued on contracts for necessities and for goods and services?

ANTICIPATED ANSWERS:

- A1. A young person's consent is required to place the young person with a Children's Aid Society.
- A2. Provincial legislation.
- A3. A young person can be sued on contracts if they benefited from the contract.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

A young person needs to be aware of the changes in legal status that take place as aging and maturity occur because, as a young person grows older, society's expectations tend to become higher. They are becoming more responsible / accountable for their actions.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-421 Justice for Children and Youth. (2008). *Age-based laws*. Retrieved February 3, 2009, from <http://www.jfcy.org/>

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SECTION 3

EO C401.03 – DISCUSS GOVERNMENT JURISDICTIONS

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-704/PG-001, *Gold Star 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. Instructors will need to research and prepare adequately for the group discussion on municipal bylaws in TP3.

Photocopy the handouts at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

One week before this lesson, instruct the cadets to learn the names and responsibilities of the town council members or local officials, as appropriate to the local area.

APPROACH

An interactive lecture was chosen for TPs 1–2 to present basic information on federal and provincial jurisdictions and to summarize the teaching points.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about common municipal bylaws. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss government jurisdictions and identify each area of legislative power.

IMPORTANCE

It is important for cadets to be able to discuss government jurisdictions so they will be able to identify each level of government's area of legislative power and participate actively as a valued member of a community.

Teaching Point 1**Discuss exclusive powers of the Parliament of Canada.**

Time: 5 min

Method: Interactive Lecture

One of the main characteristics of a federal state such as Canada is the distribution of legislative powers between two or more orders of government. In Canada, there are two orders of government; the federal government and provincial governments. The exclusive powers of Canada's Parliament concern matters of national interest. They include the following:

- defence,
- criminal law,
- census,
- money and banking,
- transportation, and
- citizenship.

DEFENCE

The federal government's defence portfolio comprises a number of organizations, including:

- Department of National Defence (DND),
- Canadian Forces (CF),
- National Search and Rescue Secretariat (NSS),
- Defence Research and Development Canada (DRDC),
- Communications Security Establishment (CSE),
- Canadian Cadet Movement (CCM) and Junior Canadian Rangers (JCR), and
- Judge Advocate General (JAG).

CRIMINAL LAW

Society uses criminal law to shield its members from destructive, hurtful and socially unacceptable behaviours that undermine everyone's right to live in a just, peaceful and safe society. As such, criminal law is a deterrent and primarily punitive. A person found guilty of a criminal offence may lose their liberty and face consequences that have a profound effect on personal freedoms and choices. The federal government's criminal law power is therefore our society's most extreme tool to use to control behaviour that society, through Parliament, has determined to be undesirable.

Canadian law recognizes that a person accused of a crime is innocent until proven guilty in a court of law and that proof of the crime must be made beyond a reasonable doubt. These principles protect all citizens from the arbitrary use of the state's powers of arrest, detention and punishment.

Youth justice

Special considerations come into play when young people commit acts that are considered criminal. This is why Parliament passed the Youth Criminal Justice Act (YCJA) in 2003. It applies to young people aged 12 to 17 years, inclusive. The Act recognizes that young persons must be held accountable for criminal acts, although they need not always be held accountable in the same manner or to the same extent as adults. It is in

society's interest to ensure that as many young offenders as possible are rehabilitated and become productive members of society.

CENSUS



The *Canadian Oxford Dictionary* defines census as an official count of a population or of a class of things, often with various statistics noted.

Every five years (2016, 2121, etc.) Statistics Canada takes a census of population. The census provides a comprehensive collection of facts about people in Canada. For example, people are asked questions about their age, sex, marital status, education, employment, income, ethnic origin, language, and other subjects. The need for this kind of information increases as our society becomes more complex.

Conducted every five years (2016, 2021, etc), the Canadian Census of Population is a major undertaking whose planning and implementation spans a period of more than eight years. Statistics Canada generally works on two and even three censuses at any given point in time. Before the final results of one census are published, planning and systems development are already well under way for the next one.

MONEY AND BANKING

The federal government's Department of Finance responsibilities include:

- preparing the federal budget;
- preparing tax and tariff legislation;
- managing federal borrowing on financial markets;
- administering major federal transfers to the provinces and territories;
- developing regulatory policy for the financial sector; and
- representing Canada within international financial institutions.

TRANSPORTATION

Transport Canada is responsible for transportation policies and programs. It ensures that air, marine, national highways and rail transportation are safe, secure, efficient and environmentally responsible.

CITIZENSHIP

Citizenship and Immigration Canada was created to link immigration services with citizenship registration. Citizenship and Immigration Canada promotes Canadian ideals and helps build a stronger Canada.



Distribute the handout at Attachment A to each cadet and advise them to read this material for homework.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. To what portfolio do both the Cadets and Junior Canadian Rangers, and the JAG belong?
- Q2. What Canadian laws are primarily punitive?
- Q3. For what four modes of transportation is Transport Canada responsible?

ANTICIPATED ANSWERS:

- A1. The federal government's defence portfolio.
- A2. Criminal law.
- A3. Air, marine, national highway and rail transportation.

Teaching Point 2

Describe exclusive powers of provincial legislatures.

Time: 10 min

Method: Interactive Lecture

There is a clear constitutional distinction between provinces and territories. While territories exercise delegated powers under the authority of the Parliament of Canada, provinces exercise powers in their own right. The exclusive powers of provincial legislatures, listed in the Constitution Act of 1867, concern matters of a local nature. They include the following:

- property and civil rights,
- administration of justice,
- natural resources and the environment,
- education, and
- health and welfare.

PROPERTY AND CIVIL RIGHTS

Property and civil rights law is a powerful provincial constitutional provision. In practice, this gives the provinces authority over numerous matters related to property rights and rights related to civil law, including contractual rights, labour relations, professions, intra-provincial marketing schemes, advertising, trade securities, manufacturing, and industry.

ADMINISTRATION OF JUSTICE

Authority for the judicial system in Canada is divided between the federal government and the ten provincial governments. The provinces are given jurisdiction over "the administration of justice" in the provinces, which includes "the constitution, organization and maintenance" of the courts, both civil and criminal, as well as civil procedure in those courts. However, this jurisdiction does not extend to the appointment of the judges of all of these courts. The power to appoint the judges of the superior courts in the provinces—which includes the provincial courts of appeal as well as the trial courts of general jurisdiction—is given to the federal government.

NATURAL RESOURCES AND THE ENVIRONMENT

Under the Canadian constitution, responsibility for natural resources belongs to the provinces, not the federal government.

In each province, the legislature may exclusively make laws in relation to:

- exploration for non-renewable natural resources in the province;
- development, conservation and management of non-renewable natural resources and forestry resources in the province; and
- development, conservation and management of sites and facilities in the province for the generation of electrical energy.

EDUCATION

Education is exclusively within the jurisdiction of provincial and territorial governments and has been since 1867 when Canada's Constitution Act, then known as the British North America (BNA) Act, provided that the legislature of each province may exclusively make laws in relation to education.

HEALTH AND WELFARE

Health

Canada's national health insurance program, commonly referred to as "Medicare", is designed to ensure all residents have reasonable access to medically necessary hospital and physician services, on a prepaid basis. Instead of having a single national plan, Canada has a national program that is composed of 13 interlocking provincial and territorial health insurance plans, all of which share certain common features and basic standards of coverage.

Welfare

Canada's Charter of Rights and Freedoms regulates interactions between the state (federal, provincial and territorial governments) and individuals. It is, in some respects, Canada's most important legislation because it can render invalid or inoperative any laws that are inconsistent with its provisions.



The *Youth guide to the Canadian Charter of Rights and Freedoms* can be accessed at <http://www.jhcentre.org/dnn/Portals/0/Publications/Youth%20Guide.pdf>

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets share their knowledge of the exclusive powers of provincial legislatures.

RESOURCES

Nil.

ACTIVITY LAYOUT

Arrange the classroom for the entire group to be standing.

ACTIVITY INSTRUCTIONS

1. Tell the cadets they are to share their knowledge of provincial jurisdiction with another cadet.
2. Have the cadets walk about the classroom mingling.
3. On command of the instructor, each cadet will find another cadet to form a pair.
4. Give the group ten seconds to remember the areas of provincial jurisdiction.
5. The member of each pair with the earliest birthday will name one area of provincial jurisdiction.
6. The other member of each pair will respond with a second area of provincial jurisdiction.
7. Repeat until all areas of provincial jurisdiction are named, to include:
 - property and civil rights,
 - administration of justice,
 - natural resources and the environment,
 - education, and
 - health and welfare.
8. Repeat Steps 2 and 3 to form new pairs.
9. Give the entire group ten seconds to remember a fact about an area of provincial jurisdiction.
10. The member of each pair with the latest birthday will name a fact about an area of provincial jurisdiction.
11. The other member of each pair will respond with a second fact about an area of provincial jurisdiction.
12. Continue this sharing while time permits.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Describe examples of common municipal bylaws that affect youth.

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

Municipal government is not a constitutional order of government. Municipalities are established by the provincial legislatures, which delegate some of their powers to municipal governments. Municipalities are governed by municipal councils. The job of municipal councils is to make decisions about municipal financing, services and other bylaws. Councils must regulate behaviour as demanded by the majority of citizens. Since such demands are a reflection of local values and needs, they vary in detail between locations. It is a civic responsibility for each citizen to know what rules are in local bylaws.



Have the cadets brainstorm a list of the names and responsibilities of the town council members or local officials, as appropriate to the local area.

NOISE LIMITATIONS

Most municipalities limit noise that is irritating. At certain times, noise is completely forbidden in some municipalities.

CURFEWS

Safety requires that children not wander the streets at night. As well, law enforcement is made more difficult at night if youth are at large. Municipalities sometimes pass bylaws that require persons under a specified age to not be in a public place at certain times. Typical exceptions to curfew might include situations in which the young person is:

- involved in an emergency as defined by the bylaw;
- in a motor vehicle travelling from one point to another without detour;
- employed;
- acting in a volunteer capacity;
- attending an organized school or sporting event;
- at a religious, cultural or recreational activity; or
- at any other time as determined by a Peace Officer.

CONTROL OF SKATEBOARDS AND BICYCLES

Sharing roads and pathways with vehicles and pedestrians poses safety hazards for skateboards and bicycles—hazards that municipal bylaws are intended to control. Municipalities may designate areas where skateboards and bicycles may not be used and also specify how they are to be used if allowed. Such a bylaw will usually specify fines for contravening the bylaw and methods of disposal of the offending equipment. Every cyclist or skateboarder should first become familiar with the pertinent municipal bylaws.

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 are municipalities established?
- Q2. How might curfew bylaws sometimes make youth feel?
- Q3. Why should everyone become familiar with municipal bylaws?
- Q4. Why might legislation be needed to regulate interactions between a provincial government and an individual?
- Q5. Why is municipal government not a constitutional order of government in Canada?



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 about government jurisdictions will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Instruct the cadets to explore the additional details in the handout located at Attachment A.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The distribution of legislative powers in Canada is a result of Canada's Constitution Act of 1867 (BNA Act) and subsequent constitutional conferences. Negotiating the distribution of legislative powers in Canada is an ongoing process that allows Canada to adapt to a changing world.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-420 Intergovernmental Affairs. (2009). *Canadian federalism: Distribution of legislative powers*. Retrieved February 3, 2009, from <http://www.pco-bcp.gc.ca/aia/index.asp?lang=eng&page=federal>

THE DEFENCE PORTFOLIO

The Defence Portfolio comprises the Department of National Defence (DND), the Canadian Forces (CF) and a number of related organizations, all of which are the collective responsibility of the Minister of National Defence. In addition to DND and the regular and reserve components of the CF, related organizations include:

National Search and Rescue Secretariat (NSS)

NSS acts as a liaison for Search and Rescue (SAR) agencies and all partners involved in Canadian search and rescue. Their combined efforts give Canada one of the most effective national search and rescue programs in the world. The Minister of National Defence is the lead minister for Search and Rescue.

Defence Research and Development Canada (DRDC)

DRDC is an agency operating within DND. DRDC provides science and technology services to DND and the CF. It conducts research and development (R&D) activities to contribute to the success of Canadian military operations and performs ongoing technology assessment to enhance CF preparedness. Many of the cutting-edge products (eg, artificial blood substitute and the first anti-gravity flying suit) developed by DRDC generate thousands of jobs and millions of dollars in export sales for Canada.

Communications Security Establishment (CSE)

The Communications Security Establishment (CSE) is a cryptologic agency that collects foreign intelligence that can be used by the government for strategic warning, policy formulation, decision-making and day-to-day assessment of foreign capabilities and intentions. It produces intelligence reports based on electronic emissions and advises the government in the area of security for its telecommunications and automated information systems.

Cadets and Junior Canadian Rangers

Cadets

Cadets Canada is the largest federally sponsored youth program in Canada. It is a national program for young Canadians ages 12 to 18 who are interested in participating in a variety of challenging and rewarding activities, and learning more about the CF. The Cadet Program:

- promotes teamwork, leadership and citizenship;
- helps develop decision making skills; and
- increases self-confidence and physical fitness.

The Cadet Program contains three separate elements: sea, army and air. While all three elements share common training, each program also has its own distinct focus:

- Sea Cadets focus on seamanship and learning to sail;
- Army Cadets focus on outdoor adventure; and
- Air Cadets focus on principles of aviation and learning to fly.

The aim of the Cadet Program is to 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.

Citizenship. The development of responsible and caring citizens is one of the most important aspects of the Cadet Program. Throughout the year, cadets participate in citizenship activities in cities and towns across Canada.

Leadership. The Cadet Program encourages youth to be fair and ethical leaders. Cadets learn to take responsibility for their actions and motivate their peers to follow their example.

Physical Fitness. Cadets develop an understanding of the benefits of a healthy lifestyle. Participation in fitness activities results in a positive attitude that enables cadets to take on new challenges.

Stimulate Interest in the Activities of the Canadian Forces. Exposure to the sea, land and air activities of the Canadian Forces is a unique part of the Cadet Program identity, distinguishing it from other youth development programs.

Junior Canadian Rangers (JCR)

JCR is the only organized youth program available in many remote and isolated Canadian communities. The JCR programme offers young people in such communities across Canada a unique opportunity to participate in a variety of fun and rewarding activities in a formal setting. Under the supervision of the Canadian Rangers, these young Canadians (ages 12 to 18) become active and engaged citizens of their local communities.

Junior Canadian Rangers are taught traditional skills, life skills, and Ranger skills. With traditional and life skills included in the curriculum, the community can infuse cultural norms, local language, regional skills, and social needs into the programme.

Ranger skills include:

- applying first aid;
- volunteering and being a good role model;
- using small boats, snowmobiles and all-terrain vehicles (ATVs); and
- using rifles safely.

Traditional skills can include:

- hunting and fishing;
- living on the land;
- learning about spirituality, language, music and art; and
- discussing customs and traditions with elders.

Life skills can include:

- living in a healthy way;
- preventing harassment and abuse;
- speaking in public; and
- protecting the environment.

Judge Advocate General (JAG)

The JAG acts as the legal advisor to the Governor General, the Minister of National Defence, DND and the CF. The JAG is also responsible for the administration of military justice in the CF.

CRIMINAL LAW

Society uses criminal law to shield its members from destructive, hurtful and socially unacceptable behaviours that undermine everyone's right to live in a just, peaceful and safe society. As such, criminal law is a deterrent and primarily punitive. A person found guilty of a criminal offence may lose his or her liberty and face consequences that have a profound effect on personal freedoms and choices. The federal government's criminal law power is therefore our society's most extreme tool to use to control behaviour that society, through Parliament, has determined to be undesirable.

Canadian law recognizes that a person accused of a crime is innocent until proven guilty in a court of law and that proof of the crime must be made beyond a reasonable doubt. These principles protect all citizens from the arbitrary use of the state's powers of arrest, detention and punishment.

Youth justice

Special considerations come into play when young people commit acts that are considered criminal. This is why Parliament passed the Youth Criminal Justice Act (YCJA) in 2003. It applies to young people aged 12 to 17 years, inclusive. The Act recognizes that young persons must be held accountable for criminal acts, although they need not always be held accountable in the same manner or to the same extent as adults. It is in society's interest to ensure that as many young offenders as possible are rehabilitated and become productive members of society.

CENSUS

Conducted every five years, the Canadian Census of Population is a major undertaking whose planning and implementation spans a period of more than eight years. Statistics Canada generally works on two and even three censuses at any given point in time. Before the final results of one census are out, planning and systems development are already well under way for the next one.

MONEY AND BANKING

The federal government's Department of Finance responsibilities include:

- preparing the federal budget;
- preparing tax and tariff legislation;
- managing federal borrowing on financial markets;
- administering major federal transfers to the provinces and territories;
- developing regulatory policy for the financial sector; and
- representing Canada within international financial institutions.

TRANSPORTATION

Transport Canada is responsible for transportation policies and programs. It ensures that air, marine, national highways and rail transportation are safe, secure, efficient and environmentally responsible.

Transport Canada reports to Parliament and Canadians through the minister of Transportation, Infrastructure and Communities.

Air Transportation

Canada is recognized as having one of the most successful and safest civil aviation programs in the world. Transport Canada works with many partners both in Canada and around the world to protect and maintain our air safety and security record, and to make air travel more environmentally responsible.

Marine Transportation

Transport Canada promotes efficient marine transportation and safe, secure and sustainable marine practices; oversees marine infrastructure; regulates the safe transportation of dangerous goods by water; and helps protect the marine environment.

Rail Transportation

With 48 000 kilometres of track, Canada has one of the largest rail networks in the world. Transport Canada regulations, standards and programs work to make our railway system safe, secure, accessible, competitive and more environmentally responsible.

Road Transportation

Transport Canada works to make Canada's national highways, and international and interprovincial bridges safe, as well as to keep our border crossings secure and efficient for drivers, passengers and the communities they travel through.

CITIZENSHIP

Citizenship and Immigration Canada (CIC) was created to link immigration services with citizenship registration. CIC promotes Canadian ideals and helps build a stronger Canada. CIC responsibilities include:

- admitting immigrants, foreign students, visitors and temporary workers who help Canada's social and economic growth;
- resettling, protecting and providing a safe haven for refugees;
- helping newcomers adapt to Canadian society and become Canadian citizens;
- managing access to Canada to protect the security and health of Canadians and the integrity of Canadian laws; and
- helping Canadians and newcomers to participate fully in the economic, political, social and cultural life of the country.



**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 4

EO C401.04 – DISCUSS COMPUTER CRIME

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-704/PG-001, *Gold Star 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 to present basic information on computer crime and to summarize the teaching points.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about computer crime. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have discussed computer crime.

IMPORTANCE

It is important for cadets to discuss computer crime so they will be able to identify unacceptable behaviour and help reduce the frequency of such activities.

Teaching Point 1**Describe copyright laws regarding downloading.**

Time: 10 min

Method: Interactive Lecture

THE PURPOSE OF COPYRIGHT

Copyright means the right to copy. Only the owner of copyright, very often the creator of the work, is allowed to produce or reproduce the work in question or to permit anyone else to do so. Copyright law rewards and protects creative endeavours by giving the copyright owner the sole right to publish or use the work in any number of ways. A copyright owner may also choose not to publish a work and to prevent anyone else from doing so.

Copyright applies to all original literary, dramatic, musical and artistic works. Each of these general categories covers a wide range of creations.

Copyright also applies to three other kinds of subject matter in addition to the works listed above:

- **Performer's performance.** Performers such as actors, musicians, dancers and singers have copyrights for their performances.
- **Communication signals.** Broadcasters have copyrights for the communication signals that are broadcast.
- **Sound recordings.** Makers of recordings, such as records, cassettes, and compact discs, which are called "sound recordings" in the Copyright Act, are also protected by copyright.



Cadets can find detailed information about copyright at the Canadian Intellectual Property Office web page at <http://cipo.ic.gc.ca>

PEER-TO-PEER (P2P) FILE SHARING

When used properly, P2P file sharing is an exciting new technology. Unfortunately, P2P networks are often used improperly—usually for the illegal distribution of copyrighted content.

Internet file-sharing involves millions of unauthorized music files at any one time. A large majority of unauthorized files are being made available by a small minority of P2P users.

The Perils of P2P

Due to global and anonymous connectivity, P2P users are exposed to a variety of security and privacy hazards. This is often made worse by software flaws that provide easy access to hackers and can result in machine crashes and loss of privacy.

Spyware can be embedded with a "Trojan Horse", an executable code that may leak information, corrupt files or allow system commandeering by a hacker. Viruses, too, are spread via file-sharing networks. Users become contaminated when downloading infected files.

CONSEQUENCES OF INTERNET PIRACY**Physical Music Piracy**

Physical music piracy is the making or distribution of copies of sound recordings on physical carriers without the permission of the rights owner. The term piracy refers to activities that are of a commercial nature, including activities that cause commercial harm. The packaging of pirated copies may or may not be different from the

original. Pirated copies are often compilations, such as the "greatest hits" of a specific artist, or a collection of a specific genre, such as dance tracks.

Bootlegs

Bootlegs are the unauthorized recordings of live or broadcast performances. They are duplicated and sold—sometimes at a premium price—without the permission of the artist, composer or record company.

Internet Piracy

Internet piracy is commonly used to refer to a variety of unauthorized uses of music or other creative content on the internet. It refers to acts of infringements on the Internet that are of a commercial nature—not necessarily due to the motivation of the perpetrator. While some Internet pirates generate income from their activity, many people engage in such acts for other, non-commercial reasons, but they all can cause enormous commercial damage.

The term is also often used to refer more generally to any use of creative content on the Internet that violates copyright, whether via websites, P2P networks, or other means.

THE BERNE CONVENTION

The Berne Convention for the Protection of Literary and Artistic Works was first adopted in 1886 as an agreement to honour the rights of all authors who are nationals of countries that are party to the convention (including Canada). It was updated by the Paris Act of 1971. The convention is administered by the World Intellectual Property Organization (WIPO), a specialized agency of the United Nations.

The World Intellectual Property Organization (WIPO) is a specialized agency of the United Nations. It is dedicated to developing a balanced and accessible international intellectual property (IP) system, which rewards creativity, stimulates innovation and contributes to economic development while safeguarding the public interest.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the purpose of copyright law?
- Q2. What are bootlegs?
- Q3. What is generally referred to as Internet piracy?

ANTICIPATED ANSWERS:

- A1. Copyright law rewards and protects creative endeavours.
- A2. Bootlegs are the unauthorized recordings of live or broadcast performances.
- A3. Any use of creative content on the Internet that violates copyright.

Teaching Point 2**Explain authorized use of DND / CF Internet connections, unauthorized access to restricted websites, and consequences of misuse of computers.**

Time: 5 min

Method: Interactive Lecture

There should be no expectation of privacy when using DND and CF electronic networks and computers as they are subject to monitoring for purposes of system administration, maintenance and security, and to ensure compliance with DND, CF and Treasury Board policies.

AUTHORIZED USE OF DND / CF INTERNET CONNECTIONS

Internet acceptable-use policies cover Internet connections created for the use of—or on behalf of— DND / CF, whether or not they are used in support of the Cadet Program. This applies whether these connections are made using a personal or a DND / CF computer or other equipment. Only authorized personnel shall use such Internet connections and only for legitimate activities. Internet use shall conform to Government of Canada and DND / CF policies.

Unauthorized and / or illegal use of the Internet includes, but is not limited to:

1. disseminating, displaying, mailing, posting, receiving or soliciting for the reception of illegal material (eg, obscene, threatening, intimidating or harassing material, hate propaganda, or child pornography). Making public to any users any such materials or direct links to such locations elsewhere on the Internet is also illegal;
2. use of the Internet to libel or slander other users, individuals or institutions;
3. extortion (obtaining by threats, force or persistent demands);
4. violation of copyrights or trade secrets, or infringement of any patent or other proprietary interest, including any activity that supports illegal distribution of software, otherwise known as pirating;
5. gaining or attempting to gain unauthorized access to any kind of network, service, information, communications, or computing facility or resource through use of the DND / cadet unit Internet connection / computer (also referred to as hacking);
6. damaging / destroying the integrity of a computer system, or the data or programs stored on a computer system;
7. misrepresentation of oneself or DND / CF;
8. attempting to disable or circumvent security mechanisms or access restrictions, or uncover security loopholes, or circumvent information / data protection schemes in order to gain unauthorized access;
9. disrupting service by using the Internet connection / computer as to interfere with or disrupt network resources, users, services or equipment;
10. propagation of computer viruses or other malicious code;
11. sending electronic chain letters or wide distribution e-mail;
12. making large numbers of article posts to inappropriate newsgroups (referred to as spamming); and
13. uploading, downloading, modifying or removing files from a remote computer for which proper authorization was not granted.

UNAUTHORIZED ACCESS TO RESTRICTED WEBSITES

Criminal Code 184. (1): Everyone who, by means of any electro-magnetic, acoustic, mechanical or other device, willfully intercepts a private communication is guilty of an indictable offence and liable to imprisonment for a term not exceeding five years.



Cadets can explore the meaning of these terms, relative to the Internet, at the Criminal Code Part VI, Invasion of Privacy: Interception of Communications on the Department of Justice website: <http://laws.justice.gc.ca/en/showtdm/cs/C-46>

CONSEQUENCES OF MISUSE OF COMPUTERS

Failure of a cadet to comply with DND / CF Internet acceptable use policy may result in compulsory termination of cadet membership.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. Why should there be no expectation of privacy when using DND and CF electronic networks and computers?
- Q2. Who can use DND / CF Internet connections and for what purposes?
- Q3. What might be the consequence of a cadet's failure to comply with DND / CF Internet acceptable use policy?

ANTICIPATED ANSWERS:

- A1. DND and CF electronic networks and computers are subject to monitoring for purposes of system administration, maintenance and security, and to ensure compliance with DND, CF and Treasury Board policies.
- A2. Only authorized personnel shall use such Internet connections and only for legitimate activities.
- A3. Failure of a cadet to comply with DND / CF Internet acceptable use policy may result in compulsory termination of cadet membership.

Teaching Point 3

Conduct a group discussion on acceptable use of the Internet.

Time: 10 min

Method: Guided Discussion

BACKGROUND KNOWLEDGE

THE NEED FOR CAUTION AND SOUND JUDGEMENT

CF members, civilian instructors, personnel volunteering in support of the Cadet Program and cadets shall:

- be expected to exert caution and sound judgment when using the Internet;
- ensure online activities are of a professional, ethical and legal manner and shall not diminish the public image of the Cadet Program;

- not represent personal views over the Internet as being the policy of DND / CF, the Government of Canada or the Canadian Cadet Organizations;
- not express themselves in an abusive, sexist or racist manner over the Internet; and
- not violate public affairs policy through their use of the Internet.

PROFESSIONALISM WHEN USING CADET-RELATED MATERIAL

Grievances and personal dissatisfactions with the Cadet Program or individuals involved with the Cadet Program shall not be posted over the Internet. Established procedures exist for the resolution of grievances at all levels.

All members of the cadet movement should consult with their chain of command before publishing cadet program-related information and imagery to the Internet on other than official cadet websites in accordance with the related regulations. The regional Public Affairs Officer should be consulted if there is any question about the content to be posted. It is incumbent upon all members of the cadet organization to consider the potential for creating risk to themselves, their families, their peers and the cadet program by publishing information to the internet.

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 are cadets expected to exert caution and sound judgment when using the Internet?
- Q2. How can cadets ensure that their Internet activities are of a professional, ethical, and legal manner and do not diminish the public positive image of the program?
- Q3. How might cadets inadvertently represent personal views over the Internet as being the policy of DND / CF, the Government of Canada or the Canadian Cadet Organizations?

- Q4. How might someone express themselves in an abusive, sexist or racist manner over the Internet?
- Q5. What harm might result from posting grievances and personal dissatisfactions on the Internet?



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 a discussion about acceptable use of the Internet will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What is the purpose of copyright law?
- Q2. Why should there be no expectation of privacy when using DND and CF electronic networks and computers?
- Q3. What must cadets ensure about their online activities?

ANTICIPATED ANSWERS:

- A1. Copyright law rewards and protects creative endeavours.
- A2. DND and CF electronic networks and computers are subject to monitoring for purposes of system administration, maintenance and security, and to ensure compliance with DND, CF and Treasury Board policies.
- A3. Cadets must ensure that their online activities are of a professional, ethical and legal manner and that they do not diminish the public positive image of the Cadet Program.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Although computer crime has been a problem for as long as there has been information stored on computers, such crime was once in the uncommon domain of specialists. Now that computers are in widespread use, computer crime affects everyone with very dangerous social and economic consequences.

INSTRUCTOR NOTES / REMARKS

This lesson may be delivered by a subject matter expert from the community, such as a police officer.

REFERENCES

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 1

EO M402.01 – PERFORM COMMUNITY SERVICE

Total Time:

270 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star 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 briefing the guest speaker.

The choice of activity is to be left to the discretion of the Commanding Officer (CO). Cadets will participate in a community service activity with a service group.

This activity may be conducted over a day (nine periods) or in three sessions of three periods each, based on local needs.

A guest speaker should introduce this lesson. The guest speaker should be made aware of the requirements of this lesson. Ensure that any information not covered is provided to the cadets through a question and answer session following the community service activity. If a guest speaker is unavailable, the instructor should procure as much information as possible on the selected activity from the community service group.

It is recommended that the guest speaker debrief the cadets following the community service activity.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

The experiential learning approach was chosen for this lesson as it allows the cadet to acquire new knowledge through a direct experience. By reflecting on what they have seen, felt and thought they are better able to connect this learning to past situations and use this learning to plan how this knowledge can be applied in future experiences.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have performed community service.

IMPORTANCE

It is important for cadets to participate in community service activities as it contributes directly to supporting the aim of the Cadet Program of developing attributes of good citizenship. It also allows the cadet to experience the benefits of volunteering and the positive impact it has on the community.

Teaching Point 1**Have the cadets perform a community service activity.**

Time: 270 min

Method: Experiential Learning

BACKGROUND KNOWLEDGE

Community service is defined as activities that help cadets develop attributes of good citizenship. Through active involvement in these activities, cadets will have a positive impact on local communities, contributing to community strength and vibrancy.

One way cadets perform community service is through the service groups in the community. Service groups or clubs aim to promote community welfare and goodwill.

The following is a description of the service groups that may be found in the community.

THE ROYAL CANADIAN LEGION

By the end of World War One (WW I) there were a total of 15 veterans' groups and a number of regimental associations representing former service members in Canada. Despite their common goal of helping returned servicemen in need, their efforts were fragmented and largely unsuccessful. In 1925, an appeal for unity led to the formation of the Dominion Veterans Alliance, out of which evolved The Canadian Legion of the British Empire Services League the following year.

World War Two (WW II) brought an influx of new demands. The Legion provided canteens, entertainment and reading material for those serving abroad and at home, as well as correspondence courses to help them return to civilian life. Most importantly, from the onset of war, the Legion began to prepare for the returning troops. Financial compensation, clothing allowances, pensions, medical treatment, preference in the civil service, vocational training and land settlements were all routinely arranged and provided. To this day the Legion maintains a nationwide network of professionals helping veterans, ex-service members and their families to secure the pensions and benefits to which they are entitled.

Although the Legion was founded to advance the cause of veterans, its grassroots structure led to community service. Almost every Legion branch in Canada is involved in one or more youth programs. It may be sponsoring a local hockey team, a cadet corps or a scout troop. It may be sponsoring youth leadership training or other programs that meet the needs of youth in the community. The Legion wants Canadian youth to know that the freedoms they enjoy did not come without a price. The Legion supports the CCM to promote leadership, fitness and the spirit of patriotism. It also supports the Legion Medal of Excellence to honour outstanding cadets.

Today, with more than 450 000 members, The Royal Canadian Legion is the largest veterans-based community service organization in the country, contributing millions of dollars and voluntary hours to help Canadians, particularly veterans, seniors and youth. Most Canadians associate the Legion with remembrance ceremonies and activities perpetuating the memory of those who died in the two world wars and the Korean War. Probably the most widely known activity is The Poppy and Remembrance Campaign in which Legion members, friends and cadets distribute poppy emblems for donations to raise money for veterans, ex-service members and their families.

LIONS CLUB

Since 1917, Lions have served the world's population through hard work and commitment to make a difference in the lives of people everywhere. With 1 436 487 members serving in more than 44 500 clubs in more than 180 countries and geographic areas, Lions Club International is the world's largest service club organization. Canada alone has more than 1 900 clubs and more than 49 000 members. Lions are recognized worldwide for their service to the blind and visually impaired. The club motto is "We Serve."

The following are the Lions Club International objectives:

- Create and foster a spirit of understanding among the peoples of the world.
- Promote the principles of good government and good citizenship.
- Take an active interest in the civic, cultural, social and moral welfare of the community.
- Unite the clubs in the bonds of friendship, good fellowship and mutual understanding.
- Provide a forum for the open discussion of all matters of public interest; provided, however, that club members should not debate partisan politics and sectarian religion.
- Encourage service-minded people to serve their community without personal financial reward, and to encourage efficiency and promote high ethical standards in commerce, industry, professions, public works and private endeavours.

ROTARY CLUB

Founded in 1905, by Chicago lawyer Paul Harris and three business acquaintances, Rotary International is a worldwide organization of more than 1.2 million members, in more than 29 400 clubs in 160 countries.

The objective of the Rotary Club is to encourage and foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster:

1. the development of acquaintances as an opportunity for service;
2. high ethical standards of business and profession, the recognition of the worthiness of all useful occupations, and the dignifying by each Rotarian of their occupation as an opportunity to serve society;
3. the application of the ideal of service by every Rotarian to their personal business and community life; and
4. the advancement of international understanding, goodwill and peace, through a world fellowship of business and professional persons united in the ideal of service.

A good example of Rotary's work is their partnership with the World Health Organization (WHO) and the United Nations (UN) to immunize all the children of the world against Poliomyelitis—the Wild Polio Virus (WPV). To date, a million volunteers mobilized by Rotary have immunized a billion children throughout the developing world. The goal of the Polio Plus campaign was to certify the eradication of WPV by the year 2005—Rotary's 100th anniversary. In 2005, Rotarians and partners celebrated the tremendous progress made towards WPV eradication.

KIWANIS CLUB

The first Kiwanis club was organized in Detroit, Michigan on January 21, 1915. A year later the Kiwanis Club of Hamilton, Ontario, was chartered, and Kiwanis International grew rapidly into a leading service club in these two founding nations. In 1962, worldwide expansion was approved, and today Kiwanis and its Service Leadership Programs boast a membership of more than 600 000 men, women, and youth in nearly 16 000 clubs in more than 70 countries and geographic areas.

Members of Kiwanis and its Service Leadership Programs volunteer more than 21 million hours and invest more than \$113 million in their communities around the world. Kiwanis is taking itself from a good organization to a truly great organization that defines excellence for service and leadership and builds leaders through service opportunities.

Kiwanis continues its service emphasis of "Young Children: Priority One," which focuses on the special needs of children from prenatal development to age five. In a typical year, "Young Children: Priority One" service projects involve more than US \$14 million and 1 million volunteer hours.

In 1994, Kiwanis launched its first Worldwide Service Project, a \$75 million campaign in partnership with UNICEF to eliminate iodine deficiency disorder (IDD) by the year 2000. IDD is rare in areas where iodized salt is used, but in other parts of the world, IDD is the leading cause of preventable mental and physical retardation. As many as 1.5 billion people are at risk, especially young children. In 2000, \$62 million was raised, and the goal of \$75 million was surpassed in 2001.

THE UNITED WAY

The United Way is a non-profit organization that works in partnership with community agencies and organizations. By bringing groups together to share experience and expertise, the United Way is working with others to improve community life. Each year the United Way collects millions of dollars needed for essential health and social services and programs. The money is carefully distributed to meet the greatest need in the community and a rigorous review process ensures that the money is spent effectively.

BOYS AND GIRLS CLUB

The Boys and Girls Club enhances the quality of life for children and youth by providing a safe and welcoming environment. It offers supervised activities, support and counselling for young people aged 6 to 18 years. They also provide a social service for “at risk youth” and youth with special needs.

ACTIVITY

Time: 270 min

OBJECTIVE

The objective of this activity is to have the cadets assist a service group in the performance of community service.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Brief the cadets on safety guidelines or any other guidelines pertaining to the activity.
2. Have the guest speaker from the service group being assisted explain the following:
 - a. the objectives and importance of the activity,
 - b. resources required,
 - c. the set-up of the activity, and
 - d. safety guidelines while performing the activity.
3. Have the cadets participate in the activity and where possible, perform the duties of a team leader.
4. Have the guest speaker debrief the cadets.
5. If the cadets are assigned as team leaders, they will be debriefed on their performance as part of PO 403 (Act as a Team Leader).



Observation of the activity is important so additional questions can be developed for the reflection stage. Make observations of the cadets, to include:

- a. how the cadets reacted to the activity; and
- b. what area they appeared to enjoy most / least.

SAFETY

Identify boundaries in place.

REFLECTION

Time: 30 min

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. How did you feel about the activity?
- Q2. What did you feel you accomplished?
- Q3. What benefit did the community receive from your participation?
- Q4. In what other ways can you be a more active citizen based on this experience?
- Q5. When performing a leadership assignment during the day, how did you motivate the team to complete the activity?

- Q6. When performing a leadership assignment during the day, did you have to solve any problems? What did you do?
- Q7. If given the chance to lead cadets while performing community service again, would you do anything differently?



Other questions and answers will develop throughout the group discussion. The 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.

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing the discussion to ensure that all teaching points have been covered. Take this opportunity to explain how the cadet will apply this knowledge and / or skill in the future.

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The Canadian Cadet Movement (CCM) strives to develop in youth the attributes of good citizenship. Actively participating in the community provides opportunities to assist members of the community and demonstrate those attributes. Seek out additional ways to assist in the community when possible.

INSTRUCTOR NOTES / REMARKS

A sample listing of community-based / oriented groups includes:

1. The Trans Canada Trail,
2. Local environmental groups,
3. The Children's Wish Foundation of Canada,
4. Hospital committees,
5. Alzheimer Society of Canada,
6. Canadian Cancer Society,
7. Arthritis Society of Canada,

8. Big Brothers Big Sisters of Canada,
9. The Royal Canadian Legion,
10. The Rotary Club,
11. The Kinsmen Club,
12. The Kiwanis Club,
13. Lions Club International,
14. Local food bank,
15. Canadian Red Cross,
16. United Way of Canada, and
17. The United Nations Educational, Scientific and Cultural Organization (UNESCO).

Additional information should be obtained from the chosen group to assist the instructor in the development of the initial briefing, and to provide information, as required, for specific activities.

This activity may be conducted over a day (nine periods), or in three sessions of three periods each, based on local needs.

The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.

The community service activity selected shall not directly benefit the cadet corps or the cadet corps' sponsor.

When developing the corps training plan, training staff are to review the similar instructional periods found in all levels of the training program, and are encouraged to pool resources between star levels when possible.

This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

REFERENCES

A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

C0-014 The Royal Canadian Legion. (2002). *The Royal Canadian Legion: Responding to the needs of Canadian communities*. Retrieved May 25, 2006, from http://www.legion.ca/asp/docs/about/community_e.asp

C0-015 Kiwanis International. (2008). *Facts about Kiwanis*. Retrieved March 12, 2008, from <http://www.kiwanis.org/whatwedo/factsaboutkiwanis/tabid/532/default.aspx>

C0-016 Lions Club International. (2006). *Lions Clubs International history*. Retrieved May 25, 2006, from http://www.lionsclubs.org/en/content/lions_history.shtml

C0-017 Rotary International. (2005). *About Rotary*. Retrieved May 25, 2006, from <http://www.rotary.org/aboutrotary/index.html>

C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved August 16, 2006, from <http://www.unesco.ca>



**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 1

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to describe the needs and expectations of team members to assist in the development of their leadership skills. This information aids the cadets in meeting the aim of developing in youth the attributes of good leadership stated in CATO 11-03, *Cadet Program Mandate*. To become an effective team leader, the cadet must be aware of needs and expectations, and strive to satisfy those needs and expectations.

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

Time: 5 min

Method: Interactive Lecture

THE NEEDS OF TEAM MEMBERS

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

Acceptance of and by Other Team Members

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

Acceptance and Understanding of Leaders

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

Approval of Leaders

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

Opportunities to Try Different Tasks and Roles

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

CONFIRMATION OF TEACHING POINT 1**QUESTIONS:**

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

ANTICIPATED ANSWERS:

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

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

Time: 10 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE



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

THE EXPECTATIONS THAT A TEAM MEMBER HAS OF A TEAM LEADER

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

Good Leadership

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

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

Effective Communication

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

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

Effective Supervision

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

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

ACTIVITY

Time: 10 min

OBJECTIVE

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

RESOURCES

- Three flip charts, and
- Three markers.

ACTIVITY LAYOUT

Set a flip chart in three corners of the room.

ACTIVITY INSTRUCTIONS

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



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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

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

Time: 10 min

Method: Group Discussion



If the class of Gold Star cadets is large, divide them into groups.

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

BACKGROUND KNOWLEDGE



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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

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



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



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

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION**QUESTIONS:**

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

ANTICIPATED ANSWERS:

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

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

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

A3. Answers will vary.



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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

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

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

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

NEEDS AND EXPECTATIONS OF TEAM MEMBERS

THE NEEDS OF TEAM MEMBERS

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- **Recognition of good performance.** Team members like to be praised when things go well. Praise may be verbal or may take the form of certificates and awards.



**COMMON TRAINING
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INSTRUCTIONAL GUIDE**



SECTION 2

EO M403.02 – SELECT A LEADERSHIP APPROACH

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

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

Time: 5 min

Method: Interactive Lecture

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

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

Transactional Leadership:

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

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

Transformational Leadership:

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



Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program (CP) to meet its aim of developing in youth the attributes of good citizenship and leadership.

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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

Teaching Point 2

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

Time: 10 min

Method: Interactive Lecture



Distribute Attachment A to each cadet.

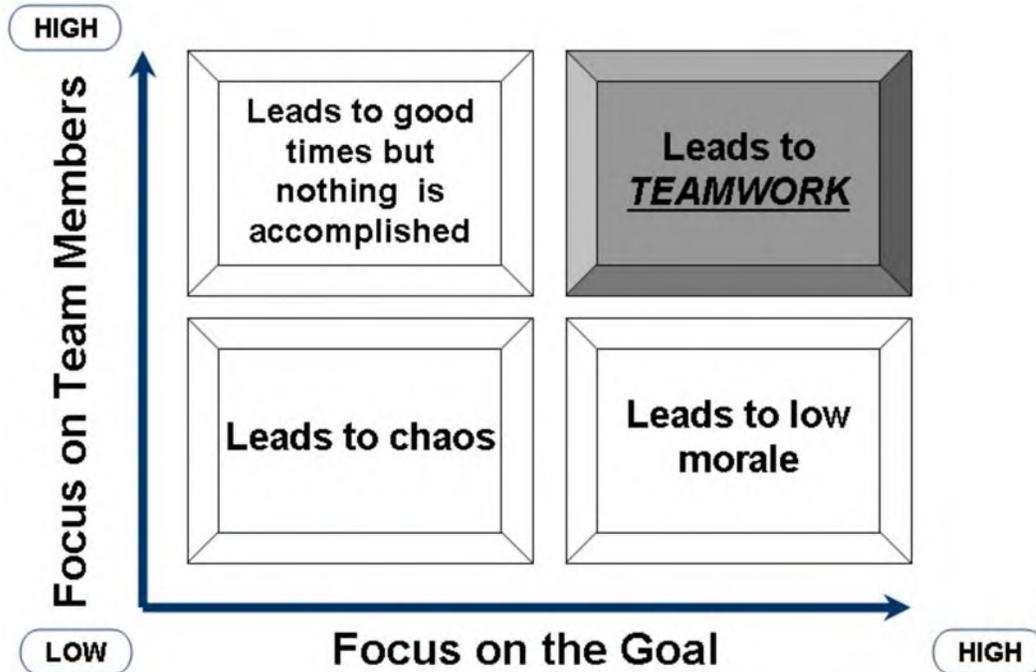


Figure 1 Outcomes as a Result of the Team Leader's Focus

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

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

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



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

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



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

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



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

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



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



Every leadership opportunity within the CP has been designed to promote teamwork.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

Teaching Point 3

Describe leadership approaches.

Time: 15 min

Method: Interactive Lecture

LEADERSHIP APPROACHES

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

- control,
- coach and
- empower.

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



Distribute Attachment B to each cadet.

Key Aspects of the Control Approach

Key aspects of the control approach are:

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

Key Aspects of the Coach Approach

Key aspects of the coach approach are:

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

Key Aspects of the Empower Approach

Key aspects of the empower approach are:

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

Selecting the Approach

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

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

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

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

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

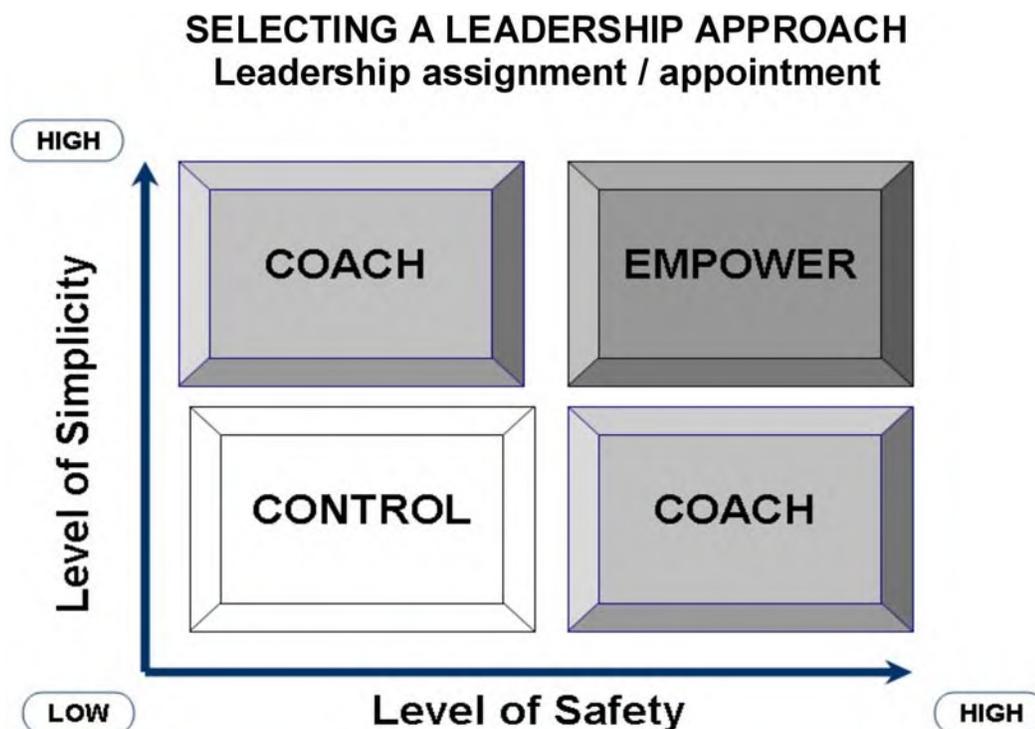


Figure 2 Selecting a Leadership Approach

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

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

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

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

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



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

SELECTING A LEADERSHIP APPROACH Leadership team

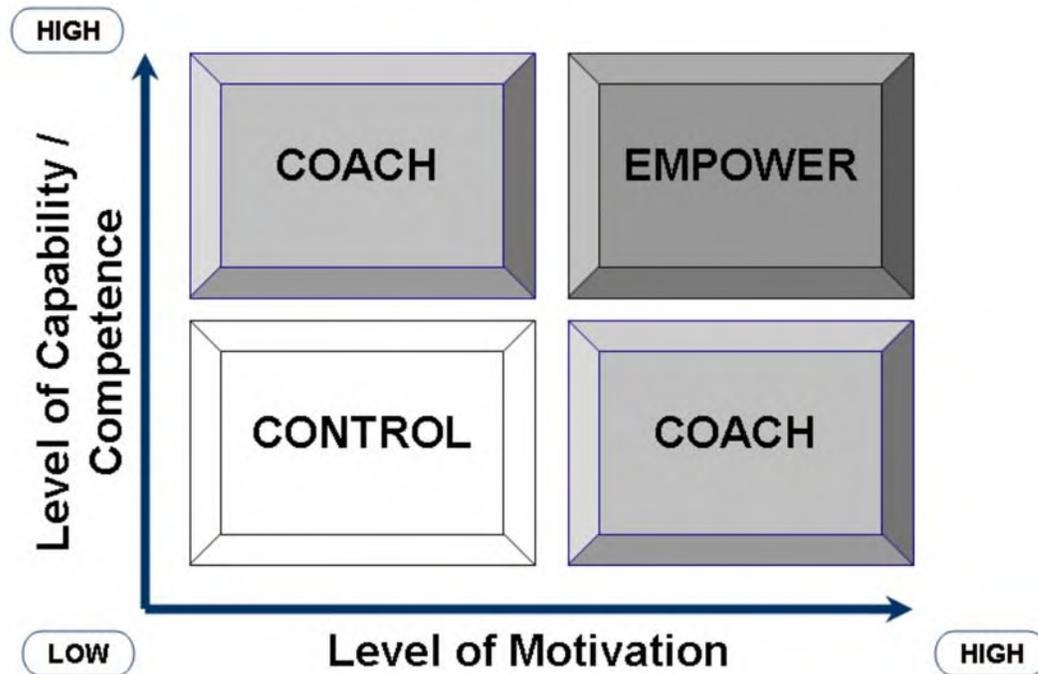


Figure 3 Selecting a Leadership Approach

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

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

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

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

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



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

CONFIRMATION OF TEACHING POINT 3**QUESTIONS:**

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

ANTICIPATED ANSWERS:

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

Teaching Point 4

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

Time: 20 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

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

RESOURCES

Scenarios.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

	Distribute the handout located at Attachment D to each cadet.
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The cadets' participation in the in-class activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

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OUTCOMES AS A RESULT OF THE TEAM LEADER'S FOCUS

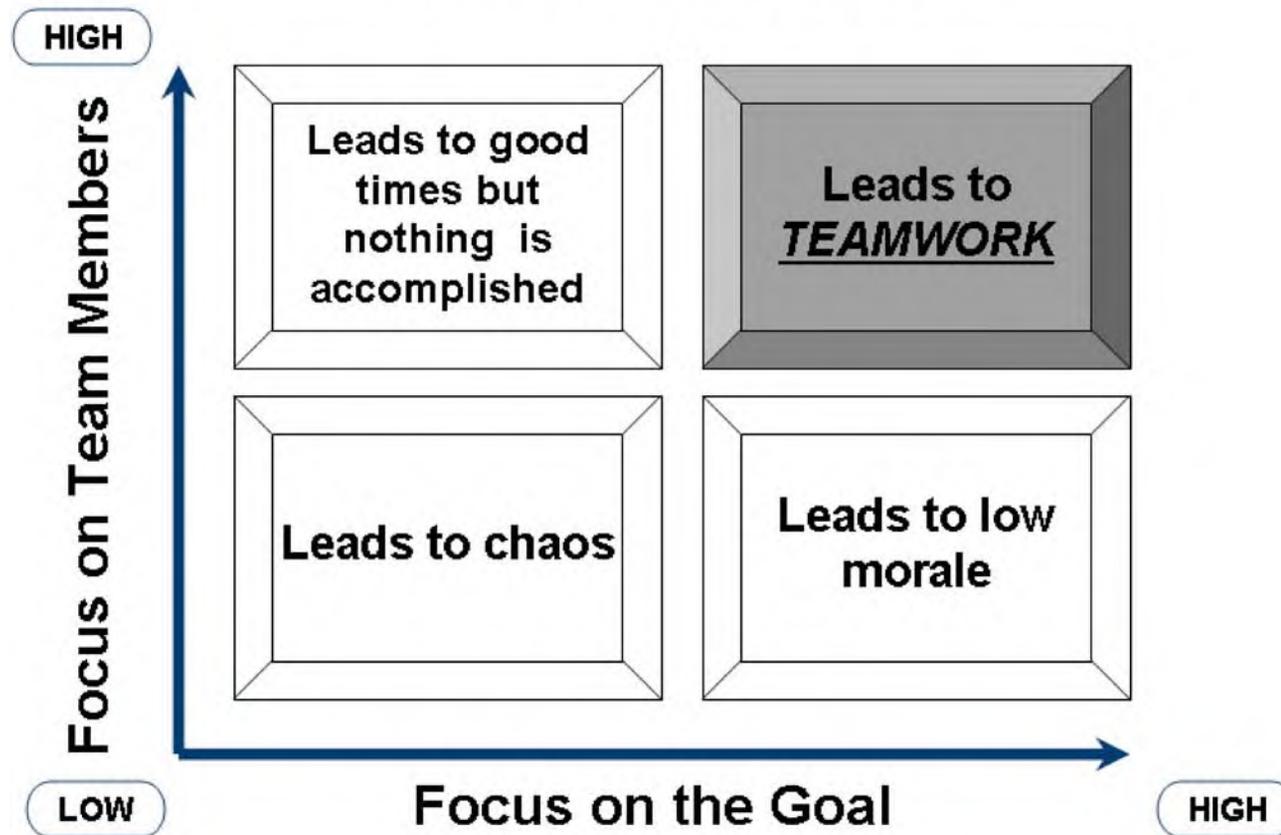


Figure A-1 Outcome as a Result of the Team Leader's Focus

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

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KEY ASPECTS OF EACH LEADERSHIP APPROACH



Key aspects of this approach:

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



Key aspects of this approach:

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



Key aspects of this approach:

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

Figure B-1 Key Aspects of Leadership Approaches

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

SELECTING A LEADERSHIP APPROACH ***Leadership assignment / appointment***

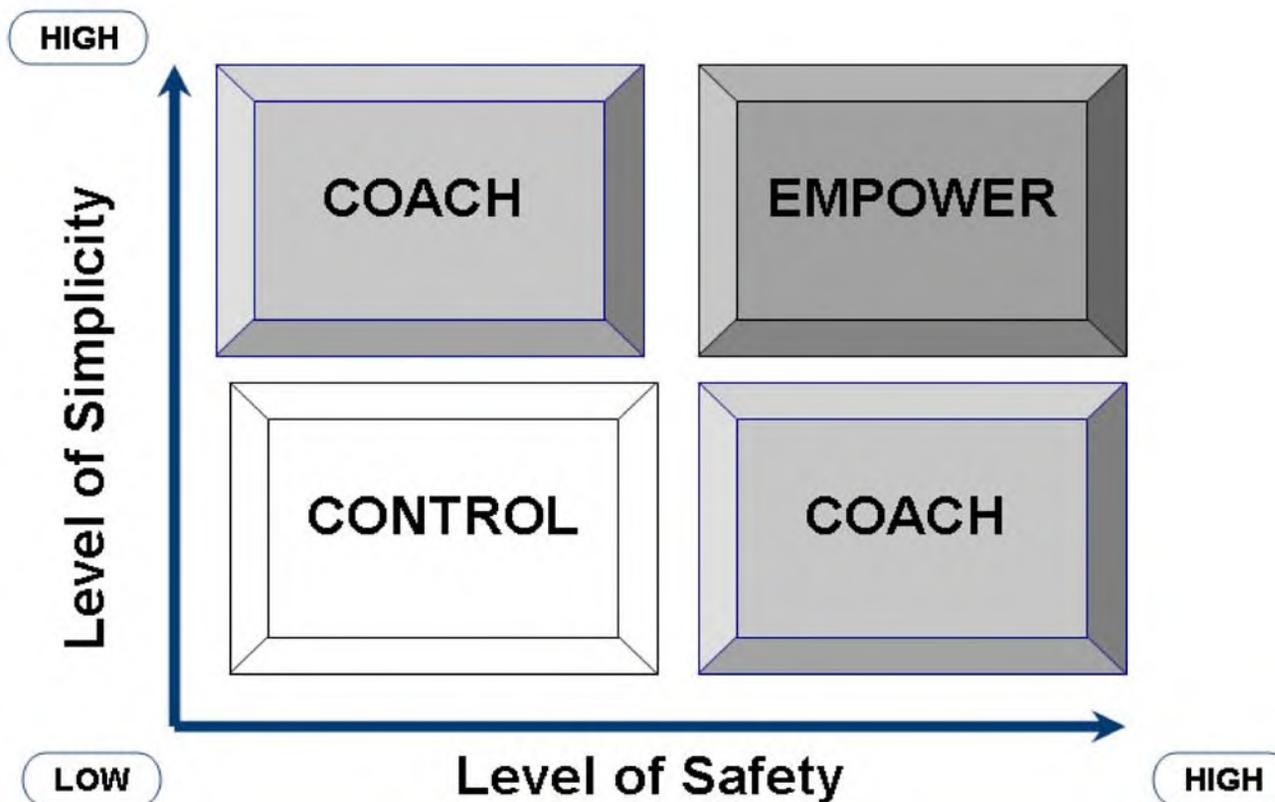


Figure B-2 Selecting a Leadership Approach

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

SELECTING A LEADERSHIP APPROACH ***Leadership team***

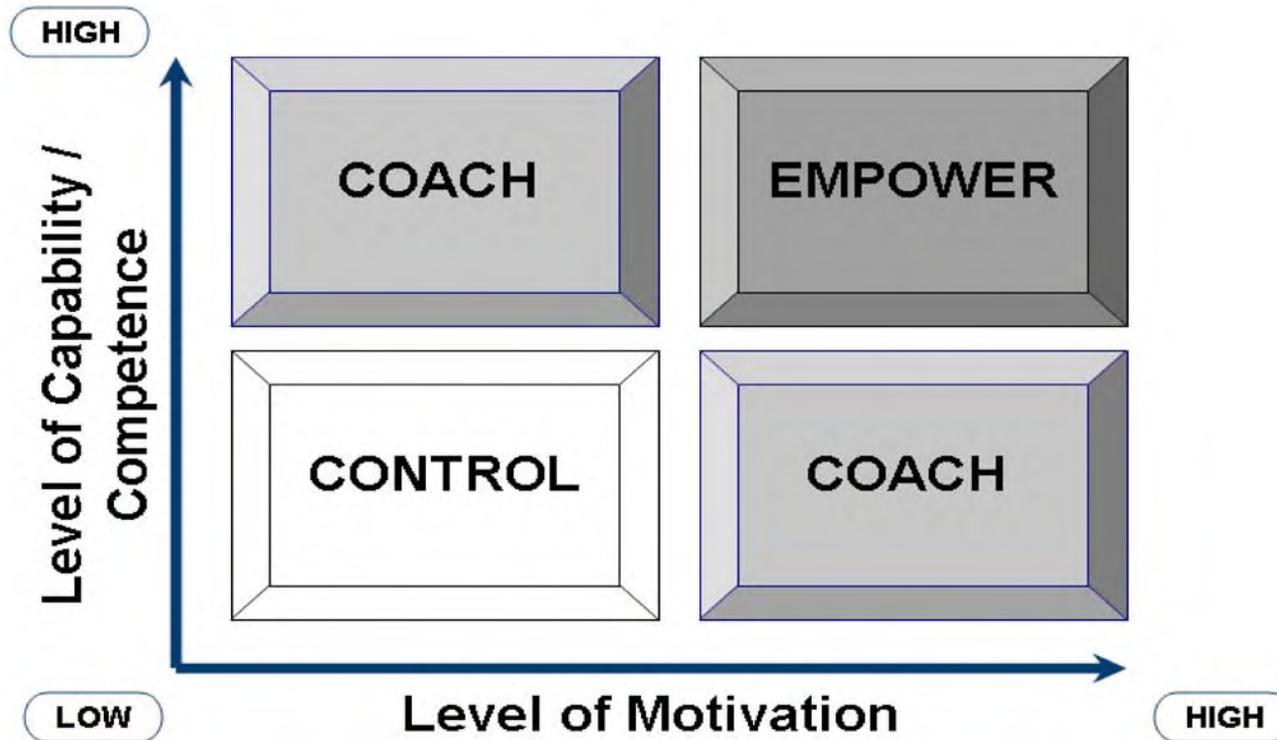


Figure B-3 Selecting a Leadership Approach

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SCENARIOS

SCENARIO #1

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

SCENARIO #2

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

SCENARIO #3

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

SCENARIO #4

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

SCENARIO #5

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

SCENARIO #6

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

SCENARIO #7

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

SCENARIO #8

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

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TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

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

Transactional Leadership:

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

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

Transformational Leadership:

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



Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program (CP) to meet its aim of developing in youth the attributes of good citizenship and leadership.

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



**COMMON TRAINING
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INSTRUCTIONAL GUIDE**



SECTION 3

EO M403.03 – MOTIVATE TEAM MEMBERS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to motivate team members because motivation is the key ingredient for success in the cadet organization. One of the duties of a team leader is to motivate team members to succeed to accomplish goals. Motivating team members also may encourage team members to develop new knowledge and skills. In addition, recognizing team members for the effort they put toward a task makes them feel appreciated.

Teaching Point 1

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

Time: 20 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

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

RESOURCES

- Two pieces of flip chart paper,
- Two markers,
- Extrinsic Motivators handout located at Attachment A, and
- Intrinsic Motivators handout located at Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Explain why team leaders should encourage intrinsic motivation.

Time: 5 min

Method: Interactive Lecture

WHY TEAM LEADERS SHOULD ENCOURAGE INTRINSIC MOTIVATION



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

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

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

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

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

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



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

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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. When team leaders accomplish goals and tasks and display motivation while doing so, what message are they sending to their team members?
- Q2. What happens when a team leader displays intrinsic motivation?
- Q3. Give an example of a team leader encouraging intrinsic motivation in team members.

ANTICIPATED ANSWERS:

- A1. They are sending the message that they believed the goals and tasks were worth accomplishing.
- A2. When a team leader displays intrinsic motivation, team members realize that intrinsic motivation is an attribute to be imitated.
- A3. Answers will vary.

Teaching Point 3

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

Time: 25 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS

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

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

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

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

Praising Effort and Perseverance During a Task

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

Praising the use of Different Strategies During a Task

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

Praising Improvement During a Task

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

Encouraging the Development of Knowledge and Skills

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

Praising the Completion of a Task

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

Thanking Team Members for Their Endeavours

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

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

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



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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

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

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

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



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



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

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

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



Distribute the handout located at Attachment C to each cadet.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B 403 PC.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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EXTRINSIC MOTIVATORS

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

Advantage

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

Disadvantage

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

List some examples of extrinsic motivators:

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INTRINSIC MOTIVATORS

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

Advantage

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

Disadvantage

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

List some examples of intrinsic motivators:

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WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS

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

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

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

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

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

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

Praising Effort and Perseverance During a Task

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**COMMON TRAINING
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SECTION 4

EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

INTRODUCTION

REVIEW

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

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

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

OBJECTIVES

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

IMPORTANCE

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

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

Time: 5 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

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

RESOURCES

- Two pieces of flip chart paper, and
- Two markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETYNil

CONFIRMATION OF TEACHING POINT 1

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

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

Time: 10 min

Method: Interactive Lecture

PRINCIPLES OF EFFECTIVE FEEDBACK

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

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

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

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

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



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



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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

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

Time: 10 min

Method: Interactive Lecture

GROUND RULES FOR PROVIDING FEEDBACK

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

Focusing on What is Observed

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

For example:

A team member is looking at their boots as the team leader speaks to him. The team leader says "Pay attention." This is incorrect because the team leader is inferring that the team member is not paying attention. The team leader should say "[rank and name] I would like for you to look at me when I speak to you." This statement focuses on what the team leader saw.

Focusing on Behaviour

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

For example:

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

Keeping it Neutral

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

For example:

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

Using it to Inform

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

For example:

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



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

Making it Supportive

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

For example:

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

Keeping it Simple

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

For example:

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

ACTIVITY

Time: 5 min

OBJECTIVE

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

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Explain the steps for providing and receiving feedback.

Time: 10 min

Method: Interactive Lecture

STEPS FOR PROVIDING FEEDBACK

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

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

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

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

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

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

RECEIVING FEEDBACK

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

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

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

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

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

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

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

Teaching Point 5

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

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

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

RESOURCES

Scenarios located at Attachment A.



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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

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



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

CONCLUSION**HOMEWORK / READING / PRACTICE**

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

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

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SCENARIOS FOR PROVIDING FEEDBACK

SCENARIO #1

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

SCENARIO #2

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

SCENARIO #3

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

SCENARIO #4

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

SCENARIO #5

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

SCENARIO #6

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

SCENARIO #7

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

SCENARIO #8

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

SCENARIO #9

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

SCENARIO #10

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

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EFFECTIVE FEEDBACK

PRINCIPLES OF EFFECTIVE FEEDBACK

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

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

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

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

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

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

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

GROUND RULES FOR PROVIDING FEEDBACK

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

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

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

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

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

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

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

STEPS FOR PROVIDING FEEDBACK

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

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

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

RECEIVING FEEDBACK

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

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

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 5

EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

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

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

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

Time: 5 min

Method: Interactive Lecture

THE MENTORING RELATIONSHIP

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

Recognizing the Purpose of a Mentoring Relationship

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

Identifying the Benefits of Participating in a Mentoring Relationship

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

Contributing to a Mentoring Match

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

Being Open to New Things

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

Being Responsive to Suggestions and Constructive Criticism

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

Providing Feedback to the Mentor

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

Learning From the Mentor's Example

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

Participating in Mentoring Activities

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

Appreciating the Mentoring Relationship

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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the basic benefit of a mentoring relationship for the cadet being mentored?
- Q2. What is the most significant benefit for the mentor to participate in a mentoring relationship?
- Q3. What are some examples of mentoring activities?

ANTICIPATED ANSWERS:

- A1. The basic benefit is that the cadet being mentored will grow in their skills and become a more independent cadet.
- A2. The most significant benefit for the mentor is the realization that they have inspired the cadet to perform at higher levels than they would have without a mentor.
- A3. Mentoring activities may include reflection, self-assessment, and discussions about successes, problems and failures.

Teaching Point 2

Discuss the difference between formal and informal mentoring.

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

FORMAL MENTORING

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

INFORMAL MENTORING

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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

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



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



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

CONFIRMATION OF TEACHING POINT 2

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

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

Time: 10 min

Method: Interactive Lecture



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

STEPS OF A FORMAL MENTORING SESSION

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



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

A formal mentoring session has four steps:

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



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

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

CONFIRMATION OF TEACHING POINT 3**QUESTIONS:**

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

ANTICIPATED ANSWERS:

- A1. The three Ps of mentoring are people, performance and positive outcomes.
- A2. The most important skill for a mentor is active listening.
- A3. The four steps of a formal mentoring session are:
1. getting acquainted;
 2. setting goals;
 3. meeting goals and expectations; and
 4. concluding the mentoring session.

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

Time: 10 min

Method: Demonstration



Present the following information before demonstrating a mentoring session.

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

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

KEEPING THE MENTORING RELATIONSHIP PROFESSIONAL

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

KEEPING THE CONVERSATION DURING THE MENTORING SESSION IN CONFIDENCE

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

USING THE GROUND RULES FOR FEEDBACK DURING A MENTORING SESSION

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

- focusing on what is observed;
- focusing on behaviour;
- keeping it neutral;

- using it to inform;
- making it supportive; and
- keeping it simple.



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

One of the duties of a team leader is to mentor cadets. The format of a mentoring session is as follows:

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



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

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

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

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



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

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

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

CONFIRMATION OF TEACHING POINT 4**QUESTIONS:**

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

ANTICIPATED ANSWERS:

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

Teaching Point 5

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

Time: 20 min

Method: Role-play



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

ACTIVITY**OBJECTIVE**

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

RESOURCES

Scenarios located at Attachments B and C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

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SCENARIO FOR THE MENTORING DEMONSTRATION

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

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SCENARIO 1 FOR THE ROLE-PLAY ACTIVITY

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

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SCENARIO 2 FOR THE ROLE-PLAY ACTIVITY

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

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 6

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

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

Time: 5 min

Method: Interactive Lecture

LEADERSHIP ASSIGNMENT

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



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

LEADERSHIP APPOINTMENT

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

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

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



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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

Teaching Point 2

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

Time: 5 min

Method: Interactive Lecture



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

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments:

- Regimental Sergeant Major (RSM),
- Company Sergeant Major (CSM),
- Platoon Warrant Officer,
- Drum Major,
- Flag Party Commander,
- Training Assistant,
- Supply Assistant, and
- Administration Assistant.

Training Appointments:

- Star Level NCO,
- Drill and Ceremonial Instructor,
- Expedition Instructor,

- Fitness and Sports Instructor,
- Music Instructor, and
- Air Rifle Marksmanship Instructor.

Supplementary Appointments:

- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain (only if there is a sufficient frequency and duration for practices, games and tournaments).

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What leadership appointments are available at the corps?

ANTICIPATED ANSWERS:

A1. Answers will vary.

Teaching Point 3

Describe how to conduct the leadership appointment.

Time: 15 min

Method: Interactive Lecture



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

When conducting the leadership appointment, the team leader should use the following steps:

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

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

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

Completing a Time Appreciation

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

Making a Plan

Make a plan to be successful in the appointment by:

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

BRIEFING TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

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

Communicating the Tasks Involved in the Leadership Appointment

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

Assigning Tasks to Team Members as Applicable

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

Ensuring the Team Members Understand Their Tasks

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

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

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

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

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

Providing Feedback to the Team Members Throughout the Appointment

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

Modifying the Plan as Required

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

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

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



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



The requirement for feedback upon the conclusion of the leadership appointment does not imply that feedback should not be provided at other opportunities over the course of the leadership appointment. The leader should select opportunities to provide feedback to the team at major milestones throughout the duration of the appointment. For example, a Platoon Warrant Officer may wish to provide feedback to the platoon on their dress and drill following each Commanding Officer's Parade.

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

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

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

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

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

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

ANTICIPATED ANSWERS:

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



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

END OF LESSON CONFIRMATION

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan* Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

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- C0-253 ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.
- C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.
- C0-255 ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.
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POSSIBLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments:

- Regimental Sergeant Major (RSM),
- Company Sergeant Major (CSM),
- Platoon Warrant Officer,
- Drum Major,
- Flag Party Commander,
- Training Assistant,
- Supply Assistant, and
- Administration Assistant.

Training Appointments:

- Star Level Non-commissioned Officer (NCO),
- Drill and Ceremonial Instructor,
- Expedition Instructor,
- Fitness and Sports Instructor,
- Music Instructor, and
- Air Rifle Marksmanship Instructor.

Supplementary Appointments:

- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain (only if there is a sufficient frequency and duration for practices, games and tournaments).

POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS



In Silver Star, cadets had the opportunity to lead a team during a leadership assignment that was short in duration and limited in scope. In Gold Star, these same assignments could be used to practice leadership skills. However, generally the scope of the assignment should be greater and the assignment could involve the supervision of Silver Star cadets as they undertake assignments that are more limited in scope.

Each category below could be conducted as one long-duration assignment or broken down into short-duration assignments. For example, a Silver Star assignment would be conducting a warm-up for 15 min prior to recreational sports, whereas a Gold Star assignment would be conducting a recreational sports assignment using a number of Silver Star cadets to assist in various requisite short-duration assignments as part of the overall assignment.

Recreational Marksmanship Assignment

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

Summer Biathlon Assignment

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

Recreational Sports Assignment

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

Parade Assignment

- Set up chairs for a parade.
- Set up the dais area for a parade.

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

Weekly Cadet Night Duty NCO Assignment

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

Community Service Assignment

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

Other Leadership Assignment Possibilities

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

FIELD TRAINING LEADERSHIP ASSIGNMENT(S)



In Silver Star, cadets had the opportunity to lead a team during a leadership assignment that was short in duration and limited in scope. In Gold Star, these same assignments could be used to practice leadership skills. However, generally the scope of the assignment should be greater and the assignment could involve the supervision of Silver Star cadets as they undertake assignments that are more limited in scope.

Each category below could be conducted as one long-duration assignment or broken down into short-duration assignments. For example, a Silver Star assignment would be to prepare a meal for a section, whereas a Gold Star assignment would be to supervise bivouac routine using a number of Silver Star cadets to assist in various requisite short-duration assignments as part of the overall assignment.

Prepare for an FTX

- Distribute personal equipment.
- Load team equipment and supplies for an FTX.

Occupy a Bivouac Site

- Create the bivouac layout plan.
- Unload equipment and supplies for an FTX.
- Construct a food hang.
- Set up the POL, first aid and fire points.
- Set up the female sleeping area.
- Set up the male sleeping area.
- Mark the components of the bivouac site.

Supervise Bivouac Site Routine

- Prepare a meal for a section.
- Clean up the site after a meal.
- Prepare the bivouac site for the night.
- Organize lights out for the female cadets.
- Organize lights out for the male cadets.

Tear Down the Bivouac Site

- Tear down the female sleeping area.
- Tear down the male sleeping area.
- Dismantle the POL, first aid and fire points.
- Dismantle the food hang and dispose of garbage.

- Load team equipment and supplies after an FTX.
- Erase signs of occupancy and complete a final garbage sweep.

After the FTX

- Unload equipment and supplies after an FTX.
- Collect personal equipment.

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LEADERSHIP APPOINTMENT AIDE-MÉMOIRE

TABLE OF CONTENTS

Leadership Assignment	B-2
Leadership Appointment	B-2
How to Conduct a Leadership Appointment	B-2
Preparing for the Leadership Appointment	B-2
Briefing Team Members During a Leadership Appointment	B-3
Carrying Out the Tasks Associated With the Leadership Appointment	B-3
Providing Feedback to the Team Upon Conclusion of the Leadership Appointment	B-4
Meeting With the Activity Manager to Discuss the Outcomes of the Leadership Appointment	B-5
403 PC Assessment Rubric Leadership Assignment & Appointment	B-6

During Gold Star, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

LEADERSHIP ASSIGNMENT

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

LEADERSHIP APPOINTMENT

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

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

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

HOW TO CONDUCT A LEADERSHIP APPOINTMENT

When conducting the leadership appointment, the team leader should use the following steps:

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

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

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

Completing a Time Appreciation

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

Making a Plan

Make a plan to be successful in the appointment by:

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

BRIEFING TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

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

Communicating the Tasks Involved in the Leadership Appointment

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

Assigning Tasks to Team Members as Applicable

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

Ensuring the Team Members Understand Their Tasks

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

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

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

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

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

Providing Feedback to the Team Members Throughout the Appointment

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

Modifying the Plan as Required

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

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

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

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

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

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

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

**403 PC ASSESSMENT RUBRIC
LEADERSHIP ASSIGNMENT**

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select an approach appropriate to the assignment.	Selected an approach and was challenged with balancing focus on the team members and the goal.	Selected an approach and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Only supervised team members at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts to meet the needs and expectations of team members but with limited results.	Made considerable efforts to meet the needs and expectations of team members with adequate results.	Made consistent efforts to meet the needs and expectations of team members with solid results.
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

403 PC ASSESSMENT RUBRIC LEADERSHIP APPOINTMENT

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select appropriate approach(es) throughout the appointment.	Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.	Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Did not communicate with team members frequently enough. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.	Supervised throughout the leadership appointment, making some corrections when necessary.	Supervised consistently throughout the leadership appointment, making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.	Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.	Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	



**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 7

EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review the information on seminars located at Attachment A.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to participate in a leadership seminar so they have an opportunity to further develop their leadership skills and knowledge. Leadership seminars allow cadets to discuss the best practices and explore leadership topics. This EO may be an introduction to the seminar format, which will be used throughout Master Cadet.

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

Time: 80 min

Method: Seminar



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

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

ACTIVITY**OBJECTIVE**

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

RESOURCES

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

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION**HOMEWORK / READING / PRACTICE**

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

This EO may be conducted as many as four times during Gold Star training.

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SEMINAR INFORMATION

SEMINARS

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

Seminars have many uses. They can be used to:

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

PREPARATION OF A GROUP

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

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

HOW TO CONDUCT A SEMINAR

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

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

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

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

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

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LEADERSHIP SEMINAR PROBLEM SOLVING

Total Time: 90 min

PREPARATION

Photocopy Appendices 1, 4, 5 and 6 to Attachment B for each cadet.
Photocopy Appendices 2 and 3 to Attachment B (one per group).

The following components are conducted during this seminar:

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

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

ACTIVITY

Time: 10 min

OBJECTIVE

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

RESOURCES

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

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

ACTIVITY

Time: 20 min

OBJECTIVE

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

RESOURCES

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE NASA MOON SURVIVAL SCENARIO

Time: 10 min

BACKGROUND KNOWLEDGE



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

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

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

Transactional Leadership:

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

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

Transformational Leadership:

- Values the participation and contribution of others.
- Takes all viewpoints and advice into account before making a decision.
- Considers individuals within their contexts and situations.
- Uses individuals to test decisions.
- Develops the self first to be a better contributor to the group.

- Learns from experiences to generalize to 'real life'.
- Recognizes the importance of the process.
- Shares leadership (group power).



Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program (CP) to meet its aim of developing in youth the attributes of good citizenship and leadership.

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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Based on the two previous activities, which decisions were easier to make—individually or as a group?
- Q2. Which do you think was more effective?
- Q3. Give some examples of how decisions were made.
- Q4. Who influenced the decisions and how?
- Q5. Could better decisions have been made? How?

- Q6. How was conflict managed?
- Q7. How do you feel about the decisions?
- Q8. Were you satisfied with each decision? Why or why not?
- Q9. What would you change if you did this again?



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



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

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

Time: 10 min

The Stepladder Technique

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

The stepladder technique steps:

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

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

The Six Thinking Hats Technique

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

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

White Hat. With this thinking hat, cadets must focus on the data available. They must look at the information they have and see what can be learned from it. They must look at gaps in the knowledge and either try to fill them or account for them. These cadets will analyze past trends and try to predict on the basis of what is known, what may happen.

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

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

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

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

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

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

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

ACTIVITY

Time: 10 min

OBJECTIVE

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

RESOURCES

Scenario located at Appendix 4 to Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

HAVE CADETS SOLVE PROBLEMS

ACTIVITY

Time: 15 min

OBJECTIVE

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

RESOURCES

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS



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

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

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE PROBLEM-SOLVING SEMINAR

Time: 5 min



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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

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



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



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

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NASA Survival on the Moon

Scenario:

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

NASA Survival on the Moon Individual Answer Sheet

Name _____

To be completed individually.

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

NASA Survival on the Moon Team Answer Sheet

TEAM NAME _____

To be completed as a group.

Team ranking NASA Ranking

_____ Box of Matches _____

_____ Food Concentrate _____

_____ 15 Metres of Nylon Rope _____

_____ Parachute Silk _____

_____ Portable Heating Unit _____

_____ Two .45 Calibre Pistols _____

_____ One Case of Dehydrated Milk _____

_____ Two 50-Kilogram Tanks of Oxygen _____

_____ Stellar Map _____

_____ Self-inflating Life Raft _____

_____ Magnetic Compass _____

_____ 20 Litres of water _____

_____ Signal Flares _____

_____ First Aid Kit, Including Injection Needle _____

_____ Solar-Powered FM Receiver-Transmitter _____

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Answers to the Survival on the Moon

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

Scoring:

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

0–25 excellent

26–32 good

33–45 average

46–55 fair

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

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

STEPLADDER OR SIX THINKING HATS SCENARIO

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

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PROBLEMS TO SOLVE

Problem #1

Four women, Louise, Lise, Carol and Lily, are seated at a table. They are chatting about their holidays.

They went to California, Texas, Florida and Arizona riding a lion, a tiger, a zebra, and a pony.

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

Hints:

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

Problem #2

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

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

Problem #3

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

Question: Why?

Problem #4

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

Questions:

At what time should he leave?

What distance will he travel?

At what speed will he travel?

Problem #5

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

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

Question: How is this possible?

Problem #6

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

Question: How is this possible?

Problem #7

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

Yg ctg jcxkpi c uwtrtkug rctva hqt Ou. Dtqyp.

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

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

Problem #8

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

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

Hints:

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

Problem #9

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

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

Problem #10

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

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

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

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ANSWER KEY TO PROBLEMS

Problem #1

Answer:

Louise - California - zebra

Lise - Texas - tiger

Carol - Florida - pony

Lily- Arizona - lion

Problem #2

Answer:

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

Problem #3

Answer:

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

Problem #4

Answer:

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

Problem #5

Answer:

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

Problem #6

Answer:

She was walking.

Problem #7

Answer:

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

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

Problem #8

Answer:

Yellow - yacht - man - Italy

Red - canoe - woman - Sweden

Blue - sailboat - kids - France

Problem #9

Answer:

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

Problem #10

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

LEADERSHIP SEMINAR TIME MANAGEMENT

Total Time: 90 min

PREPARATION

Photocopy Appendix 1 to Attachment C.

The following components are conducted during this seminar:

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

EXPLAIN THAT TIME MANAGEMENT IS A MYTH

Time: 5 min

TIME MANAGEMENT IS A MYTH

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

CONDUCT AN ACTIVITY WHERE CADETS BRAINSTORM A LIST OF TIME STEALERS

BACKGROUND KNOWLEDGE

Time stealers include:

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

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

ACTIVITY

Time: 10 min

OBJECTIVE

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

RESOURCES

- Two flip charts, and
- Two markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

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

Time: 10 min

OBJECTIVE

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

RESOURCES

- Paper, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute paper and pen / pencil to each cadet.
2. Explain to the cadets that they are to reflect and create a list of activities where they spend the most time and the least time.



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

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

SAFETY

Nil.

EXPLAIN PROCRASTINATION

Time: 10 min

WHY DO CADETS PROCRASTINATE?

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

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

Important. Of great effect or consequence; significant.

Urgent. Demanding or requiring immediate action or attention.

Causes of Procrastination

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

Other Causes of Procrastination

Other causes of procrastination include:

- waiting for the "right" mood or the "right" time to tackle the important tasks;
- a fear of failure or success;
- underdeveloped decision-making skills;

- poor organizational skills; and
- perfectionism (cadets think they do not have the right skills or resources to accomplish the task perfectly so they do not begin at all).



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

HOW TO OVERCOME PROCRASTINATION

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

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

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

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

CONDUCT AN ACTIVITY WHERE CADETS BRAINSTORM TIME-MANAGEMENT TIPS

ACTIVITY

Time: 10 min

OBJECTIVE

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

RESOURCES

- Flipchart, and
- Marker.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

EXPLAIN TIME-MANAGEMENT TIPS FOR TEENS

Time: 5 min

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

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

EXPLAIN HOW TO PREPARE TO-DO LISTS

Time: 5 min

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

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

Preparing a To-do List

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

How to Prioritize the To-do List

The next step in creating a useful to-do list is to prioritize each task on the to-do list. There are many ways to prioritize but usually priorities are based on time constraints and / or the benefit of the accomplishment of the task. For example, a priority based on time constraints could be if you have to take a sibling to a ball game at six in the evening, and the clock reads 5:30 pm, that task will move to a very high priority. An example based on a benefit of the task could be if you wish to buy a newer car, you cannot miss shifts at work. Shifts at work will have a very high priority.

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

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

Time: 5 min

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

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



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



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

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

ACTIVITY

Time: 15 min

OBJECTIVE

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

RESOURCES

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE TIME-MANAGEMENT SEMINAR

Time: 5 min

BACKGROUND KNOWLEDGE



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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

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



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



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

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SCENARIO FOR CREATING A TO-DO LIST

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

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

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

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LEADERSHIP SEMINAR COMMUNICATIONS

Total Time: 90 min

PREPARATION

Photocopy Appendices 1 and 3 to Attachment D for each cadet.
Photocopy Appendices 2 to Attachment D.

The following components are conducted during this seminar:

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

HAVE CADETS PARTICIPATE IN A COMMUNICATION EXERCISE

ACTIVITY

Time: 15 min

OBJECTIVE

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

RESOURCES

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.
2. Have the cadets sit back-to-back.
3. Distribute paper and pen / pencil to each cadet.
4. Distribute picture A to one cadet and picture B to the other cadet.

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

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE COMMUNICATIONS EXERCISE

Time: 5 min



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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. How did you feel about giving instructions? Were your instructions to the point?
- Q2. How did you feel about receiving instructions? Could the instructions you were given be more clear?
- Q3. Which was more difficult, giving or receiving instruction? Why?
- Q4. Would this exercise have been easier if you could see your partner? Why or why not?



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



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

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

BACKGROUND KNOWLEDGE

BUILDING RAPPORT

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

Matching Body Language

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

Matching Voice

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

Matching Energy

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

Mirroring

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

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

ACTIVITY

Time: 20 min



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

OBJECTIVE

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

RESOURCES

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

EXPLAIN READING BODY LANGUAGE

Time: 15 min

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

Reading Other's Body Language

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

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

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

Look Out for Negative Signals

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

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

Boredom may look like:

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

Frustration may look like:

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

Look Out for Positive Signals

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

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

Cooperation may look like:

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

Evaluation may look like:

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



Distribute Appendix 3 to Attachment D to each cadet.

CONDUCT AN ACTIVITY WHERE CADETS READ NEGATIVE AND POSITIVE BODY LANGUAGE

Time: 20 min

OBJECTIVE

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

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE COMMUNICATIONS SEMINAR

Time: 5 min



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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

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



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



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

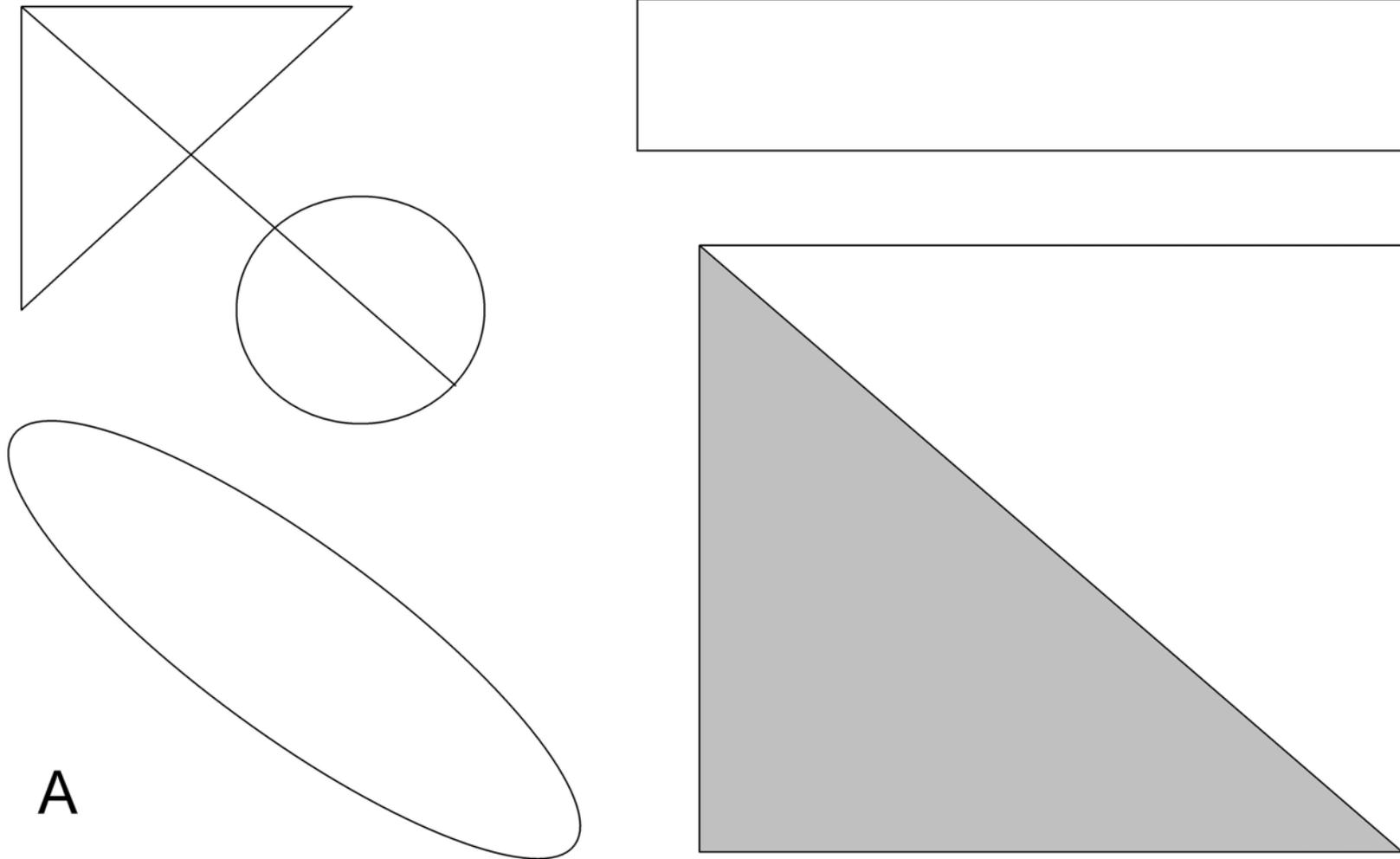


Figure D1-1 Picture A

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

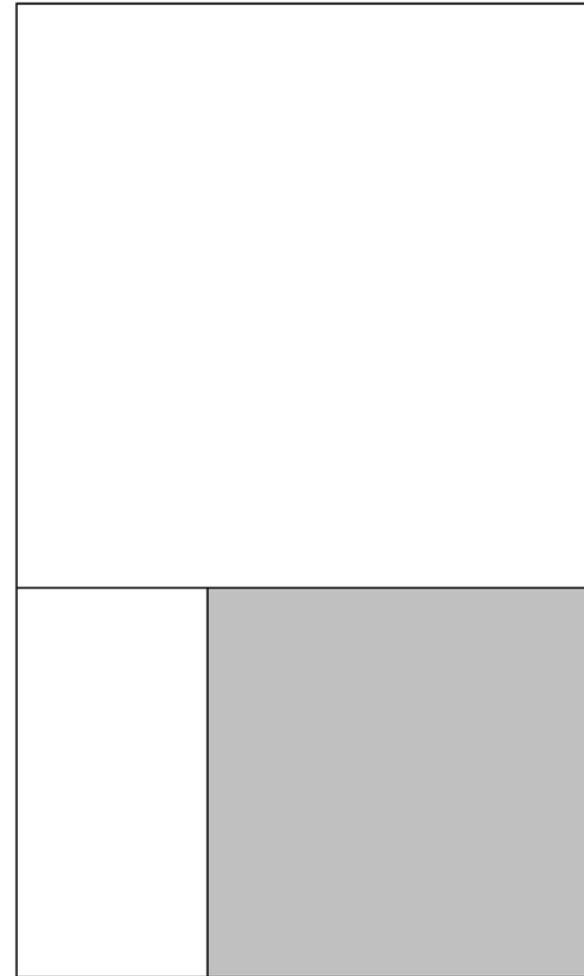
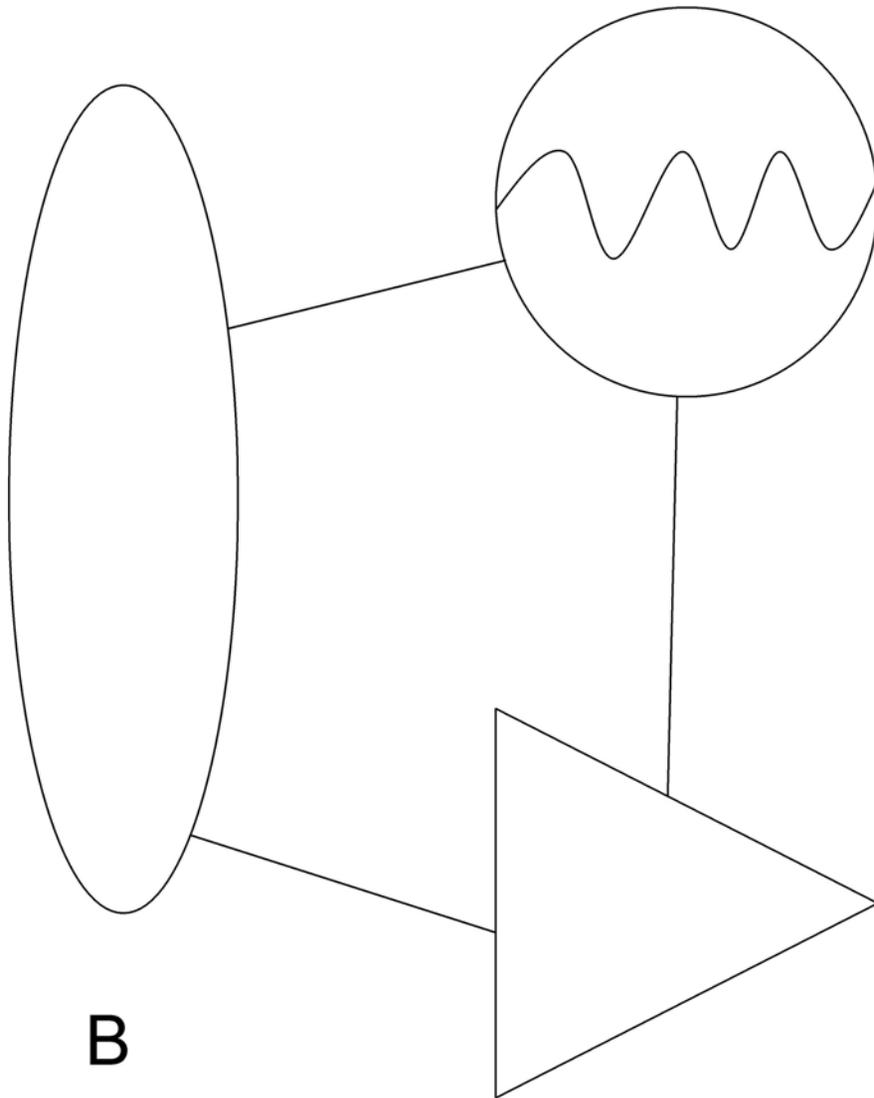


Figure D1-2 Picture B

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

SCENARIO FOR ROLE-PLAY

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

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READING BODY LANGUAGE

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

Reading Other's Body Language

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

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

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

Look Out for Negative Signals

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

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

Boredom may look like:

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

Frustration may look like:

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

Look Out for Positive Signals

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

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

Cooperation may look like:

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

Evaluation may look like:

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

LEADERSHIP SEMINAR SUPERVISION

Total Time: 90 min

PREPARATION

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

The following components are conducted during this seminar:

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

DESCRIBE SUPERVISION SYSTEMS

Time: 10 min

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

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

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

Direct and Constant Supervision

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

Intermittent Supervision

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

Area Supervision

Area supervision requires a team leader to take responsibility for a particular area such as a basketball court or dining area. Area supervision allows cadets to move freely between areas and is easy to manage and plan.

Group Supervision

Group supervision relates to the supervision of a group of cadets regardless of the area they are in. Group supervision is more useful on excursions to venues where it is more difficult to supervise a large group of cadets or allow cadets to be grouped according to interest or skill level.

Floater Supervision

Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

EXPLAIN HOW TO SUPERVISE EFFECTIVELY

Time: 15 min

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;
- positioning;
- listening; and
- being "with it".

Scanning

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

Positioning

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

Listening

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

Being "With It"

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;
- what is happening in the present; and
- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.



Distribute Appendix 1 to Attachment E to each cadet.

CONDUCT A GROUP DISCUSSION ON SUPERVISION

Time: 25 min



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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Name some locations around the corps where the cadets will need to be supervised.
- Q2. How do you supervise these areas?
- Q3. Is supervision of cadets different in the classroom than in the rest of the building? Why or why not?
- Q4. Is supervision of cadets different in the canteen than in the rest of the building? Why or why not?

- Q5. Is supervision of cadets different on the range than in the rest of the building? Why or why not?
- Q6. How will you supervise the areas in the rest of the building (eg, washrooms, stairs, hallways)?
- Q7. Is supervision of cadets different when cadets are participating in an outdoor activity (eg, sailing, expedition, or launching rockets)?
- Q8. Give some examples of how and why the supervision is different?
- Q9. How does supervision lower the risks of those activities?
- Q10. Can supervision duties be delegated to others? Why or why not?



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



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

CONDUCT AN ACTIVITY WHERE CADETS CREATE A SUPERVISION PLAN BASED ON A SCENARIO

Time: 25 min

OBJECTIVE

The objective of this activity is to have the cadets create a supervision plan based on a scenario.

RESOURCES

- Scenario located at Appendix 2 to Attachment E,
- Paper, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.
2. Distribute the scenario to each pair of cadets.
3. Allow the cadets 15 minutes to create their supervision plan.
4. Have each pair present their supervision plan to the other cadets.
5. Allow one minute for questions and answers.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE SUPERVISION SEMINAR

Time: 5 min



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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

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



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



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

SUPERVISION SYSTEMS

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

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

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Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

HOW TO SUPERVISE EFFECTIVELY

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;
- positioning;
- listening; and
- being "with it".

Scanning

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

Positioning

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

Listening

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

Being "With It"

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;
- what is happening in the present; and
- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.

SCENARIO FOR SUPERVISION PLAN

Your corps is going on a weekend citizenship tour. The corps will travel by bus approximately 150 kilometres. The bus will depart Saturday morning at 8:00 am. The first stop for the corps will be a museum. Lunch will occur at 12:00 pm on site at the museum. The bus will depart the museum and travel to a restaurant for supper at 4:30 pm. The bus will depart the fast food restaurant after one hour to drive to the armoury. The corps will spend the night sleeping in the armoury. On Sunday morning, breakfast will be brought to the armoury at 08:30 am. The bus will depart the armoury at 10:00 am to drive to a mall. Cadets will have lunch in the mall at the food court. The bus will depart the mall at 2:30 pm to return home.

The corps will take 15 Green Star cadets, 10 Red Star cadets, 7 Silver Star cadets, 4 Gold Star cadets, and 2 Master Cadet cadets. There will be 6 adult supervisors: 4 officers and 2 Civilian Instructors.

Create a supervision plan for the weekend activity using Silver Star, Gold Star and Master Cadet cadets. Adult supervisors may also be used.

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ROYAL CANADIAN ARMY CADETS
GOLD STAR
INSTRUCTIONAL GUIDE



SECTION 8

EO C403.02 – CONDUCT AN EVENING ACTIVITY DURING A FIELD TRAINING EXERCISE (FTX)

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-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy Attachment A for every three cadets.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge and opinions about selecting evening activities to conduct during an FTX. Sharing in the discussion encourages the cadets 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' listening skills and team development.

An interactive lecture was chosen for TP 2 to orient the cadets to the format of an evening activity.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about conducting an evening activity during an FTX.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to conduct an evening activity during an FTX.

IMPORTANCE

It is important for cadets to know how to conduct evening activities. While completing an FTX, opportunities will arise for all cadets to complete activities after training hours. Knowing the stages of an evening activity, as well as what to do within each stage will help ensure that activities being conducted are fun, challenging and safe.

Teaching Point 1

Discuss considerations for selecting evening activities.

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.



All activities conducted during cadet training shall consider **safety** first and foremost. If an activity is considered to be unsafe or is becoming unsafe while it is being conducted, it shall be stopped immediately.



Activities that involve tackling, pushing, fighting, combat, verbal obscenities, etc shall not be conducted during any cadet training.

THE GOAL

In order to select an evening activity, the goal must be determined. In other words, why is the evening activity being conducted? Some possible goals are to:

- have fun;
- fill time;
- develop team-building skills;
- increase self-confidence; and
- participate in physical activity.

THE PARTICIPANTS

All participants should be able to participate in the activity. When members of the team do not know each other well, activities that are easy to understand should be selected. As participants begin to develop self-confidence and trust, more complicated activities may be conducted.



It is possible that some cadets will be unwilling to play. These cadets should not be forced to play. The leader(s) should somehow involve these cadets in the activity (eg, timekeeper, scorekeeper and referee). Once the activity is underway, it is possible that these cadets will want to join in.

The age of the participants should also be considered. What may be fun for Green Star cadets may not be fun for Silver Star cadets. It is also important to ensure that the activity selected can be accomplished based on the size of the team. Some activities may require less or more participants than available.

When activities require the participants to be grouped, consider the options. Different activities will require different groupings so it is important to determine if the participants can be grouped accordingly.

The following are examples of possible groups:

- star level / age,
- gender,
- experience,
- birthday months,
- height, etc.

RESOURCES

Ensure that the resources required to complete the activity are available. Having all resources available increases the chance of the activity being successful. At times, resources can be adapted.

TIME AVAILABLE

Some activities take longer to complete than others—know how much time is available. Select an activity that can be accomplished in the time allotted. Negative feelings and dynamics may develop when an activity has to be stopped or rushed.

SPACE AVAILABLE

Know how much space is available when selecting the activity. Some activities require an abundance of space, while others require a small area. When a selected activity requires more space than is available, it will most likely be unsafe / unsuccessful.

At times, it may not be possible to see the area where the activity will be completed. If the activity selected has specific restrictions, it is good practice to select a backup activity just in case.

WEATHER

The time of year and forecast are important considerations. When inclement weather is expected, make a plan to accommodate the needs of the participants (eg, rain gear, tarps, lanterns, extra clothing).

When activities are being conducted in cold weather, have a warm area available for participants that may become cold before, during or after the activity. Ensure all participants have warm clothing and always consider the possibility of frostbite.

There may be a time when the activity selected cannot be completed in certain weather conditions—always have a backup plan.

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. When selecting an evening activity to conduct during an FTX, what considerations must be made?
- Q2. Why are evening activities conducted during an FTX?
- Q3. How does selecting an activity for Gold Star cadets differ from selecting an activity with all star levels?
- Q4. Why is it important to know how much space is available when selecting an activity?
- Q5. If inclement weather is expected, what should you do?



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

Discuss the format of an evening activity.

Time: 5 min

Method: Interactive Lecture



The cadets, as a group, will be responsible to conduct an evening activity during an FTX. Stress the importance of following the prescribed format, especially when leading the activity as a group.



In the planning stage, tasks will be assigned so that the cadets have different responsibilities within the specified format. Each Gold Star cadet must be given a responsibility(s) throughout the activity.

It is good practice to try out the activity before conducting it. By completing the activity, the group can decide what tasks need to be assigned and predict if any aspect of the activity may need to be restructured.



Evening activities are usually followed by a night snack, which may include hot drinks and food. The evening activity can be planned so that the night snack is ready for the cadets immediately following its completion. This is good practice in cold weather conditions.

FORMAT FOR AN EVENING ACTIVITY

Set-Up

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

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

Introduction

An introduction should include the following:

- getting the group's attention;
- explaining the activity, specifically the rules;
- assigning teams and tasks as necessary;
- setting time limits;

- relaying any safety concerns; and
- motivating all participants.



Being enthusiastic during the introduction will help motivate the participants to complete the activity.

Conduct of the Activity

The following are responsibilities of the leader when conducting the activity:

- informing the participants when it is time to start the activity;
- supervising all participants;
- ensuring the goal(s) is achieved;
- stopping the activity if required; and
- ending the activity within the time limits.



Even the best and most fun activity may get boring if played for too long. Every activity has a high point and once this point has been reached, it is important to know when to move on. It is better to leave the group wanting to complete the activity again, rather than dreading it.



It is good practice to try fun ways of ending an activity, rather than simply yelling "STOP." Some examples of ways to end an activity could include:

- "Find someone who has a birthday in the same month",
- "Run to the north side of the field", and
- "Skip to the muster area".

Debriefing

As soon as the activity has been completed, a debriefing with all participants is required. The debriefing should consist of the following:

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



Questions used during the debriefing will vary, depending on the type of activity that was conducted. An effective debriefing will encourage cadets to construct their own interpretation of learning that occurred during the activity.

The following are examples of questions that can be used during a debriefing:

- Were there leaders who emerged within the group?
- Were there any individuals who did not interact well with others during the activity? How can the leader lessen the likelihood?
- Was it difficult to cooperate within the group? Why or why not?
- How many different ways were used to communicate? Which ways were most effective? Were there any barriers to communication during the activity?
- Did the team composition make it more difficult to complete the activity? Why or why not?
- What (if any) factors affected the morale of the group during the activity?

Tear Down

Once the activity has been completed, it is the leader's responsibility to ensure everything gets torn down and cleaned up. It is good practice to complete a quick sweep of areas that were used to ensure garbage has been cleaned up and nothing has been left behind.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What are the five stages in the format of an evening activity?
- Q2. What responsibilities does a leader have when conducting an evening activity?
- Q3. What are some questions that can be used during a debriefing?

ANTICIPATED ANSWERS:

- A1. The five stages are:
1. set-up;
 2. introduction;
 3. conduct of the activity;
 4. debriefing; and
 5. tear down.
- A2. The following are responsibilities of the leader when conducting the activity:
- informing the participants when it is time to start the activity;
 - supervising all participants;
 - ensuring the goal(s) is achieved;

- stopping the activity if required; and
- ending the activity within the time limits.

A3. The following are examples of questions that can be used during a debriefing:

- Were there leaders who emerged within the group?
- Were there any individuals who did not interact well with others during the activity? How can the leader lessen the likelihood?
- Was it difficult to cooperate within the group? Why or why not?
- How many different ways were used to communicate? Which ways were most effective? Were there any barriers to communication during the activity?
- Did the team composition make it more difficult to complete the activity? Why or why not?
- What (if any) factors affected the morale of the group during the activity?

Teaching Point 3

Have the cadets, as one group, prepare an evening activity to be conducted during an FTX.

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets, as one a group, prepare an evening activity to be conducted during an upcoming FTX.

RESOURCES

- Evening Activities located at Attachment A,
- Paper, and
- Pens / pencils.

ACTIVITY LAYOUT

Place chairs / desks in a circle or U-shape so that all cadets can see each other.

ACTIVITY INSTRUCTIONS

1. Explain to the cadets that they have 15 minutes to:
 - a. select one activity to conduct with the Green, Red and Silver Star cadets during an upcoming FTX;



Cadets may alter the activity chosen from Attachment A or choose an activity that has not been included. Samples may be used / altered as desired.

- b. identify resources that will be required to conduct the activity; and
- c. assign tasks to team members.



Each cadet shall be assigned a responsibility(s) when conducting the evening activity during an FTX.

2. Have the cadets, as a group, prepare an evening activity to be conducted during an FTX.



Walk around and provide assistance when required / requested.

After this lesson has been completed, ensure the corps training officer or officer in charge of the FTX is aware of the resource requirements for the activity selected.

There is no more time allocated to prepare the evening activity.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in preparing an evening activity to be conducted during an FTX will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Where extra time is required, the work shall be completed as homework.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

When asked to conduct an activity, the first step is to plan. Knowing how to select and prepare an activity will help ensure success when conducting it. Throughout corps FTXs, there will be many opportunities to conduct evening activities.

INSTRUCTOR NOTES / REMARKS

Evening activities shall be conducted by the Gold Star cadets (as one group), during an FTX.

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EVENING ACTIVITIES

NATURE SCAVENGER HUNT

Evening Activity

REQUIRED RESOURCES

- Nature Scavenger Hunt worksheet (one per team),
- Pens / pencils (two per team),
- Bag to collect items (one per team),
- Compass (one per team), and
- Flashlight (one per team and for each safety person).

PREPARATION

- Determine boundaries for the activity.
- Create a Nature Scavenger Hunt worksheet that lists the items to find (see sample below).

INSTRUCTIONS

1. Divide the cadets into teams of four.
2. Explain that the objective of the activity is to retrieve as many scavenger hunt items as possible in the allotted time. Items cannot be used twice (eg, a pop can cannot also be used as a piece of litter). Each item shall be ticked off on the worksheet as it is located.
3. Describe the boundaries for the activity.
4. Distribute a Nature Scavenger Hunt worksheet, pens / pencils, a compass and a flashlight to each team.
5. Allow 40 minutes for the cadets to complete the activity.
6. Once time is up, collect all worksheets and tally the number of items collected by each team. The team with the most items is the winner.

SAFETY CONSIDERATIONS

- All cadets must be aware of the boundaries for the activity.
- Have personnel scattered in the area and along the boundaries with flashlights to ensure cadets stay within the set boundaries.
- Provide the cadets and staff with a safety bearing.

NATURE SCAVENGER HUNT



<input type="checkbox"/> A shiny rock.	<input type="checkbox"/> A smooth rock.
<input type="checkbox"/> Something prickly.	<input type="checkbox"/> A leaf with worm / insect holes.
<input type="checkbox"/> A branch in the shape of a Y.	<input type="checkbox"/> A feather.
<input type="checkbox"/> A three-leaf clover.	<input type="checkbox"/> A pop can.
<input type="checkbox"/> Something interesting.	<input type="checkbox"/> A plant growing on a non-living thing.
<input type="checkbox"/> Something that smells nice.	<input type="checkbox"/> Something soft.
<input type="checkbox"/> Something red.	<input type="checkbox"/> A yellow leaf.
<input type="checkbox"/> A flower.	<input type="checkbox"/> A pine cone.
<input type="checkbox"/> A rock with a minimum of three colours.	<input type="checkbox"/> A berry.
<input type="checkbox"/> A piece of rope.	<input type="checkbox"/> Something sticky.
<input type="checkbox"/> A shell.	<input type="checkbox"/> A piece of bark.
<input type="checkbox"/> Something blue.	<input type="checkbox"/> Something furry.
<input type="checkbox"/> Something that looks happy.	<input type="checkbox"/> Something that looks sad.
<input type="checkbox"/> A piece of litter.	<input type="checkbox"/> A red leaf.
<input type="checkbox"/> A penny.	<input type="checkbox"/> A sticky note.
<input type="checkbox"/> A pen.	<input type="checkbox"/> A highlighter.

FLAGS

Evening Activity

REQUIRED RESOURCES

- Flags (two different colours),
- Rope (approximately 10 m),
- Flashlights (six), and
- A whistle.

PREPARATION

- Select a large area with some obstacles (eg, trees, fences, small hills, large rocks, small bushes). Mark the middle of the area.
- Pick a centrally located area to be the lounge area and clearly mark it with rope (approximately 5 m wide and 5 m long).

INSTRUCTIONS

1. Brief the cadets on the following rules for the activity:
 - a. The objective of the activity is to locate the other team's flag, take it and carry it back to the other side without being tagged.
 - b. Each team has a territory—half of the area.
 - c. When a member of the opposite team enters your team's territory, you can tag them. You cannot tag a member of the opposite team if you are in their territory. Once tagged, the person must go directly to the lounge, where they will remain until saved by a member of their team. Saving can only occur in the lounge area by being tagged by a member of the same team.
 - d. Items can be placed in the lounge that would attract cadets to stay there, if desired by the teams.
 - e. Cadets who tackle / grab will be removed from participating in the activity.
 - f. Flags cannot be hidden or buried.
 - g. Winning can only occur when the flag is brought to the opposing team's side. If tagged when carrying the flag, the flag must be brought back to the appropriate side and repositioned and the participant must go to the lounge area.
 - h. If three blasts of the whistle are heard at any point, all cadets shall meet in the middle of the area.
2. Divide the cadets into two teams and assign sides of the area to each team (eg, Team 1—north side, Team 2—south side).
3. Allow approximately 10 minutes for the teams to go to their areas, position their flag, discuss strategy and set up the lounge area (if desired). The teams may choose to select a captain.
4. Begin the activity. Allow 40 minutes to participate in the activity.
5. If a flag is located and brought to the other side early on, try the activity again.

SAFETY CONSIDERATIONS

- Have personnel scattered in the area and along the boundaries with flashlights to ensure cadets stay within the set boundaries.
- Ensure tagging is occurring, not tackling / grabbing.

STRATEGO

Evening Activity

REQUIRED RESOURCES

- Pylons / markers (10),
- Measuring tape,
- Pool noodles (one per five cadets),
- Foam balls (two per five cadets),
- Two different coloured pinnies (one pinnie per cadet), and
- Dual-mantle lanterns (four).

PREPARATION

- Select an open area approximately 20 m long and 10 m wide (size may be altered, depending on cadet corps size).
- Set up the area with pylons / markers as per Figure A-1.
- Position lanterns approximately 5 m behind the boundaries for light and safety.

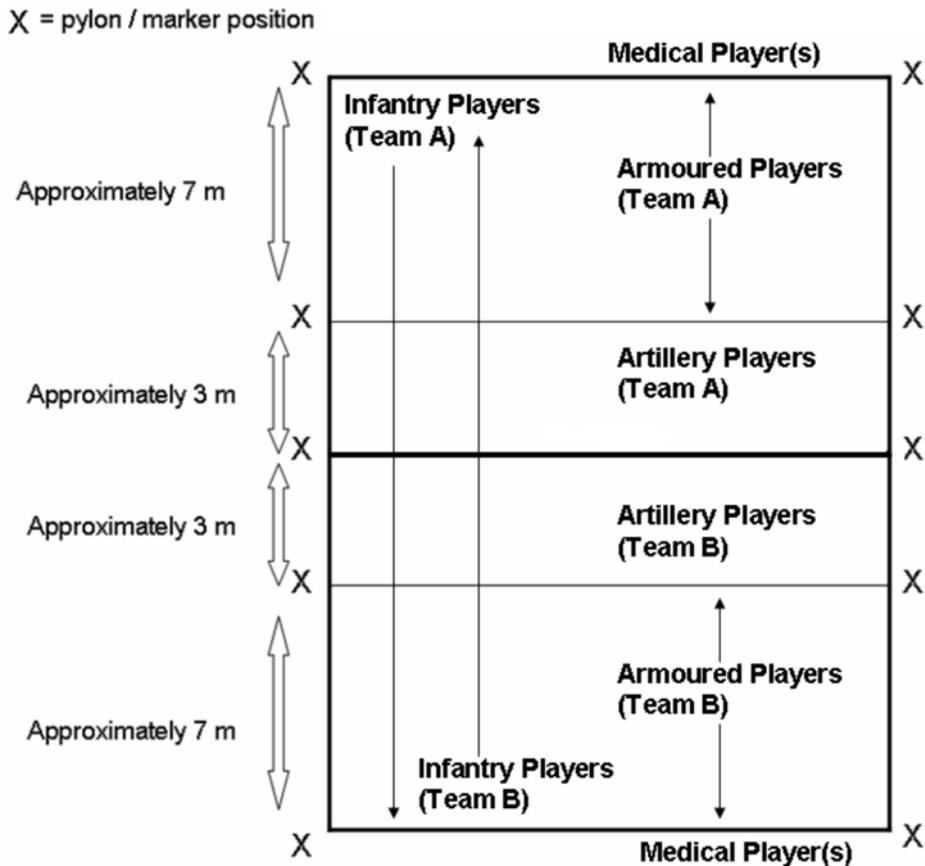


Figure A-1 Stratego Playing Field

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

INSTRUCTIONS

1. Brief the cadets on the following rules for the activity:
 - a. The objective of the game is to tag out all of the members of the opposite team.
 - b. There are four arms of the Canadian Army on each team—infantry, armoured, artillery and medical.
 - c. Infantry players will tag players from the opposite team. Once a player from the opposite team is tagged by an infantry player, they must lie down on the ground and await the arrival of the medic.
 - d. Artillery players will have foam balls. Once a player from the opposite team is hit with a foam ball, they must lie down on the ground and await the arrival of the medic. Foam balls shall never be aimed toward a player's face. If a player throws a ball extremely hard at another member when they are in close proximity (less than 2 m), they will be removed from the activity.
 - e. Armoured players will have pool noodles. Once a player from the opposite team is hit with a pool noodle, they must lie down on the ground and await the arrival of the medic. Pool noodles shall never be aimed higher than the chest of the other player.

- f. The medical player(s) will manoeuvre around the playing field, saving other players. In order to save a player, the medical player(s) must reach the player and escort them to the back of the field. Both players must be touching (eg, holding hands, medical player's hand on the other player's arm). Once both players have reached the back of the field, the player who was saved may resume the game. Medical players can be tagged when saving another player.
 - g. Each arm has an area of the playing field, as illustrated in Figure A-1. Infantry players can manoeuvre anywhere on the field (throughout both team's sides). Artillery players must remain between the centre line and the pylon positioned behind them, on their own side. Armoured players must remain behind the first pylon, behind the centre line on their own side. The medical player(s) may manoeuvre anywhere on the field (throughout both team's sides).
 - h. Only armoured players can use the pool noodles. When an armoured player is tagged / hit, they must drop the pool noodle. No other player can use the pool noodle. If the armoured player is saved, he / she may use the pool noodle again.
 - i. Foam balls can only be used by artillery players. Other players may pass foam balls to artillery players, but only artillery players can throw them.
 - j. Only infantry players can tag other players.
 - k. Only the medical player(s) can save other players.
2. Divide the cadets into two equal groups. Have each group don their coloured pinney.
 3. Each group will assign infantry, armoured, artillery and a medical player(s). Based on 30 players or two teams with 15 players, the following would suffice:
 - a. infantry players—seven,
 - b. artillery players—three,
 - c. armoured players—four, and
 - d. medical player—one.
 4. Distribute equipment to the players.
 5. Have everyone take their positions on the playing field.
 6. Position personnel along the playing field to watch for safety and fair play.
 7. Begin the activity.
 8. Judge time accordingly. The activity may be played multiple times, within the set time limit.

SAFETY CONSIDERATIONS

- Ensure tagging is occurring, not tackling / grabbing.
- Foam balls shall never be aimed toward a player's face. If a player throws a ball extremely hard at another member when they are in close proximity (less than 2 m), they will be removed from the activity.
- Players shall never aim for another cadet above the chest when using a pool noodle.
- This activity should occur early in the evening.

LANTERNS

Evening Activity

REQUIRED RESOURCES

- Topographical map of the area (one per team),
- Compass or Global Positioning System (GPS) receiver (one per team),
- Flashlights (10),
- Index card (one per team),
- Pen / pencil (one per team),
- Glow Sticks (one per each wolf),
- Whistle (one per team), and
- A stopwatch.

PREPARATION

- Select a large area with some obstacles (eg, trees, fences, small hills, large rocks, small bushes).
- Set up a course with multiple points (minimum of 10). Assign a numerical value to each point. A sample point allocation is illustrated in Figure A-2.
- Mark all points on each topographical map, as well as the point value for each.
- Clearly define and mark the start and finish points.
- Position an assistant instructor at each checkpoint, with a flashlight.
- Position wolves (assistant instructors) in the area, each with a Glow Stick visible somewhere on their body (based on 10 points, four wolves would suffice).

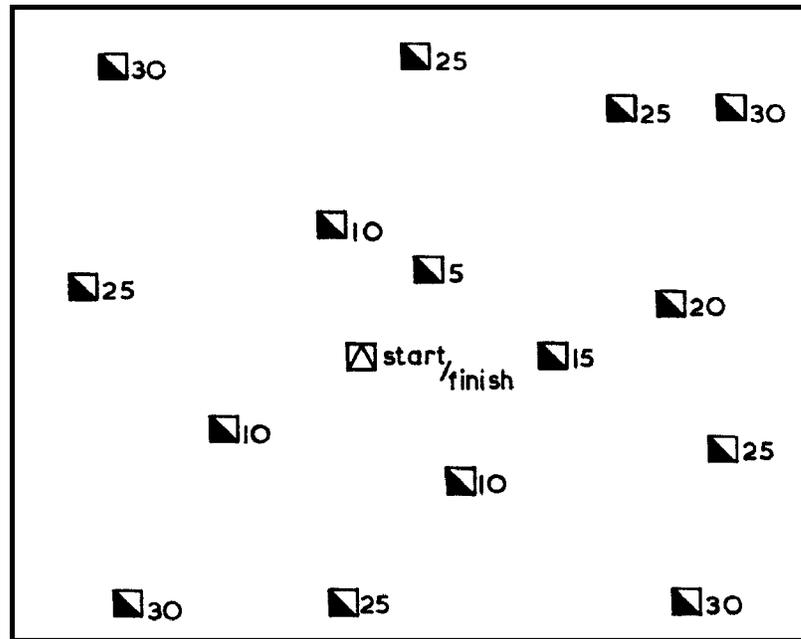


Figure A-2 Sample Score Layout

Note. From *Orienteering: An Aid to Training* (p. 22), by M.J. Summers, 1968, London, England: Hillside Printing & Publishing Co. Copyright 1968 by Captain M. J. Summers.

INSTRUCTIONS

1. Divide the cadets into teams of no more than four. Have each team decide on a team name.
2. Brief the cadets on the following rules for the activity:
 - a. Each team will be given a topographical map indicating each possible checkpoint (along with the checkpoint's numerical value), a compass or GPS receiver, an index card and a pen / pencil.
 - b. The objective of the activity is to reach as many checkpoints as possible, in the fastest time. The order in which the checkpoints are reached does not matter.
 - c. There will be wolves in the area. Each wolf has a Glow Stick on them as a way to make them somewhat visible in the dark. Wolves can tag players at anytime, unless the players are within 2 m of a point. When any team member is tagged, the team is penalized 2 points off their final score. Wolves cannot linger around checkpoints, nor can they instantly double tag members of a team. The wolf must initial the team's index card, to indicate that they have been tagged.
 - d. There will be assistant instructors at each point, randomly flashing their flashlight to help teams get to the checkpoint. Once a team has reached the checkpoint, the assistant instructor must initial the team's index card, to indicate that they have been reached the checkpoint.
 - e. Each team will have a whistle. Whistles shall be blown three times in case of emergency.
 - f. There will be 60 minutes allotted to complete the activity.
3. Issue each team the required equipment. Have each team set up their index card as illustrated in Figure A-3.
4. Start the teams at two-minute intervals and record the start times.

5. Allow approximately 60 minutes to complete the activity.
6. Once all teams have crossed the finish line, tally up the scores.

CHECKPOINTS	WOLVES

Figure A-3 Sample Index Card Layout

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

SAFETY CONSIDERATIONS

- All cadets must be aware of the boundaries for the activity.
- Have personnel scattered in the area and along the boundaries with flashlights to ensure cadets stay within the set boundaries.
- Provide the cadets and staff with a safety bearing.
- Whistles shall be blown three times in case of emergency or as an indication for all cadets to meet at the muster area.

NIGHT PUZZLE NAVIGATION

Evening Activity

REQUIRED RESOURCES

- Topographical map of the area (one per team),
- Compass (one per team),
- Individual puzzle pieces (one per team, per checkpoint),
- A predetermined navigation route,
- Whistle (one per team), and
- Flashlights (one per team).

PREPARATION

- Develop a puzzle and position pieces at each checkpoint. Each checkpoint will contain multiple identical pieces, since each team will have to take one piece with them along the route. See Figure A-4 for a sample puzzle.
- Clearly define and mark the start and finish points.
- Mark the route on the topographical maps.

INSTRUCTIONS

1. Divide the cadets into groups of four to six.
2. Issue each group a map, a compass, a whistle and a flashlight. Whistles shall be blown three times in case of emergency.
3. Start the teams at two-minute intervals and record the start times.
4. Have the teams collect one piece of the puzzle from each checkpoint.
5. Once across the finish line, have the teams solve the puzzle.

SAFETY CONSIDERATIONS

- If possible, have personnel positioned at each checkpoint to give each team the puzzle piece, answer questions and to prevent teams from following each other or sharing answers.
- Provide the cadets and staff with a safety bearing.

VARIATION

Instead of a puzzle, there could be riddle pieces located at each checkpoint. See Figure A-5 for a sample riddle (the answer to the riddle is a puzzle piece).

SAMPLE NAVIGATION PUZZLE

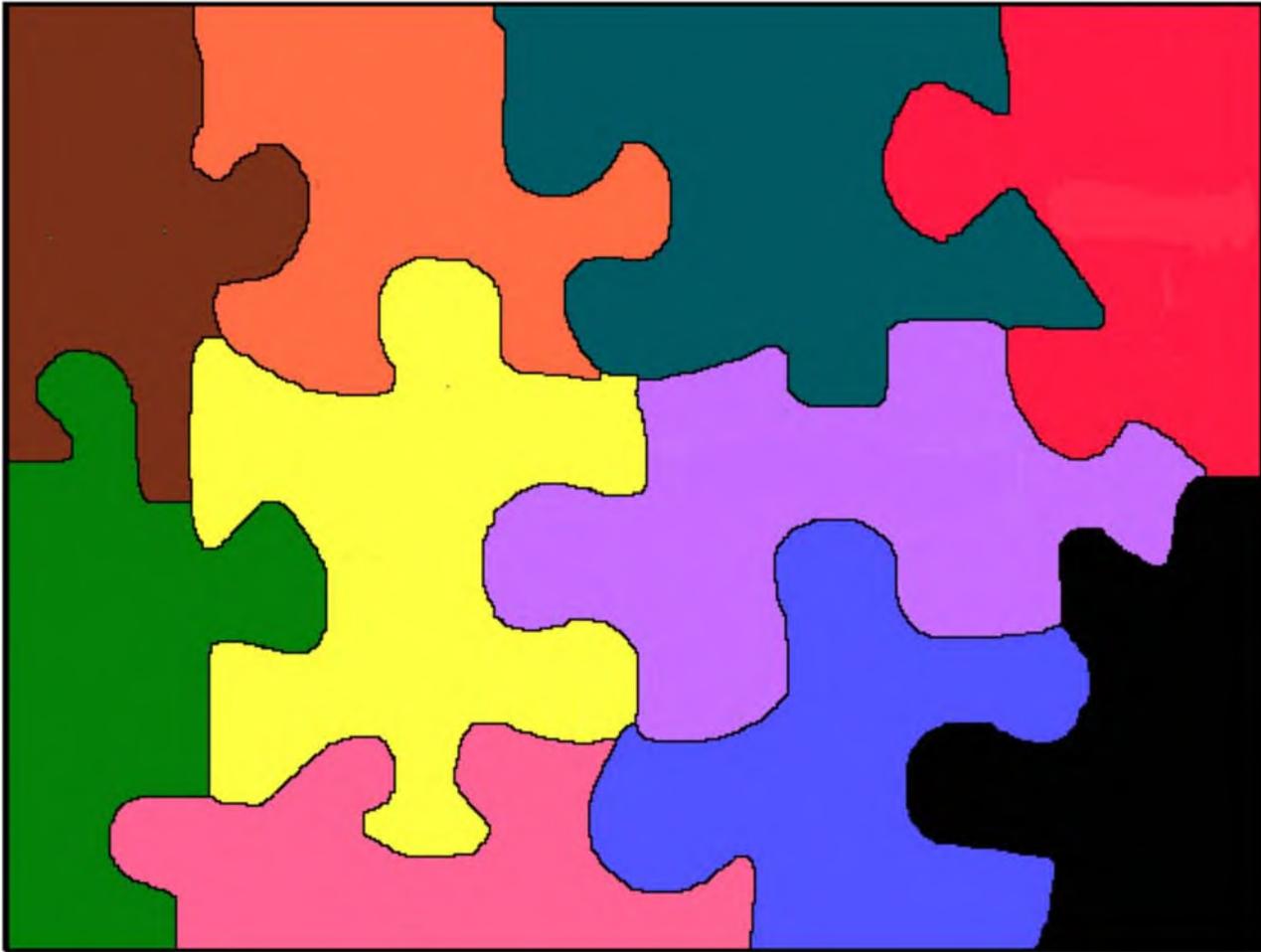


Figure A-4 Sample Puzzle

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

SAMPLE NAVIGATION RIDDLE

1. I come in different shapes and sizes.
2. Parts of me are curved
3. others are straight.
4. You can put me anywhere you like
5. but there's only
6. one right place for me.
7. What am I?

Figure A-5 Sample Riddle

Note. Created by D Cdts 3, 2007, Ottawa, ON: Department of National Defence.

WHOOO?

Evening Activity

REQUIRED RESOURCES

- Pieces of paper (12 per owl),
- Pen / pencil (five), and
- Whistle (one).

PREPARATION

- Select a large, preferably wooded, area with some obstacles (eg, trees, fences, small hills, large rocks, small bushes).
- Determine boundaries for the activity.

INSTRUCTIONS

1. Brief the cadets on the following rules for the activity:
 - a. Cadets will be designated as owls and wolves.
 - b. Owls will hide in the area, trying to blend into the surroundings. Each owl will have 12 pieces of paper, indicating a number or initials specific to that person.
 - c. The wolves will search out the owls. When a wolf finds an owl, the owl will give the wolf a piece of paper.
 - d. The owl has the option to make sounds (eg, animal sounds, clapping) occasionally in order to help the wolves.
 - e. When a wolf makes contact with an owl, the owl will soundlessly hand over a piece a paper.
 - f. When a wolf has collected a predetermined number of pieces of paper or time has elapsed, they will return to the muster area.
2. Appoint the owls. Generally, there should be one owl for every five wolves. Distribute 12 pieces of paper to each and have them place a specific number or their initials on each piece.
3. Determine the number of pieces of paper a participant requires before heading back to the muster area, as well as a time limit for the activity.
4. Allow approximately five minutes for the owls to hide.
5. Begin the activity.

SAFETY CONSIDERATIONS

Have personnel scattered in the area and along the boundaries with flashlights to ensure cadets stay within the set boundaries.

REFERENCE

ISBN 0-8403-5682-X Rohnke, K. (1984). *Silver bullets: A guide to initiative problems, adventure games and trust activities*. (p. 75). Dubuque, IA: Kendall/Hunt Publishing Company.



**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 1

EO M404.01 – 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-704/PG-001, *Gold Star 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).

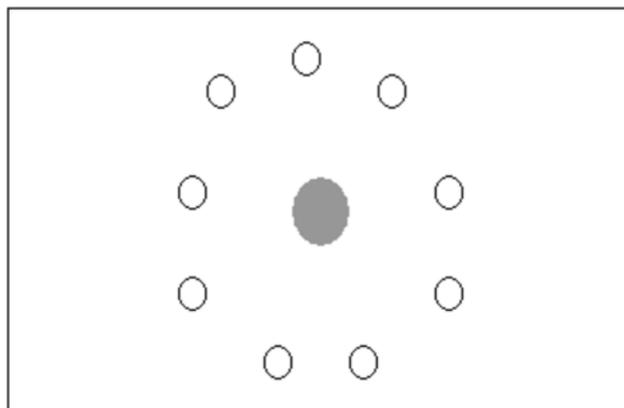


Figure 1 Instructor in the Centre of a Warm-Up Circle

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

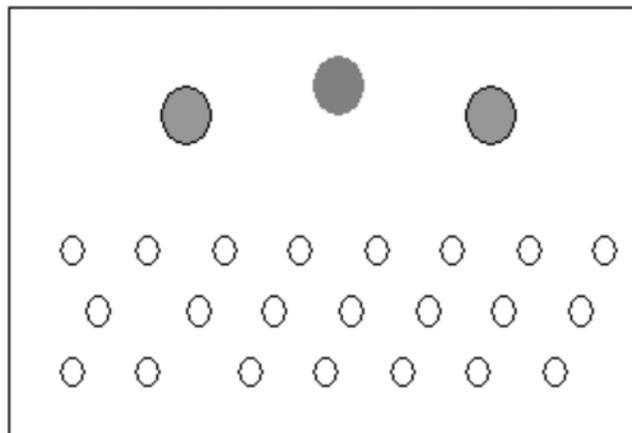


Figure 2 Instructor at the Front with Two Assistant Instructors

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. a choice from two of the following:
 - a. the trunk lift,
 - b. the shoulder stretch, and
 - 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*,
- Cadet Fitness Assessment and Incentive Level Results, and
- Pens / pencils

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 a pen / pencil 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.
- Ensure the cadets do 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 beginning and at 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.

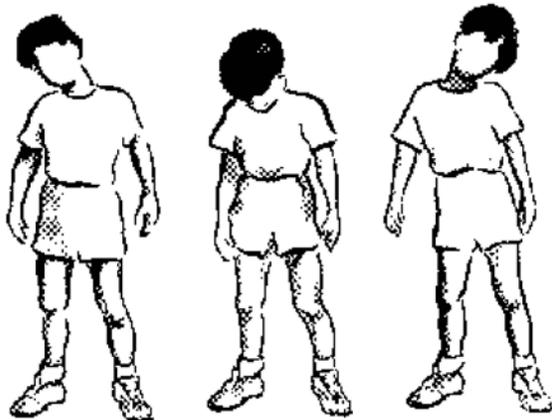
C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

A0-204 CATO 14-18 D Cds (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

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SAMPLE STRETCHES

a. Neck:

 <p data-bbox="357 798 682 840">Figure A-1 Neck Stretch</p> <p data-bbox="227 850 812 955"><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="990 588 1396 693">Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.</p>
--	---

b. Shoulders:



Figure A-2 Shoulder Push

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 and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders.
Hold this position for a minimum of 10 seconds.



Figure A-3 Shoulder Shrug

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 and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up.
Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible.
Hold each position for a minimum of 10 seconds.



Figure A-4 Arm Circles

Note. From *Warm Ups*, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from <http://www.marthajefferson.org/warmup.php>

Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.
Reverse the direction of your circles.



Figure A-5 Shoulder Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

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.
Hold this position for a minimum of 10 seconds and repeat on the opposite side.

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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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 2

EO M404.02 – 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-704/PG-001, *Gold Star 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.

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 Silver Star 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 Silver Star) 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 a part of the aim of the Cadet Program.

Teaching Point 1**Have the cadets update their Personal Activity Plan from Silver Star.**

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 Silver Star 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 Silver Star 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

Nil.

CLOSING STATEMENT

A part of the aim 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 M404.01 [Participate in the Cadet Fitness Assessment]).

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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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.



**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 3

EO M404.03 – 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-704/PG-001, *Silver Star 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

Nil.

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 a part of the aim of the Cadet Program.

INSTRUCTOR NOTES / REMARKS

This lesson shall follow the end of year Cadet Fitness Assessment (EO M404.02 [Participate in the Cadet Fitness Assessment]).

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

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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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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 4

**EO C404.01 – DESCRIBE NUTRITION AND HYDRATION
REQUIREMENTS FOR FITNESS AND SPORTS ACTIVITIES**

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-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

PRE-LESSON ASSIGNMENT

Have each cadet collect two food labels (one of a food and one of a fluid) from items they commonly consume and bring them to this lesson.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 to orient the cadets to food labels and to the relationship between nutrition, hydration and fitness and sports activities.

An in-class activity was chosen for TP 2 as it is an interactive way for the cadets to estimate daily energy requirements.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have described the nutrition and hydration requirements for fitness and sports activities.

IMPORTANCE

It is important for the cadets to have an understanding of the nutrition and hydration requirements for fitness and sports activities because research has proven that eating healthy foods will help the body to grow strong and prevent illnesses. The information in this lesson will assist with choosing healthy foods to meet energy requirements for fitness and sports activities.

Teaching Point 1**Explain food labels.**

Time: 15 min

Method: Interactive Lecture



Distribute the *Nutrition Facts* handout located at Attachment A to each cadet.

PURPOSE OF NUTRITION INFORMATION

The nutrition information found on food labels is regulated by Health Canada through the *Food and Drugs Act* and includes an ingredients list, nutrition facts table and nutrition claims. This information makes it easier to:

- compare products;
- determine the nutritional value of foods;
- manage special diets; and
- increase or decrease intake of a particular nutrient.

INGREDIENTS LIST

Ingredients are listed by weight from highest to lowest. The ingredients list provides information for people who have food allergies and / or those who are avoiding specific foods.

NUTRITION FACTS TABLE

The nutrition facts table contains information on calories and important nutrients for a specified amount (serving) of the food. The core nutrients are listed in the table and include the amount (usually in grams or milligrams) and the percentage of daily value that is contained in the food. The daily value refers to the amount of a specific nutrient that is recommended each day. Vitamins and minerals are listed only by the percentage of the daily value.

Nutrition Facts	
Per 125 mL (87 g)	
Amount	% Daily Value
Calories 80	
Fat 0.5 g	1 %
Saturated 0 g + Trans 0 g	0 %
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 18 g	6 %
Fibre 2 g	8 %
Sugars 2 g	
Protein 3 g	
Vitamin A 2 %	Vitamin C 10 %
Calcium 0 %	Iron 2 %

Figure 1 Nutrition Facts Table

Note. From *Food & Nutrition*. Retrieved November 1, 2007, from http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/education/cons-res/cr_tearsheet-cr_fiche_e.html



Direct the cadets to the example on the *Nutrition Facts* handout when describing the nutrition facts table. Other examples of food labels may be used as well.

Core Nutrients

Calories. A calorie is a measurement of food energy.

Fat. Fat as listed in the table includes saturated, trans, and all other fatty acids present in the food by quantity.

Saturated and trans fats. Saturated and trans fats are listed in the table because they may have a negative impact on health and should be consumed in moderation.

Cholesterol. Cholesterol is one of the fats found in blood. It is used to make cell membranes, vitamin D and hormones. There are two main types of cholesterol: low-density lipoprotein (LDL) cholesterol, which is considered the bad cholesterol and high-density lipoprotein (HDL) cholesterol, which is considered the good cholesterol. Cholesterol is listed in the table because high blood cholesterol is a risk factor for heart disease and stroke.

Sodium. Most sodium in food comes from sodium chloride, which is table or sea salt. Salt is a common ingredient in processed and prepared foods. Most people consume more salt than they require. Sodium is listed in the table because a low-sodium diet will reduce the risk of high blood pressure, stroke, and heart disease.

Carbohydrate. Carbohydrates are a primary source of energy for the body. There are two types of carbohydrates listed in the table: fibre, which is a complex carbohydrate, and sugar, which is a simple carbohydrate.

Fibre. Fibre is a complex carbohydrate found in plants. Unlike other carbohydrates it passes through the body undigested and is healthy for the digestive system. Fibre is listed in the table because it provides energy for the muscles and brain.



Complex carbohydrates. Complex carbohydrates break down slowly and can help prevent overeating. They are found in vegetables, fruit, whole grains, brown rice, nuts, soy products, and legumes.

Sugars. Sugar is a simple carbohydrate. Natural sugars are found in foods such as milk, fruit, and vegetables. Added sugars contribute calories and have no significant nutritional value. Sugars are listed in the table because some diets require sugars to be limited (eg, diabetics).



Simple carbohydrates. Simple carbohydrates break down quickly and can cause a person to become hungry quickly. They are found in sugary soft drinks, sugary cereals, white bread, white rice, cookies, candy, fries, and pastries.

Protein. Protein is found in a variety of foods such as meat, poultry, fish, legumes, nuts, milk products, and grain products. It is listed in the table because protein builds muscles, bones, and teeth.

Vitamin A. Vitamin A is found in many vegetables and fruit. It is listed in the table because it will help keep skin healthy and low-light vision functional.

Vitamin C. Vitamin C is found in many vegetables and fruit. It is listed in the table because it will help the body fight infections.

Calcium. Calcium is found in milk and alternative foods. It is listed in the table because it will build strong bones and reduce the risk of osteoporosis (a disease where bones degenerate and become brittle).

Iron. Iron is found in foods such as meat, fish, poultry, grains, vegetables, fruit, nuts, and seeds. It is listed in the table because it helps the red blood cells carry oxygen throughout the body.

NUTRITION CLAIMS

A nutrition claim must meet a set of government rules before it may be printed on a food label. They may highlight a relation between diet and disease (eg, a healthy diet rich in a variety of vegetables and fruit may help reduce the risk of some types of cancer). Nutrition claims may include the following words / phrases:

- free,
- low,
- less,
- more,
- reduced,
- lower,
- very high,
- light / lite,
- source of,
- high source of,

- good source of, and
- excellent source of.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. How are food labels regulated?
- Q2. How are ingredients listed on food labels?
- Q3. What are three words that may be included in a nutrition claim?

ANTICIPATED ANSWERS:

- A1. Health Canada regulates food labels through the *Food and Drugs Act*.
- A2. Ingredients are listed by weight from highest to lowest on food labels.
- A3. Nutrition claims may include the following words / phrases:
- free,
 - low,
 - less,
 - more,
 - reduced,
 - lower,
 - very high,
 - light / lite,
 - source of,
 - high source of,
 - good source of, and
 - excellent source of.



Offer the cadets the opportunity to further evaluate their learning by distributing the Nutrition Facts Quiz located at Attachment B. Tell the cadets the Nutrition Facts Quiz Answer Key located at Attachment C will be posted in a common area.

Teaching Point 2**Conduct an activity where the cadets will estimate their daily energy requirements.**

Time: 20 min

Method: In-Class Activity

Daily energy expenditures vary from one person to the other. Daily energy expenditures come from three sources:

1. resting energy expenditure,
2. thermic effect of food, and
3. caloric requirements for daily life.

RESTING ENERGY EXPENDITURE (REE)

REE is the minimum amount of energy (expressed in kilocalories [commonly referred to as calories] per day) our body needs to stay alive while at rest. This is the energy needed for actions such as breathing, digesting and keeping a heartbeat. REEs consist of about 60–70 percent of your daily energy needs. It may vary as much as 20 percent between individuals. Numerous factors account for this variation, such as:

- age,
- muscle mass,
- height and weight,
- gender, and
- amount of food consumed (overeating increases resting energy output while food restriction lowers it).



The Energy Expenditures for Physical Activity Table handout located at Attachment D, the Estimated Daily Energy Requirements worksheet located at Attachment E and the Resting Energy Expenditures Table handout located at Attachment F only serve as guidance. They are only used to *estimate* the resting energy expenditure.

THERMIC EFFECT OF FOOD

Energy that is used by the body to digest and absorb the food is lost in the form of heat. This is called the thermic effect of food and varies depending on the type and amount of food eaten. It accounts for about 10 percent of energy output.

CALORIC REQUIREMENTS FOR DAILY LIFE

Each day's activities (eg, working, studying or playing sports) expend energy. The more active an individual is, the higher their caloric requirements.

Caloric needs vary based on the amount and intensity of the physical fitness activities. When an individual's physical fitness activities change, their eating habits should reflect those changes.



Distribute the Energy Expenditures for Physical Activity Table handout located at Attachment D to each cadet. Ask them what they find interesting and surprising from the chart.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets estimate their caloric need based on their daily activities.

RESOURCES

- Energy Expenditures for Physical Activity Table handout located at Attachment D,
- Estimated Daily Energy Requirements worksheet located at Attachment E,
- Resting Energy Expenditures Table handout located at Attachment F,
- Estimated Number of Servings table located at Attachment G,
- Pens / pencils, and
- Calculators.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Estimated Energy Requirements worksheets.
2. Have the cadets fill out the worksheet using other provided attachments.
3. Circulate around the class to help cadets who are experiencing difficulties.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Describe nutrition and hydration requirements for fitness and sports activities.

Time: 15 min

Method: Interactive Lecture

Healthy eating provides the body with essential nutrients and energy. Everyday eating should include at least three meals and healthy snacking. An individual will perform more efficiently if the body's energy levels are consistently maintained.

Glucose is produced when carbohydrate foods are broken down by the digestive track and the liver. Glucose is the body's preferred fuel when performing hard physical work or exercising intensely. As well, the brain, nervous system and red blood cells depend completely on glucose for their fuel.

Carbohydrates are found in foods from all food groups. Fruit and root vegetables provide more than leafy vegetables and legumes (eg, beans, peas, lentils), grain products supply a large amount while seeds and nuts have some.

Carbohydrates and fat provide energy. Carbohydrates are stored in the body in the form of glycogen (a large molecule made up of glucose and water) and fat is stored in the body as fat. During high intensity exercise (eg, sprinting), glucose is the primary source of energy because fat cannot be used when oxygen is in short supply. During low-intensity exercise (eg, walking), cells use glucose and fat for energy since oxygen is available and make it possible for fat to be used. A well-conditioned individual has better oxygen delivery and can therefore use more fat than an individual with a lower fitness level.

Glycogen is used when necessary. The body can store only a small amount of glycogen. Glycogen is stored in the liver and the muscles. When the blood glucose level gets low, glycogen from the liver is converted to glucose and moved to the blood stream. Glycogen stored in the muscles is for muscle use only.

PRE-EXERCISE NUTRITION

Since carbohydrates are the fuel for high intensity workouts it is important to consume them prior to exercising. When there are too few carbohydrates, the body changes protein into glucose to provide energy, and prevents the proteins from doing their job (supply amino acids to build muscles, hormones, enzymes and other chemicals).

Time to Allow Between Meal and Activity

The length of time between a meal and a fitness or sports activity determines how much and what you should eat. Ideally, there should be:

- a 3- to 4-hour period to digest a large meal containing carbohydrates, protein and some fat;
- a 2- to 3-hour period to digest a small meal; or
- a 1- to 2-hour period for a carbohydrate snack or liquid meal.

Foods to Choose

Use the following guidelines when choosing food prior to fitness and sports activities:

- Drink fluids, such as water, fruit juice, milk or soup.
- Select foods high in carbohydrates, such as grain products, vegetables and fruit juice, low-fat milk or yogurt. Beans, peas and lentils are sources of slowly released carbohydrate, but unless they are eaten regularly these high fibre foods might cause discomfort.
- Select foods that are easy to digest. Since proteins and fats are digested slowly, it is better to limit them, particularly fat, especially if exercising intensely soon after eating.
- Select familiar foods in order not to upset the stomach.
- Avoid spicy or high in fibre foods unless they can be tolerated.

DURING EXERCISE



Water is essential. Even a small amount of dehydration (1 percent of body weight) can increase cardiovascular strain as indicated by a disproportionate elevation of heart rate during exercise and limit the ability of the body to transfer heat from contracting muscles to the skin's surface where heat can be dissipated to the environment.

For fitness and sports activities less than one hour, water is all that is needed.

For fitness and sports activities that are longer than an hour, a high demand is placed on stored energy. Consuming carbohydrates during the activity will delay fatigue and improve performance. According to the American College of Sports Medicine (ACSM) Fitness Book, "Several research studies have demonstrated the improved performance potential of ingesting carbohydrates during activity, so this should be an important strategy for all persons involved in regular physical activity".

For fitness and sports activities longer than one hour, carbohydrates (from fluids or foods) should be consumed to maintain the blood glucose level and preserve glycogen stores. For training sessions that last several hours, carbohydrate-rich fluids and foods keep energy levels high and help an individual stay focused.

What to Drink

For fitness and sports activities longer than one hour, fluids should contain:

- carbohydrates in concentration of 4–8 percent (which is equivalent to 40–80 g of carbohydrates per litre of fluid), and
- sodium (a pinch of salt) which adds taste and increases fluid intake.

Sports drinks are designed so fluid and some carbohydrates enter your blood stream quickly. They have no other nutrients.

If a fluid has too many carbohydrates, it can be diluted with water to meet the concentration requirements.

Urine volume and colour are simple indicators of hydration status. Ample quantities of lemon juice-coloured urine mean an individual is well hydrated while dark coloured, small volume and infrequent urination mean dehydration.

What to Eat

When an individual trains several times a day, there are opportunities to consume solid snacks between workouts. Those snacks should consist of foods that are easy to digest (low in fibre and in fat—less than 3 g of fat per 30-g serving). To maintain energy levels, the intake of carbohydrates during exercise should be between 30 g and 60 g per hour.

POST-EXERCISE

When an individual has been sweating heavily during fitness and sports activities, fluid replacement is the primary concern. Eating carbohydrates within 15 minutes of the end of the fitness or sports activity will refill muscle glycogen stores. Fat will slow the rate of absorption. Directly after physical activity, look for low fat foods, high in carbohydrates with little protein.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What fluid should be consumed during fitness and sports activities of less than one hour?
- Q2. What is an indicator of hydration status and how does it indicate it?
- Q3. What is the primary concern after exercising?

ANTICIPATED ANSWERS:

- A1. Water is to be consumed during fitness and sports activities of less than one hour.
- A2. Urine volume and colours are indicators of hydration status. Ample quantities of lemon juice-coloured urine indicate good hydration while dark coloured, small volume infrequent urination indicates dehydration.
- A3. Fluid replacement is the primary concern after exercising.
-

END OF LESSON CONFIRMATION**QUESTIONS:**

- Q1. What is the purpose of including an ingredients list, nutrition facts table and nutrition claims on a food label?
- Q2. What factors account for the REE variation between individuals?
- Q3. What is the body's preferred fuel when performing hard physical work or exercising intensely?

ANTICIPATED ANSWERS:

- A1. This information makes it easier to:
- compare products;
 - determine the nutritional value of foods;
 - manage special diets; and
 - increase or decrease intake of a particular nutrient.
- A2. REE variation can be accounted for by factors, such as:
- age,
 - muscle mass,
 - height and weight,
 - gender, and
 - amount of food consumed (overeating increases resting energy output while food restriction lowers it).
- A3. The body's preferred fuel when performing hard physical work or exercising intensely is glucose.
-

CONCLUSION**HOMEWORK / READING / PRACTICE**

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Meeting energy requirements is an important part of performing well and staying healthy while being active. Eating healthy foods will help the body grow strong, prevent illnesses, and maintain energy. Choosing healthy foods and consuming a sufficient amount of nutrients and energy is important to personal fitness and healthy living.

INSTRUCTOR NOTES / REMARKS

Nil.

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Nutrition Facts

To Help You Make Informed Food Choices

The "Nutrition Facts" table is easy to find, easy to read and on more foods

Information in the Nutrition Facts table is based on a specific amount of food. Compare this to the amount you eat.

Use % Daily Value to see if a food has a little or a lot of a nutrient.

Nutrition Facts			
Per 125 mL (87 g)			
Amount	% Daily Value		
Calories 80			
Fat 0,5 g	1 %		
Saturated 0 g + Trans 0 g	0 %		
Cholesterol 0 mg			
Sodium 0 mg	0 %		
Carbohydrate 18 g	6 %		
Fibre 2 g	8 %		
Sugars 2 g			
Protein 3 g			
Vitamin A	2 %	Vitamin C	10 %
Calcium	0 %	Iron	2 %

With the nutrition information on food labels you will be able to:

- Compare products more easily
- Determine the nutritional value of foods
- Better manage special diets
- Increase or decrease your intake of a particular nutrient

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Egalement disponible en français.



Nutrition Information on Food Labels

Use Nutrition Facts, the list of ingredients and nutrition claims to help you make informed food choices.



To get more complete information about the nutrient value of a food look at the Nutrition Facts table.

Nutrition Claims

The Government sets rules that must be met before a nutrition claim can be made on a label or advertisement.

A claim highlights a nutrition feature of a food.

Look for one of these words:

free	reduced	source of
low	lower	high source of
less	very high	good source of
more	light/lite	excellent source of

A claim may also highlight a relationship between diet and disease. For example:

- A healthy diet rich in a variety of vegetables and fruit may help reduce the risk of some types of cancer.
- A healthy diet low in saturated and trans fats may reduce the risk of heart disease.

Ingredient List

- Ingredients in the food are listed by weight from most to least.
- The ingredient list is a source of information for people with allergies or for people who avoid certain ingredients based on their beliefs.

Follow Canada's Food Guide to Healthy Eating and use Nutrition Facts to help you make healthy food choices.

Enjoy eating well, being active and feeling good about yourself.

NUTRITION FACTS QUIZ

1. **Are the following statements true or false:**

- a. The nutrition facts table contains information on calories and important nutrients for a specific amount (serving) of the food. _____
- b. On a label, vitamins are listed only by the percentage of the daily value. _____
- c. Ingredients on a label are listed by weight from lowest to highest. _____
- d. Nutrition information helps to manage special diets and compare products. _____

2. **Match the word to its appropriate definition.**

Vitamin A	Carbohydrate	Cholesterol	Fibre	Sugar	Fat
Iron	Sodium	Vitamin C	Calcium	Calories	Protein

1	Measurement of food energy.	
2	It is a necessary part of your diet because it supplies essential fatty acids and is needed to absorb fat-soluble vitamins (A, D, E and K). It reduces hunger because it is absorbed slowly. It should account for 10–35 percent of the energy of your diet. It provides 9 kcal / g.	
3	One of the fats found in the blood. It is used to make cell membranes, vitamin D and hormones.	
4	Most of it is from table or sea salt. Most people consume more than they require. Reducing this nutrient will reduce the risk of high blood pressure, stroke, and heart disease.	
5	Primary source of energy for the body. There are two types: fibre, which is a complex one, and sugar, which is a simple one. Should account for 45–65 percent of the energy of your diet. It provides 4 kcal / g.	
6	Complex carbohydrate found in plants. Unlike other carbohydrates it passes through the body undigested and is healthy for the digestive system.	
7	It is a simple carbohydrate. Natural ones are found in foods such as milk, fruit, and vegetables. Added ones contribute calories and have no significant nutritional value.	
8	Found in a variety of foods such as meat, poultry, fish, legumes, nuts, milk products, and grain products. Builds muscles, bones, and teeth. Should account for 10–35 percent of the energy of your diet. It provides 4 kcal / g.	
9	Found in many vegetables and fruit. Helps keep skin and eyesight healthy.	
10	Found in many vegetables and fruit. Helps the body fight infections.	
11	Found in milk and alternative foods. Builds strong bones and reduces the risk of osteoporosis (a disease where bones degenerate and become brittle).	
12	Found in foods such as meat, fish, poultry, grains, vegetables, fruit, nuts, and seeds. Helps the red blood cells carry oxygen throughout the body.	

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NUTRITION FACTS QUIZ

Answer Key

1. **Are the following statements true or false:**

- The nutrition facts table contains information on calories and important nutrients for a specific amount (serving) of the food. TRUE
- On a label, vitamins are listed only by the percentage of daily value. TRUE
- Ingredients on a label are listed by weight from lowest to highest. FALSE, it is from highest to lowest, decreasing.
- Nutrition information helps to manage special diet and compare products. TRUE. It also helps to determine the nutritional value of food and gives information for people who need to increase or decrease intake of a particular nutrient.

2. **Match the word to its appropriate definition.**

Vitamin A	Carbohydrate	Cholesterol	Fibre	Sugar	Fat
Iron	Sodium	Vitamin C	Calcium	Calories	Protein

1	Measurement of food energy.	Calories
2	It is a necessary part of your diet because it supplies essential fatty acids and is needed to absorb fat-soluble vitamins (A, D, E and K). It reduces hunger because it is absorbed slowly. It should account for 10–35 percent of the energy of your diet. It provides 9 kcal / g.	Fat
3	One of the fats found in the blood. It is used to make cell membranes, vitamin D and hormones.	Cholesterol
4	Most of it is from table or sea salt. Most people consume more than they require. Reducing this nutrient will reduce the risk of high blood pressure, stroke, and heart disease.	Sodium
5	Primary source of energy for the body. There are two types: fibre, which is a complex one, and sugar, which is a simple one. Should account for 45–65 percent of the energy of your diet. It provides 4 kcal / g.	Carbohydrate
6	Complex carbohydrate found in plants. Unlike other carbohydrates it passes through the body undigested and is healthy for the digestive system.	Fibre
7	It is a simple carbohydrate. Natural ones are found in foods such as milk, fruit, and vegetables. Added ones contribute calories and have no significant nutritional value.	Sugars
8	Found in a variety of foods such as meat, poultry, fish, legumes, nuts, milk products, and grain products. Builds muscles, bones, and teeth. Should account for 10–35 percent of the energy of your diet. It provides 4 kcal / g.	Protein
9	Found in many vegetables and fruit. Helps keep skin and eyesight healthy.	Vitamin A
10	Found in many vegetables and fruit. Helps the body fight infections.	Vitamin C
11	Found in milk and alternative foods. Builds strong bones and reduces the risk of osteoporosis (a disease where bones degenerate and become brittle).	Calcium
12	Found in foods such as meat, fish, poultry, grains, vegetables, fruit, nuts, and seeds. Helps the red blood cells carry oxygen throughout the body.	Iron

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ENERGY EXPENDITURES FOR PHYSICAL ACTIVITY TABLE

Many references evaluate the amount of calories burnt during various activities. This table is a guide, understanding that other resources could suggest different values. Values below are for activities of a one-hour duration.

Activity (1 hour)	130 lbs	155 lbs	190 lbs
Aerobics, general	354	422	518
Aerobics, high impact	413	493	604
Aerobics, low impact	295	352	431
Archery (non-hunting)	207	246	302
Automobile repair	177	211	259
Backpacking, general	413	493	604
Badminton, competitive	413	493	604
Badminton, social, general	266	317	388
Basketball, game	472	563	690
Basketball, non-game, general	354	422	518
Basketball, officiating	413	493	604
Basketball, shooting baskets	266	317	388
Basketball, wheelchair	384	457	561
Bicycling, < 16 km / h, leisure	236	281	345
Bicycling, > 32 km / h, racing	944	1126	1380
Bicycling, 16–19 km / h, light effort	354	422	518
Bicycling, 19–22.4 km /h, moderate effort	472	563	690
Bicycling, 22.4–25.4 km / h, vigorous effort	590	704	863
Bicycling, 25.4–30.4 km / h, very fast, racing	708	844	1035
Bicycling, BMX or mountain	502	598	733
Bicycling, stationary, general	295	352	431
Bicycling, stationary, light effort	325	387	474
Bicycling, stationary, moderate effort	413	493	604
Bicycling, stationary, very light effort	177	211	259
Bicycling, stationary, very vigorous effort	738	880	1078
Bicycling, stationary, vigorous effort	620	739	906
Billiards	148	176	216
Bowling	177	211	259
Boxing, in ring, general	708	844	1035
Boxing, punching bag	354	422	518
Boxing, sparring	531	633	776
Broomball	413	493	604
Callisthenics (push ups, sit-ups), vigorous effort	472	563	690
Callisthenics, home, light/moderate effort	266	317	388
Canoeing, on camping trip	236	281	345
Canoeing, rowing, > 9.6 km / h, vigorous effort	708	844	1035
Canoeing, rowing, crewing, competition	708	844	1035
Canoeing, rowing, light effort	177	211	259
Canoeing, rowing, moderate effort	413	493	604
Carpentry, general	207	246	302
Carrying heavy loads, such as bricks	472	563	690

A-CR-CCP-704/PF-001
Attachment D to EO C404.01
Instructional Guide

Activity (1 hour)	130 lbs	155 lbs	190 lbs
Child care: sitting / kneeling-dressing, feeding	177	211	259
Child care: standing-dressing, feeding	207	246	302
Circuit training, general	472	563	690
Cleaning, heavy, vigorous effort	266	317	388
Cleaning, house, general	207	246	302
Cleaning, light, moderate effort	148	176	216
Coaching: football, soccer, basketball, etc	236	281	345
Construction, outside, remodelling	325	387	474
Cooking or food preparation	148	176	216
Cricket (batting, bowling)	295	352	431
Croquet	148	176	216
Curling	236	281	345
Dancing, aerobic, ballet or modern, twist	354	422	518
Dancing, ballroom, fast	325	387	474
Dancing, ballroom, slow	177	211	259
Dancing, general	266	317	388
Darts, wall or lawn	148	176	216
Diving, springboard or platform	177	211	259
Electrical work, plumbing	207	246	302
Farming, baling hay, cleaning barn	472	563	690
Farming, milking by hand	177	211	259
Farming, shovelling grain	325	387	474
Fencing	354	422	518
Fishing from boat, sitting	148	176	216
Fishing from river bank, standing	207	246	302
Fishing in stream, in waders	354	422	518
Fishing, general	236	281	345
Fishing, ice, sitting	118	141	173
Football or baseball, playing catch	148	176	216
Football, competitive	531	633	776
Football, touch, flag, general	472	563	690
Frisbee playing, general	177	211	259
Frisbee, ultimate	207	246	302
Gardening, general	295	352	431
Golf, carrying clubs	325	387	474
Golf, general	236	281	345
Golf, miniature or driving range	177	211	259
Golf, pulling clubs	295	352	431
Golf, using power cart	207	246	302
Gymnastics, general	236	281	345
Hacky sack	236	281	345
Handball, general	708	844	1035
Handball, team	472	563	690
Health club exercise, general	325	387	474
Hiking, cross country	354	422	518
Hockey, field	472	563	690
Hockey, ice	472	563	690
Horse grooming	354	422	518
Horse racing, galloping	472	563	690
Horseback riding, general	236	281	345
Horseback riding, trotting	384	457	561

Activity (1 hour)	130 lbs	155 lbs	190 lbs
Horseback riding, walking	148	176	216
Hunting, general	295	352	431
Jai alai	708	844	1035
Jogging, general	413	493	604
Judo, karate, kick boxing, tae kwon do	590	704	863
Kayaking	295	352	431
Kickball	413	493	604
Lacrosse	472	563	690
Marching band, playing instrument (walking)	236	281	345
Marching, rapidly, military	384	457	561
Moto-cross	236	281	345
Moving furniture, household	354	422	518
Moving household items, boxes, upstairs	531	633	776
Moving household items, carrying boxes	413	493	604
Mowing lawn, general	325	387	474
Mowing lawn, riding mower	148	176	216
Music playing, cello, flute, horn, woodwind	118	141	173
Music playing, drums	236	281	345
Music playing, guitar, classical, folk (sitting)	118	141	173
Music playing, guitar, rock / roll band (standing)	177	211	259
Music playing, piano, organ, violin, trumpet	148	176	216
Paddleboat	236	281	345
Painting, papering, plastering, scraping	266	317	388
Polo	472	563	690
Pushing or pulling stroller with child	148	176	216
Race walking	384	457	561
Racquetball, casual, general	413	493	604
Racquetball, competitive	590	704	863
Raking lawn	236	281	345
Rock climbing, ascending rock	649	774	949
Rock climbing, rappelling	472	563	690
Rope jumping, fast	708	844	1035
Rope jumping, moderate, general	590	704	863
Rope jumping, slow	472	563	690
Rowing, stationary, light effort	413	493	604
Rowing, stationary, moderate effort	502	598	733
Rowing, stationary, very vigorous effort	708	844	1035
Rowing, stationary, vigorous effort	561	669	819
Rugby	590	704	863
Running, 16 km / h	944	1126	1380
Running, 17.4 km / h	1062	1267	1553
Running, 8 km / h	472	563	690
Running, 8.3 km / h	531	633	776
Running, 9.6 km / h	590	704	863
Running, 10.7 km / h	649	774	949
Running, 11.2 km / h	679	809	992
Running, 12 km / h	738	880	1078
Running, 12.8 km / h	797	950	1165
Running, 13.8 km / h	826	985	1208
Running, 14.4 km / h	885	1056	1294
Running, cross country	531	633	776

A-CR-CCP-704/PF-001
Attachment D to EO C404.01
Instructional Guide

Activity (1 hour)	130 lbs	155 lbs	190 lbs
Running, general	472	563	690
Running, in place	472	563	690
Running, on a track, team practice	590	704	863
Running, stairs, up	885	1056	1294
Running, training, pushing wheelchair	472	563	690
Running, wheeling, general	177	211	259
Sailing, boat / board, windsurfing, general	177	211	259
Sailing, in competition	295	352	431
Scrubbing floors, on hands and knees	325	387	474
Shovelling snow, by hand	354	422	518
Shuffleboard, lawn bowling	177	211	259
Sitting-playing with child(ren)-light	148	176	216
Skateboarding	295	352	431
Skating, ice, 14.4 km / h or less	325	387	474
Skating, ice, general	413	493	604
Skating, ice, rapidly, > 14.4 km / h	531	633	776
Skating, ice, speed, competitive	885	1056	1294
Skating, roller	413	493	604
Ski jumping (climb up carrying skis)	413	493	604
Ski machine, general	561	669	819
Skiing, cross-country, > 12.8 km / h, racing	826	985	1208
Skiing, cross-country, moderate effort	472	563	690
Skiing, cross-country, slow or light effort	413	493	604
Skiing, cross-country, uphill, maximum effort	974	1161	1423
Skiing, cross-country, vigorous effort	531	633	776
Skiing, downhill, light effort	295	352	431
Skiing, downhill, moderate effort	354	422	518
Skiing, downhill, vigorous effort, racing	472	563	690
Skiing, snow, general	413	493	604
Skiing, water	354	422	518
Ski-mobiling, water	413	493	604
Skin diving, scuba diving, general	413	493	604
Sledding, tobogganing, bobsledding, luge	413	493	604
Snorkelling	295	352	431
Snow shoeing	472	563	690
Snowmobiling	207	246	302
Soccer, casual, general	413	493	604
Soccer, competitive	590	704	863
Softball or baseball, fast or slow pitch	295	352	431
Softball, officiating	354	422	518
Squash	708	844	1035
Stair-treadmill ergometer, general	354	422	518
Standing-packing / unpacking boxes	207	246	302
Stretching, hatha yoga	236	281	345
Surfing, body or board	177	211	259
Sweeping garage, sidewalk	236	281	345
Swimming laps, freestyle, fast, vigorous effort	590	704	863
Swimming laps, freestyle, light / moderate effort	472	563	690
Swimming, backstroke, general	472	563	690
Swimming, breaststroke, general	590	704	863
Swimming, butterfly, general	649	774	949

Activity (1 hour)	130 lbs	155 lbs	190 lbs
Swimming, leisurely, general	354	422	518
Swimming, sidestroke, general	472	563	690
Swimming, synchronized	472	563	690
Swimming, treading water, fast / vigorous	590	704	863
Swimming, treading water, moderate effort	236	281	345
Table tennis, ping pong	236	281	345
Tai chi	236	281	345
Teaching aerobics class	354	422	518
Tennis, doubles	354	422	518
Tennis, general	413	493	604
Tennis, singles	472	563	690
Unicycling	295	352	431
Volleyball, beach	472	563	690
Volleyball, competitive, in gymnasium	236	281	345
Volleyball, non-competitive; 6–9 member team	177	211	259
Walk / run-playing with child(ren)-moderate	236	281	345
Walk / run-playing with child(ren)-vigorous	295	352	431
Walking, 3.2 km / h, slow pace	148	176	216
Walking, 4.8 km / h, mod. pace, walking dog	207	246	302
Walking, 5.6 km / h, uphill	354	422	518
Walking, 6.4 km / h, very brisk pace	236	281	345
Walking, carrying infant or 15 pound load	207	246	302
Walking, grass track	295	352	431
Walking, upstairs	472	563	690
Walking, using crutches	236	281	345
Wallyball, general	413	493	604
Water aerobics, water callisthenics	236	281	345
Water polo	590	704	863
Water volleyball	177	211	259
Weight lifting or body building, vigorous effort	354	422	518
Weight lifting, light or moderate effort	177	211	259
White-water rafting, kayaking, or canoeing	295	352	431

Figure D-1 Energy Expenditures for Physical Activity Table

Note. From "NutriStrategy", 2007, *Calories Burned During Exercise*, Copyright 2007 by NutriStrategy. Retrieved October 23, 2008, from <http://www.nutristrateg.com/activitylist4.htm>

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ESTIMATED DAILY ENERGY REQUIREMENTS

CALCULATE YOUR REE

Common formulas used to **approximate** your energy needs are the Harris-Benedict Equations. (Weight in kilograms, height in centimetres and age in years)

Male: REE = 66 + (13.75 x weight) + (5 x height) - (6.76 x age)
 Female: REE = 655 + (9.56 x weight) + (1.85 x height) - (4.68 x age)

See the Resting Energy Expenditures Table handout located at Attachment F for additional help.

Your estimated REE: _____ kilocalories (commonly referred to as calories).

CALCULATE THE THERMIC EFFECT OF FOOD

Take your REE and multiply it by 10 percent (which is equivalent to multiplying by 0.1).

$$\frac{\text{_____}}{\text{(REE)}} \times 0.1 = \text{_____ kcal}$$

CALCULATE YOUR ENERGY REQUIREMENTS FOR DAILY ACTIVITIES

1. List your daily activities.
2. Using the Energy Expenditures for Physical Activity Table located at Attachment D, determine the hourly energy requirements for each activity.
3. Write how much time you spend doing each activity (1/2, 1, 2 or more hours).
4. Calculate the total energy requirements (multiply values in the hourly energy requirements column by values in the number of hours of activity column).
5. Add the values in the total energy requirements column to obtain the total energy requirements for daily activities.

Activity	Hourly energy requirements	Number of hours of activity	Total energy requirements
Total energy requirements for daily activities			

Daily energy requirement = REE + Thermic effect + Energy for activities
 _____ + _____ + _____ = _____ kcal

Determine number of servings required from Estimated Number of Servings table located at Attachment G.

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RESTING ENERGY EXPENDITURES TABLE (in kcal)

This table does not include all possible body sizes. It should only be used as a guide to verify if the calculations are within the correct range.

M a l e s	Weight (lbs) (kg)	105 47.7	110 50.0	115 52.3	120 54.5	125 56.8	130 59.1	135 61.4	140 63.6	150 68.2	160 72.7	170 77.3	180 81.8	190 86.4	200 90.9	210 95.5
	Height (ft & in) (cm)	5'0" 152.4	5'1" 154.9	5'2" 157.5	5'3" 160.0	5'4" 162.6	5'5" 165.1	5'6" 167.6	5'7" 170.2	5'8" 172.7	5'9" 175.3	5'10" 177.8	5'11" 180.3	6'0" 182.9	6'1" 185.4	6'2" 188.0
	Age															
	14	1390	1434	1478	1521	1565	1609	1653	1697	1772	1848	1923	1998	2073	2148	2224
	15	1383	1427	1471	1515	1559	1603	1647	1691	1766	1841	1916	1991	2067	2142	2217
	16	1376	1420	1464	1508	1552	1596	1640	1684	1759	1834	1909	1985	2060	2135	2210
	17	1369	1413	1457	1501	1545	1589	1633	1677	1752	1827	1903	1978	2053	2128	2203
F e m a l e s	Weight (lbs) (kg)	90 40.9	95 43.2	100 45.5	105 47.7	110 50.0	115 52.3	120 54.5	125 56.8	130 59.1	140 63.6	150 68.2	160 72.7	170 77.3	180 81.8	190 86.4
	Height (ft & in) (cm)	4'10" 147.3	4'11" 149.9	5'0" 152.4	5'1" 154.9	5'2" 157.5	5'3" 160.0	5'4" 162.6	5'5" 165.1	5'6" 167.6	5'7" 170.2	5'8" 172.7	5'9" 175.3	5'10" 177.8	5'11" 180.3	6'0" 182.9
	Age															
	14	1253	1280	1306	1332	1359	1385	1412	1438	1465	1513	1561	1609	1657	1705	1753
	15	1248	1275	1301	1328	1354	1381	1407	1433	1460	1508	1556	1604	1652	1701	1749
	16	1244	1270	1297	1323	1349	1376	1402	1429	1455	1503	1551	1600	1648	1696	1744
	17	1239	1265	1292	1318	1345	1371	1398	1424	1450	1499	1547	1595	1643	1691	1739

Figure F-1 Resting Energy Expenditures Table

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

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ESTIMATED NUMBER OF SERVINGS

The following chart gives an estimate of the number of servings needed to meet the daily energy requirements.

Food Group	Daily energy requirements					
	1 500 kcal	2 000 kcal	2 500 kcal	3 000 kcal	3 500 kcal	4 000 kcal
	Number of servings					
Grains Products (Minimum 5 servings)	5–6	7–9	9–11	11–13	13–15	15–17
Vegetables and fruit (Minimum 5 servings)	5–6	7–9	9–11	11–13	13–15	15–17
Milk products (Minimum 2 servings)	3	3	3	3–4	3–5	4–6
Meat & Alternatives (Minimum 2 servings)	2	2	2	2–3	2–4	3–4
Other Foods	Choose other foods in moderation after you have eaten enough from the four other food groups.			If you find it difficult to eat a large enough volume of food to meet your energy needs, try adding a little oil (olive, canola, soy, etc) or a few concentrated carbohydrates (juices, dried fruit, sweetened cereals or drinks)		
<p>If you are very physically active, add the number of servings from 2 columns. For example, if you need 4 500 kcal, use the servings for 3 000 kcal plus those from 1 500 kcal.</p> <p>If this is more food than you can comfortably eat or if you cannot maintain your body weight because you are training so much, try eating foods that have more energy and less volume. For example, juice or dried fruit rather than salad, 2 percent milk rather than skim milk, and / or nuts and seeds rather than beans.</p>						

Figure G-1 Estimated Number of Servings

Note. From *Top Fuel for Top Performance* (p. 20), by Department of National Defence, 2005, Ottawa, ON: Department of National Defence.

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 5

EO C404.02 – PREPARE TO CONDUCT THE CADET FITNESS ASSESSMENT

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-704/PG-001, *Gold Star 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 enabling objective, lesson specification, and instructional guide for EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment); CATO 14-18, *Cadet Fitness Assessment and Incentive Program*; the Prepare to Conduct the Cadet Fitness Assessment handout located at Attachment A; and the Lesson Plan handout located at Attachment C for each cadet.

Gather all equipment associated with the Cadet Fitness Assessment.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to present basic material on the components of the Cadet Fitness Assessment and to generate interest.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought, stimulate interest and become familiar with the enabling objective, lesson specification and instructional guide for EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment).

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be prepared to conduct the Cadet Fitness Assessment.

IMPORTANCE

It is important for the cadets to prepare to conduct the Cadet Fitness Assessment because they may be expected to conduct the assessment at the corps. The Cadet Fitness Assessment will be conducted at least two times throughout the training year to track personal fitness levels. The information provided by the assessment will also help to create personal fitness goals, improve personal fitness and award Cadet Fitness Assessment Incentive Levels.

Teaching Point 1**Describe the components of the Cadet Fitness Assessment.**

Time: 35 min

Method: Interactive Lecture



The cadets are familiar with the Cadet Fitness Assessment as they have participated in it a number of times. This TP provides a summary of the components of the Cadet Fitness Assessment to prepare the cadets to conduct the assessment.

THE SEQUENCE FOR THE CADET FITNESS ASSESSMENT

The Cadet Fitness Assessment is conducted with the cardiovascular component (20-m Shuttle Run Test) being completed first. The remaining components are set up as a circuit. The cadets complete the assessment with a partner who will track the scores.

THE CARDIOVASCULAR COMPONENT**The 20-m Shuttle Run Test**

Describe and show the cadets how to set up, conduct, and score the 20-m Shuttle Run Test IAW CATO 14-18, Annex A, Appendix 1. If time permits, allow the cadets to set up the 20-m Shuttle Run Test during this lesson.

THE MUSCULAR STRENGTH COMPONENT**The Curl-Up**

Describe and show the cadets how to set up, conduct, and score the curl-up IAW CATO 14-18, Annex A, Appendix 2. If available, the DVD included in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics may be shown to help illustrate how to conduct this assessment. If time permits, allow the cadets to set up the curl-up station during this lesson.

The Push-Up

Describe and show the cadets how to set up, conduct, and score the push-up IAW CATO 14-18, Annex A, Appendix 3. If available, the DVD included in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics may be shown to help illustrate how to conduct this assessment. If time permits, allow the cadets to set up the push-up station during this lesson.

THE MUSCULAR FLEXIBILITY COMPONENT

The Trunk Lift



Describe and show the cadets how to set up, conduct, and score the trunk lift IAW CATO 14-18, Annex A, Appendix 4. If available, the DVD included in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics may be shown to help illustrate how to conduct this assessment. If time permits, allow the cadets to set up the trunk lift station during this lesson.

The Shoulder Stretch



Describe and show the cadets how to set up, conduct, and score the shoulder stretch IAW CATO 14-18, Annex A, Appendix 5. If available, the DVD included in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics may be shown to help illustrate how to conduct this assessment. If time permits, allow the cadets to set up the shoulder stretch station during this lesson.

The Back-Saver Sit and Reach



Describe and show the cadets how to set up, conduct, and score the back-saver sit and reach IAW CATO 14-18, Annex A, Appendix 6. If available, the DVD included in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics may be shown to help illustrate how to conduct this assessment. If time permits, allow the cadets to set up the back-saver sit and reach station during this lesson.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What scoresheet is used to score the 20-m Shuttle Run Test?
- Q2. How is the curl-up scored?
- Q3. What does the push-up assess?

ANTICIPATED ANSWERS:

- A1. The 20-m Shuttle Run Test will be scored using the *Individual Score Sheet for the 20-m Shuttle Run Test*.
- A2. The curl-up is scored by counting the number of curl-ups completed.
- A3. The push-up assesses upper body strength and endurance.

Teaching Point 2

Conduct an activity where the cadets will become familiar with the enabling objective, lesson specification and instructional guide for EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment).

Time: 15 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets become familiar with EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide.

RESOURCES

- EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide,
- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Prepare to Conduct the Cadet Fitness Assessment handout located at Attachment A, and
- Prepare to Conduct the Cadet Fitness Assessment answer key located at Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute a copy of the enabling objective, lesson specification and instructional guide for EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment); CATO 14-18, *Cadet Fitness Assessment and Incentive Program*; and a Prepare to Conduct the Cadet Fitness Assessment handout located at Attachment A to each cadet.
2. Have the cadets read the documents and answer the questions on the handout.
3. Discuss the answers to the questions on the handout (answer key is located at Attachment B).

SAFETY

Nil.

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' participation in the activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

This lesson provides background information on how to prepare to conduct the Cadet Fitness Assessment. This information will be helpful when conducting the Cadet Fitness Assessment at the corps / squadron. Results from the Cadet Fitness Assessment are helpful in tracking personal fitness level, setting fitness goals, promoting lifelong fitness and for awarding Cadet Fitness Assessment Incentive Levels.

INSTRUCTOR NOTES / REMARKS

This lesson should be conducted prior to EO M404.01 (Participate in the Cadet Fitness Assessment).

The cadets will be provided the opportunity to conduct the Cadet Fitness Assessment during EO M404.01 (Participate in the Cadet Fitness Assessment).

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.

A0-204 CATO 14-18 D Cds (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

6. Why was the curl-up chosen for the Cadet Fitness Assessment? _____

7. How is the push-up scored? _____

8. What equipment is required for the trunk lift?

PREPARE TO CONDUCT THE CADET FITNESS ASSESSMENT ANSWER KEY

Read EO M404.01 / M304.02's (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide. Answer the following questions.

ENABLING OBJECTIVE / LESSON SPECIFICATION

1. What are the cadets given to participate in the Cadet Fitness Assessment?

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, and

Supervision.

2. What method of instruction is used for this lesson? ***A practical activity.***

INSTRUCTIONAL GUIDE

3. What layout is used for the muscular strength and muscular flexibility components (stations)?

A circuit.

4. Where can the *Individual Score Sheet for the 20-m Shuttle Run Test* be located? ***CATO 14-18, Annex A, Appendix 1.***

5. What distance separates the two lines for the 20-m Shuttle Run Test? ***20 m.***

6. Why was the curl-up chosen for the Cadet Fitness Assessment? ***The curl-up was chosen because it is a safe method for assessing abdominal strength and endurance.***

7. How is the push-up scored? ***Scoring for the push-up is based on the number of push-ups that are completed; until a second form correction is made (the first form correction does not count) or the cadet can no longer continue.***

8. What equipment is required for the trunk lift? ***Gym mat, metre stick, and coin.***

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 1

EO M405.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS

Total Time:

3 X 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-704/PG-001, *Gold Star 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 TP 1 to introduce the cadets to the rules of the selected sport.

A practical activity was chosen for TPs 2–4 as it allows the cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in an organized recreational team sport.

IMPORTANCE

It is important for cadets to participate in organized recreational team sports because it is an activity that promotes a healthy lifestyle, while meeting a part of the aim of the Cadet Program.

Teaching Point 1**Introduce the cadets to the selected sport's rules.**

Time: 10 min

Method: Interactive Lecture



Refer to the following Attachments for an overview of how to conduct the selected sport:

- Attachment C–Baseball,
- Attachment D–Basketball,
- Attachment E–Floor Hockey,
- Attachment F–Football,
- Attachment G–Lacrosse,
- Attachment H–Ringette,
- Attachment I–Soccer,
- Attachment J–Soccer Baseball,
- Attachment K–Softball,
- Attachment L–Ultimate Frisbee, and
- Attachment M–Volleyball.

HOW TO PLAY THE SPORT

The CCO's list of approved sports is located at Attachment A. Refer to the Attachment for an overview of how to conduct the selected sport.

RULES

Refer to the Attachment for an overview of the selected sport's rules.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS:**

- Q1. How many members are there on a team?
- Q2. What are the rules to be followed while playing?
- Q3. How do you score points?

ANTICIPATED ANSWERS:

- A1. Answer will depend on the selected sport and can be found at the corresponding Attachment.
- A2. Answer will depend on the selected sport and can be found at the corresponding Attachment.
- A3. Answer will depend on the selected sport and can be found at the corresponding Attachment.

Teaching Point 2**Conduct a warm-up session composed of light cardiovascular exercises.**

Time: 10 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).

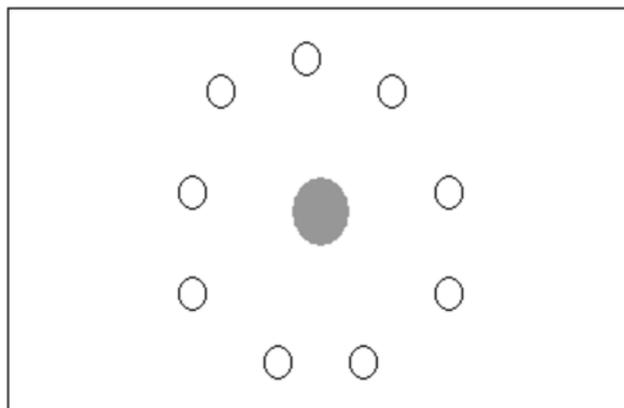


Figure 1 Instructor in the Centre of a Warm-Up Circle

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

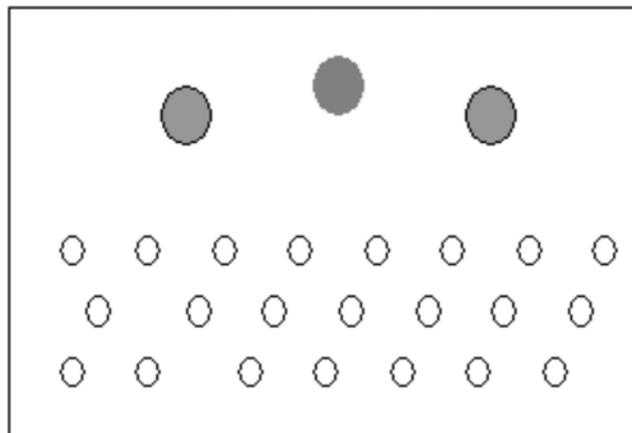


Figure 2 Instructor at the Front with Two Assistant Instructors

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 B.

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 2

The cadets' participation in the warm-up session will serve as the confirmation of this TP.

Teaching Point 3

Supervise while the cadets play the selected sport.

Time: 50 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to provide cadets the opportunity to participate in an organized recreational team sport.

RESOURCES

- Sports / safety equipment required for the chosen sport,
- First aid equipment,
- Whistle, and
- Stopwatch.

ACTIVITY LAYOUT

- Set up the sporting venue prior to the commencement of the sport.
- Ensure a whistle, or other sound device, is available to stop play when necessary.

ACTIVITY INSTRUCTIONS

1. Divide cadets into teams.
2. Supervise the cadets' participation in the sport.
3. The rules and regulations for the selected sport are located at the corresponding Attachment.

SAFETY

- Ensure cadets are aware of the rules and regulations.
- Ensure constant supervision throughout the activity.
- Ensure a first aid station / kit is readily accessible.
- Ensure a first-aider is identified at the start of the activity and is available at all times.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Conduct a cool-down session composed of light cardiovascular exercises.

Time: 10 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 2.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the cool-down session will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in recreational team sports will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Recreational team sports are fun activities that promote physical fitness, which is one of the aims of the cadet program.

INSTRUCTOR NOTES / REMARKS

Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.

REFERENCES

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C0-034 About Ultimate. (2006). *About ultimate*. Retrieved October 30, 2006, from <http://www.upa.org/ultimate>

C0-074 Norris, G. (Ed.). (1998). *National Football Federation: Touch football rule book 2004*. Ottawa, ON: National Football Federation.

C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

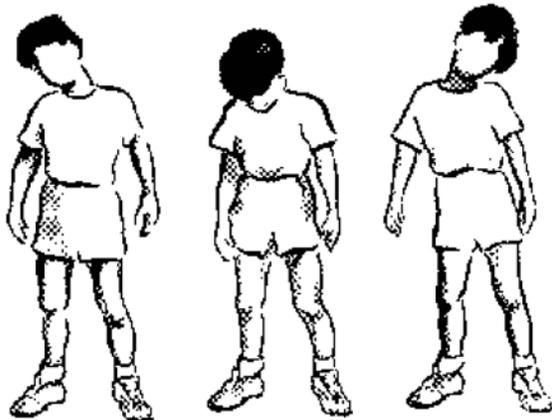
CANADIAN CADET ORGANIZATIONS LIST OF APPROVED SPORTS

- Baseball,
- Basketball,
- Floor Hockey,
- Football (Flag / Touch),
- Lacrosse,
- Ringette,
- Soccer,
- Soccer Baseball,
- Softball,
- Ultimate Frisbee, and
- Volleyball.

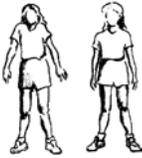
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SAMPLE STRETCHES

a. Neck:

 <p>Figure B-1 Neck Stretch</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, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#11</p>	<p>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>Figure B-2 Shoulder Push</p> <p><i>Note. From Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></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>Figure B-3 Shoulder Shrug</p> <p><i>Note. From Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></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>Figure B-4 Arm Circles</p> <p><i>Note. From Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from http://www.marthajefferson.org/warmup.php</i></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>Figure B-5 Shoulder Stretch</p> <p><i>Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/</i></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 lightly on the elbow 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 B-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 B-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 B-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 turned so that your fingers are pointing toward your knees, and your thumbs are 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 B-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 B-10 Side Stretch

Note. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: 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 your 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:

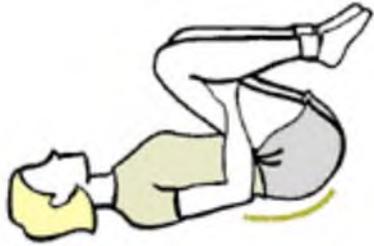


Figure B-11 Lower Back Stretch

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.

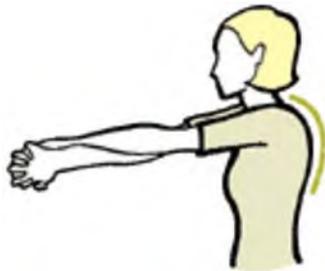


Figure B-12 Upper Back Stretch

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 B-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 B-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 B-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 B-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 B-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 B-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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BASEBALL

OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In the case of a tie, the game will continue for additional innings until a team scores an additional run, breaking the tie.

SCORING

One point is awarded as a member completes a circuit around the bases.

DEFINITIONS

Ball. A pitch that is outside the strike zone.

Bunt. When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield.

Double play. When two outs are made on the same play.

Fair ball. The ball when it is legally in play.

Fly ball. A ball batted high into the air.

Fly-out. A fly ball that is caught before it touches the ground or the fence.

Force play. When a runner is forced to move to the next base because the batter becomes a runner.

Foul ball. A ball that is hit into foul territory (as illustrated in Figure C-1).

Foul territory . The area outside the foul lines (as illustrated in Figure C-1).

Home run. When a batter hits a fair ball over the fence, or circles all bases on a hit inside the fence without getting an out on their way around.

Inning. Consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly.

Out. An out can be given due to strikeout, force-out, tag-out, and fly-out. There are a number of types of outs, which include:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches the base during a force play.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base.

Strike. A pitch, in the strike zone at which the batter does not swing, at which the batter swings and misses, or that the batter hits into foul territory during their first two hits. A foul ball on the third is not considered a strike.

Strike zone. The area over the home plate, between the batter's knees and the midpoint between the top of their shoulders and the top of their pants.

Walk. A batter is awarded first base if four "balls" are pitched to the batter during one time up to bat.

NUMBER OF PLAYERS

Nine players per team.

EQUIPMENT REQUIRED

- Bases (four),
- Bats (two),
- Batter's helmets (two),
- Baseball (extras should be on hand),
- Various gloves, and
- Baseball / softball field.

BASIC RULES

- The game consists of nine innings, with three outs per inning (for each team). Innings may be reduced due to time constraints.
- One team takes the field first, taking up the various positions, to include: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, and right fielder (as illustrated in Figure C-1).
- The other team bats first in the top half of the inning, according to the batting order for their players.
- The pitcher attempts to get the batter out, preventing him or her from reaching first base and the subsequent bases.
- A batter is out if they receive a strikeout, force-out, tag-out, or fly-out.
- The batter's objective is to get around the bases before the ball reaches the base. The batter has to attempt to get to first base before the ball reaches the base. While the ball is in play the batter can attempt to reach subsequent bases. Once their play is over the next batter is up.
- A team scores a run when a player has safely touched all three bases and has made it back to home base, or hits the ball over the fence resulting in a home run.



Further details on the sport of baseball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 25–35.

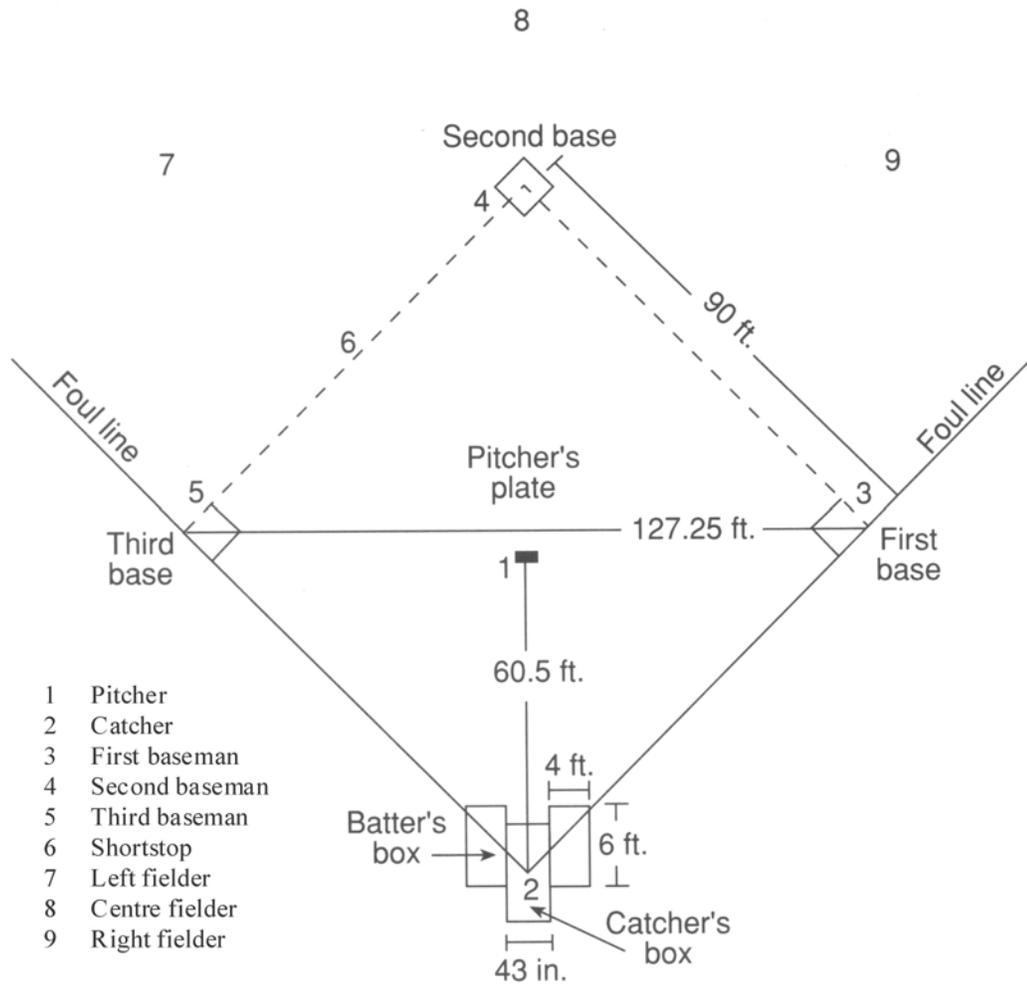


Figure C-1 Baseball Diamond

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 31), by T. Hanlon, 1998, Windsor, ON: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc

BASKETBALL

OBJECTIVE

Teams attempt to score as many points as possible by passing the basketball through the opposing teams' basket. The team with the highest score at the end of the game is the winner.

SCORING

Field goal. A basket worth two points if scored inside the three-point line and three points if scored from outside the line (as illustrated in Figure D-1).

Free throw. A basket worth one point.

DEFINITIONS

Double dribble. Dribbling with both hands at once is a violation that results in a turnover or when a player is dribbling, stops and begins again.

Dribble. Dribbling consists of bouncing the ball on the floor, using only one hand at a time. This can be done while moving on the court or while the player is stationary. Once a player stops dribbling and holds the ball, they cannot dribble again until another player touches the ball.

Field goal. A two or three-point basket.

Foul. A foul is awarded to a player or coach for misconduct and includes the following:

- **Away from the ball.** Committed by a player in a play not involving the player with the ball.
- **Blocking and charging.** Blocking is illegal contact by a defender, impeding the progress of an offensive player. Charging is illegal contact by an offensive player, pushing or moving into the defender's torso.
- **Delay of game.** When a player prevents the ball from being promptly put into play.
- **Double personal.** Occurs when two opposing players commit personal fouls at the same time.
- **Double technical.** When two opposing players commit technical fouls at the same time.
- **Elbow.** When a player elbows a member of the opposing team.
- **Excessive timeout.** When a team calls a timeout when they have no timeouts left, they are granted a technical foul, but the timeout is allowed.
- **Face guarding.** When a defender places a hand in the face or eyes of an opponent they are guarding from the rear, if the opponent does not have the ball.
- **Fighting and flagrant fouls.**
- **Hand checking.** When a defender uses their hands to check the progress of offensive players when those players are in front of them.
- **Hanging on the rim.** When a player hangs off the rim of the basket, unless it is to protect themselves or another player.
- **Offensive.** If a defender has established legal position in a dribbler's path, the dribbler cannot make contact with the opponent.
- **Personal.** A wide variety of contact fouls including holding, pushing, charging, tripping, and illegally interfering with a player's progress.

- **Player-control.** When the dribbler commits an offensive by charging into a defender who has established legal position, this is called charging.
- **Technical.** Can be on a player, coach, etc. and does not involve contact with the opponent while the ball is alive. Some include profanity, delay of game, excessive time outs, unsportsmanlike conduct, and hanging on the rim.
- **Unsportsmanlike conduct.** Includes actions such as disrespectfully addressing an official; trying to influence an official's decision; arguing with an official; taunting an opponent; etc.

Free throw. A shot given to a player from the free throw line as a result of a foul. This shot is worth one point.

Pass. The movement of the ball by a player to another player by throwing, batting, or rolling the ball.

Pivot. When a player holding the ball pivots with one foot kept at a point of contact with the floor, while stepping in other directions with the other foot.

Rebound. When a player controls possession of a missed shot, either by a teammate or an opponent.

Sideline pass. When a player throws the ball in from the sidelines of the court.

Traveling. When a player advances on the court with the ball without dribbling it.

Violations. When a player breaks a rule without contact. These include: basket interference and goaltending, double dribble, faking a free throw, kicking or hitting the ball, out of bounds, shot clock, traveling and throw in.

NUMBER OF PLAYERS

Five players per team on the court at a time.

EQUIPMENT REQUIRED

- Basketball,
- Gymnasium / outdoor court, and
- Nets (two).

BASIC RULES

- The game consists of four 8-minute quarters.
- Teams will consist of a point guard, an off guard / shooting guard, a small forward, a power forward and a centre / post.
- The game begins with what is known as a “jump ball”. A player from each team will meet face to face at the centre of the court. When the official tosses the ball straight up between them, both players will attempt to catch or hit the ball to a teammate.
- Once the game has begun, the player in possession of the ball must dribble at all times in order to continue to move forward along the court. The player may pass the ball at any time to a teammate.
- If a player in possession of the ball stops moving, they may only pivot on the spot or take a maximum of three steps and then pass or shoot the ball towards the basket.
- If a team scores, the opposing team will gain possession of the ball. The opposing team throws the ball inbounds to put the ball back into play. On this throw-in, the thrower cannot step on or over the line while still in possession of the ball.
- During the game, if the ball is tossed out of bounds or a person is fouled, the opposite team will gain the ball where a free throw will be awarded or a sideline pass will take place.



Further details on the sport of basketball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 37–46.

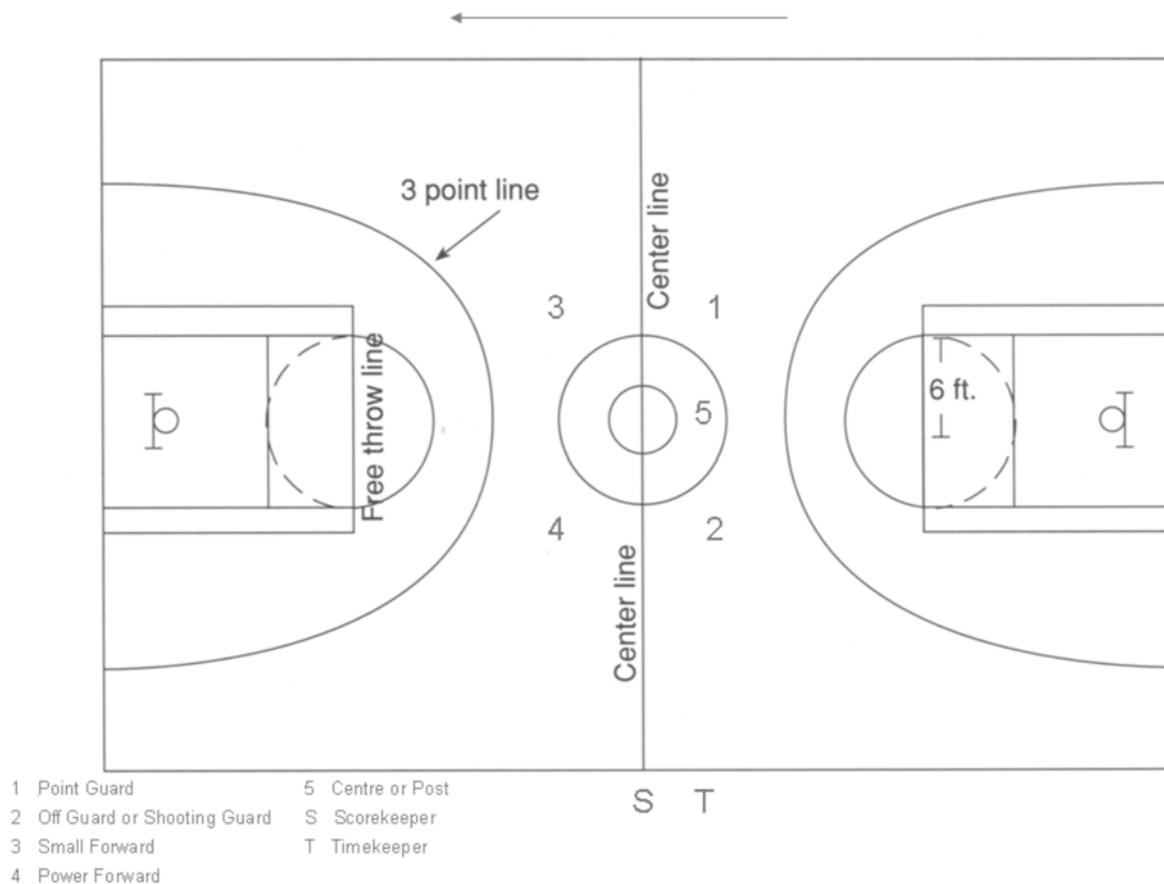


Figure D-1 Basketball Court

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 41), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

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FLOOR HOCKEY

OBJECTIVE

Teams attempt to score as many points as possible by shooting the ball into the opposing team's net. The team with the highest score at the end of the game is the winner.

SCORING

A player shooting the ball off their stick into the net, scores a goal.

DEFINITIONS

Faceoff. When two players meet to try to gain possession of the ball when the referee drops it.

Goal. A point / goal is scored when a player gets the ball across the goal line.

Rebound. A ball that bounces off the goalkeeper or the goal post.

Save. When the goalkeeper prevents a goal from being scored.

NUMBER OF PLAYERS

Six players per team on the floor at one time.

EQUIPMENT REQUIRED

- Hockey ball,
- Hockey sticks for the number of players,
- Goalie sticks (two),
- Goalie equipment, and
- Hockey nets (two).

BASIC RULES

- A game consists of three 20-minute periods.
- Teams will consist of a goalkeeper, three forwards—centre, left wing, and right wing—and two defencemen.
- A game begins with a faceoff between two opposing players where an official drops the ball at the centre of the playing field / gymnasium.
- Players advance with the ball while stickhandling the ball or passing it to fellow teammates. The ball must be in motion at all times.
- Every time a goal is scored, the players return to the initial set-up for a faceoff at the centre of the area of play.

- If an attacker in the team's attacking zone causes the play to stop, a faceoff will occur at the nearest faceoff spot in the neutral zone (the central portion between the blue lines).
- If a defender in the team's defensive zone causes the play to stop, a faceoff occurs at the point of stoppage.



Further details on the sport of hockey can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 159–168. These rules then must be adapted for floor hockey.

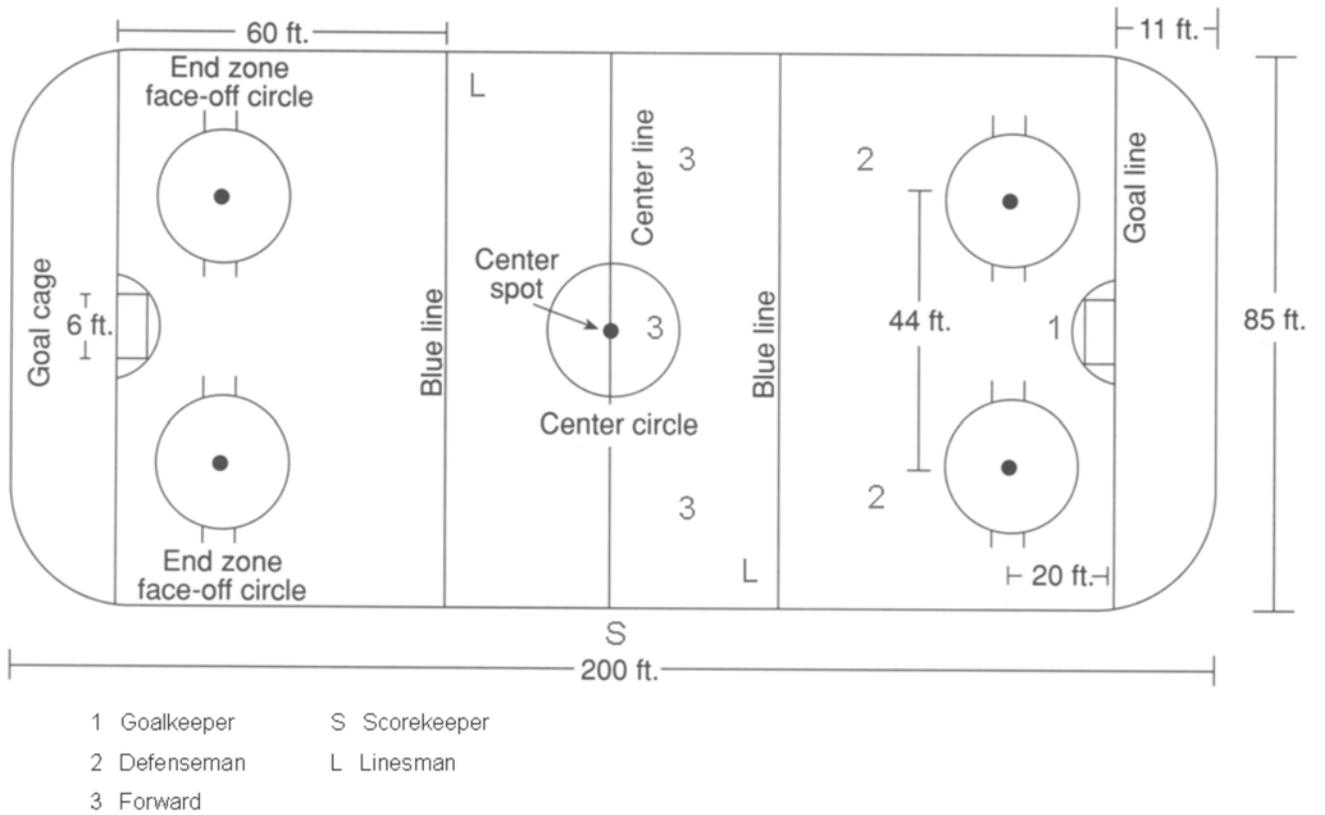


Figure E-1 Hockey Set-Up

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 162), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

FOOTBALL (FLAG / TOUCH)

OBJECTIVE

Teams attempt to score as many points as possible through touchdowns. The team with the highest score at the end of the game is the winner.

SCORING

Touchdown. A touchdown is worth six points and is scored when a player carries the ball into the opponent's end zone or catches the ball in the opponent's end zone before it touches the ground. After a touchdown has been scored, the scoring team can make a one-point convert attempt from the 5-yard line (approximately 4-1/2 m / 15 feet) or a two-point convert attempt from the 10-yard line (approximately 11 m / 36 feet).

Safety. An interception return to the opponent's end zone, on any extra-point play by the defence, will result in the defence scoring two points, plus they will gain possession for the next series at their own 5-yard (4-1/2 m / 15 feet) line.

Rouge. A team is awarded one point when they legally kick the ball into the opponent's end zone and the ball is not brought out of the end. To score off a kick off, the ball must land in the field of play or in the end zone before it goes out of bounds.

DEFINITIONS

Convert. A pass or a run attempt; no kicking allowed.

Dead ball. When the ball is no longer in play and the play is over.

First down. Is a new set of three downs. Each team, when they are the offence, get three downs in which to make a play.

Forward pass. When the ball is intentionally thrown or handed towards the opponent's goal line.

Fumble. When a player loses possession of the ball while the play is still in progress.

Punt. When the ball is deliberately dropped and then kicked with the foot or leg before the ball touches the ground.

Scrimmage line. The line where the players line up for the snap.

Snap. When a player designated as the centre passes the ball between the legs to the quarterback.

Touchback. Occurs when the ball is dead on or behind a team's own goal line, provided the ball's force came from an opponent and it is not a touchdown.

NUMBER OF PLAYERS

Seven players per team on the field at one time for touch football. Eight players per team on the field at one time for flag football.

EQUIPMENT REQUIRED

- Football,
- Flags / ribbons,
- Field, and
- Safety / protective equipment.

BASIC RULES

- The game consists of four 15-minute quarters.
- Whichever team takes first possession of the ball is the offence. The other team becomes the defence.
- The offence has three downs to obtain 10 yards, keep possession of the ball, and attempt to score. If they do not gain 10 yards and a first down, possession of the ball changes and that team then becomes the offence.
- To begin the game, a team will kickoff from their own 45-yard line (or on a non-regulation field, ten yards back from the centre line). The remaining players of the team must stay behind the kickoff line until the ball has been kicked.
- At the kickoff, all players of the receiving team must be at least 20 yards away from the kickoff line.
- To begin a series of three downs, the ball will be placed on the ground at the point where the ball carrier was touched after the kickoff. All members of the offensive team will line up on or behind the line of scrimmage. A player designated as the centre will begin the play by snapping the ball between the legs to the quarterback who must receive the ball from a minimum of five yards behind the line of scrimmage.
- The defensive players must be at least one yard from the line of scrimmage on the opposite side during the snap.
- All players on the offence, with the exception of the centre, can be in motion prior to the snap. They may not cross the line of scrimmage until after the snap.
- In touch football, play is terminated when a defender touches the ball carrier with the hand. In flag football, play is terminated when a defender removes the ball carrier's flag.
- The defensive team will have one player during scrimmage play, called the rusher, who will pursue the quarterback after the ball is snapped. The rusher must be at least five yards away from the line of scrimmage at the time the ball is snapped and cannot be lined up directly with the centre of the opposing team.
- No player is permitted to block or obstruct the rusher in the direct path to the quarterback.
- Teams are only permitted one forward pass on each scrimmage play. Forward passes are not permitted on kickoffs or after punts.
- The team that plays defence at the beginning of the first half receives possession at the start of the second half.
- If a team fails to make it across midfield within three plays, possession of the ball changes.
- Once a ball is punted, the team gives up possession of the ball.

- There are no fumbles in touch football.
- Must be played as non-contact. Blocking and tackling are not allowed.



Further details on the sport of football can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 125–136. These rules must be adapted for flag / touch football. Some of these modifications can be found on pp. 132–133. Further rules may be found in the *National Football Federation's Touch Football Rule Book*.

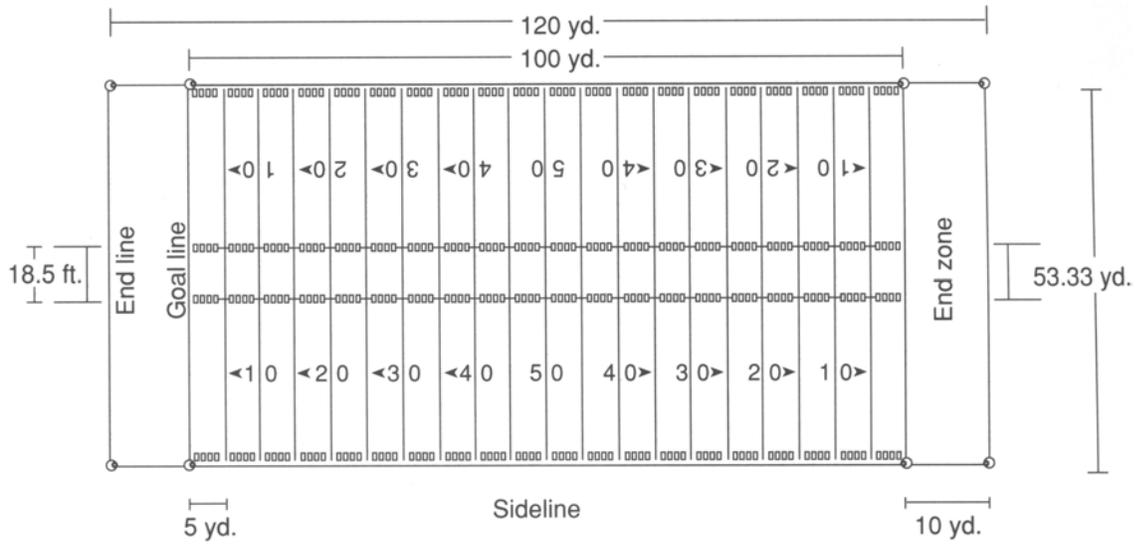


Figure F-1 Football Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 129), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

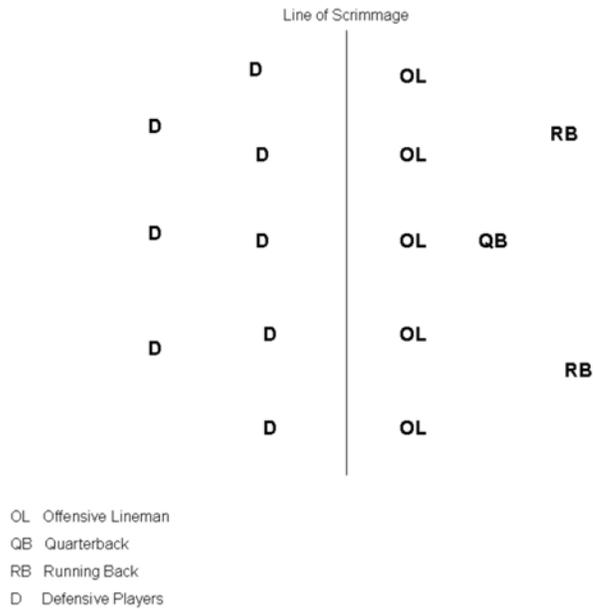


Figure F-2 Line of Scrimmage

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

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LACROSSE

OBJECTIVE

Teams attempt to score as many points as possible by passing the ball into the opposing team's goal. The team with the highest score at the end of the game is the winner.

SCORING

A goal is scored when the ball passes completely over the goal line, between the posts and under the cross bar of the opponent's goal.

DEFINITIONS

Blocking. Occurs when one player moves into the path of an opponent with the ball without giving the opponent a chance to stop or change direction without contact.

Critical scoring area. An area at each end of the field, where the attacking team shoots for a goal.

Deputy. A player on the defensive goalkeeper's team who may enter the goal circle when his or her team is in possession of the ball and the goalkeeper is out of the goal circle.

Draw. With two opposing players toeing the centreline, holding their crosses in the air, parallel to the centreline. The umpire places the ball between the players and when they call ready the players pull their sticks up and away, lifting the ball into the air. All other players must be outside the centre circle for the draw.

Free space to goal. The path to the goal within the critical scoring area.

Marking. Guarding an opponent within a stick's length.

Penalty lane. The path to the goal that is cleared when a free position is awarded to the attacking team within the critical scoring area in front of the goal line.

Pick. A technique used by a player without the ball to force an opponent to take a different direction. The player must give the opponent time to see the pick and react to it.

Throw. Two players of opposing teams stand 1 m (3-1/3 feet) apart; the umpire stands 4–8 m (13–26 feet) away, and throws the ball into the air and the players take it as they move toward the field. No other player can be within 4 m (13 feet) of the players taking the throw.

NUMBER OF PLAYERS

Twelve players per team on the field at one time.

EQUIPMENT REQUIRED

- Ball,
- Field crosses for the number of players,
- Goalkeeper's crosse (two),
- Goalkeeper's helmet, face mask, and throat and chest protector (two of each), and
- Mouth guards for the number of players.

BASIC RULES

- The game consists of two 30-minute halves.
- The team consists of a goalkeeper, point, cover-point, third man, left defence wing, right defence wing, left attack wing, right attack wing, third home, second home, first home, and centre (as illustrated in Figure G-1).
- The game begins with a draw.
- The team in possession of the ball attempts to score goals by advancing the ball down the field. This is done by carrying, throwing, rolling, or batting the ball.
- If the ball goes out of bounds, it is given to the closest player. If two players of opposing teams are an equal distance from the ball, the game is continued with a throw.
- Only one player can be in the goal circle at a time. This can only be the goalkeeper or the deputy.
- Within the goal circle, the goalkeeper must clear the ball within 10 seconds. This can be done with the goalkeeper's crosse, hands, or body.
- After each goal, the ball is put back into play with a draw.



Further details on the sport of lacrosse can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 179–186.

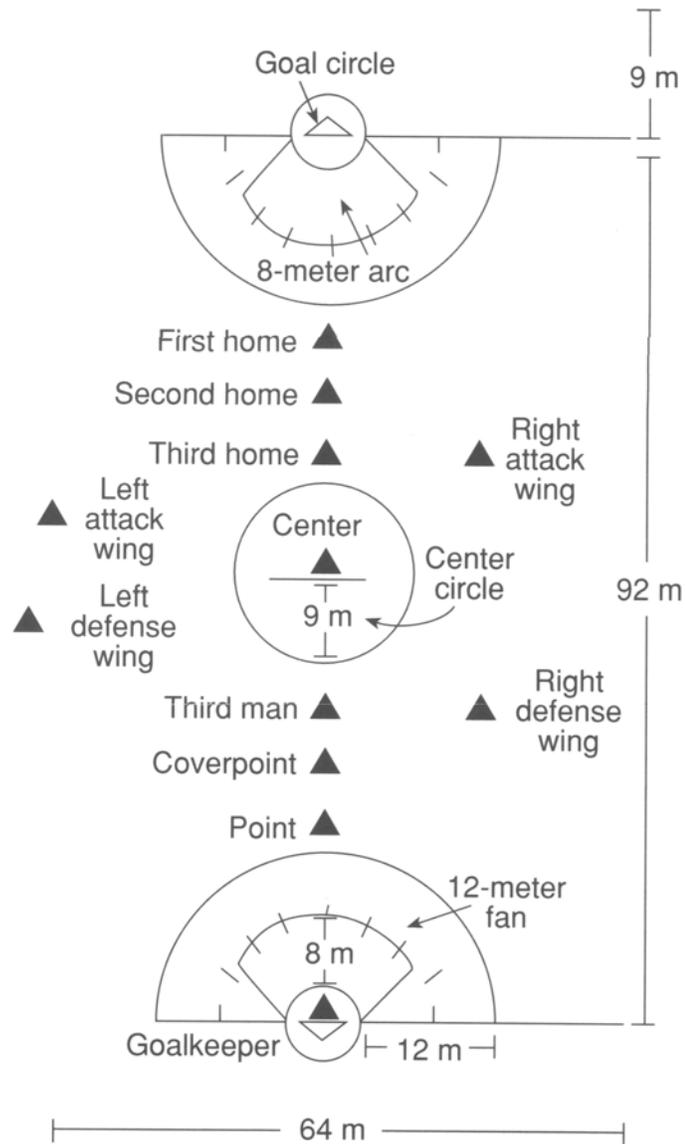


Figure G-1 Lacrosse Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 182), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

RINGETTE (OFF ICE VERSION)

OBJECTIVE

Teams attempt to score as many points as possible by getting the ring in the opposing team's net. The team with the highest score at the end of the game is the winner.

SCORING

One point for every time a ring passes into the opposing team's net.

DEFINITIONS

Nil.

NUMBER OF PLAYERS

Six players per team on the floor at one time.

EQUIPMENT REQUIRED

- Nets (two),
- Safety equipment,
- Rubber ring,
- Straight sticks for number of players,
- Goalkeeper's sticks (two), and
- Goalkeeper's masks (two).

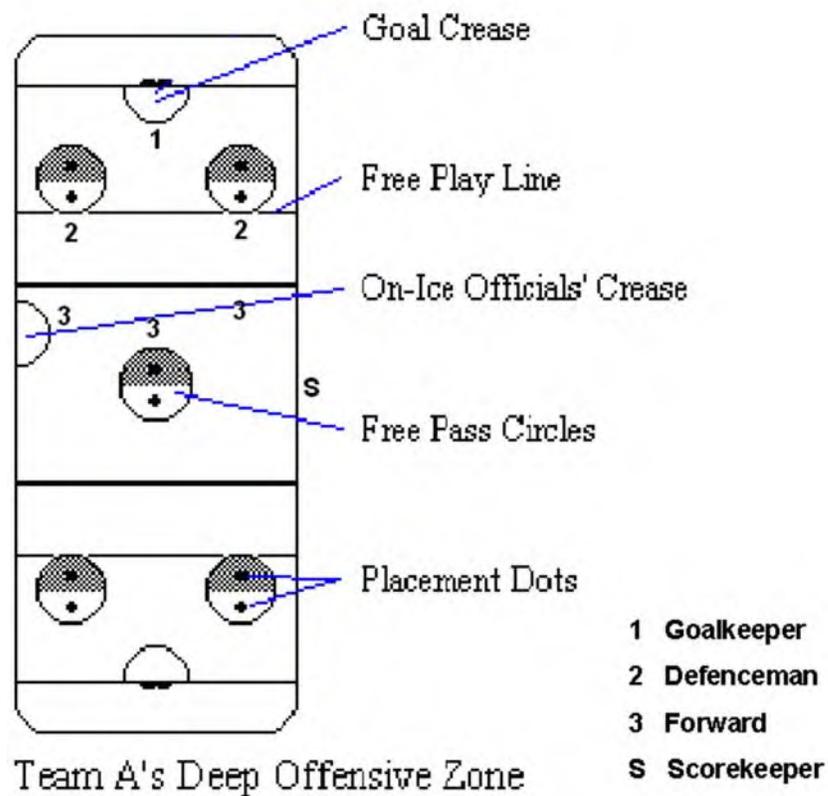
BASIC RULES

- Teams consist of a goalkeeper, two defencemen, and three forwards.
- The stick is placed inside the ring to play.
- The game is played in two 20-minute periods.
- Play begins with the visiting team being given a free pass in the centre free pass circle (which is like a faceoff circle in hockey).
- The ring is passed up the playing area in order to get the ring in the opposing team's net.
- Free passes are used in ringette to restart play. The ring is placed in the free pass circle for this and one player gets to take possession, having five seconds to pass the ring to a teammate. Shots on goal are allowed from the free pass.
- If the ring is within the goal crease the only player who is allowed to touch it is the goalie. The goalie will pick up the ring and throw it like a Frisbee to a teammate but it cannot be thrown beyond the blue line. The goalkeeper can also hit the ring with their stick or foot to move it out of the goal crease.



Further details on the sport of ringette can be found at <http://www.ringette.ca>

Team A's Deep Defensive Zone



Team A's Deep Offensive Zone

Figure H-1 Ringette Ice / Playing Field

Note. From *How Ringette is Played*, by Ringette Canada, n.d. Retrieved October 30, 2006, from <http://www.ringette.ca/e/about/played.htm>

SOCCER

OBJECTIVE

Teams attempt to score as many points as possible by getting the ball in the opposing team's net. The team with the highest score at the end of the game is the winner.

SCORING

One point is scored for every goal made into the opposing team's net that completely crosses the goal line.

DEFINITIONS

Corner kick. Awarded to the opposing team when players kick the ball over their own goal line. All opposing players must be at least 10 yards (9 m / 29.5 feet) from the ball for a corner kick.

Dribble. To move the ball with the feet in a continuous motion by passing the ball from one foot to the other.

Foul. Results in a direct or indirect free kick for the opposing team at the spot where the foul occurred. Fouls include:

- kicking, tripping or pushing;
- jumping into an opponent;
- violently or dangerously charging an opponent;
- striking an opponent with the hand, arm, or elbow;
- holding an opponent's body or clothing;
- playing the ball anywhere on the arm;
- going offside;
- obstructing an opponent by deliberately blocking their path;
- kicking too high, putting an opponent in danger;
- bending low, putting themselves in danger;
- unsportsmanlike conduct;
- charging an opponent when the ball is no more than one step away;
- charging into the goalkeeper while in the goal area, preventing them from playing the ball or retaining possession of the ball; and
- the goalkeeper taking more than four steps before releasing the ball.

Free kick. Direct free kicks are awarded for fouls on a player; indirect free kicks are awarded for other violations made by the opposing team.

Goal kick. Occurs when a player kicks the ball over the opposing team's goal line. The opposing team is awarded the goal kick. Opposing players must be outside the penalty box area; either the goalkeeper or another player may kick the ball. The ball must be kicked beyond the penalty box area to be put into play. The player who performs the goal kick cannot touch the ball again until another player has done so.

Heads the ball. When a player hits the ball with their head.

Penalty kick. Is awarded to a team when an opposing player commits an intentional foul. All players, except the kicker and the goalkeeper, must stand outside the penalty area, at least ten yards (9 m / 29.5 feet) from the ball. The goalkeeper must stand on the goal line and not move their feet until the kick is made. If a goal is not scored and the ball goes out of bounds after being touched by the goalkeeper, the attacking team gets a corner kick.

Throw-in. Is awarded to a team when the ball goes over the sideline and was last touched by an opponent. A player throws the ball in from over their head, keeping both feet on the ground while releasing the ball. At least part of each foot must be on or behind the sideline.

NUMBER OF PLAYERS

Up to 11 players per team on the field at one time.

EQUIPMENT REQUIRED

- Soccer ball,
- Nets (two), and
- Field or gymnasium.

BASIC RULES

- The game consists of two 45-minute halves.
- Teams will consist of a goalkeeper, defenders, midfielders, and forwards, or strikers.
- The game begins with a kickoff at the centre of the playing field, where the ball is placed in a stationary position at the centre spot.
- All players must be on their team's half of the playing field before the kickoff takes place. The player who kicks off may not touch the ball again until another player has.
- Players have to move the ball up the field with their feet, head, or chest. They may not touch the ball with their hands.
- The game continues in this manner, with players dribbling the ball and moving it toward the opposing team's goal in order to score.
- When a goal is scored the play begins again with the team losing the goal taking the kickoff.
- A goal may not be scored directly off a kickoff, goal kick, or throw-in.



Further details on the sport of soccer can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 237–245.

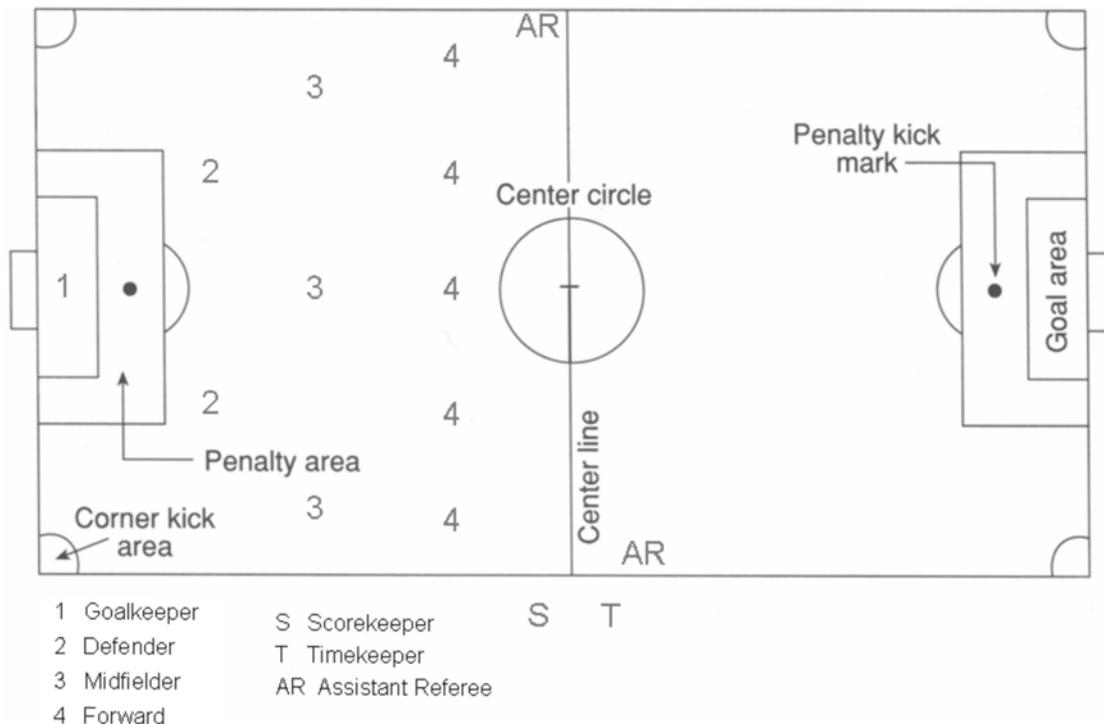


Figure I-1 Soccer Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 241), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

SOCCER BASEBALL / KICKBALL

OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate.

SCORING

One point is awarded as a member completes a circuit around the bases. A game lasts five innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.

DEFINITIONS

Double. A kick in which the batter safely runs to second base.

Double play. When two outs are made on the same play.

Fair ball. The ball when it is legally in play.

Force play. Occurs when a runner is forced to advance to the next base because the batter becomes a runner.

Foul play. Any ball hit into foul territory.

Foul territory. The area outside the foul lines.

Home run. When a batter kicks a fair ball over the fence or circles all bases on a kick that was inside the fence.

Lead off. When a runner leads off a base before the ball has left the pitcher's hand.

Legal touch. When a defensive player tags a runner with the ball while the runner is not on a base. This results in an out.

Out. There are a number of types of outs, which include:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.

Steal. When a runner attempts to steal a base during a pitch to the kicker.

Tag-up rule. If the ball is caught in the air after the kicker has kicked it, the kicker is out. Other players who are on bases must touch the base they were on after the ball is caught before they can run to the next base.

NUMBER OF PLAYERS

Nine players per team on the field at one time.

EQUIPMENT REQUIRED

- Soccer ball,
- Baseball / softball field or a gymnasium or field, and
- Bases / pylons (four).

BASIC RULES

- The game consists of five innings, with three outs per inning (for each team).
- One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and other fielders depending on the number of players.
- When pitching, the ball must touch the ground at least once and cannot be higher than one foot (30 cm) above the plate when it gets to the kicker. The ball should be pitched to roll as smoothly as possible.
- A ball is put into play once the pitcher rolls the ball toward home plate and the kicker has attempted to kick the ball.
- The kicker must wait for the ball to be within 1 m of the home plate before they can attempt to kick the ball.
- Leading off and stealing bases is not allowed.
- Bunts are not permitted.
- The kicker at home plate must kick the ball with the leg (below the knee) or foot.
- Field players can tag the runner out while either carrying the ball or throwing it at the runner and making contact. Thrown balls are to hit below the waist.
- A runner who leaves their base before the pitch reaches home plate or before the pitch is kicked, is out and the ball is considered dead.



Further details on the sport of soccer baseball / kickball can be found at <http://www.kickball.com>

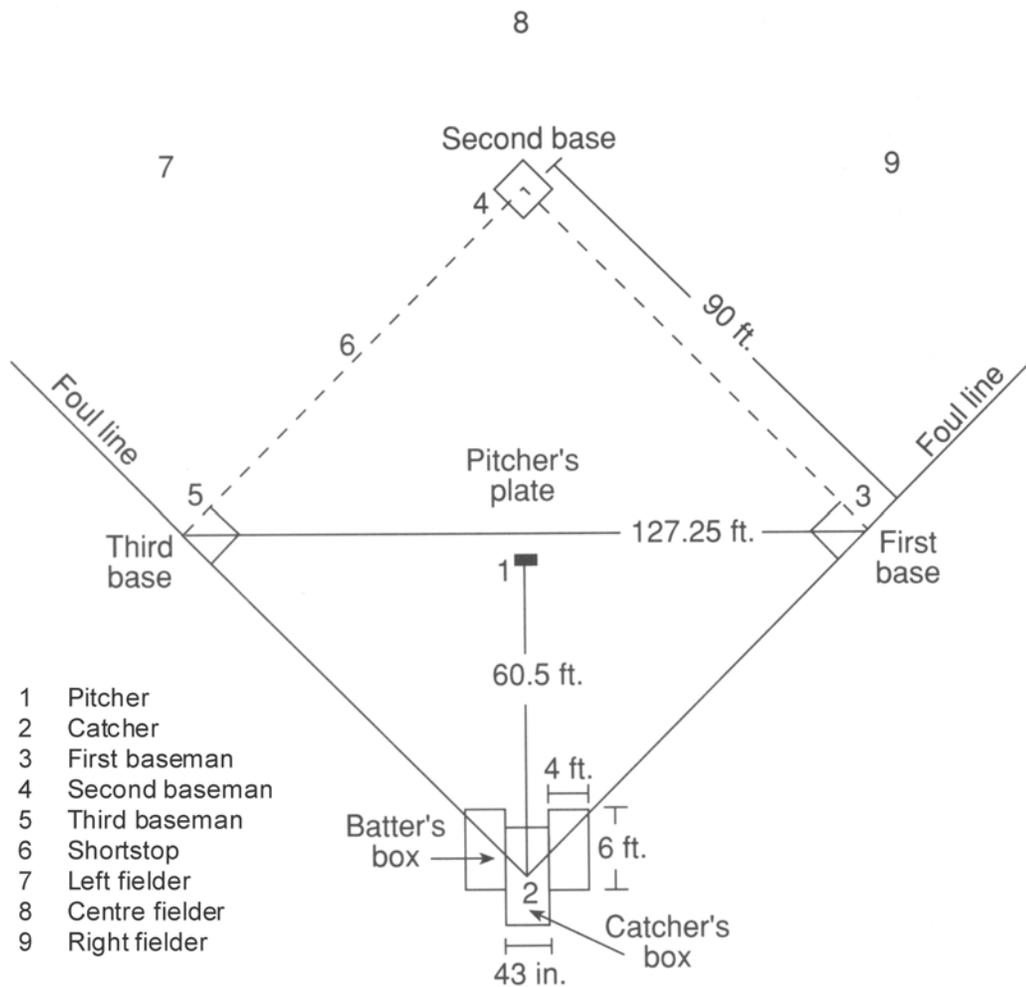


Figure J-1 Baseball Diamond (used for soccer baseball)

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 31), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

SOFTBALL

OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate.

SCORING

One point is awarded as a member completes a circuit around the bases. A game lasts seven innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.

DEFINITIONS

Ball. A pitch that is outside the strike zone.

Bunt. When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield.

Double play. When two outs are made on the same play.

Fair ball. The ball when it is legally in play.

Fake tag. A form of obstruction of a runner by a fielder who neither has the ball nor is about to receive it. The umpire will award the runner the base they would have made, if the obstruction had not been made.

Fly ball. A ball batted high into the air.

Fly-out. A fly ball that is caught before it touches the ground or the fence.

Force play. When a runner is forced to advance to the next base because the batter becomes a runner.

Foul play. Any ball hit into foul territory.

Foul territory. The area outside the foul lines (as illustrated in Figure K-1).

Home run. When a batter hits a fair ball over the fence or circles all bases on a ball that was hit inside the fence.

Inning. An inning consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly.

Interference. This occurs when an offensive player impedes or confuses a defensive player as they are trying to make a play. Interference can be physical or verbal.

Lead off. When a runner leads off a base once the ball has been batted, touches the ground, or reaches home plate, but must return to the base if the ball is not hit.

Out. There are a number of types of outs, which include:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.

Overslide. When a player over slides first base when running. It is allowed at first base, but at second and third base, the runner may be tagged out.

Steal. In fast-pitch, a runner may attempt to steal a base during a pitch to the batter.

Strike zone. The area over the home plate, between the batter's back shoulder and front knee.

Walk. A batter is awarded first base if four "balls" are pitched to the batter during one time up to bat.

NUMBER OF PLAYERS

10 players per team on the field at a time if team is not batting.

EQUIPMENT REQUIRED

- Bases (four),
- Bat,
- Batter's helmets,
- Softball,
- Various gloves for the number of players, and
- Baseball / softball field.

BASIC RULES

- The game consists of seven innings, with three outs per inning (for each team).
- One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and extra fielder.
- The other team bats first in the top half of the inning, according to the batting order for their players.
- The pitcher attempts to get the batter out, preventing them from reaching first base and the subsequent bases.
- The pitcher must use an underhand pitch.
- A batter is out if they receive a fly-out, force-out, strikeout or tag-out.
- The batter's objective is to get around the bases without being tagged and before the ball reaches the base.
- A team scores a run when a player has safely touched first, second, and third base, and has made it back home or hits the ball over the fence.



Further details on the sport of softball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 247–259.

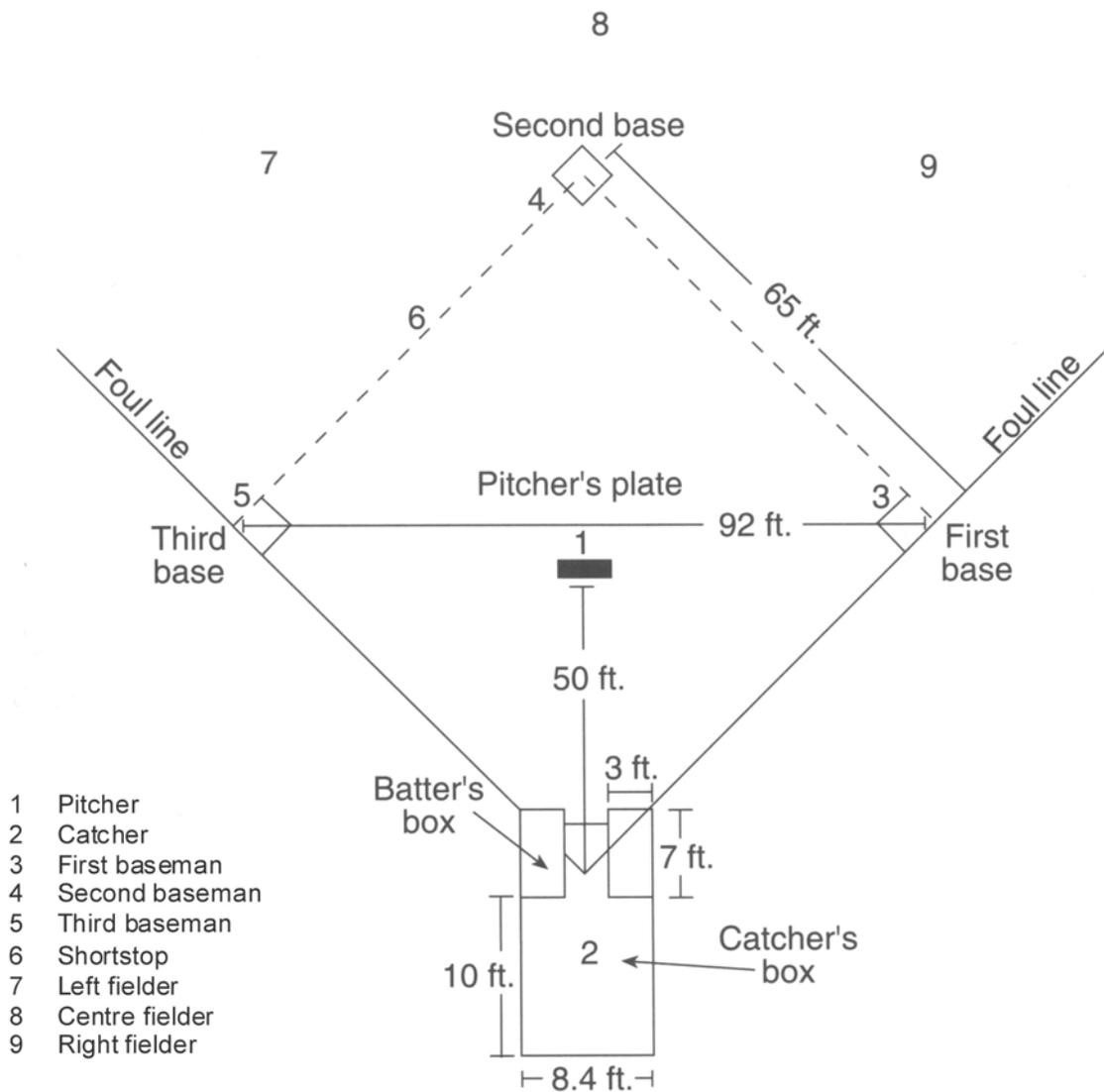


Figure K-1 Softball Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 251), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

ULTIMATE FRISBEE

OBJECTIVE

Teams attempt to score as many points as possible by catching a pass in the opponent's end zone. The team with the highest score at the end of the game is the winner.

SCORING

Points are awarded to a team when a player catches a pass in the opponent's end zone. A typical game is scored to 15 points.

DEFINITIONS

Clearing. To get out of the area where the thrower wants to pass the Frisbee.

Cut. An attempt to get free of other players in order to receive a pass.

Force. To make it difficult for the thrower to throw the Frisbee in a certain direction in an attempt to try to get them to pass it the other way.

Huck. A long high pass that is nearly the length of the field.

Layout. When a player dives to catch or intercept the Frisbee.

Poach. When a defender moves away from their marker to try to intercept a pass to another player.

Swing. A lateral pass across the pitch, instead of upfield.

Switch. When two defenders exchange the offensive players they were marking.

NUMBER OF PLAYERS

Seven players per team on the field at one time.

EQUIPMENT REQUIRED

- One Frisbee, and
- Pylons to mark boundaries.

BASIC RULES

- The game is played in two halves. There is no time set for the halves. Halftime begins when one team reaches eight points.
- Each team lines up on the front of their respective end zone line to initiate play. The defence will then throw the Frisbee to the offence.
- The Frisbee may be played in any direction by passing to teammates. Players must remain stationary when they hold the Frisbee. It must be passed to other players on the field that is closer to the opponent's end zone.
- A player cannot hold the Frisbee for longer than 10 seconds. The defender, who is guarding the player holding the Frisbee (staller), must count out the stall count.

- When a pass is not completed due to being out of bounds, being dropped, blocked or intercepted, etc. the defence takes possession of the Frisbee and becomes the offence.
- To bring the Frisbee back into play it must be brought to the point on the pitch where it went out, or the nearest point where a defender touched it.
- There is no physical contact allowed between the players.
- A throw can be made without stopping if it is within three steps of the catch. The thrower cannot change direction or speed up after catching the Frisbee.
- After halftime the teams will switch ends of the playing field.



Further details on the sport of ultimate Frisbee can be found at
<http://www.whatisultimate.com> or <http://www.upa.org/ultimate>

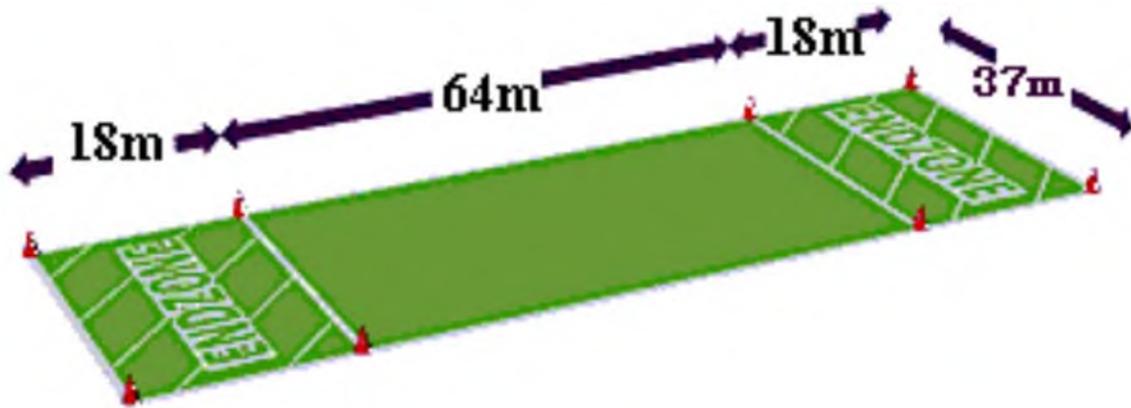


Figure L-1 Ultimate Frisbee Field

Note. From *What is Ultimate Frisbee*, by What is Ultimate, n.d. Retrieved October 30, 2006, from http://www.whatisultimate.com/what/what_game_en.html

VOLLEYBALL

OBJECTIVE

Teams attempt to score as many points as possible by hitting the ball into the opposing team's portion of the court. The team with the highest score at the end of the game is the winner.

SCORING

One point is awarded every time the ball hits inside the boundary lines of the opposing teams court; the opponents are unable to return the serve within three hits; the opponents hit the ball out of bounds; or the opponents commit a fault or foul when the team was the serving team.

DEFINITIONS

Attack hit. A hit aimed into the opponent's court.

Attack lines. These separate each side of the court into a front zone and a back zone.

Block. Occurs when one or more players stop the ball before, or just after, it crosses the net.

Rally. The exchange of hits back and forth between the teams. The team that wins the rally gets the serve.

Rotation order. Each team has a rotation order that must be kept when it gains the serve. Each time a team gains a serve; players will rotate one position clockwise.

NUMBER OF PLAYERS

Six players per team on the court at one time.

EQUIPMENT REQUIRED

- Volleyball,
- Volleyball net, and
- Volleyball court.

BASIC RULES

- The game continues until a team scores 21 points in a rally format (a point is awarded on each play of the game regardless of which team serves the ball) and has a two-point advantage.
- The team has three players on the front of the court and three on the back of the court.
- Players can hit the ball with their hands clasped together or with either an open or closed fist. Players can strike the ball overhand or underhand.
- One team will start the serving, the other receiving. A player retains the serve until the other team wins the right to serve.
- Upon completing the serve a team must rotate positions.
- The server may stand anywhere behind the end line to serve.
- A service fault occurs if the ball touches a player of the serving team; fails to pass through the crossing space over the net; touches the net or any other object; or lands out of bounds.

- If the team that is receiving stops their opponents from scoring, they are awarded the serve.
- Each team has a maximum of three hits to get the ball over the net to return the ball. This is in addition to blocking.
- Except on the serve, the ball is still in play if it touches the net.



Further details on the sport of volleyball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 325–334.

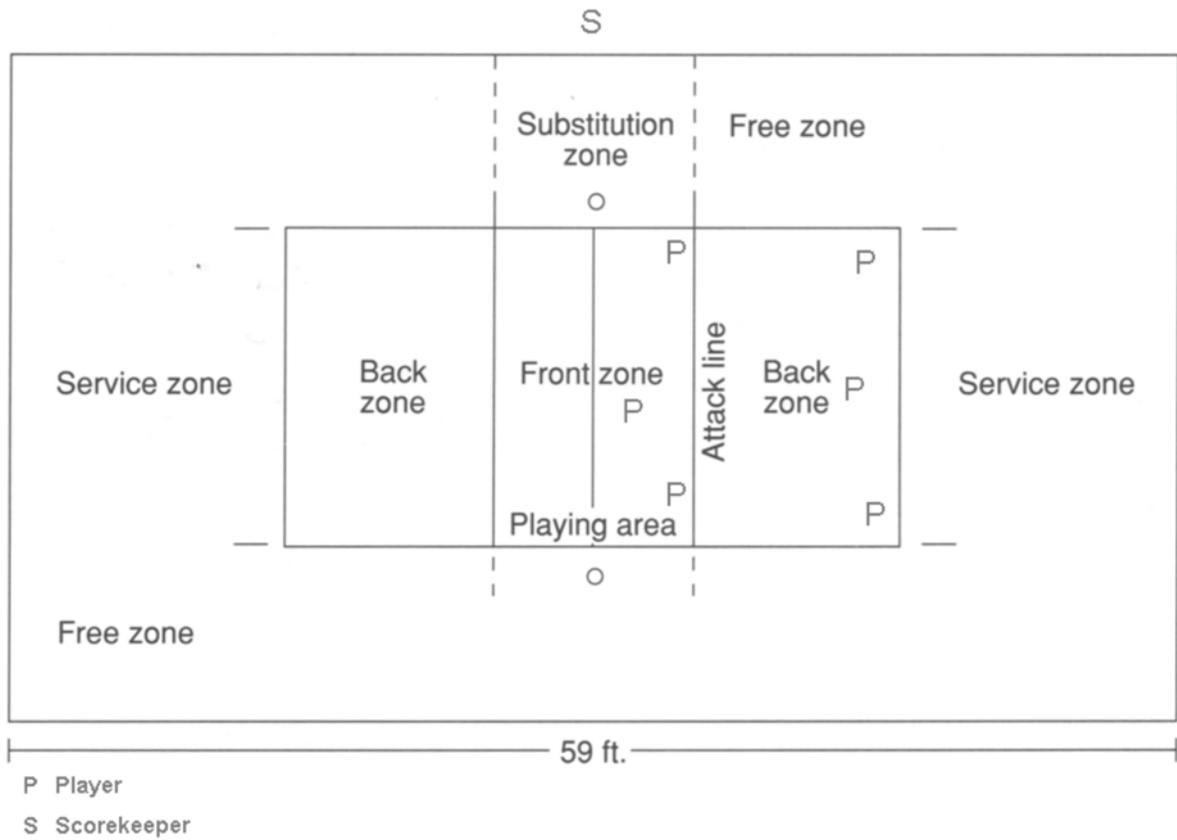


Figure M-1 Volleyball Court

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 327), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.



**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 1

EO M406.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content, unit range standing orders, and become familiar with the material prior to delivering the lesson.

Photocopy the targets located at Attachments B–J as required.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

INTRODUCTION

REVIEW

The review for this lesson will be from EO M106.02 (Carry Out Safety Precautions on the Cadet Air Rifle).

QUESTIONS:

- Q1. Why do we follow safety regulations?
- Q2. How would you verify the safety catch is ON?
- Q3. What are the four “ACTS” of firearm safety?

ANTICIPATED ANSWERS:

- A1. We follow safety regulations to prevent accidents with the cadet air rifle.
- A2. When the safety is ON, no red can be seen.
- A3. The mnemonic “ACTS” stands for:
- Assume every firearm is loaded.
 - Control the muzzle direction at all times.
 - Trigger finger must be kept off the trigger and out of the trigger guard.
 - See that the firearm is unloaded (prove it safe).

OBJECTIVES

By the end of this lesson the cadet shall have participated in a recreational marksmanship activity.

IMPORTANCE

It is important for cadets to participate in a recreational marksmanship activity because it allows them to experience marksmanship in a fun, dynamic and safe setting.

Teaching Point 1**Supervise the cadet's participation in a recreational marksmanship activity.**

Time: 80 min

Method: Practical Activity



A range briefing is conducted to pass on vital information and answer any questions the cadets may have prior to participating in a marksmanship activity. The range briefing is required to ensure the safe execution of a marksmanship activity.

CONDUCT A RANGE BRIEFING

1. Explain pertinent sections of the local range standing orders.
2. Review general rules observed on all ranges, to include:
 - a. proving that rifles are safe prior to being picked up, handed to or received from another person;
 - b. never pointing rifles at people;
 - c. inserting safety rods into the barrels of rifles when not in use on the range;
 - d. never horseplaying on a range;
 - e. always pointing rifles down range; and
 - f. following the Range Safety Officer's (RSO) directions and orders at all times.



Review range commands with an explanation and demonstration for each command.
All loading / firing is to be simulated.

3. Review commands used on an air rifle range (as illustrated in Figure 1).

COMMAND	ACTION TO BE TAKEN
Cover off your firing point	Stand up, move behind the firing point and await further commands.
Place your equipment down and stand back	Lay the equipment down on the mat and stand back when finished.
Adopt the prone position	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing and eye protection.
Type of firing (GRIT)	GRIT is the acronym for: 1. Group (relay), 2. Range (distance), 3. Indication (number of rounds), and 4. Type (grouping, scored).
Relay, load	1. Pick up and hold the rifle with the dominant hand. 2. Ensure the safety catch is in the “ON” position. 3. Pump the rifle, observing a three-second pause. 4. Load a pellet (flat end forward). 5. Close the bolt.
Relay, fire	1. Place the safety catch in the “OFF” position. 2. Aim the rifle at the target. 3. Squeeze the trigger. 4. Open the bolt. 5. Repeat the following sequence for each shot: (a) Pump the rifle, observing a three-second pause. (b) Load a pellet (flat end forward). (c) Close the bolt. (d) Aim the rifle at the target. (e) Squeeze the trigger. (f) Open the bolt. 6. Place the safety in the “ON” position. 7. Partially open the pump lever. 8. Lay down the rifle.

Figure 1 Air Rifle Range Commands

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

4. Describe the layout of the air rifle range.
5. Review hand-washing procedures on completion of firing. This is important because each time a person handles pellets, a small trace of lead is left on their hands. To decrease the risk of lead poisoning, it is important that all persons wash their hands thoroughly after handling pellets.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a recreational marksmanship activity.

RESOURCES

- Cadet air rifle (one per firing lane),
- Cadet air rifle sling (one per cadet),
- Air rifle pellets (as per activity chosen),
- Target frames (one per firing lane),
- Targets (as per activity chosen),
- Shooting mats (one per firing lane),
- Safety glasses / goggles (10 pairs),
- Stopwatch, and
- Pen / pencil.



Additional resources required for specific marksmanship activities may be found in the Attachments.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Brief cadets on the safety rules or any other guidelines pertaining to the activity.
2. Divide the cadets into relays according to the number of firing lanes.
3. Conduct a recreational marksmanship activity, choosing from the following categories:
 - a. classification (located at Attachment A),
 - b. fun activities (located at Attachments B–E),
 - c. timed activities (located at Attachments F–H), or
 - d. competitive team / individual activities (located at Attachments I–J).



If EO C306.03 (Fire the Cadet Air Rifle From the Standing Position) has been taught prior to this marksmanship activity, this EO may be conducted in the standing position.

SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Marksmanship is a fun and exciting activity that requires personal discipline and teamwork skills. This activity has also developed into highly competitive levels at the provincial, regional, and national levels.

INSTRUCTOR NOTES / REMARKS

Hand-washing stations must be available for cleanup after the activity is completed.

Cadets may fire in the standing position if they have received the training associated with EO C306.03 (Fire the Cadet Air Rifle From the Standing Position).

Corps choosing to instruct EO C406.01 (Assist the Range Safety Officer) should allow cadets to fill these roles during air rifle marksmanship activities.

This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

CLASSIFICATION ACTIVITY

CLASSIFICATION ACTIVITY

Objective: To provide cadets the opportunity to obtain marksmanship classifications.

Scoring: The standard for the classification levels are:

1. Marksman: Two five-round groupings within a circle of 3 cm in diameter.
2. First Class Marksman: Two five-round groupings within a circle of 2.5 cm in diameter.
3. Expert Marksman: Two five-round groupings within a circle of 2 cm in diameter.
4. Distinguished Marksman: Two five-round groupings within a circle of 1.5 cm in diameter.

Equipment Required:

Mandatory:

- CCT200GRTD Canadian Cadet Movement Air Rifle Grouping Target (one per cadet), and
- Air Rifle Grouping Template from *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual* (p. B1-1).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute an Air Rifle Grouping Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire into the centre of the target.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 15 minutes to complete firing.
6. Have the cadets retrieve their targets.
7. Score the targets using the Air Rifle Grouping Template.
8. Record the scores and allow the cadets to keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,

- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

FUN ACTIVITIES

PYRAMID

Objective: To fire pellets into each point on the pyramid.

Scoring: One point is awarded for each point on the pyramid that is hit by a pellet.

Equipment Required:

Mandatory: Pyramid Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Pyramid Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets three pellets to fire, one pellet into each corner of the pyramid.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets three minutes to complete firing.
6. Score the targets awarding one point for each corner hit on the pyramid.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

PYRAMID TARGET

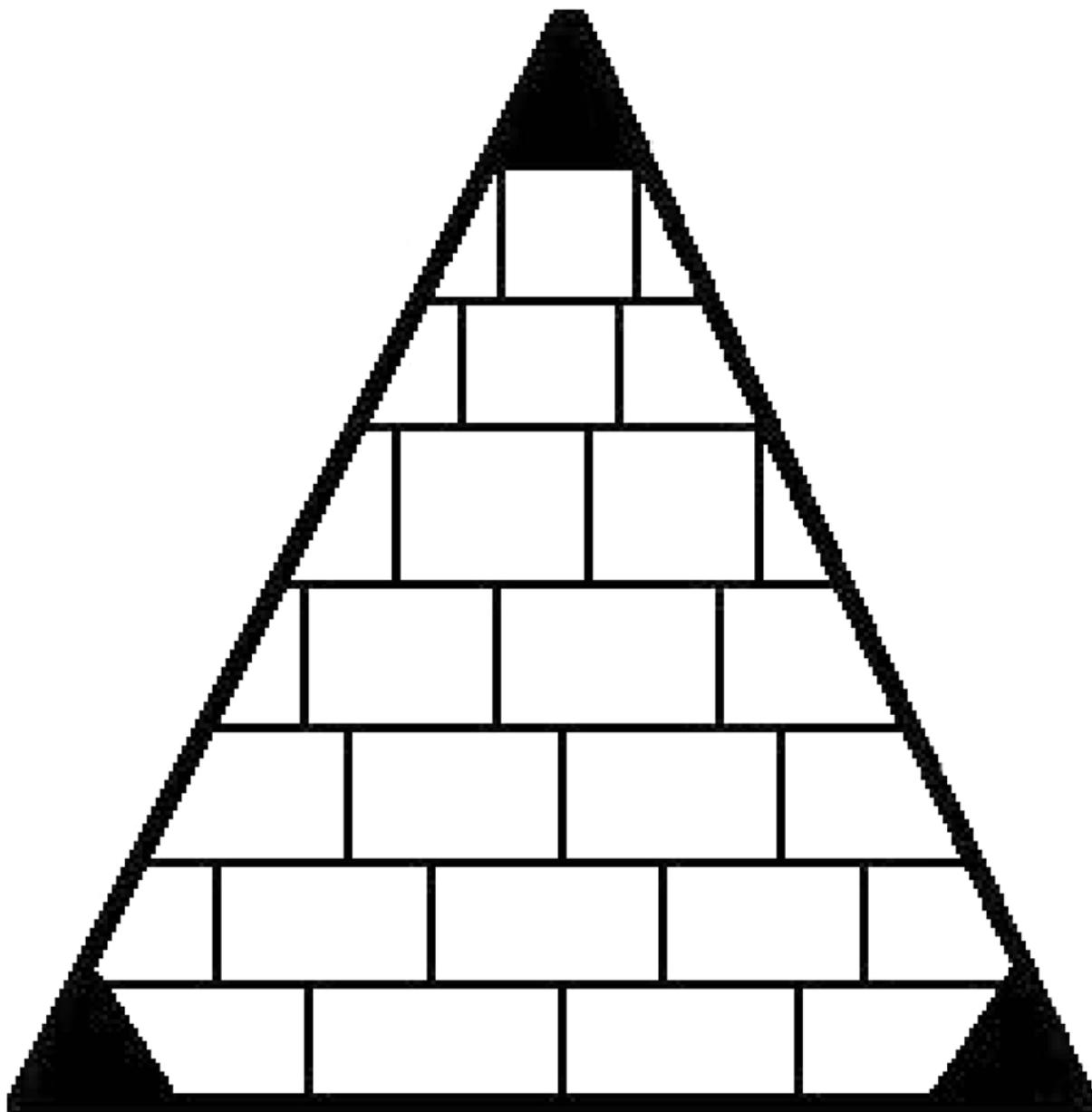


Figure B-1 Pyramid Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

FUN ACTIVITIES

SHOOTING STAR

Objective: To fire a pellet into each point on the star.

Scoring: One point is awarded for each point on the star that is hit by a pellet.

Equipment Required:

Mandatory: Star Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Star Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire, one pellet into each point on the star.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets five minutes to complete firing.
6. Score the targets awarding one point for a pellet hit within each point on the star.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

STAR TARGET

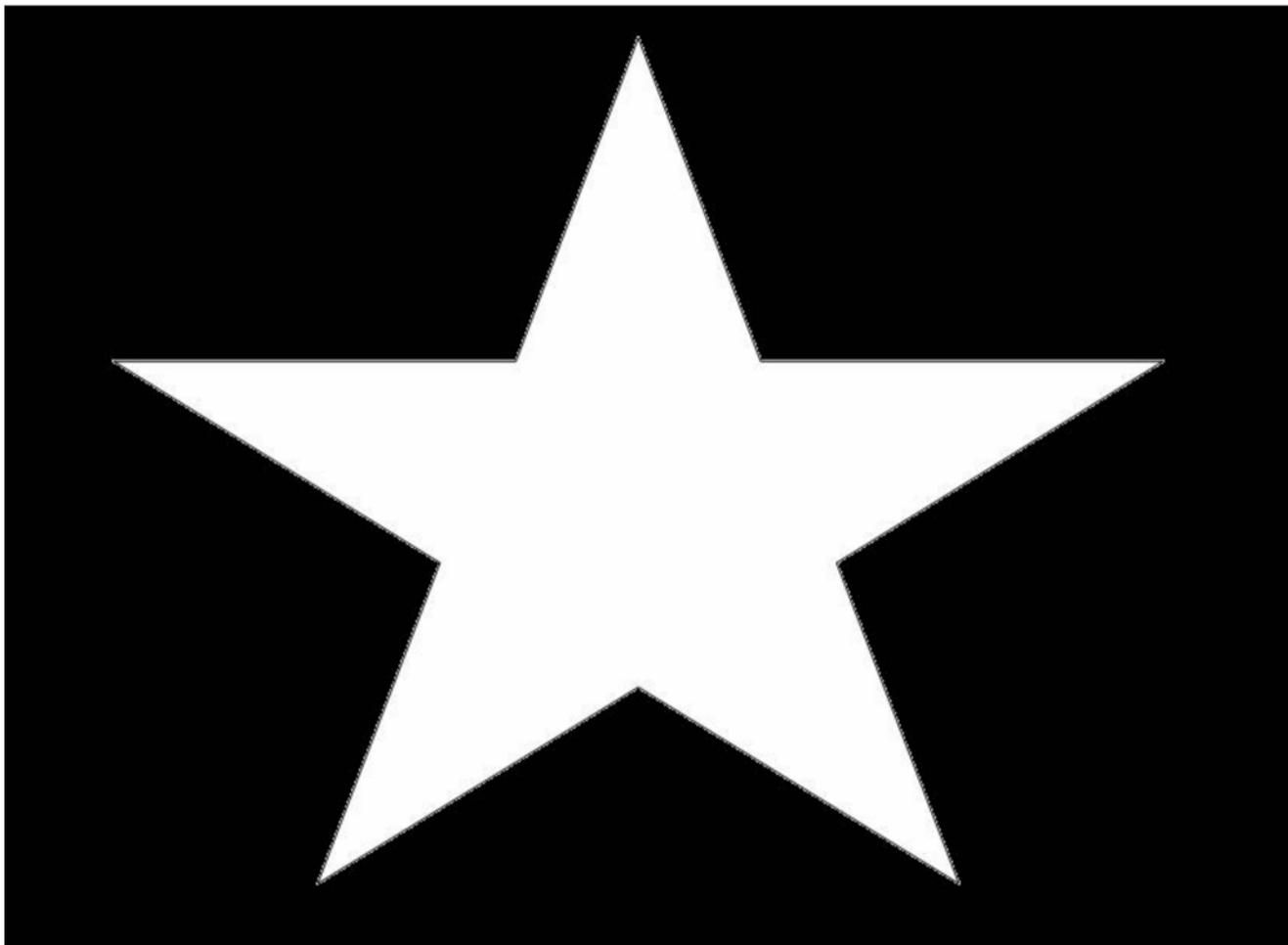


Figure C-1 Star Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

FUN ACTIVITIES

BEACH BALL

Objective: To fire 10 pellets into the black circle on the beach ball.

Scoring: One point is awarded for each successful hit in the black circle.

Equipment Required:

Mandatory: Beach Ball Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions

1. Distribute one Beach Ball Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets 10 pellets to fire into the black circle of the beach ball.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 10 minutes to complete firing.
6. Score the targets awarding one point for each pellet hit within the black circle.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

BEACH BALL TARGET



Figure D-1 Beach Ball Target

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

FUN ACTIVITIES

BALLOONS

Objective: To fire pellets into balloons on the target.

Scoring: One point is awarded for each balloon hit by a pellet.

Equipment Required:

Mandatory: Balloon Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Balloon Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire, one pellet into each balloon.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets five minutes to complete firing.
6. Score the targets awarding one point for each balloon hit.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

Note: Actual balloons may be used in place of the paper targets.

BALLOON TARGET

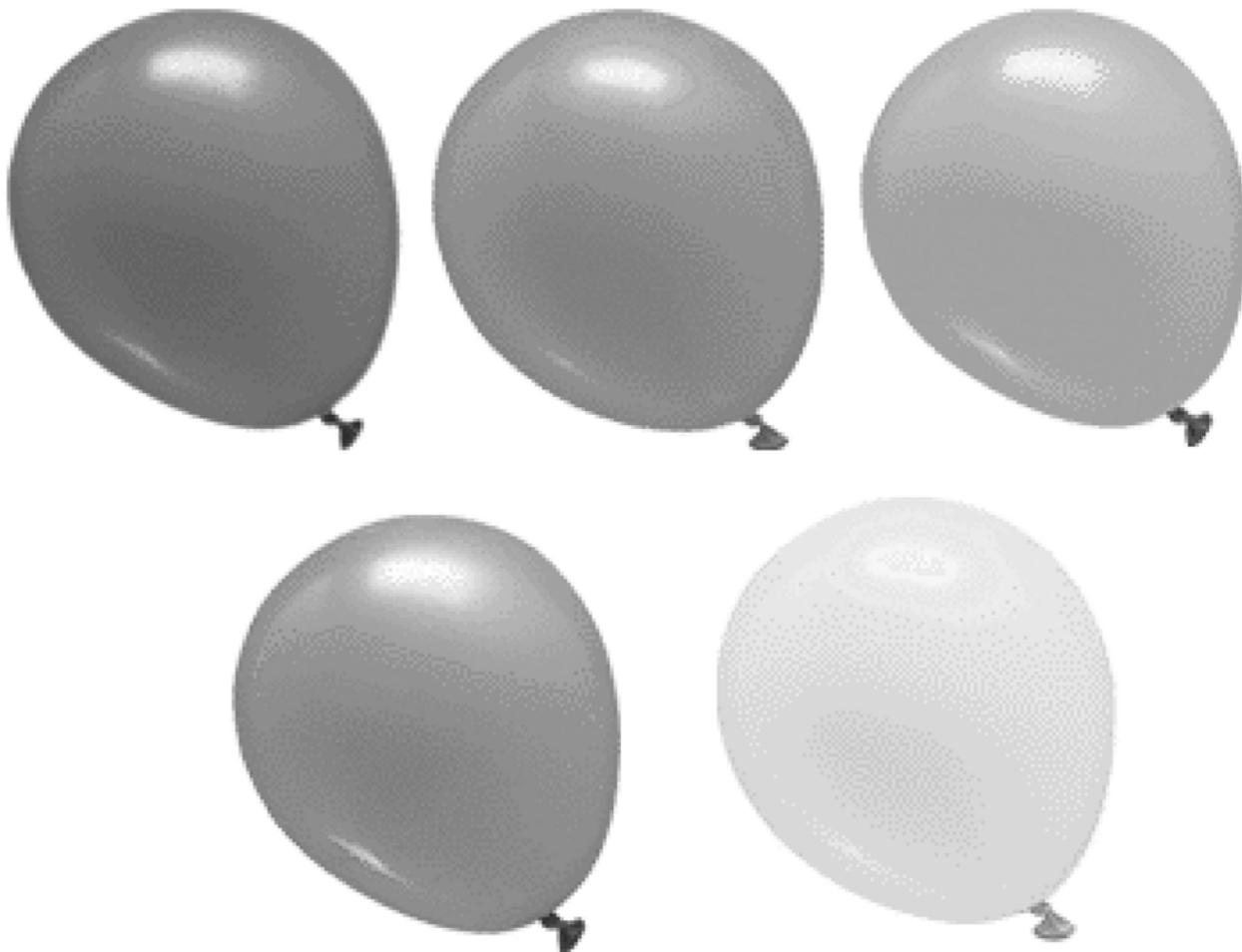


Figure E-1 Balloon Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

TIMED ACTIVITIES

CHASE THE DOTS

Objective: To fire pellets into the dots on the target in a clockwise direction, within a time limit.

Scoring: One point is awarded for each black dot that is hit by a pellet within the time allotted.

Equipment Required:

Mandatory: Chase the Dots Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Chase the Dots Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets eight pellets to fire, one pellet into each black dot, in a clockwise direction.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets eight minutes to complete firing.
6. Score the targets awarding one point for each black dot hit.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more challenging, shorten the time allowance.

CHASE THE DOTS TARGET

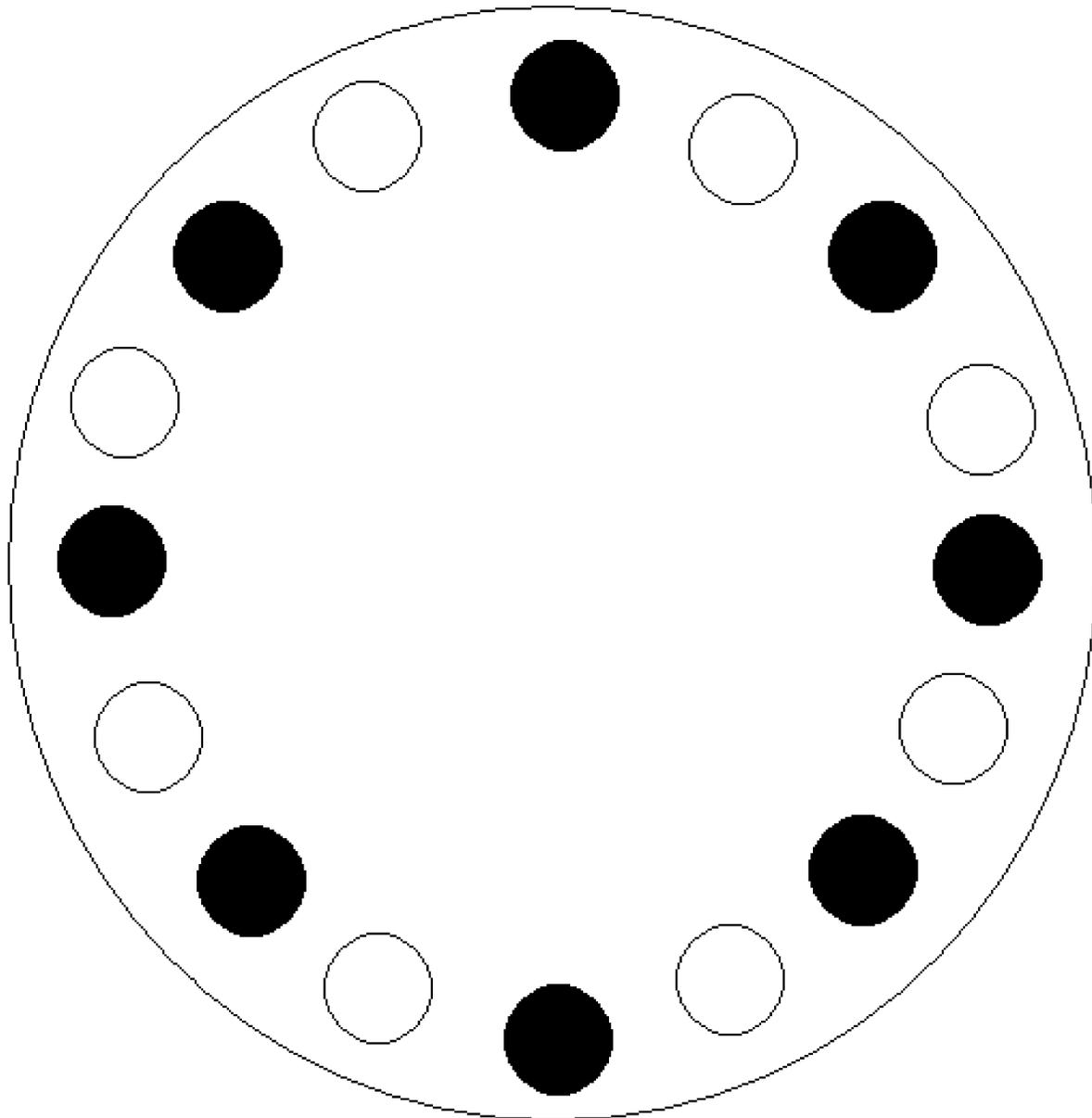


Figure F-1 Chase the Dots Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

TIMED ACTIVITIES

SPEED GRID

Objective: To fire pellets into the circles on the target, within a time limit.

Scoring: One point is awarded for each circle that is hit by a pellet within the time allotted.

Equipment Required:

Mandatory:

- Cadet air rifle five-pellet clip (three per firing lane), and
- Speed Grid Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Speed Grid Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets 15 pellets, pre-loaded into three five-pellet clips.
4. Have the cadets fire one pellet into each circle on the target.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Score the targets awarding one point for each circle hit.
8. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more challenging, shorten the time allowance.

SPEED GRID TARGET

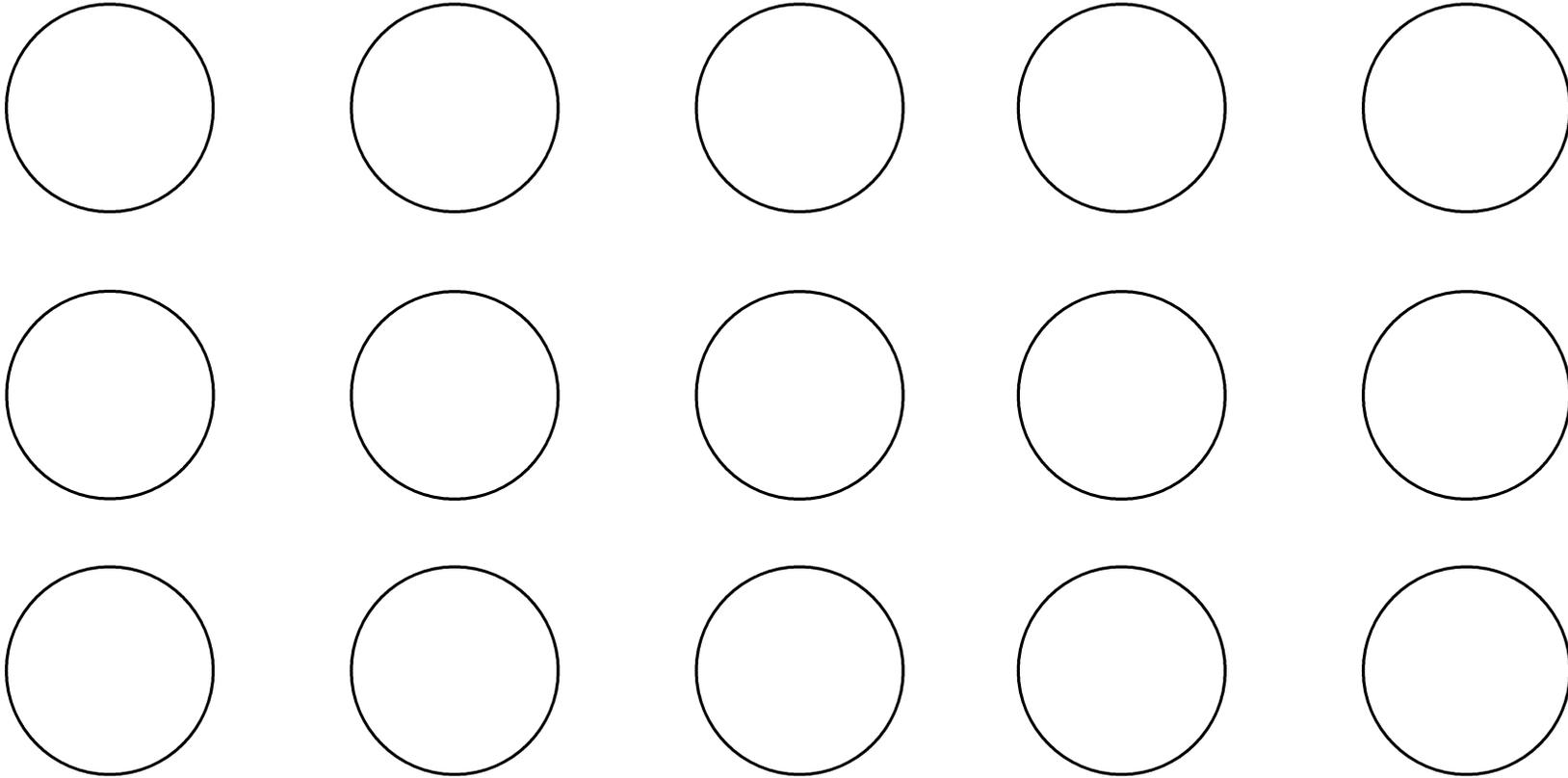


Figure G-1 Speed Grid Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

TIMED ACTIVITIES

BEAT THE CLOCK

Objective: To fire pellets into the designated hours (numbers) within a time limit.

Scoring: One point is awarded for each correct hour (number) hit by a pellet within the time allotted.

Equipment Required:

Mandatory: Beat the Clock Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Beat the Clock Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Have the cadets fire, in relays, following the commands given by the RSO.
4. Have the RSO using the clock, call out one number every 20 second for a total of six numbers.
5. Give the cadets six pellets to fire, one pellet at each hour (number) as it is called.
6. Score the targets awarding one point for each correct number hit on the target.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more challenging, shorten the time allowance.

BEAT THE CLOCK TARGET

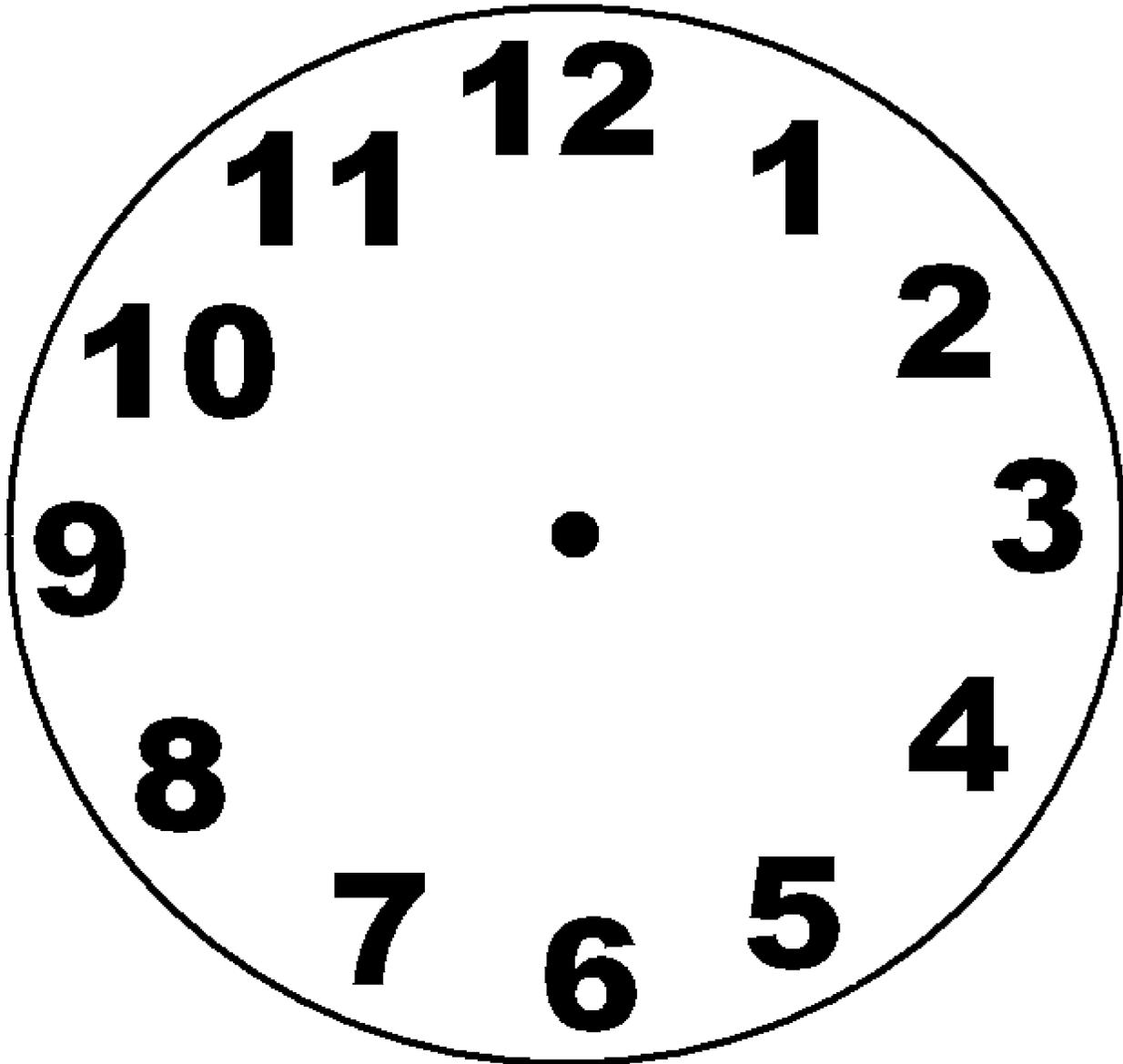


Figure H-1 Clock Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

COMPETITIVE ACTIVITIES

CORPS MARKSMANSHIP COMPETITION

Objective: To provide cadets the opportunity to compete within the corps.

Scoring: Targets will be scored IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, to include:

- Each target has a highest possible score of 100 points (10 diagrams worth 10 points each).
- All shot holes are scored using the highest value of the scoring ring that it is broken.
- Shots outside the scoring rings are given a value of zero.
- If more than the one pellet is fired on a target, the shots with the highest value will be discarded until one shot remains on the target. Also, a two-point penalty will be applied to each excess shot.
- If more than one shot is fired at a scoring diagram, only the prescribed number of shots may be fired at the remaining diagrams (eg, if two shots were fired at the first diagram, one diagram on the target would remain blank [free of shots]). If this occurs more than twice, a two-point penalty will be applied to each excess shot.
- This activity may be conducted as individuals or teams of four.

Equipment Required:

Mandatory: CCT2001AR853 CCM Competition Targets (two per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute two CCT2001AR853 CCM Competition Targets to each cadet.
2. Have the cadets write their name and date on each target and attach them to the target frame.
3. Give the cadets 20 scoring pellets to fire, one pellet at each scoring diagram (additional zeroing pellets are permitted).
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 30 minutes to complete firing.
6. Have the RSO collect the targets, score as described above and record the results.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Crossfiring,
- Alterations made to the rifles,

- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

COMPETITIVE ACTIVITIES

LUNAR LAUNCH

Objective: To provide cadets the opportunity to compete within the corps.

Scoring: The average distance from the earth to the moon is 384 400 km. All targets from marksmanship activities conducted during marksmanship training will be added together to calculate a distance from Earth and achieve a position on the space shuttle crew. The four scoring levels / positions must meet the following standards:

- | | | | |
|----|---------------------|----------------------|---------------------------------------|
| 1. | Mission Commander: | A score of 100 plus: | 384 400 km from earth, lunar landing! |
| 2. | Mission Specialist: | A score of 75 to 99: | 288 300 km from earth. |
| 3. | Chief Engineer: | A score of 50 to 74: | 192 200 km from earth. |
| 4. | Science Officer: | A score of 25 to 49: | 96 100 km from earth, lunar launch! |

Equipment Required:

Mandatory: Scores for all targets used in marksmanship activities during the training year.

Activity Instructions:

1. Add the scores from the targets used by each cadet during the training year.
2. Use the scoring method described above to assign the cadets levels / positions on the space shuttle crew.

Notes:

1. A record must be kept of each cadet's scores from all marksmanship activities.
2. This activity may be conducted over multiple training years.
3. The certificate found at Attachment J may be awarded to cadets who achieve levels / positions in this activity.



This is to certify that

has achieved the position of

in the



Lunar Launch Marksmanship Activity

_____ Date

_____ Range Safety Officer



COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE



SECTION 2

EO C406.01 – ASSIST THE RANGE SAFETY OFFICER (RSO)

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Photocopy, distribute and have each cadet read the Ways to Assist the RSO handout located at Attachment A a minimum of one week prior to delivering the lesson.

APPROACH

A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about assisting the RSO. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to assist the RSO on an air rifle range.

IMPORTANCE

It is important for cadets to have knowledge of how to assist the Range Safety Officer (RSO) on the range. In order to assist the RSO, cadets must know how to set up and dismantle an air rifle range, control pellets, perform the duties of a range sentry, and score targets.

Teaching Point 1**Discuss ways to assist the RSO.**

Time: 25 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

SETTING UP AN AIR RIFLE RANGE

Once the required air rifle range equipment has been collected and the cadet air rifles have been inspected, the equipment can be set up. The specific details of an air rifle range layout may vary depending on the type of air rifle range; however, the dimensions and location of the equipment will remain the same. The air rifle range will be set up by:

1. **Posting warning signals.** A sentry should be posted at access points if they cannot be permanently blocked (eg, a door to a gymnasium that does not have a lock).
2. **Setting up equipment at the backstop.** At one end of the room, the target frames will be set up in front of a wall. Care should be taken to avoid using a wall with windows or other items (eg, light switch, fire alarm, smoke detector) that would be damaged by a stray pellet. If this is unavoidable, a plywood covering should be placed over those items. The front of the target frame must be perpendicular to the floor and aligned with the front of other target frames along a target line. Additional lighting may be required for the target during some competition activities to satisfy competition rules. Lighting will not interfere with the cadets' view of the target frame.
3. **Indicating firing lanes.** Target frames will be centred in a lane at least 1.25 m wide and extend away from the target line toward the firing point a distance of 10 m. 10 m from the target line, another line will be marked on the floor. This is the firing line and no person will move forward of it without permission from the RSO.
4. **Placing equipment at the firing point.** Behind the firing line is the firing box, an area at least 1.25 m wide by 2.5 m deep. A firing box will be allocated for each firer. A shooting mat will be placed within the firing box aligned with the firing line (during standing position firing no mat is required). Safety glasses / goggles will be placed on every shooting mat. An area behind the firing box will be allocated for range staff.
5. **Placing equipment behind the firing point.** The area behind the firing point contains the table(s) required to set up a pellet distribution point, scoring area or other workspace as required for the specific air rifle marksmanship activity being conducted. The first aid point with stretcher is located in this area and must be clearly identified. The handwashing facility may be located on the range behind the firing point or in a washroom within the building.
6. **Placing the cadet air rifle at the firing point.** A cadet air rifle with cadet air rifle safety rod will be the last item placed on the air rifle range. When removing the cadet air rifle from the case, control the muzzle by carrying the cadet air rifle in a vertical position with a cadet air rifle safety rod inserted into the barrel. Once the cadet air rifle is placed on the firing point, the cadet air rifle safety rod may be removed.

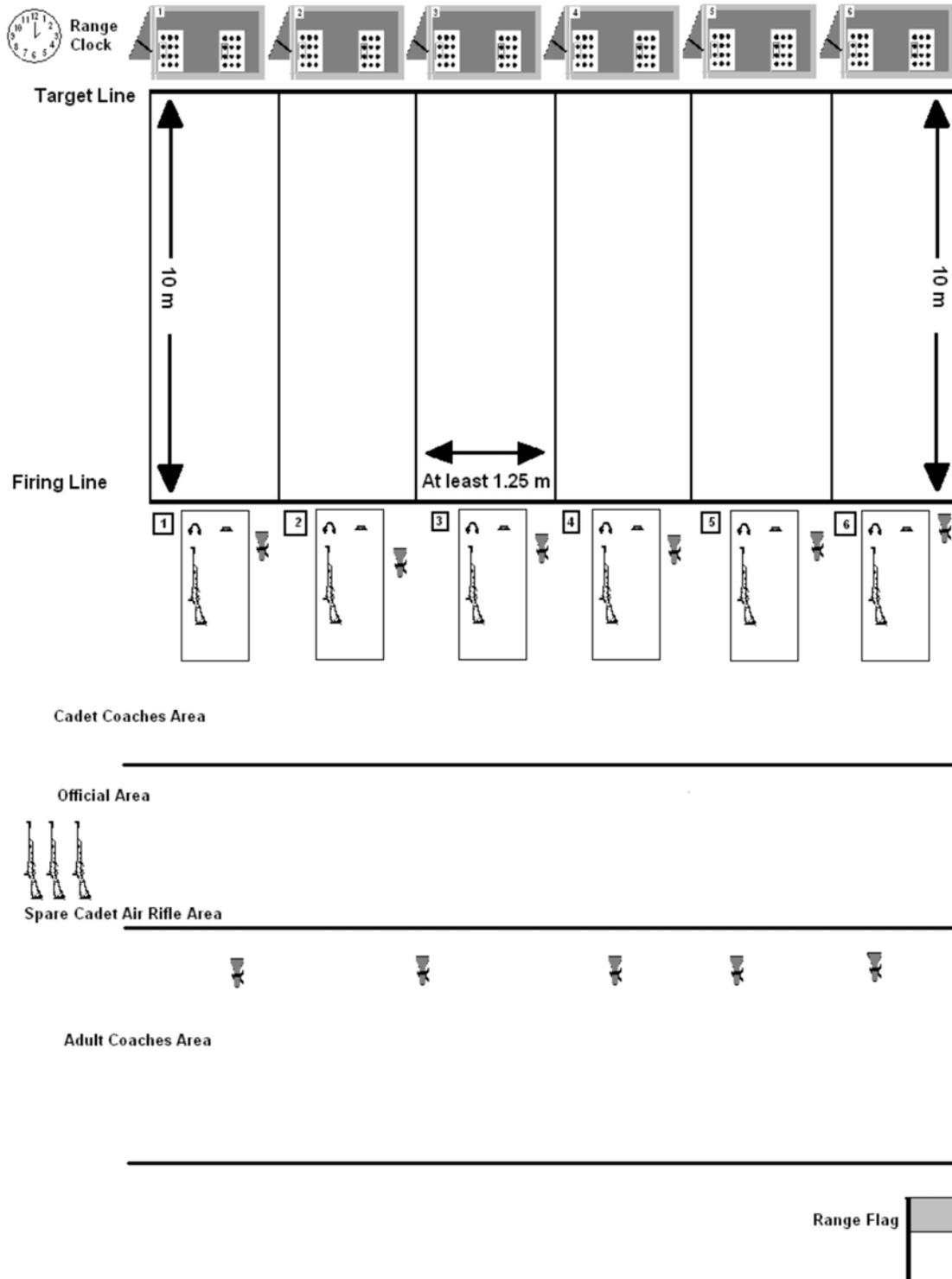


Figure 1 Cadet Air Rifle Range

Note. Created by D Cds 3, 2007, Ottawa, ON: Department of National Defence.

DISMANTLING AN AIR RIFLE RANGE

Once the air rifle marksmanship activity has been completed, the air rifle range can be dismantled. The air rifle range will be dismantled by:

1. **Storing the cadet air rifle.** After an air rifle marksmanship activity, the cadet air rifle is the first piece of range equipment secured. A cadet air rifle safety rod is inserted into the barrel before the cadet air rifle is moved from the firing point. Cadet air rifles are securely stored at the unit according to current policy guidelines.



For detailed storage requirements for the cadet air rifle refer to NDSI 65, *Storage and Transportation of Rifles for Canadian Rangers, Cadets and Junior Canadian Rangers*.

2. **Storing the equipment behind the firing point.** Equipment used behind the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. If the first aid kit has been used, it may require refilling.
3. **Storing the equipment at the firing point.** Equipment used at the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. Care should be taken to minimize scratching of safety glasses / goggles. Shooting mats are folded or rolled properly to minimize rips or tears. Spotting scopes are stored in their cases (if applicable).
4. **Cleaning the backstop area.** Once the firing point equipment has been secured, the target frames are thoroughly emptied of spent pellets. The target holder is cleaned of any material (eg, targets, thumbtacks, staples) and the target frame is folded and stored.
5. **Cleaning the firing lanes.** Since lead dust in the air is a minor hazard to safety, a method of sweeping / mopping that reduces the amount of dust produced should be used. One set of cleaning gear is used after air rifle marksmanship activities to limit cross-contamination of other areas of the building.
6. **Removing the warning signals.** Once all other air rifle marksmanship equipment has been secured, the range warning signals are removed. This will indicate that the room in which the temporary indoor range was set up is now cleaned and ready for general use.

PELLET CONTROLLER

During an air rifle marksmanship activity, cadets may be appointed to assist the RSO by acting as a pellet controller. The duties of a pellet controller include:

- **Maintain possession of pellets at all times.** Pellets are placed in the possession of the pellet controller. They ensure the pellets are secured at all times by means of direct supervision.
- **Distribute pellets.** Depending on the specific type of air rifle marksmanship activity being conducted, the pellet controller counts pellets into containers that will be placed on the firing point upon the RSO's command.
- **Dispose of pellets.** Once the air rifle marksmanship activity is concluded, the pellet controller ensures that the area around the target frame is swept. The spent pellets are collected into a container for disposal by the RSO.



Since pellets are made of lead, a hazardous material, they must be disposed IAW local standing orders.

- **Record the number of pellets used during the activity.** As the activity proceeds, the pellet controller tracks the number of pellets being used during each relay. Once the activity is complete, the total number of pellets used can be calculated. Any additional pellets given by the RSO / range assistants to cadets during the activity (eg, misfires, deformed pellets) are added to the total. This information is used by the RSO to track the quantity of pellets available at the unit.



The need to record the number of pellets used at a corps / squadron / CSTC may or may not be regionally directed. In the case where no requirement exists, it is still an effective tool for the RSO and a practical leadership opportunity for the cadets acting as pellet controllers.

- **Record the number of pellets used for each rifle.** The Cadet Air Rifle Usage Log shows the RSO when one thousand pellets have been fired by each cadet air rifle. When one thousand pellets have been fired the cadet air rifle requires cleaning. The pellet controller records the total number of pellets used in each cadet air rifle during the air rifle activity.



The Cadet Air Rifle Usage Log was developed as a practical leadership opportunity for cadets to be given added responsibility while they act as a pellet controller.

RANGE SENTRY

A range sentry is responsible, during the course of firing, to restrict entry on to the range and for changing warning signals when instructed to do so by the RSO. They must be able to constantly communicate with the RSO to report any safety concerns.

Restrict Access to the Range During Firing

On most indoor temporary ranges, access points exist and must be secured during the course of firing. By posting a range sentry outside an access point, the RSO can be assured no one can access the range and be struck by pellets. On outdoor ranges, roads leading to the range may need to be blocked and a range sentry posted to control vehicle access. In a situation where the range sentry is unable to directly attract the attention of the RSO, a means of communication such as a hand-held radio may be required.

Control Range Warning Signals

Range sentries are responsible for controlling the range warning signals. At the commencement of an air rifle marksmanship activity, a green flag / light / signal shall be posted to alert people that the range is in use but no live firing is currently in progress. The location of warning signals vary based on the local specifications of the air rifle range being used. Typically, warning signals are posted at the backstop, firing point and on access roads leading to the range.

For indoor ranges, warning signals are posted at entranceways to the room in which the range is set up. On the command of the RSO, the range sentry changes the green warning signal to red. The red signal alerts people that the range is in use and live firing is in progress. The red warning signal is posted from before the course of fire begins until the RSO has cleared the last cadet air rifle of the relay. At this time, on the command of the RSO,

the range sentry changes the warning signal back to green. At the conclusion of the air rifle marksmanship activity, all warning signals are removed to indicate that the range is no longer in use.

Notify the RSO of Safety Concerns Inside / Outside the Range Area

During the conduct of an air rifle marksmanship activity, the range sentry is responsible for bringing safety concerns both on and off the range area to the attention of the RSO. These concerns may include wildlife entering the range or visitors requesting access to the range.

FIRING POINT ASSISTANT

A firing point assistant is appointed by the RSO; usually to a specific number of firing points (eg, firing points 1–4). Their main responsibility is to ensure that the firers are carrying out the RSO's commands safely and correctly.

Supervise Firers Responding to Range Commands

As the RSO gives commands, the firing point assistant observes the firers to ensure they respond correctly. Each cadet should know exactly what to do when given a command on the range. When a cadet does not perform the given command, the firing point assistant will move to the cadet's firing point to ensure they are capable of firing on the range and assist where necessary. If safety is a concern, the RSO should be notified as soon as possible.

Assist Firers as Necessary

Some cadets may require assistance throughout the firing practice (eg, pumping the cadet air rifle, tightening their sling). The firing point assistant will look for opportunities where assistance is required, and help out the cadets as necessary.

Correct Errors

When errors are made, the firing point assistant will correct them immediately. To correct an error, the assistant will explain what was done wrong, demonstrate how to perform it correctly (if able to do so) and observe the cadet perform.

Notify the RSO of Safety Concerns

Any safety concerns observed on the range shall be brought to the attention of the RSO immediately.

TARGET SCORER

The target scorer is responsible for scoring targets once they have been fired. Once a target has been scored, the score is recorded directly on the target. In some cases, an RSO may require the scores to be recorded on a spreadsheet or separate piece of paper.



The process for scoring targets is detailed in EO C406.02 (Score Air Rifle Marksmanship Targets).

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What are some of the ways to assist an RSO?
- Q2. What are the dimensions of a firing lane?
- Q3. What will be the last piece of equipment placed on the air rifle range?
- Q4. What method of cleaning should be used to clean the firing lanes on an indoor temporary air rifle range?
- Q5. What are the five duties of a pellet controller?
- Q6. How must pellets be disposed?
- Q7. What is one benefit of tracking how many pellets were fired during an air rifle activity?
- Q8. What are the responsibilities of a range sentry?
- Q9. Why is it important to restrict access points to the air rifle range?
- Q10. What does a red warning signal indicate?
- Q11. What are the duties of a firing point assistant?
- Q12. What are some occasions on the range in which the firing point assistant can assist the firers?
- Q13. When a cadet is making an error, how should it be corrected?
- Q14. Once a target is scored, where is the value recorded?
- Q15. What are the two official targets used for air rifle marksmanship activities?



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



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

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There will be many opportunities to assist the RSO when completing marksmanship activities. Knowing how to set up and dismantle an air rifle range, enforce safety, control pellets, assist on the firing point and score targets are critical duties that have to be completed whenever completing air rifle marksmanship activities. The ways to assist an RSO produce a variety of leadership opportunities.

INSTRUCTOR NOTES / REMARKS

Cadets will assist the RSO during marksmanship activities, specifically EO M406.01 (Participate in a Recreational Marksmanship Activity) and EO C106.01 (Participate in a Recreational Marksmanship Activity).

REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2009). *Authorized rifle training*. Ottawa, ON: Department of National Defence.

WAYS TO ASSIST THE RSO

SET UP AN AIR RIFLE RANGE

Once the required air rifle range equipment has been collected and the cadet air rifles have been inspected, the equipment can be set up. The specific details of an air rifle range layout may vary depending on the type of air rifle range; however, the dimensions and location of the equipment will remain the same. The air rifle range will be set up by:

1. **Posting warning signals.** A sentry should be posted at access points if they cannot be permanently blocked (eg, a door to a gymnasium that does not have a lock).
2. **Setting up equipment at the backstop.** At one end of the room, the target frames will be set up in front of a wall. Care should be taken to avoid using a wall with windows or other items (eg, light switch, fire alarm, smoke detector) that would be damaged by a stray pellet. If this is unavoidable, a plywood covering should be placed over those items. The front of the target frame must be perpendicular to the floor and aligned with the front of other target frames along a target line. Additional lighting may be required for the target during some competition activities to satisfy competition rules. Lighting will not interfere with the cadets' view of the target frame.
3. **Indicating firing lanes.** Target frames will be centred in a lane at least 1.25 m wide and extend away from the target line toward the firing point a distance of 10 m. 10 m from the target line, another line will be marked on the floor. This is the firing line and no person will move forward of it without permission from the RSO.
4. **Placing equipment at the firing point.** Behind the firing line is the firing box, an area at least 1.25 m wide by 2.5 m deep. A firing box will be allocated for each firer. A shooting mat will be placed within the firing box aligned with the firing line (during standing position firing no mat is required). Safety glasses / goggles will be placed on every shooting mat. An area behind the firing box will be allocated for range staff.
5. **Placing equipment behind the firing point.** The area behind the firing point contains the table(s) required to set up a pellet distribution point, scoring area or other workspace as required for the specific air rifle marksmanship activity being conducted. The first aid point with stretcher is located in this area and must be clearly identified. The handwashing facility may be located on the range behind the firing point or in a washroom within the building.
6. **Placing the cadet air rifle at the firing point.** A cadet air rifle with cadet air rifle safety rod will be the last item placed on the air rifle range. When removing the cadet air rifle from the case, control the muzzle by carrying the cadet air rifle in a vertical position with a cadet air rifle safety rod inserted into the barrel. Once the cadet air rifle is placed on the firing point, the cadet air rifle safety rod may be removed.

DISMANTLE AN AIR RIFLE RANGE

Once the air rifle marksmanship activity has been completed, the air rifle range can be dismantled. The air rifle range will be dismantled by:

1. **Storing the cadet air rifle.** After an air rifle marksmanship activity, the cadet air rifle is the first piece of range equipment secured. A cadet air rifle safety rod is inserted into the barrel before the cadet air rifle is moved from the firing point. Cadet air rifles are securely stored at the unit according to current policy guidelines.
2. **Storing the equipment behind the firing point.** Equipment used behind the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. If the first aid kit has been used, it may require refilling.

3. **Storing the equipment at the firing point.** Equipment used at the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. Care should be taken to minimize scratching of safety glasses / goggles. Shooting mats are folded or rolled properly to minimize rips or tears. Spotting scopes are stored in their cases (if applicable).
4. **Cleaning the backstop area.** Once the firing point equipment has been secured, the target frames are thoroughly emptied of spent pellets. The target holder is cleaned of any material (eg, targets, thumbtacks, staples) and the target frame is folded and stored.
5. **Cleaning the firing lanes.** Since lead dust in the air is a minor hazard to safety, a method of sweeping / mopping that reduces the amount of dust produced should be used. One set of cleaning gear is used after air rifle marksmanship activities to limit cross-contamination of other areas of the building.
6. **Removing the warning signals.** Once all other air rifle marksmanship equipment has been secured, the range warning signals are removed. This will indicate that the room in which the temporary indoor range was set up is now cleaned and ready for general use.

PELLET CONTROLLER

During an air rifle marksmanship activity, cadets may be appointed to assist the RSO by acting as a pellet controller. The duties of a pellet controller include:

- **Maintain possession of pellets at all times.** Pellets are placed in the possession of the pellet controller. They ensure the pellets are secured at all times by means of direct supervision.
- **Distribute pellets.** Depending on the specific type of air rifle marksmanship activity being conducted, the pellet controller counts pellets into containers that will be placed on the firing point upon the RSO's command.
- **Dispose of pellets.** Once the air rifle marksmanship activity is concluded, the pellet controller ensures that the area around the target frame is swept. The spent pellets are collected into a container for disposal by the RSO.
- **Record the number of pellets used during the activity.** As the activity proceeds, the pellet controller tracks the number of pellets being used during each relay. Once the activity is complete, the total number of pellets used can be calculated. Any additional pellets given by the RSO / range assistants to cadets during the activity (eg, misfires, deformed pellets) are added to the total. This information is used by the RSO to track the quantity of pellets available at the unit.
- **Record the number of pellets used for each rifle.** The Cadet Air Rifle Usage Log shows the RSO when one thousand pellets have been fired by each cadet air rifle. When one thousand pellets have been fired the cadet air rifle requires cleaning. The pellet controller records the total number of pellets used in each cadet air rifle during the air rifle activity.

RANGE SENTRY

A range sentry is responsible, during the course of firing, to restrict entry on to the range and for changing warning signals when instructed to do so by the RSO. They must be able to constantly communicate with the RSO to report any safety concerns.

Restrict Access to the Range During Firing

On most indoor temporary ranges, access points exist and must be secured during the course of firing. By posting a range sentry outside an access point, the RSO can be assured no one can access the range and be struck by pellets. On outdoor ranges, roads leading to the range may need to be blocked and a range sentry

posted to control vehicle access. In a situation where the range sentry is unable to directly attract the attention of the RSO, a means of communication such as a hand-held radio may be required.

Control Range Warning Signals

Range sentries are responsible for controlling the range warning signals. At the commencement of an air rifle marksmanship activity, a green flag / light / signal shall be posted to alert people that the range is in use but no live firing is currently in progress. The location of warning signals vary based on the local specifications of the air rifle range being used. Typically, warning signals are posted at the backstop, firing point and on access roads leading to the range.

For indoor ranges, warning signals are posted at entranceways to the room in which the range is set up. On the command of the RSO, the range sentry changes the green warning signal to red. The red signal alerts people that the range is in use and live firing is in progress. The red warning signal is posted from before the course of fire begins until the RSO has cleared the last cadet air rifle of the relay. At this time, on the command of the RSO, the range sentry changes the warning signal back to green. At the conclusion of the air rifle marksmanship activity, all warning signals are removed to indicate that the range is no longer in use.

Notify the RSO of Safety Concerns Inside / Outside the Range Area

During the conduct of an air rifle marksmanship activity, the range sentry is responsible for bringing safety concerns both on and off the range area to the attention of the RSO. These concerns may include wildlife entering the range or visitors requesting access to the range.

FIRING POINT ASSISTANT

A firing point assistant is appointed by the RSO; usually to a specific number of firing points (eg, firing points 1–4). Their main responsibility is to ensure that the firers are carrying out the RSO's commands safely and correctly.

Supervise Firers Responding to Range Commands

As the RSO gives commands, the firing point assistant observes the firers to ensure they respond correctly. Each cadet should know exactly what to do when given a command on the range. When a cadet does not perform the given command, the firing point assistant will move to the cadets firing point to ensure they are capable of firing on the range and assist where necessary. If safety is a concern, notify the RSO as soon as possible.

Assist Firers as Necessary

Some cadets may require assistance throughout the firing practice (eg, pumping the cadet air rifle, tightening their sling). The firing point assistant will look for opportunities where assistance is required, and help out the cadets as necessary.

Correct Errors

When errors are made, the firing point assistant will correct them immediately. To correct an error, explain what was done wrong, demonstrate how to perform it correctly (if able to do so) and observe the cadet perform.

Notify the RSO of Safety Concerns

Any safety concerns observed on the range shall be brought to the attention of the RSO immediately.

TARGET SCORER

The target scorer is responsible for scoring targets once they have been fired. Once a target has been scored, the score is recorded directly on the target. In some cases, an RSO may require the scores to be recorded on a spreadsheet or separate piece of paper.

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.



**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 3

EO C406.02 – SCORE AIR RIFLE MARKSMANSHIP TARGETS

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Sample Grouping Target handout located at Attachment A for each cadet.

Photocopy the Sample Competition Target handout located at Attachment C for each cadet.

Prepare slides of the Air Rifle Grouping Template and Scoring Template found at Attachments B and D for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the targets used during air rifle marksmanship activities and to generate interest.

A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate scoring grouping and competition targets while providing an opportunity for the cadets to practice under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to score the CCM Air Rifle Grouping Target and the CCM Competition Target.

IMPORTANCE

It is important for cadets to score air rifle marksmanship targets as it provides a skill that will be used when they assist a Range Safety Officer (RSO). Being able to determine the score on a target will allow the cadet to monitor their progress as they improve in applying the principles of marksmanship.

Teaching Point 1**Describe air rifle marksmanship targets.**

Time: 5 min

Method: Interactive Lecture

AIR RIFLE MARKSMANSHIP TARGETS

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

CCM Air Rifle Grouping Target

The CCM Air Rifle Grouping Target is used during classification air rifle marksmanship activities. The target consists of two diagrams. Each diagram is a shaded black circle that is 3 cm in diameter. The diagram itself is provided on the target to give the marksman an aiming mark and thus any grouping fired at each diagram does not necessarily need to be contained on the black portion of the target.

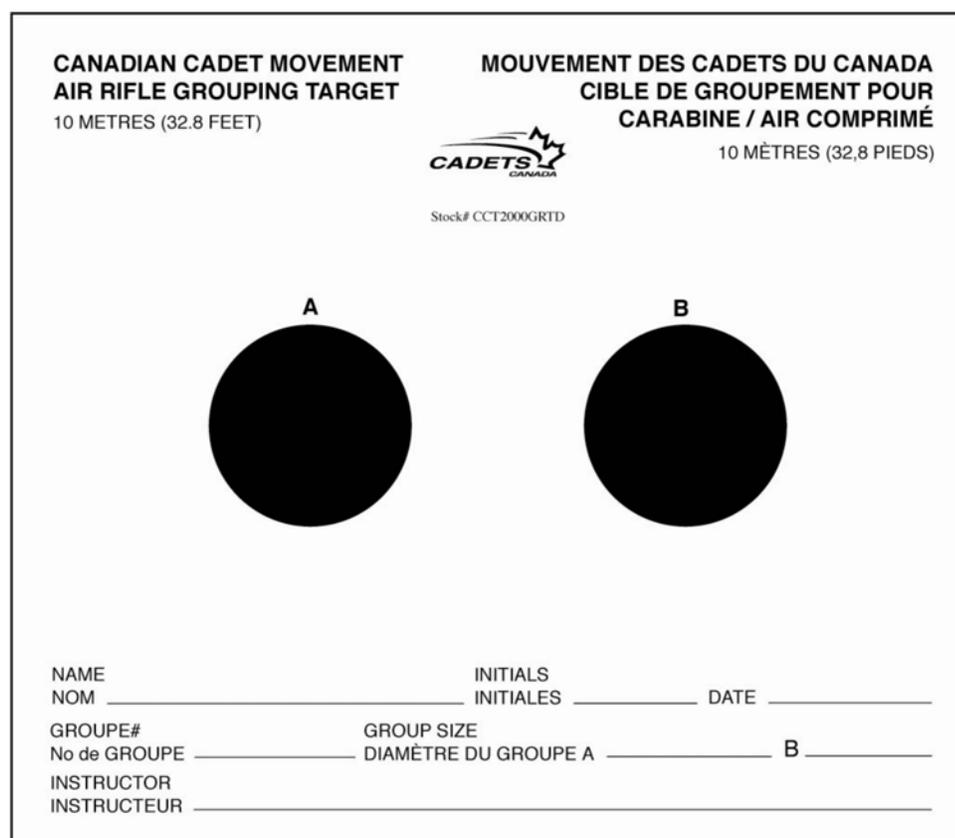


Figure 1 The CCM Air Rifle Grouping Target (CCT2000GRTD)

Note. Created by Director Cadets 4, 2000, Ottawa, ON: Department of National Defence.

CCM Competition Target

The CCM Competition Target, also called an application target, is the official target used in the CCM Marksmanship Championship Series. This target is used only with the cadet air rifle at a distance of 10 m (32.8 ft). The target contains 10 scoring diagrams and two sighting diagrams. Each scoring diagram consists of a 4.5-mm circle (the inner 3 cm of the scoring diagram is shaded black as an aiming mark) broken into

10 concentric scoring rings, scored from ten (the bull's eye) to one (the outer most ring). As there are 10 scoring diagrams, the highest possible score (HPS) is 100. The sighting diagrams, identical to the scoring diagrams and labelled A and B, are used by the firer to confirm zeroing the cadet air rifle during the competition relay.

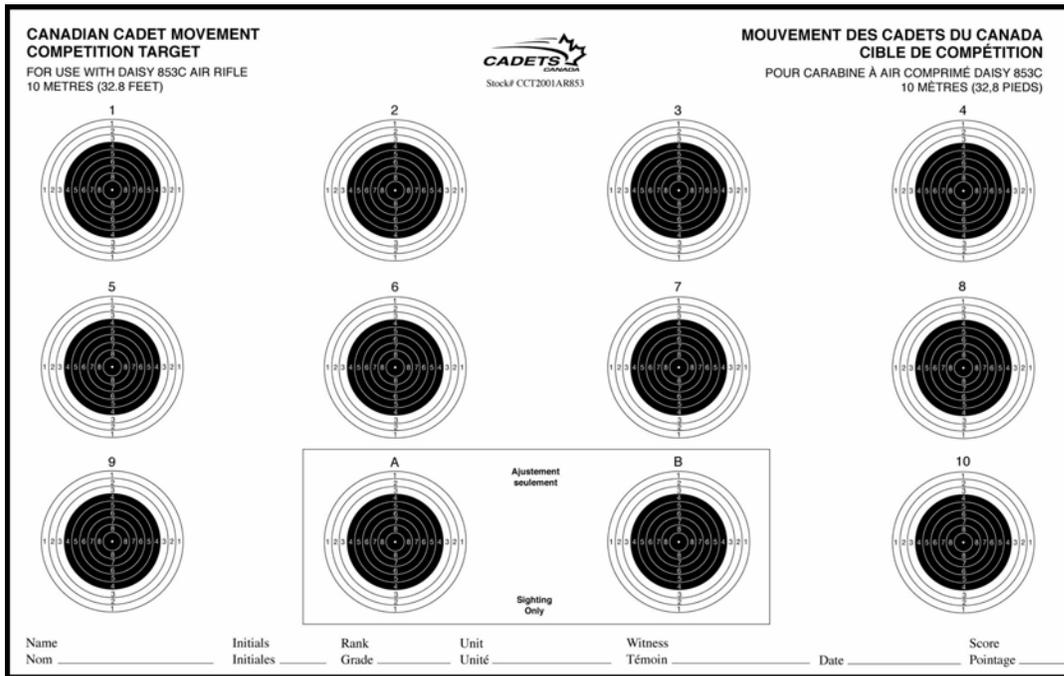


Figure 2 The CCM Competition Target (CCT2001AR853)

Note. Created by Director Cadets 4, 2001, Ottawa, ON: Department of National Defence.

Non-Standard Targets

Non-standard targets are used during fun and timed air rifle marksmanship activities. Non-standard targets are designed to give cadets a break from firing on the two official targets and allow for the development of activities that provide a different style marksmanship experience. Some examples of non-standard targets include the turkey shoot target, beat the clock targets, balloon targets and chase the dot targets. Other non-standard targets may be developed for use during fun and timed air rifle marksmanship activities by the activity leader as required.



Examples of non-standard targets used during fun and timed air rifle marksmanship activities can be found as attachments to EO M406.01 (Participate in a Recreational Marksmanship Activity). These targets are reproduced locally.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. How many scoring diagrams are there on the CCM Competition Target?
- Q2. What is the HPS on the CCM Competition Target?
- Q3. What are some types of targets used during fun and timed air rifle marksmanship activities?

ANTICIPATED ANSWERS:

- A1. There are 10 scoring diagrams on the CCM Competition Target.
- A2. The HPS on the CCM Competition Target is 100.
- A3. Some targets used during timed air rifle marksmanship targets are beat the clock, speed grid and chase the dots.

Teaching Point 2**Explain, demonstrate and have the cadets score the CCM Air Rifle Grouping Target.**

Time: 10 min

Method: Demonstration and Performance



For this TP it is recommended that the instructor explain and demonstrate each step required to complete the skill then monitor the cadets as they imitate each step.

Note: Assistant instructors may be employed to monitor the cadets' performance.



Provide each cadet with the Sample Grouping Target handouts located at Attachment A and an Air Rifle Grouping Template located at Attachment B.

Air Rifle Grouping Template. The Air Rifle Grouping Template is a series of grouping circles engraved or printed on transparent material. It is used to confirm the diameter of a grouping fired during familiarization or classification firing. The Air Rifle Grouping Template consists of a series of grouping circle outlines, with diameters from 1–6 cm inclusive. It is very important to correctly and consistently measure grouping targets with the grouping template.

SCORING THE CCM AIR RIFLE GROUPING TARGET

Score the CCM Air Rifle Grouping Target using the following procedure:

1. **Determine there are five shots in the grouping.** Before scoring any grouping, the number of shots on the target is determined. If a cadet has not hit the target at least five times for each grouping the score will not count. It is difficult at times to determine when several pellet holes overlap. Observe the outline of the hole for the distinct outline of an arc of a clean pellet hole. This indicates the number of pellets that may have caused the larger hole. The skill level of cadets is also a good indication of how many shots are in a grouping. If a cadet is shooting a larger grouping size, the possibility for two pellets fired exactly through one hole is slim.



Each diagram on the Sample Grouping Target handout contains five shots.

2. **Align the Air Rifle Grouping Template over the five-shot grouping so that all shots are within a scoring ring.** Once the grouping has been confirmed as being made up of five shots, the Air Rifle Grouping Template is placed over the target. The Air Rifle Grouping Template should be aligned so that all the shots fit easily within a grouping circle without touching.



A grouping size of 4 cm will be large enough to serve as a starting point for each diagram on the Sample Grouping Target handout.

3. **Determine if the grouping will fit within the next smallest ring without touching the scoring ring.** Choose the next smallest grouping circle and determine if the group fits within it. The entire group must fit within the grouping circle without touching the inside edge.
4. **Repeat as required until the grouping will not fit within the next smallest scoring ring without touching the scoring ring.**



The correct grouping size for each diagram from the Sample Grouping Target handout is:

- Target 1, Diagram A—3.5 cm,
- Target 1, Diagram B—2.7 cm,
- Target 2, Diagram A—1.8 cm, and
- Target 2, Diagram B—2.5 cm.

5. **Record the grouping size on the target.** The grouping size recorded on the target is the corresponding grouping circle diameter.
6. **Determine the classification category.** Once two groupings have been scored on one grouping target, a determination is made as to the classification category obtained. There are four categories of marksmanship classification.
 - **Marksman:** Each grouping must be within a circle of 3 cm in diameter.
 - **First Class Marksman:** Each grouping must be with a circle of 2.5 cm in diameter.
 - **Expert Marksman:** Each grouping must be within a circle of 2 cm in diameter.
 - **Distinguished Marksman:** Each grouping must be within a circle of 1.5 cm in diameter.

Each marksmanship classification category has a corresponding badge that may be worn on the uniform. The marksmanship classification does not expire and any improvement in the classification category during subsequent classification air rifle activities is reflected with the awarding of the higher category.



From the Sample Grouping Target handout, Target 1 does not meet the requirements for a marksmanship classification category. Target 2 meets the requirements for a First Class Marksman classification category.



Refer to Annex A of CATO 14-43, *Marksmanship Program*, for detailed instructions about the marksmanship classification program.

CONFIRMATION OF TEACHING POINT 2

The cadets' scoring of the Sample Grouping Target handout will serve as the confirmation of this TP.

Teaching Point 3

Explain, demonstrate and have the cadets score the CCM Competition Target.

Time: 10 min

Method: Demonstration and Performance



For this TP it is recommended that the instructor explain and demonstrate each step required to complete the skill then monitor the cadets as they imitate each step.

Note: Assistant instructors may be employed to monitor the cadets' performance.



Divide the cadets into groups based on the number of scoring magnifiers and scoring plugs available. Distribute a Sample Competition Target handout located at Attachment C to each cadet. Distribute a scoring magnifier, scoring plug and Scoring Template found at Attachment D to each group.

SCORING THE CCM COMPETITION TARGET

Score the CCM Competition Target using the following procedure:

1. **Determine the score on each diagram.** Determine the score for each diagram using one or more of the following methods:
 - a. **Determine the value by inspecting with the naked eye.** In most cases the scoring ring that has been broken is easily identifiable. The scoring diagrams on the competition target that can be scored in this manner are scored first as they can be completed in less time.
 - b. **Determine the value using the .177-scoring magnifier.** If the pellet hole has occurred close to the edge of a scoring ring, it is necessary to use the scoring magnifier to enlarge the view and make a determination of value. Look through the magnifying lens and align the scoring magnifier over the pellet hole. If the pellet hole has broken or touched the higher scoring ring, award that value. If even a small gap exists between the pellet hole and the scoring ring the lower value must be awarded.
2. **Calculate penalties.** When scoring a target there are two penalties the scorer can determine and calculate. If a penalty is imposed, the rule number and penalty amount is noted next to the applicable diagram. The following rules are excerpts from the Canadian Cadet Movement Marksmanship Championship Series (CCMMCS).

22.3.4.1 If a Competitor fires more than the prescribed number of shots on the scoring area in a twenty (20) shot string, the shot(s) with the highest value will be discarded until the correct number of shots remain. In addition, a two (2) point Penalty will be deducted for each excess shot.

22.3.4.2 If a Competitor fires more than the prescribed number of shots on a scoring diagram, the Competitor must fire a like number of fewer shots on a subsequent scoring diagram in the same twenty (20) shot string. The Competitor will not be penalized for the first two (2) such occurrences in a Competition, but will be penalized two (2) points for each succeeding occurrence.

Figure 3 Scoring Penalties

Note. From Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual (p. 4-4-31), by Director Cadets 3, 2005, Ottawa, ON: Department of National Defence.

- Record the score on the target.** Once the diagrams are given values and penalties are calculated, the score is totalled and recorded on the target. It is important to ensure the addition of values is accurate since during a competition protests may be filed due to inaccurate calculations.

CONFIRMATION OF TEACHING POINT 3

The cadets' scoring of the Sample Competition Target handout will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What are the three types of targets used during air rifle marksmanship activities?
- Q2. What size must each grouping be to award a Distinguished Marksman classification category?
- Q3. When scoring targets, how is it determined when to score the higher ring value and when to score the lower ring value?

ANTICIPATED ANSWERS:

- A1. The three types of targets are the CCM Grouping Target, CCM Competition Target and non-standard targets.
- A2. Each grouping must be within a circle of 1.5 cm in diameter.
- A3. If the pellet hole has broken or touched the higher scoring ring, then that higher value must be awarded. If even a small gap exists between the pellet hole and the scoring ring the lower value must be awarded.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

You must be able to score air rifle marksmanship targets to perform your duties when assisting the RSO. Being able to score air rifle marksmanship targets will also allow you to assess your own performance and the performance of others. These skills will allow you to better perform the duties of an Air Rifle Marksmanship Instructor.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-148 CATO 14-43 Director Cadets 4. (2009). *Marksmanship program*. Ottawa, ON: Department of National Defence.

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SAMPLE GROUPING TARGET

CANADIAN CADET MOVEMENT AIR RIFLE GROUPING TARGET 10 METRES (32.8 FEET)	 Stock# CCT2000GRTD	MOUVEMENT DES CADETS DU CANADA CIBLE DE GROUPEMENT POUR CARABINE À AIR COMPRIMÉ 10 MÈTRES (32,8 PIEDS)
A		B
		
NAME NOM _____	INITIALS INITIALES _____	DATE _____
GROUP# No DE GROUPE _____	GROUP SIZE DIAMÈTRE DU GROUPE A _____	B _____
INSTRUCTOR INSTRUCTEUR _____		

Figure A-1 Target 1

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

SAMPLE GROUPING TARGET

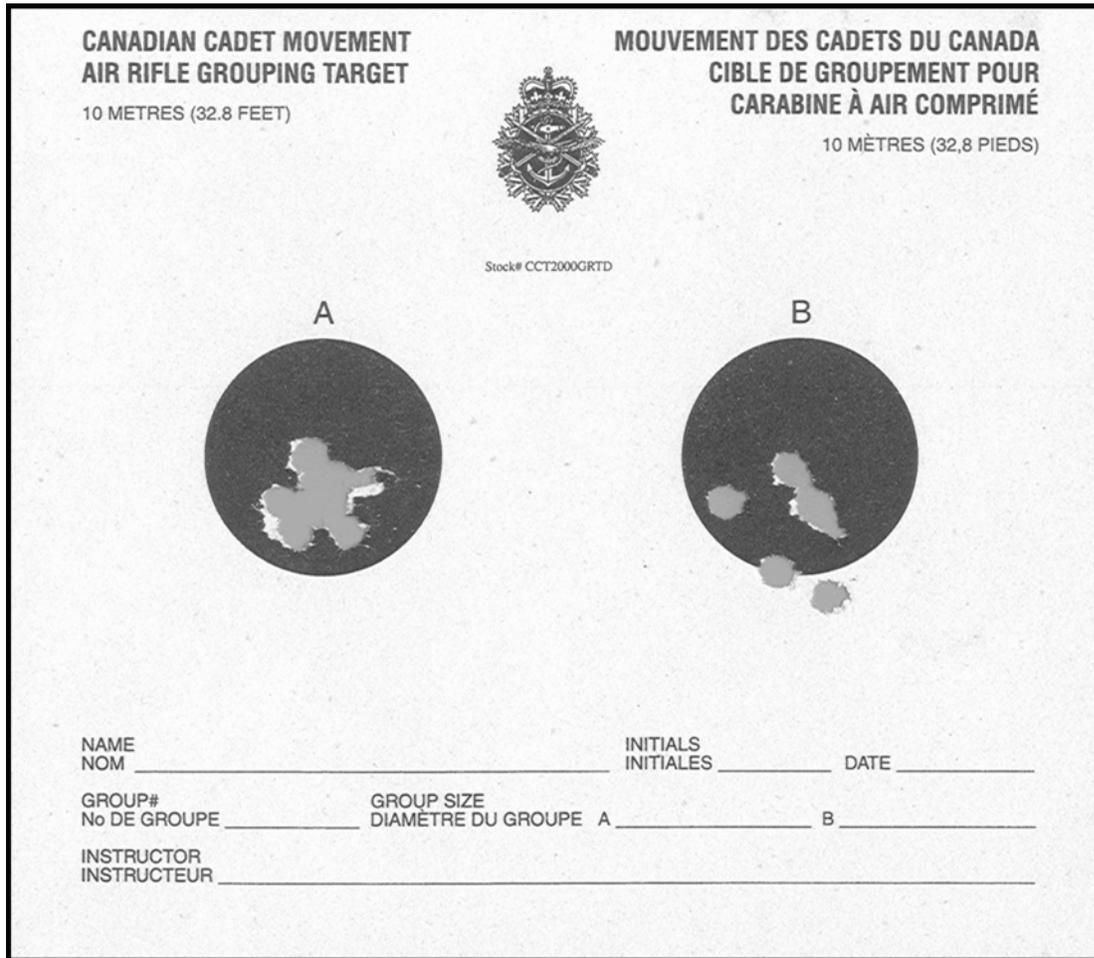


Figure A-2 Target 2

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

AIR RIFLE GROUPING TEMPLATE

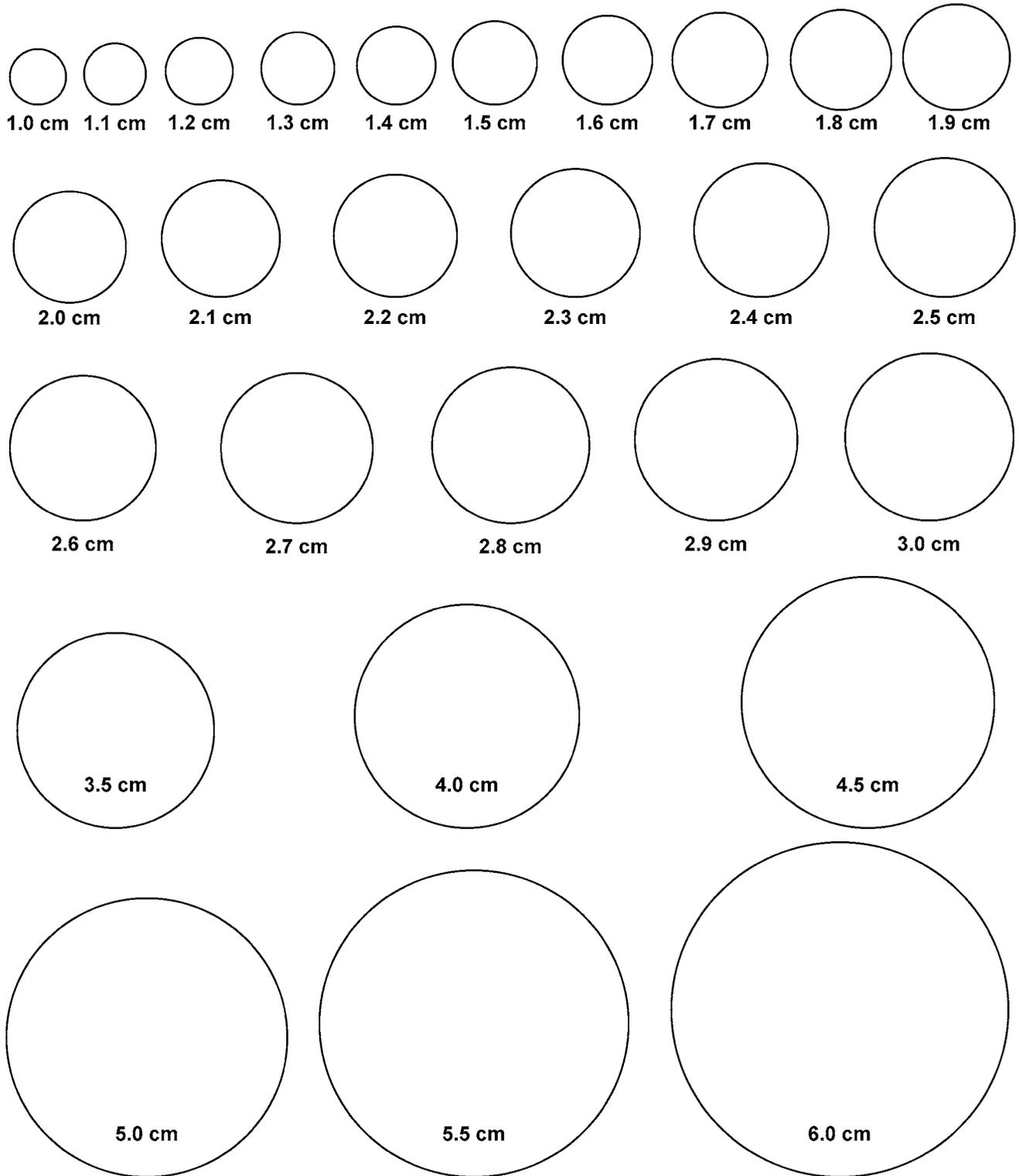


Figure B-1 Air Rifle Grouping Template

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

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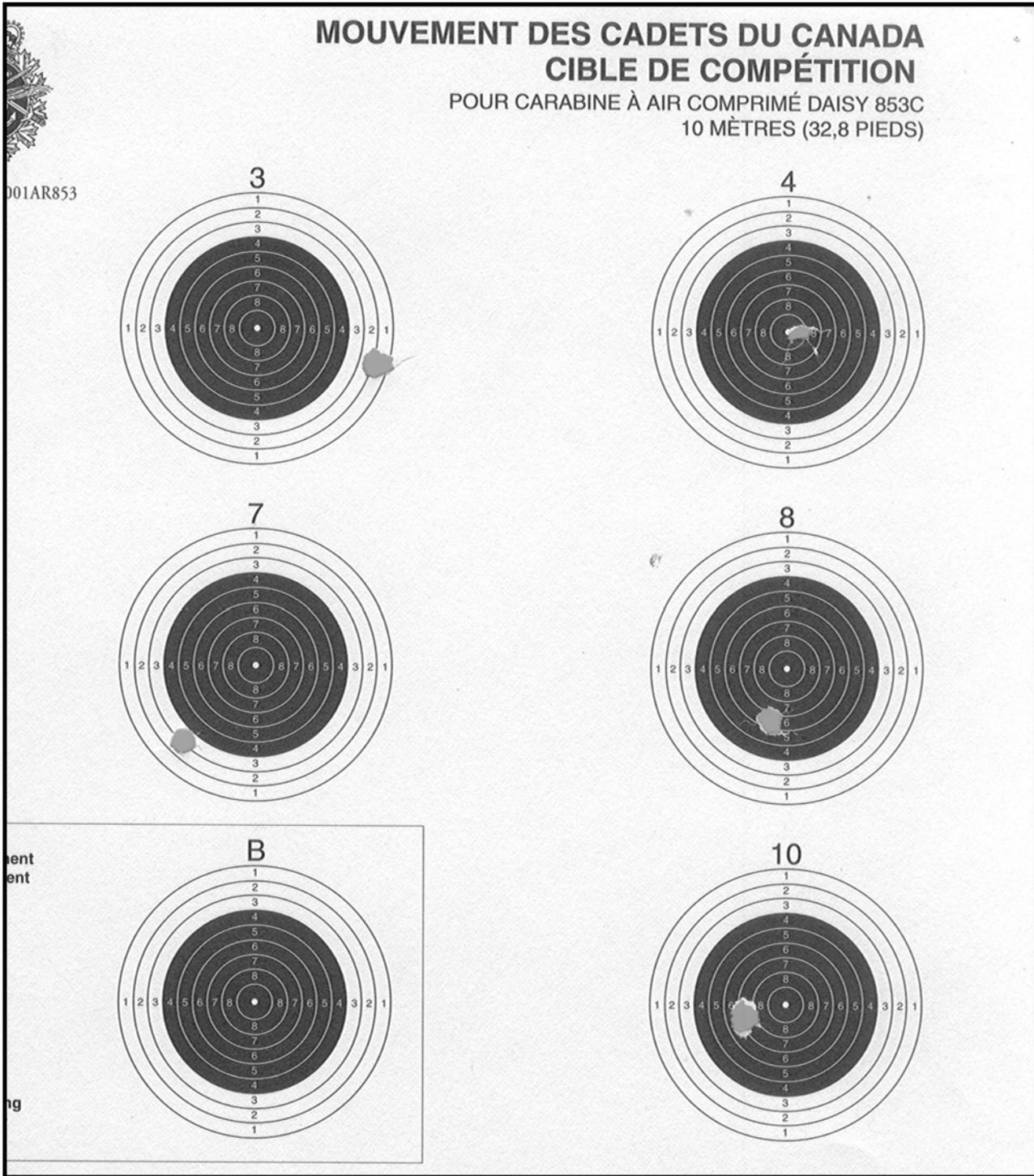


Figure C-2 Target 1 (Right Half)

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

SCORING TEMPLATE



Figure D-1 Scoring Template

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

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ROYAL CANADIAN ARMY CADETS

GOLD STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M407.01 – IDENTIFY GOLD STAR TRAINING OPPORTUNITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star 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 Gold Star program training summary and time allocation, located at A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 2, Annex A, for each cadet.

Obtain a copy of the corps Gold Star annual training plan.

Confirm which leadership appointments Gold Star cadets will be completing.

Obtain a copy of the corps Full Value Contract (FVC) developed during EO M107.01 (Participate in a Discussion on Year One Training). Where a FVC is not developed or will be developed again, photocopy the examples located at Attachment A.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 4 to orient the cadets to and generate interest in Gold Star training opportunities.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about opportunities for leadership appointments at the corps. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities they will receive in Gold Star.

IMPORTANCE

It is important for cadets to receive an overview of the training that will be conducted during Gold Star as it may create eagerness and excitement to complete a year of new training experiences and leadership opportunities. The updates in the corps FVC should energize the cadets individually and as a group for the upcoming training year.

Teaching Point 1**Identify Gold Star mandatory training opportunities.**

Time: 5 min

Method: Interactive Lecture

Gold Star mandatory training is a plan of activities that corps, and specialized training establishments (expedition centres), must conduct for Gold Star cadets. Mandatory training is conducted as follows:

1. sixty periods of instruction to be conducted during training sessions (3 periods per session);
2. eighteen periods of instruction to be conducted during two mandatory training days (9 periods per day);
3. eighteen periods of instruction to be conducted during one weekend bivouac Field Training Exercise (FTX); and
4. eighteen periods of instruction to be conducted during one weekend expedition exercise at an expedition centre.

TRAINING COMMON TO SEA, ARMY AND AIR CADETS

As in Green, Red and Silver Star, there is training in Gold Star which is common and applies to sea, army and air cadets. POs for common training this year include:

PO No.	Topic	PO Statement
401	Citizenship	Recognize How the Legal System Affects Youth
402	Community Service	Perform Community Service
403	Leadership	Act as a Team Leader
404	Personal Fitness and Healthy Living	Update Personal Activity Plan
405	Recreational Sports	Participate in Recreational Sports
406	Air Rifle Marksmanship	Fire the Cadet Air Rifle During Recreational Marksmanship
407	General Cadet Knowledge	Serve in an Army Cadet Corps
408	Drill	Command a Platoon on Parade
409	Instructional Techniques	Instruct a Lesson
411	Biathlon	(Complementary Only)



The Annual Ceremonial Review (ACR) is also common to all three elements of cadets, but there is no specific training allocated for it.

Sea, army and air cadets are required to complete six periods of Positive Social Relations for Youth training during year four.

ARMY CADET ELEMENTAL TRAINING

There is training in Gold Star that is specifically designed for army cadets. POs for the army cadet specific training this year include:

PO No.	Topic	PO Statement
420	Canadian Forces (CF) Familiarization	Identify the Structure of the Canadian Army
421	Field Training	(Complementary Only)
422	Navigation	Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver
423	Trekking	(Complementary Only)

424	Wilderness Survival	Employ Natural Resources in a Survival Situation
425	Outdoor Leadership	Develop an Expedition Plan
426	Expedition	Perform Expedition Skills

Expedition is one activity that distinguishes army cadets from the other cadet elements. Expedition is defined as any activity that consists of dynamic travel of no less than 36 hours in duration, where there is a clear goal associated with the activity. In Gold Star training, expedition is supported by PO 422 (Navigation), PO 424 (Wilderness Survival), PO 425 (Outdoor Leadership) and PO 426 (Expedition). In Gold Star, cadets will have the opportunity to attend a weekend Expedition Exercise at a Regional Expedition Centre.

Assessment is an important aspect of cadet training. It is designed to assist cadets and their instructors to meet the training targets set for each PO. Cadets will be informed of the requirements prior to assessment starting. After the assessment is completed, the cadet will be informed of their results and given a copy to keep. The POs and methods to be assessed include:

- 403 (Act as a Team Leader). Performance assessment and personal communication.
- 408 (Command a Platoon on Parade). Performance assessment.
- 409 (Instruct a Lesson). Performance assessment.
- 422 (Follow a Multi-Leg Route Using a GPS Receiver). Performance assessment.
- 424 (Employ Natural Resources in a Survival Situation). Performance Assessment.
- 426 (Perform Expedition Skills). Performance assessment and personal communication.



The details for each assessment can be located at A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What PO interests you the most? Why?
- Q2. How many periods of Positive Social Relations for Youth training are Gold Star cadets required to complete?
- Q3. Which POs support expedition training in Silver Star?

ANTICIPATED ANSWERS:

- A1. Answers will vary.
- A2. Six periods.
- A3. Expedition training in Gold Star is supported by POs 422 (Navigation), 424 (Wilderness Survival), 425 (Outdoor Leadership) and 426 (Expedition).

Teaching Point 2**Identify Gold Star complementary training opportunities.**

Time: 5 min

Method: Interactive Lecture



This TP will vary by cadet corps. Refer to the corps annual training plan and discuss the complementary training the cadet corps will conduct throughout the Gold Star program.

Gold Star complementary training is a plan of activities that corps and specialized training establishments may conduct. These activities complement mandatory activities and form an integral part of the Star Level program. Every PO identified in TP 1, except for PO 426 (Perform Expedition Skills) has complementary activities available to be selected. Commanding Officers (COs) have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor Gold Star training to match the corps' interests and resources.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS:**

- Q1. What complementary training is being conducted in Gold Star that is also available to sea and air cadets?
- Q2. What army cadet specific complementary training is being conducted in Gold Star?
- Q3. What complementary training is most interesting as a Gold Star cadet?

ANTICIPATED ANSWERS:

- A1. Answers will only be from common POs.
- A2. Answers will vary.
- A3. Answers will vary.

Teaching Point 3**Discuss leadership appointment opportunities at the corps.**

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

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

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity where the team leader applies 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 Gold Star may be the same as Silver Star or of a longer duration, with or without greater complexity. Each cadet should have already completed at least two leadership assignments during Silver Star.

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, Platoon Warrant Officer), training appointments (eg, Star Level 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 to provide feedback and mentoring. Leadership appointments may be held by a single fourth year cadet (eg, Drill Team Commander) or the fourth year cadets may rotate through a position (eg, Canteen Steward).

The team leader must supervise, communicate, solve problems, motivate and provide feedback to all team members while striving to meet their needs and expectations. 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 Gold Star, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS



This list is not inclusive. For further information and a complete list of leadership appointments, see A-CR-CCP-704/PF-001, *Gold Star Instructional Guides*, EO M403.06 (Act as a Team Leader During a Leadership Appointment).

Organizational Appointments:

- Regimental Sergeant Major (RSM),
- Company Sergeant Major (CSM),
- Platoon Warrant Officer,
- Drum Major,
- Flag Party Commander,
- Training Assistant,
- Supply Assistant, and
- Administration Assistant.

Training Appointments:

- Star Level Non-commissioned Officer (NCO),
- Drill and Ceremonial Instructor,
- Expedition Instructor,
- Fitness and Sports Instructor,
- Music Instructor, and
- Air Rifle Marksmanship Instructor.

Supplementary Appointments:

- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain (only if there is a sufficient frequency and duration for practices, games and tournaments).



Gold Star cadets will typically be assigned leadership appointments of Platoon Warrant Officer or supplementary appointments. As required, Gold Star cadets may be assigned various other organizational and training appointments.



For the purposes of PO 403 (Act as a Team Leader), Gold Star cadets will be required to fill a leadership appointment that meets the criteria defined above. The appointment involves an assigned, established team of cadets outside the Gold Star cadets peer group. In some circumstances, some of the examples may not meet the criteria (eg, a smaller corps that only has 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 3

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

Teaching Point 4**Review the goals of a FVC.**

Time: 10 min

Method: Interactive Lecture



A corps FVC was developed in EO M107.01 (Participate in a Discussion on Year One Training) and revisited in Red and Silver Star as a refresher of the FVC.

Review the elements of the corps' existing FVC. All cadets should be aware of the corps goals that were developed.

The cadets may agree that some goals need to be changed, added or even deleted.

GOALS OF THE FVC

A FVC can take many forms. Examples are located at Attachment A.

Before establishing a FVC, everyone must be ready to commit to common goals.

Be here. The FVC asks everyone to make a conscious commitment to be present in body and mind, as well as to commit to full participation and to accept and demonstrate responsibility for their actions. This means that everyone shows interest in supporting others and actively engaging in the learning process.

Be safe. In order to stimulate interest, facilitate participation and create an open-minded environment for the group members, everyone must feel safe. It is the instructor's responsibility to ensure that team members feel physically and emotionally safe in order to contribute to their learning process. This responsibility also falls on group members. Behaviours and attitudes must not put other group members at risk. A safe environment will encourage each member to actively participate, ask questions and give answers without fear of being ridiculed.

Set goals. It is essential that everyone set personal goals. These goals provide the person and the group reference points to make choices about actions and plans. In every learning process, it is imperative to set goals. Once goals are set, group members and individuals will take on the responsibility to reach them. The FVC calls for the members of a group to work collectively toward the attainment of group goals and to support each other to meet individual goals.

Be honest. Being honest assumes that one is honest with others and with oneself. For example, in a situation of disappointment or anger, the team members must simply acknowledge their feelings in regard to the situation and openly and fairly explain their state of mind. In this situation, everybody will be able to work toward solving the problem. Being honest requires members to be accountable to each other and responsible for their own actions and words.

Let go and move on. The FVC requires that group members acknowledge that they will not always agree and that they will have different opinions and ideas. In this instance, members must choose to put aside differences and move forward in order to achieve the goals.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. What are the goals of the FVC?
- Q2. In the FVC, what does 'be honest' imply?
- Q3. What must happen before letting go and moving on?

ANTICIPATED ANSWERS:

- A1. The goals of the FVC are:
- be here;
 - be safe;
 - set goals;
 - be honest; and
 - let go and move on.
- A2. That everyone is honest with others and themselves.
- A3. Everyone must choose to put aside differences and move forward in order to achieve the goals.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What POs are army specific?
- Q2. What leadership appointments interest you?
- Q3. What changes have you noticed in the FVC over the years?

ANTICIPATED ANSWERS:

- A1. The following POs are army specific:
- 420 (CF Familiarization),
 - 421 (Field Training [complementary only]),
 - 422 (Navigation),
 - 423 (Trekking),
 - 424 (Wilderness Survival),
 - 425 (Outdoor Leadership), and
 - 426 (Expedition).
- A2. Answers will vary.
- A3. Answers will vary.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Knowing what to expect in the Gold Star program allows an understanding of the training ahead. It also aids in maintaining interest and anticipation of the emerging leadership opportunities for a Gold Star cadet.

INSTRUCTOR NOTES / REMARKS

For Gold Star complementary training opportunities in TP 2, refer to the corps' annual training plan.

This EO should be scheduled as early as possible in the training year. See the sample schedule located at A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 2, Annex C.

REFERENCES

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A2-077 CATO 40-01 Director Cadets 4. (2008). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

C2-038 ISBN 0-7872-2459-6 Henton, M. (2006). *Adventure in the classroom: Using adventure to strengthen learning and build a community of life-long learners*. Dubuque, IA: Kendall Hunt Publishing.

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Full Value Contract: The Circle

1. Draw a wheel. At the centre of the wheel, draw a circle. This circle represents the individuals, the group, and the goals.
2. Draw rays from this circle. On these rays, write each selected value.
3. The outer circle symbolizes that the group is one and that all members go toward the same direction.
4. Without the respect of the chosen values by everyone, the group could not make a wheel, and could not walk toward the same goals.

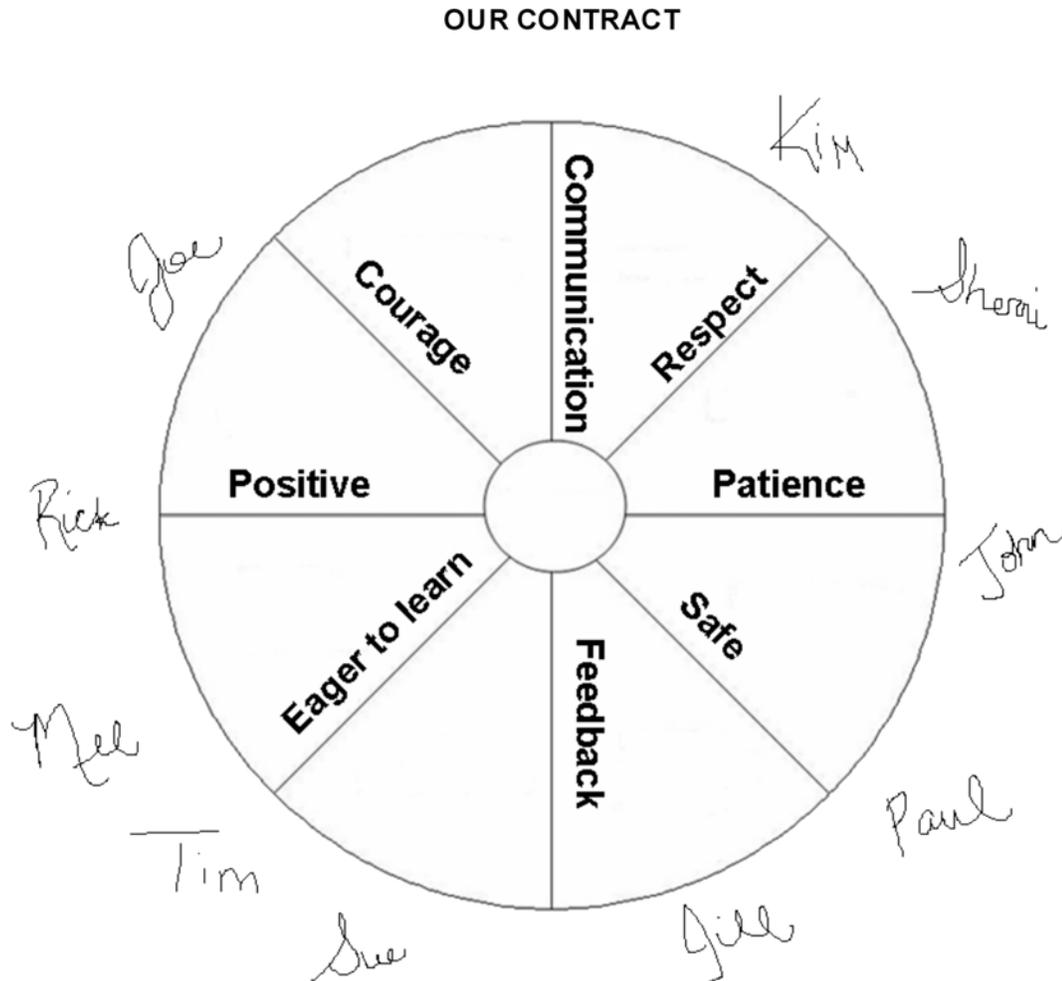


Figure A-1 The Circle

Note. Created by Director Cadets 3, 2007, Ottawa ON: Department of National Defence.

Full Value Contract: The Village

1. Draw a frame (village) on cardboard or flipchart paper.
2. Have the cadets think about values, qualities, and behaviours that make them feel safe and respected, both as an individual and in a group setting.
3. Have each cadet select their most important value, quality, or behaviour.
4. Have each cadet represent what they chose by drawing or writing it on a piece of paper.
5. Have each cadet glue their drawing or writing inside the village and briefly explain to the others why that choice was made.
6. Repeat the activity by including something that will prevent the group from reaching their goals and affect the running of the village.
7. Have each cadet explain why they chose their representation.
8. Have each cadet glue their drawing or writing outside the village.
9. Discuss the values selected by the cadets (inside and outside the village) and ask if everyone agrees. The cadets must understand that they are agreeing to respect each person's value, quality or behaviour in order for the cadet corps (village) to run properly and be a place where everyone will feel safe and respected.
10. After everyone has agreed, everyone (staff and cadets) will sign the village.

Full Value Contract: The Five-Finger Contract

Each finger will represent a value that will help the group members feel secure, respected, and part of the group.

The five fingers on the hand represent the following:

- the little finger = safety,
 - the ring finger = commitment,
 - the middle finger = respect of others,
 - the index finger = taking responsibilities, and
 - the thumb = agreement to work toward the group's goals.
1. On a piece of cardboard or flip chart paper, write the representations of the fingers. Discuss the elements with the group so that all cadets have a clear understanding. Each cadet must agree that these five elements are important for group members to feel secure, respected, and part of the group.
 2. Have each cadet draw his / her hand on a sheet of paper and write inside each finger the element associated with each.
 3. Have each cadet sign their hand and glue it on bristol board or flip chart paper. The set of the group's hands represents everyone's commitment to each other.



Figure A-2 The Five Finger Contract

Note. Created by Director Cadets 3, 2007, Ottawa ON: Department of National Defence.

Full Value Contract: The Being

1. Draw the outline of a body on two pieces of flip chart paper, taped together.
2. Inside the outline, have the cadets draw or write the behaviours, qualities or values that will make the environment safe and a place where everyone is respected.
3. Outside the outline, have the cadets draw or write the behaviours, qualities or values that will prevent the environment from being safe and a place where everyone is respected.
4. Cadets must agree on the meaning of each word and explain their choices.
5. Have all cadets sign the being.



Figure A-3 The Being

Note. From *Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-Long Learners* (p. 74), by M. Henton, 1996, Dubuque, IA: Kendall Hunt Publishing. Copyright 1996 by Project Adventure, Inc.

Full Value Contract: The Chain of Hands

1. Have the cadets write a list of words and sentences that describe how they would like to be treated and how they will treat the other group members in order to feel safe and respected.
2. From this list, have the cadets select the 10 most important for the group.
3. On a sheet of flip chart paper (two may be required), have the cadets draw their hands around the sheet. Write the 10 selected words or sentences in the middle of the sheet.
4. Have the cadets sign his or her own hand.



Figure A-4 The Chain of Hands

Note. Created by Director Cadets 3, 2007, Ottawa ON: Department of National Defence.

Full Value Contract: What do I need? What can I give?

1. Give two pieces of different coloured paper to each cadet.
2. Ask the cadets to think about what they need in order to feel secure and respected in the group.
3. Have the cadets write the most important item they need on one of the pieces of paper.
4. Have the cadets think about what they could provide to the group in order to have other team members feel safe and respected in the group.
5. On the remaining piece of paper, have the cadets write the most important item.
6. When done writing on both pieces of paper, have the cadets present what they wrote to the group.
7. Once everyone has explained what they need and what they can provide, glue those pieces of papers on cardboard or flip chart paper, making sure that both categories are spilt up.
8. Ask the cadets if they need more explanations and then have everyone sign.



ROYAL CANADIAN ARMY CADETS
GOLD STAR
INSTRUCTIONAL GUIDE



SECTION 2

**EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER
 TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES**

Total Time:	30 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star 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 40-01, *Army Cadet Program Outline*, as the prerequisites for courses may change.

Review CSTC staff cadet employment opportunities found at CATO 13-28, *Advanced Training–Staff Cadets*, as the prerequisites for positions may change.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year four CSTC training opportunities. Sharing in the discussion encourages the cadets 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' listening skills and team development.

An interactive lecture was chosen for TPs 2 and 3 to orient the cadets to the selection process for year four CSTC training opportunities and to generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified year four CSTC training opportunities.

IMPORTANCE

It is important for cadets to identify year four CSTC training and employment opportunities because as Gold Star cadets, each cadet should know the available options for summer training or employment. Some year four opportunities are the same as year three opportunities, with some additions. These opportunities will enable cadets to professionally develop in the program by transitioning from a course cadet to a staff cadet. The ability to set early goals will prepare them for future opportunities.

Teaching Point 1**Review the specialty areas for year four CSTC training.**

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.

Write the specialty areas on a whiteboard / flip chart and discuss the activities associated with each area.

Cadets will have already completed courses in these specialty areas and will have a general idea of the activities associated with each area.

CEREMONIAL LEADERSHIP

Cadets will develop the knowledge and skills required to improve leadership abilities in a peer and small group setting. Topics include:

- leadership,
- confidence building,
- problem solving, and
- ceremonial drill.

EXPEDITION LEADERSHIP

Cadets will develop expedition knowledge and skills in a field setting. Topics include:

- adventure training activities,
- field training,
- trekking,
- navigating,
- wilderness survival, and
- expedition.

FULLBORE MARKSMANSHIP

Cadets will develop the knowledge and skills required to improve fullbore marksmanship abilities. Topics include:

- marksmanship with fullbore rifles,
- recreational marksmanship, and
- course level marksmanship competition.

AIR RIFLE MARKSMANSHIP

Cadets will develop the knowledge and skills required to improve air rifle marksmanship abilities. Topics include:

- two-position shooting (standing and prone),
- recreational marksmanship,
- course level marksmanship competition, and
- biathlon.

FITNESS AND SPORTS

Cadets will improve individual fitness and sports knowledge and skills. Topics include:

- studying personal fitness;
- studying rules and regulations of sports; and
- organizing and delivering sports activities.

MILITARY BAND

Cadets will develop music knowledge and skills. Topics include:

- studying music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band; and
- developing individual music skills.

PIPE BAND

Cadets will develop music knowledge and skills. Topics include:

- studying music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a pipe and drum band; and
- developing individual music skills.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Which summer training activities interest you?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What areas of interest do you plan to pursue? Why?



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Describe year four CSTC courses.**

Time: 15 min

Method: Interactive Lecture



A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

COMMON COURSES

The CSTC courses listed below are common and apply to sea, army and air cadets.



Refer to CATO 40-01, *Army Cadet Program Outline* for prerequisites.

Air Rifle Marksmanship Instructor. The aim of this course is to develop specialist knowledge and skills in air rifle marksmanship and biathlon. This will allow the cadet to assist in the development and implementation of a competitive marksmanship program and instruct marksmanship training in the corps program. This six-week course is regionally conducted.

Fitness and Sports Instructor. The aim of this course is to improve individual fitness and develop the knowledge and skills needed to allow the cadet to assist in the organization and delivery of various sports activities. This six-week course is regionally conducted.

Military Band–Intermediate Musician and Advanced Musician. The aims of these courses are to expand on the knowledge and skills required to play and lead a unit military band. Both six-week courses are regionally conducted.

Pipe Band–Intermediate Musician and Advanced Musician. The aims of these courses are to expand on the knowledge and skills required to play and lead a unit pipe band. Both six-week courses are regionally conducted.

ARMY CADET ELEMENTAL COURSES

The CSTC courses listed below are specifically designed for army cadets.

Drill and Ceremonial Instructor. The aim of this course is to continue to develop leadership knowledge and skills required for junior leadership positions supporting the corps program. It also develops a specialty in drill and ceremonial and drill instruction. This six-week course is regionally conducted.

Expedition Instructor. The aim of this course is to develop subject matter knowledge and specialist skills required to successfully participate in and lead during an intermediate level expedition. This six-week course is regionally conducted.

Leadership and Challenge. The aim of this course is to develop a specialist with the hard skills, attitude and subject matter knowledge required to successfully participate in and lead expeditions. This six-week course is nationally conducted.

Fullbore Marksman Phase II. The aim of this course is to develop a specialist with the attitude, skills and subject matter knowledge required to participate in competitive fullbore marksmanship as a member of a competitive team. This six-week course is nationally conducted and selection is primarily drawn from cadets who are merit listed during the Fullbore Marksman Phase I qualification.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What year four CSTC courses are common to sea, army and air cadets?
- Q2. What year four CSTC courses are only for army cadets?
- Q3. What CSTC courses are only available to year four cadets?

ANTICIPATED ANSWERS:

- A1. Year four CSTC common courses include:
- Air Rifle Marksmanship Instructor,
 - Fitness and Sports Instructor,
 - Military Band–Intermediate Musician and Advanced Musician, and
 - Pipe Band–Intermediate Musician and Advanced Musician.
- A2. Year four CSTC courses for army cadets only include:
- Drill and Ceremonial Instructor,
 - Expedition Instructor,
 - Leadership and Challenge, and
 - Fullbore Marksman Phase II.
- A3. The courses only available to year four cadets are:
- Leadership and Challenge, and
 - Fullbore Marksman Phase II.

Teaching Point 3

Describe staff cadet employment opportunities.

Time: 5 min

Method: Interactive Lecture

STAFF CADETS



The information below provides a brief introduction to what a staff cadet is and the types of opportunities that exist. To obtain more detailed and up to date information CATO 13-28, *Advanced Training–Staff Cadets* should be consulted prior to conducting this lesson.

CATO 13-28, *Advanced Training–Staff Cadets* defines staff cadets as follows:

- Staff cadets are appointed to such rank as is authorized by the Commanding Officer (CO) of a 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 C and E of CATO 13-28, *Advanced Training–Staff Cadets*.



There are more advanced positions available. For the purpose of this lesson, only positions available to year four cadets will be introduced.

Staff cadet classifications are divided into two distinct categories:

- Type 1—Those who provide direct training to cadets (eg, platoon staff, canoe instructor, and sports instructor), and
- Type 2—Those who have administrative / support roles (eg, canteen staff, storesman, and photographer).



Prerequisites are outlined in CATO 13-28, *Advanced Training–Staff Cadets* for each individual position outlined above.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. Who authorizes a staff cadet to be appointed to their rank at the CSTC?
- Q2. What is the age requirement for staff employment opportunities?
- Q3. What are the two staff cadet classifications?

ANTICIPATED ANSWERS:

- A1. Staff cadets are appointed to such rank as is authorized by the CO of a CSTC established to conduct summer training.
- A2. Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.

A3. Staff cadet classifications are divided into two distinct categories:

- Type 1—Those who provide direct training to cadets (eg, platoon staff, canoe instructors, and sports instructors), and
- Type 2—Those who have administrative / support roles (eg, canteen staff, storesman, and photographers).

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion on year four CSTC opportunities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Summer training is a fun and exciting aspect of the Cadet Program, which offers training in specialty areas. CSTCs are places to meet other cadets and to make new friends from across Canada. It is important to be familiar with the training and employment options available at CSTCs. This will prepare cadets to plan their training with the intention of preparing for specific employment positions in the future.

INSTRUCTOR NOTES / REMARKS

This EO shall be conducted before the summer training application deadline.

It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

REFERENCES

A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A0-128 CATO 13-28 Director Cadets 2. (2006). *Advanced training—Staff cadets*. Ottawa, ON: Department of National Defence.

A2-077 CATO 40-01 Director Cadets 4. (2008). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

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ROYAL CANADIAN ARMY CADETS

GOLD STAR

INSTRUCTIONAL GUIDE



SECTION 3

EO M407.03 – IDENTIFY THE STRUCTURE OF A CADET CORPS

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-704/PG-001, *Gold Star 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 Terms of References and Organizational Charts located at Attachments A–S for each cadet.

Photocopy the Activity Scenario Worksheet located at Attachment T for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1–3 to give the cadets direction on the structure of a cadet corps and how all cadets can work together to achieve a common training goal(s).

An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among the cadets about the duties of the functional, training and duty organizations of a cadet corps.

INTRODUCTION

REVIEW

The review for this lesson is from EO M407.02 (Identify Year Four Cadet Summer Training Centre [CSTC] Training Opportunities).

QUESTIONS:

- Q1. What year four CSTC courses are only for army cadets?
- Q2. Describe the aim of a year four CSTC common or elemental course.
- Q3. Who authorizes a staff cadet to be appointed to their rank at the CSTC?

ANTICIPATED ANSWERS:

A1. Year four CSTC courses for army cadets only include:

- Drill and Ceremonial Instructor,
- Expedition Instructor,
- Leadership and Challenge, and
- Fullbore Marksman Phase II.

A2. Answers may vary.

A3. Staff cadets are appointed to such rank as is authorized by the CO of the CSTC.

OBJECTIVES

By the end of this lesson the cadet shall be able to identify the structure of a cadet corps, to include:

- functional organization,
- training organization, and
- duty organization.

IMPORTANCE

It is important for cadets to understand the structure of a cadet corps and become familiar with the chain of command. Each role within a cadet corps' structure is important and when working together in a cohesive manner, the conduct of a corps' operations will be efficient and successful.

Teaching Point 1**Identify the functional organization of a cadet corps.**

Time: 15 min

Method: Interactive Lecture



This TP is intended to identify the functional organization of a cadet corps and when this organization is most beneficial within a cadet corps.

Distribute the functional terms of references and organizational chart located at Attachments A–I to each cadet.

Where the local cadet corps structure and terms of reference varies, tailor the content of this TP to match.

A cadet corps is divided into three organizations—functional, training and duty. These organizations work cooperatively to delegate work and responsibility to the officers and cadets of the corps. This helps ensure that no member is overtasked or under-tasked and that no area of the corps is neglected.



Some cadets within the corps structure answer directly to corps officers. The following is a description of the corps officers responsibilities.

- **Commanding Officer (CO).** Responsible for all cadet matters pertaining to the corps and for the training and administration of officers, civilian instructors, and cadets serving within the cadet corps.
- **Training Officer (Trg O).** Responsible to the CO for all training matters pertaining to the cadet corps.
- **Platoon Commander (PI Comd).** Responsible to the CO for all matters pertaining to the platoon.
- **Administration Officer (Adm O).** Responsible to the CO for all administration and personnel matters pertaining to the cadet corps.
- **Supply Officer (Sup O).** Responsible to the CO for all matters pertaining to supply, transportation and food services for cadet activities.
- **Band Officer (Band O).** Responsible to the CO for the organization, management, administration and general efficiency of the band.

The functional organization outlines the administrative responsibilities of the corps and is based on the parade structure. The following is the functional organization of a cadet corps:

Regimental Sergeant Major (RSM). Answers directly to the CO and is normally the CO's closest advisor on all matters related to the cadets of the corps. The CO normally considers the recommendations of the RSM in the matter of rank appointments, medals, awards, assignments and Non-Commissioned Officer (NCO) training and development. As the most senior cadet, the RSM sets the standard in drill, dress and deportment.

Company Sergeant Major (CSM). Responsible to the RSM and / or CO for the performance of all duties, but is normally supervised by the RSM in routine matters. The CSM is closely involved in monitoring, advising and providing assistance to the Platoon Warrant Officers (PI WOs) and other cadet NCOs. The CSM has a direct interest in supervising cadets assigned to corps headquarters and in maintaining the good order and cleanliness of the corps offices and other facilities. In the field, the CSM plays a key roll in the establishment and operation of the field headquarters.

Platoon Warrant Officer (PI WO). Responsible for the same administrative responsibilities for the platoon as the RSM has for the corps. The PI WO is an advisor to the PI Comd in matters concerning the cadets in the platoon. The PI WO is always informed of the overall plan and timings and is fully capable of leading the platoon.

Drum Major (DM). Responsible to the Band O for controlling the musical action and the drill movements of a band during parades. The drum major is the Band O's closest advisor on all matters related to the band.



Pipe Major (PM). When there is no drum major in a pipe band, the pipe major is responsible for the overall welfare of the band. When there is a drum major, the pipe major is responsible for the pipe section.

Flag Party Commander (Flag Party Comd). Responsible for training and supervising the members of the flag party.

Training Assistant. Responsible to the Trg O for matters related to the training of the corps. The training assistant ensures that timings are met, the schedule is followed and instructors are prepared.

Supply Assistant. Responsible to the Sup O for maintaining clothing and equipment, ensuring they are in serviceable condition. The supply assistant also helps with the issuing of clothing and equipment.

Administration Assistant. Responsible to the Adm O for maintaining and preparing files and required forms and ensuring the orderly room is clean and tidy for visitors.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Who does the RSM answer to directly?
- Q2. What is the DM responsible for?
- Q3. What is the supply assistant responsible for?

ANTICIPATED ANSWERS:

- A1. The RSM answers directly to the CO.
- A2. The DM is responsible to the Band O for controlling the musical action and the drill movements of a band during parades.
- A3. The supply assistant is responsible to the Sup O for maintaining clothing and equipment, ensuring they are in serviceable condition.

Teaching Point 2**Identify the training organization of a cadet corps.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to identify the training organization of a cadet corps and when this organization is most beneficial within a cadet corps.

Distribute the training terms of references and organizational chart located at Attachments J–P to each cadet for reference.

Where the local cadet corps structure and terms of reference varies, tailor the content of this TP to match.

The training organization assists with the implementation and delivery of the corps training program, as directed by the CO and the Trg O. The following is the training organization of a cadet corps:

Star Level NCO. Each star level may have one or more NCOs to perform the duties of an instructor and team leader by teaching, facilitating and supervising star level training.



Some cadets within the corps structure answer directly to corps officers. The Course Officer is responsible to the Trg O for all training matters pertaining to their particular star level.

Specialist Instructors. Provide the opportunity for senior cadets to instruct, supervise, practice and develop advanced skills in specialized activities. The following are specialty instructors:



While it is desirable for a cadet unit to have a complete range of specialist instructors, it is not expected that every corps would have every specialist instructor represented.

- **Drill and Ceremonial Instructor.** Performs the duties of a specialist instructor during drill-based lessons and acts as a team leader on the parade square and during ceremonies by supervising drill and setting the example in dress, drill and deportment.
- **Expedition Instructor.** Performs the duties of a specialist instructor during expedition-based lessons and acts as a team leader by performing field maintenance on expedition equipment and supervising expedition training.
- **Fitness and Sports Instructor.** Performs the duties of a specialist instructor during fitness and sports-based lessons and acts as a team leader by organizing, coaching and refereeing fitness and sports activities and administering the fitness protocols.
- **Music Instructor.** Performs the duties of a specialist instructor during music-based lessons and acts as a team leader by assisting with the overall management of the band by directing and scheduling music training.



Each musical section (eg, pipers, drummers, woodwind) may have their own music instructor.

- **Air Rifle Marksmanship Instructor.** Performs the duties of a specialist instructor during marksmanship-based lessons and acts as a team leader by planning and organizing recreational marksmanship and biathlon activities as part of the corps mandatory and complementary marksmanship training. The air rifle marksmanship instructor is responsible to the Range Safety Officer (RSO).



Some cadets within the corps structure answer directly to corps officers. The RSO is responsible to the CO for the overall safety of every person and activity, when on a range.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How does the Drill and Ceremonial Instructor assist with the implementation and delivery of the corps training program?
- Q2. How does the Expedition Instructor assist with the implementation and delivery of the corps training program?
- Q3. Who is the Air Rifle Marksmanship Instructor responsible to?

ANTICIPATED ANSWERS:

- A1. The Drill and Ceremonial Instructor performs the duties of a specialist instructor and team leader on the parade square and during ceremonies by instructing drill and setting the example in dress, drill and deportment.
- A2. The Expedition Instructor performs the duties of a specialist instructor during expedition-based lessons and acts as a team leader by performing field maintenance on expedition equipment and supervising expedition training.
- A3. The Air Rifle Marksmanship Instructor is responsible to the RSO.

Teaching Point 3

Identify the duty organization of a cadet corps.

Time: 5 min

Method: Interactive Lecture



This TP is intended to identify the duty organization of a cadet corps and when this organization is most beneficial within a cadet corps.

Distribute the duty terms of references and organizational chart located at Attachments Q–S to each cadet for reference.

Duty personnel are a group of selected cadets who, on a rotational basis, look after the safety, conduct and appearance of the corps building. The following is the duty organization of a cadet corps:



Some cadets within the corps structure answer directly to corps officers. The Duty Officer (Duty O) is responsible to the CO for looking after the safety, conduct and appearance of the corps building.

Duty NCO. Should be the first cadet to arrive and the last cadet to leave on a parade night. Throughout the parade night, the duty NCO is responsible to the Duty O to ensure that timings are met and the building is clean.

Duty Assistants. As there are so many duty responsibilities on a parade night, duty assistants are important and required, should the duty NCO be busy or absent, as they assist the Duty NCO in their nightly duties.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. When should the duty NCO arrive and leave on a parade night?
- Q2. Who is the duty NCO responsible to?
- Q3. Why are duty assistants required on a parade night?

ANTICIPATED ANSWERS:

- A1. The duty NCO should be the first cadet to arrive and the last cadet to leave on a parade night.
- A2. The duty NCO is responsible to the Duty O.
- A3. As there are so many duty responsibilities on a parade night, duty assistants are important and required, should the duty NCO be busy or absent.

Teaching Point 4

Conduct an activity to have the cadets identify NCO responsibilities in a cadet corps.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify NCO responsibilities in a cadet corps.

RESOURCES

- Terms of References and Organizational Charts located at Attachments A–S (one per cadet),
- Activity Scenario worksheet located at Attachment T (one per cadet),
- Activity Scenario Answer Sheet located at Attachment U,
- Paper, and
- Pen / pencil (one per cadet).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups.
2. Have each group choose a team leader and a recorder.
3. Distribute the Activity Scenario worksheet, a piece of paper and a pen / pencil to each cadet.
4. Allow each group 10 minutes to read the activity scenario and to discuss and answer the questions.

5. Circulate and assist the cadets as necessary, offering suggestions and advice.
6. Discuss and review the answers with the class. Refer to the Activity Scenario Answer Sheet, as required.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' identifying of the structure of a cadet corps will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The ability to identify the corps structure and being familiar with the chain of command are important as the cadets become more involved in the cadet corps. Each role within the cadet corps is important, as each role helps ensure the conduct of operations is completed in a timely and efficient manner.

INSTRUCTOR NOTES / REMARKS

Where the local cadet corps structure varies, tailor the content of this EO to match.

REFERENCES

A1-069 A-CR-CCP-603/PG-001 Director Cadets 3. (2009). *Phase Three qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-083 A-CR-CCP-716/PG-001 Director Cadets 3. (2009). *Expedition Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-084 A-CR-CCP-713/PG-001 Director Cadets 3. (2009). *Drill and Ceremonial Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-085 A-CR-CCP-832/PG-001 Director Cadets 3. (2009). *Leadership and Ceremonial Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-086 A-CR-CCP-902/PG-001 Director Cadets 3. (2009). *Fitness and Sports Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-087 A-CR-CCP-903/PG-001 Director Cadets 3. (2009). *Air Rifle Marksmanship Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-088 A-CR-CCP-905/PG-001 Director Cadets 3. (2009). *Military Band—Intermediate Musician qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-089 A-CR-CCP-909/PG-001 Director Cadets 3. (2009). *Pipe Band—Advanced Musician qualification standard and plan*. Ottawa, ON: Department of National Defence.

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TERMS OF REFERENCE—REGIMENTAL SERGEANT MAJOR (RSM)

Responsible to: Commanding Officer (CO)

The RSM is responsible for:

1. Setting and maintaining the standard of dress, discipline, deportment, drill and duties of all Non-Commissioned Officers (NCOs) of the cadet corps.
2. Supervising the Company Sergeant Major (CSM) and monitoring the activities of all unit NCOs in their duties through the appropriate chain of command.
3. Being acquainted with the capabilities of all NCOs and making recommendations regarding their employment within the cadet corps as well as recommendations for rank and courses.
4. Being present for the counselling of cadets and NCOs when requested by the CO.
5. Being present at all inspections by the CO.
6. Keeping the CO informed of any occurrences or cadet personal problems that may affect the welfare of the cadet corps or its personnel.
7. Ensuring cadets are aware of orders and directives, especially those new to the cadet corps.
8. Ensuring that new personnel are promptly met and processed on arrival at the cadet corps.
9. Taking a personal interest and getting involved in training cadets for ceremonial parades, guard mountings and other special activities.
10. Monitoring the training and instruction of cadets.
11. Receiving and consolidating all parade states, status reports and other returns from the NCOs.
12. Ensuring the duty roster for all NCOs is published.
13. Reviewing the A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, and providing advice to the CO and other corps staff on matters related to drill.
14. Instructing NCOs in the subject of drill.
15. Supervising and ensuring NCOs are taught correctly in the subject of drill instruction.
16. Ensuring the overall welfare of cadets and maintaining esprit de corps at a high level.
17. Acting as Parade Commander for the Annual Ceremonial Review and other parades where officers are not on parade.
18. Performing other duties as directed by the CO.

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TERMS OF REFERENCE—COMPANY SERGEANT MAJOR (CSM)

Responsible to: Commanding Officer (CO) / Training Officer (Trg O) / Regimental Sergeant Major (RSM)

The CSM is responsible for:

1. Setting and maintaining the standard of dress, discipline and deportment of all Non-Commissioned Officers (NCOs).
2. Assisting the Trg O by supervising the daily routine throughout the corps with particular emphasis on ensuring the cadet offices are maintained in good order.
3. Forming up company parades, turning them over to the RSM and being present at all inspections.
4. Ensuring roll call is carried out at appropriate times and completion of the parade state for the RSM and the Adm O.
5. Ensuring orders are posted and duty rosters are correct and fair.
6. Keeping the RSM informed of any occurrence affecting the discipline and welfare of the NCOs.
7. Supervising the supply and administration assistant cadets assigned to the corps headquarters.
8. Training and supervising the Flag Party Commander and drill team.
9. Advising the RSM on the progress and performance of NCOs, making recommendations on suitability for advancement or awards.
10. Ensuring the overall welfare and morale of the cadets is maintained at a high level.
11. Acting as Deputy Parade Commander for the Annual Ceremonial Review and other parades where officers are not on parade.
12. Assuming the duties of the RSM if required to do so.
13. Performing other duties as directed by the CO, Trg O or RSM.

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TERMS OF REFERENCE–PLATOON WARRANT OFFICER (PI WO)

Responsible to: Platoon Commander (PI Comd) / Company Sergeant Major (CSM)

The PI WO is responsible for:

1. Setting an example for subordinates in dress, deportment, discipline and conduct.
2. Supervising the platoon Non-Commissioned Officers (NCOs).
3. Ensuring the platoon roll is called at appropriate times.
4. Preparing the platoon parade state for the CSM.
5. Posting or passing along routine orders and any other directions to the platoon.
6. Carrying out administration within the platoon.
7. Inspecting their platoon regularly, correcting deficiencies as required.
8. Being present at all inspections by the PI Comd.
9. Knowing the general plan for any corps activity and the specific plan for platoon activities.
10. Training and supervising the Section Commanders (Sec Comds).
11. Providing advice to the Sec Comds on the conduct of their duties.
12. Maintaining a record of appropriate personal information on each Sec Comd.
13. Instructing lessons as assigned.
14. Ensuring the platoon is well trained in drill.
15. Encouraging the cadets of the platoon to attend training regularly and motivating them to strive for excellence.
16. Ensuring the overall welfare and morale of the cadets in the platoon is maintained at a high level.
17. Acting as PI Comd for the Annual Ceremonial Review and other parades where officers are not on parade.
18. Being prepared to fill in for the PI Comd in their absence.
19. Performing other duties as directed by the PI Comd.

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TERMS OF REFERENCE—DRUM MAJOR (DM)

Responsible to: Band Officer (Band O) / Regimental Sergeant Major (RSM)

The DM is responsible for:

1. Directing the band on parade.
2. Instructing band drill.
3. Planning band drill routines.
4. Ensuring the overall welfare of the band.
5. Maintaining a band drill program.
6. Caring for and maintaining band equipment.
7. Taking attendance and announcing daily orders to the band.
8. Maintaining attendance records.
9. Ensuring the band roll is called at appropriate times.
10. Preparing the band parade state for the CSM.
11. Performing other duties as directed by the Band O.

Note 1. When there is no DM in a pipe band, the pipe major is responsible for the overall welfare of the band.

Note 2. This terms of reference is for a drum major in a pipe band or a military band.

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TERMS OF REFERENCE–FLAG PARTY COMMANDER (Flag Party Comd)

Responsible to: Company Sergeant Major (CSM)

The Flag Party Comd is responsible for:

1. Setting the example for their subordinates in dress, deportment, discipline and conduct.
2. Ensuring members of the Flag Party are familiar with all parade procedures.
3. Training and supervising the members of the Flag Party.
4. Inspecting the Flag Party, correcting deficiencies as required.
5. Performing other duties as directed by the CSM.

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TERMS OF REFERENCE–TRAINING ASSISTANT

Responsible to: Training Officer (Trg O) / Company Sergeant Major (CSM)

The Training Assistant is responsible for:

1. Ensuring all lessons start and end on time.
2. Ensuring all instructors are prepared for their lesson(s).
3. Providing reference material or training aids to instructors.
4. Being prepared to teach a lesson(s), if an instructor is absent.
5. Ensuring the training records for cadets are being maintained.
6. Assessing lessons as required.
7. Maintaining an adequate stock of required training forms.
8. Assisting the Trg O with keeping track of lessons.
9. Performing other duties as directed by the Trg O.

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TERMS OF REFERENCE—SUPPLY ASSISTANT

Responsible to: Supply Officer (Sup O) / Company Sergeant Major (CSM)

The Supply Assistant is responsible for:

1. Ensuring all equipment is in serviceable condition, noting any deficiencies.
2. Ensuring clothing and equipment is serviceable prior to issue.
3. Ensuring new cadets are promptly kitted following enrolment.
4. Maintaining a unit equipment book showing all equipment, ownership, serial numbers, condition, acquisition and disposal dates and repair history.
5. Ensuring all equipment, especially rifles, are clean prior to storage.
6. Assisting in the issuing and returning of stores.
7. Performing other duties as directed by the Sup O.

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TERMS OF REFERENCE—ADMINISTRATION ASSISTANT

Responsible to: Administration Officer (Adm O) / Company Sergeant Major (CSM)

The Administration Assistant is responsible for:

1. Maintaining an adequate stock of required forms.
2. Preparing all returns, entries in books and records, amendments, unit orders and correspondence as directed by the Adm O.
3. Advising the supply assistant of cadets enrolled and released.
4. Controlling access to relevant publications.
5. Providing reference material to instructional staff.
6. Ensuring conservative use of stationery.
7. Maintaining the orderly room in a clean and tidy manner.
8. Performing other duties as directed by the Adm O.

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FUNCTIONAL ORGANIZATIONAL CHART

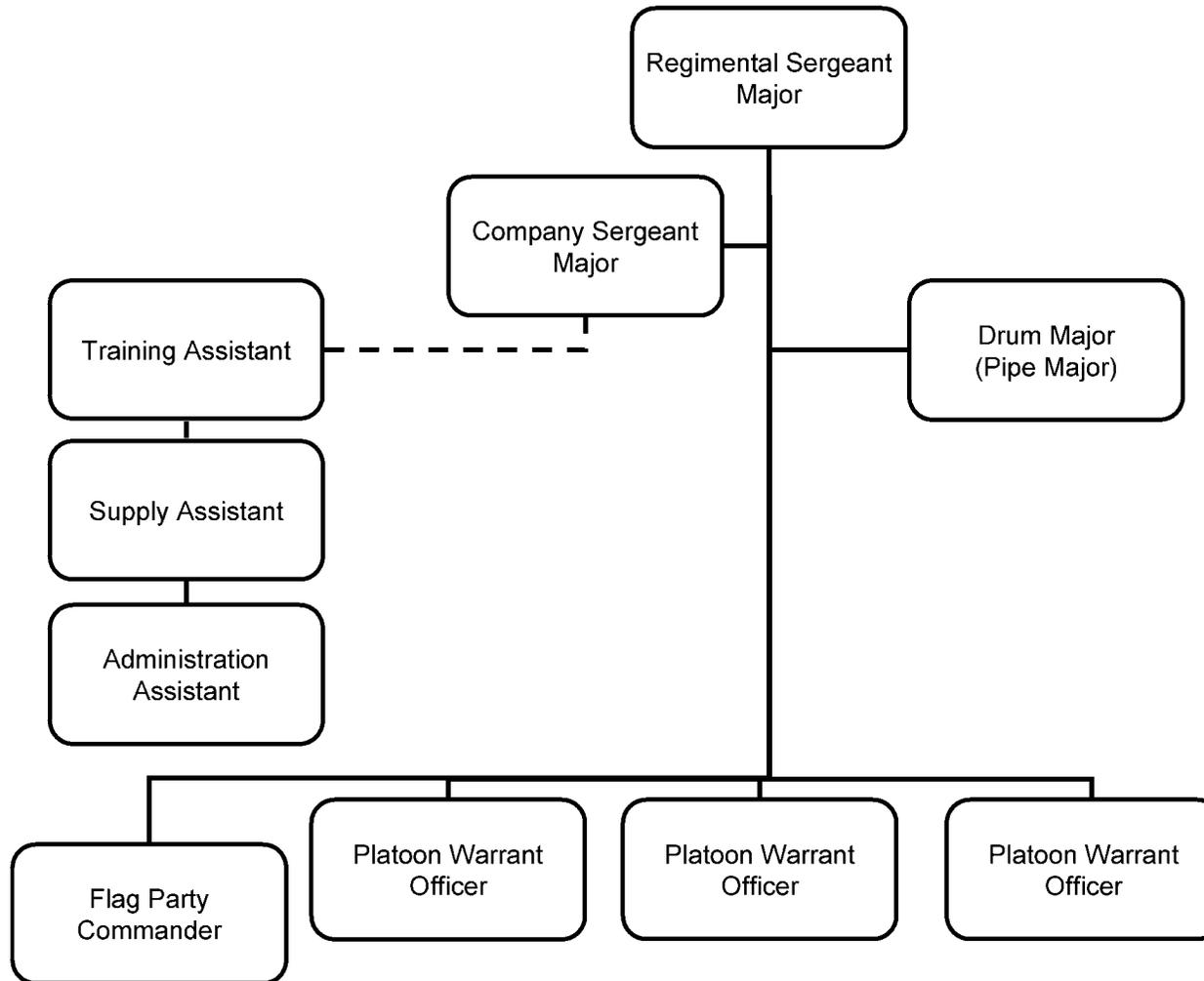


Figure I-1 Functional Organization Chart

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

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TERMS OF REFERENCE--STAR LEVEL NCO

Responsible to: Training Officer (Trg O) / Course Officer

The Star Level NCO is responsible for:

1. Performing the duties of a team leader for a star level.
2. Instructing and facilitating star level training.
3. Overseeing and supervising star level training.
4. Informing cadets of upcoming activities and any special training requirements for activities.
5. Advising the Course Officer on progress of each cadet.
6. Ensuring cadets follow timings and lessons.
7. Contributing recommendations for promotions and awards.
8. Performing other duties as directed by the Trg O or the Course Officer.

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TERMS OF REFERENCE—DRILL AND CEREMONIAL INSTRUCTOR

Responsible to: Training Officer (Trg O) / Regimental Sergeant Major (RSM)

The Drill and Ceremonial Instructor is responsible for:

1. Performing the duties of a team leader for drill.
2. Instructing drill.
3. Monitoring drill instruction.
4. Planning drill demonstrations for special events and ceremonies.
5. Acting as a subject matter expert for drill.
6. Conducting parades practices under the supervision of the RSM.
7. Conducting drill demonstrations.
8. Setting the example in dress, drill and deportment.
9. Performing other duties as directed by the Trg O or the RSM.

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TERMS OF REFERENCE–EXPEDITION INSTRUCTOR

Responsible to: Training Officer (Trg O)

The Expedition Instructor is responsible for:

1. Performing the duties of a team leader during expedition training.
2. Assisting in the preparation and planning of expedition training.
3. Participating in and leading expeditions using a variety of modes of travel (eg, canoeing, mountain biking, hiking).
4. Performing field maintenance on expedition equipment (eg, mountain bikes, stoves, tents, expedition field packs, water filters).
5. Instructing and facilitating expedition training.
6. Overseeing and supervising expedition training.
7. Performing other duties as directed by the Trg O.

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TERMS OF REFERENCE–FITNESS AND SPORTS INSTRUCTOR

Responsible to: Training Officer (Trg O)

The Fitness and Sports Instructor is responsible for:

1. Performing the duties of a team leader during fitness and sports activities.
2. Assisting in the preparation and planning of the fitness and sports program.
3. Mentoring cadets in regards to healthy living.
4. Participating in fitness and sports activities.
5. Performing maintenance on sports equipment.
6. Instructing and facilitating fitness and sports training.
7. Organizing and supervising fitness and sports training.
8. Coaching and refereeing fitness and sports activities.
9. Performing other duties as directed by the Trg O.

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TERMS OF REFERENCE—MUSIC INSTRUCTOR

Responsible to: Band Officer (Band O)

The Music Instructor is responsible for:

1. Assisting with the management of the band.
2. Conducting music for the band.
3. Instructing private music lessons.
4. Analyzing and interpreting styles of music.
5. Assisting with the warming up and tuning of the band sections.
6. Organizing the music library.
7. Issuing and receiving inventory.
8. Supervising members of a set-up and tear-down crew.
9. Supervising members of a section / ensemble.
10. Instructing sectional and / or ensemble rehearsals.
11. Providing feedback on overall performance(s).
12. Giving direction to the cadets on how to perform the music.
13. Performing other duties as directed by the Band O.

Note. This terms of reference is for a music instructor in a pipe band or a military band.

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TERMS OF REFERENCE—AIR RIFLE MARKSMANSHIP INSTRUCTOR

Responsible to: Training Officer (Trg O) / Range Safety Officer (RSO)

The Air Rifle Marksmanship Instructor is responsible for:

1. Leading air rifle marksmanship and biathlon activities.
2. Organizing cadets into marksmanship relays.
3. Assisting the RSO.
4. Ensuring the air rifle range is set up and dismantled.
5. Inspecting air rifle marksmanship equipment.
6. Maintaining air rifle marksmanship equipment.
7. Distributing air rifle marksmanship equipment.
8. Enforcing range safety.
9. Scoring and analyzing targets.
10. Coaching and assisting cadets during air rifle marksmanship activities.
11. Employing the firing point sequence.
12. Reinforcing the principles of air rifle marksmanship.
13. Instructing air rifle marksmanship lessons.
14. Performing other duties as directed by the Trg O or the RSO.

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TRAINING ORGANIZATIONAL CHART

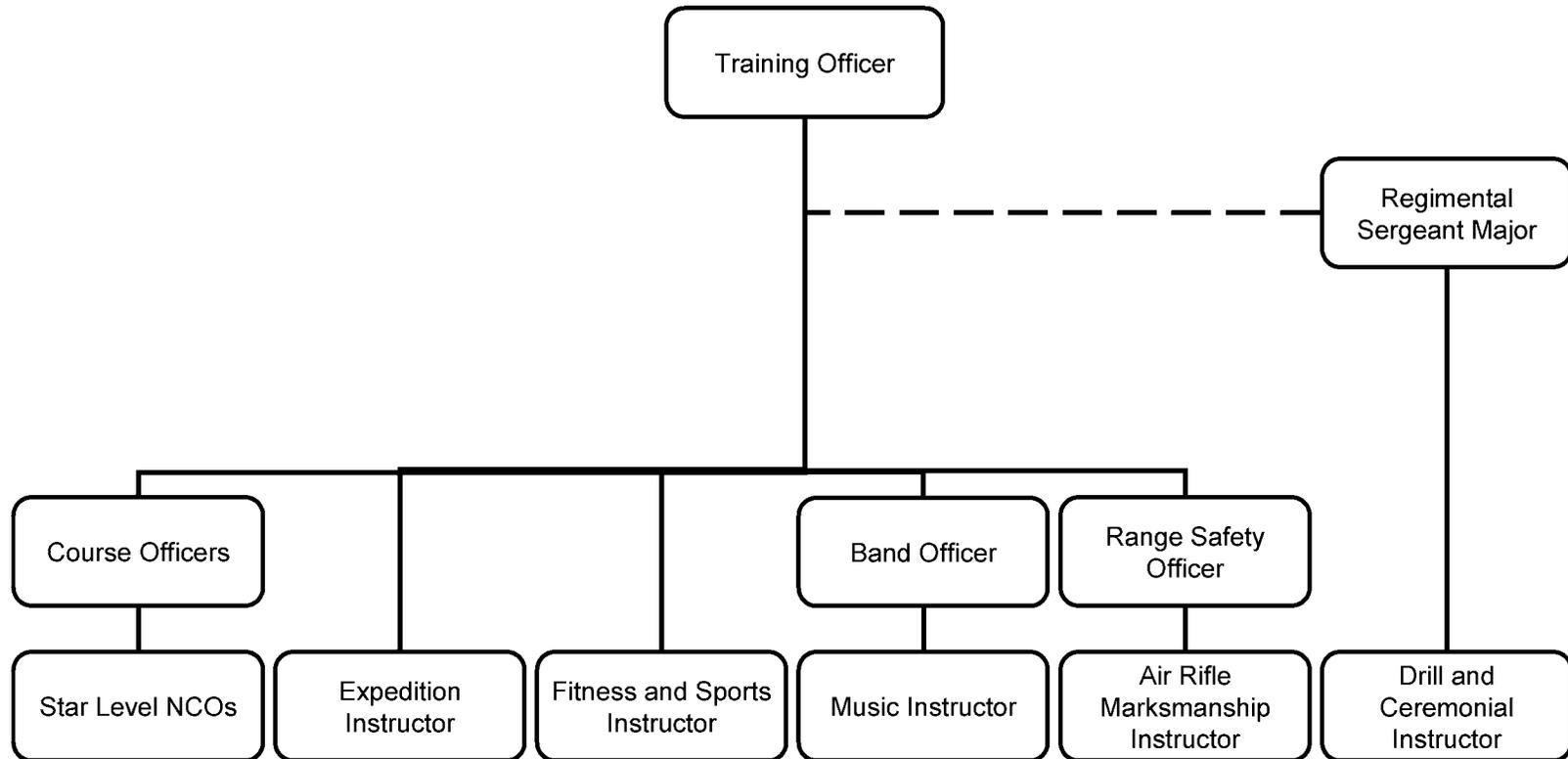


Figure P-1 Training Organization Chart

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

Note 1. The Training Officer is responsible for all training matters pertaining to the cadet corps.

Note 2. The Course Officers, Band Officer, Range Safety Officer and Regimental Sergeant Major are responsible for matters pertaining to their area of training.

Note 3. A solid line depicts a direct chain of command and a dashed line depicts an indirect chain of command.

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TERMS OF REFERENCE–DUTY NCO

Responsible to: Duty Officer (Duty O) / Regimental Sergeant Major (RSM)

The Duty NCO is responsible for:

1. Supervising cadets as they arrive.
2. Ensuring all classrooms are open before the start of lessons.
3. Ensuring attendance is taken and handed in.
4. Greeting guests on their arrival and directing them to location.
5. Calling absent cadets.
6. Ensuring cadets that are late are added to the attendance.
7. Ensuring lessons start and end on time.
8. Supervising canteen break and cleanup of area.
9. Supervising cadets on evening cleanup.
10. Completing a final sweep of the area to ensure cleanliness.
11. Picking up and removing any items left behind after training.
12. Ensuring all areas of the building are clean.
13. Ensuring lights are off; doors and windows are closed and locked.
14. Supervising cadets while they wait for rides and depart.
15. Reporting to the Duty O upon the completion of duties.
16. Performing other duties as directed by the Duty O.

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TERMS OF REFERENCE–DUTY ASSISTANTS

Responsible to: Duty Officer (Duty O) / Duty NCO

The duty assistants are responsible for:

1. Assisting the Duty NCO in their duties, to include:
 - a. ensuring all classrooms are open before the start of lessons;
 - b. greeting guests on their arrival;
 - c. supervising cadets during canteen break and cleanup of area;
 - d. supervising cadets on evening cleanup;
 - e. picking up and removing any items left behind; and
 - f. ensuring all areas of the building are clean.
2. Performing other duties as directed by the Duty O or the Duty NCO.

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DUTY ORGANIZATIONAL CHART

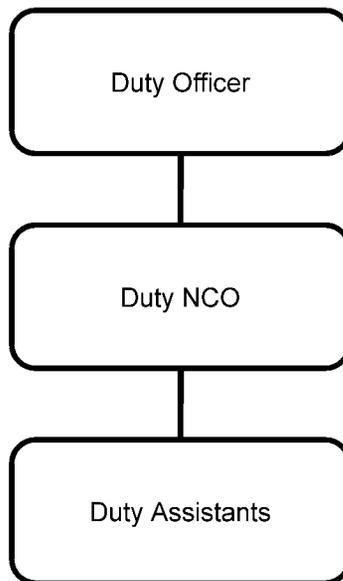


Figure S-1 Duty Organization Chart

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

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ACTIVITY SCENARIO

Corps Structure

Functional Organization	Training Organization
Regimental Sergeant Major (RSM). CWO Anderson	Star Level Non-Commissioned Officers (NCOs). WO Lee, WO Lopez and Sgt Singh
Company Sergeant Major (CSM). MWO Pelletier	
Platoon Warrant Officer (PI WO). WO Lee and WO Lopez	Drill and Ceremonial Instructor. WO Taylor
Drum Major (DM). MWO Clark	Expedition Instructor. Sgt Campbell
Flag Party Commander (Flag Party Comd). Sgt Williams	Fitness and Sports Instructor. Sgt Brown
Training Assistant. WO Martin	Music Instructor. WO Wilson
Supply Assistant. Sgt Li	Air Rifle Marksmanship Instructor. WO Chan
Administration Assistant. Sgt O'Reilly	

Training Scenario

Refer to the sample training calendar on the following page to determine the following:

1. Which NCO(s) is responsible for organizing and conducting each activity?
2. Which NCO(s) is required to assist / support the other NCO(s) in some way for each activity?
3. Which NCO(s) is responsible for supervising each activity?
4. As the NCO responsible for organizing and conducting each activity, how would this be accomplished in order to make each activity successful for everyone involved?
5. As the NCO responsible for supervising each activity, how would this be accomplished in order to make each activity successful for everyone involved?

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
April			1 COs Parade (with guest speakers)	2	3	4 Air Rifle Training
5 Band Practice	6	7	8 Parade Night (Star level training)	9	10	11
12	13	14	15 Parade Night (Star level testing)	16	17 Expedition Trg Weekend	18 Expedition Trg Weekend
19 Expedition Trg Weekend	20	21	22 Sports Night	23	24	25 Community Service Activity
26	27 Administration and Supply Night (Prep for ACR)	28	29 ACR Practice	30		

Figure T-1 Sample Training Calendar

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

ACTIVITY SCENARIO ANSWER SHEET

DATE	ACTIVITY	NCO(s) RESPONSIBLE FOR ORGANIZING AND CONDUCTING	NCO(s) TO ASSIST / SUPPORT	NCO SUPERVISING
April 1	COs Parade (with guest speakers)	CWO Anderson (MWO Clark, for the band)	All NCOs	N/A
April 4	Air Rifle Training	WO Chan	Sgt Li (for equipment)	N/A
April 5	Band Practice	WO Wilson	N/A	MWO Clark
April 8	Parade Night (star level training)	WO Martin	WO Lee, WO Lopez and Sgt Singh (star levels) Sgt Li and Sgt O'Reilly (supply and admin)	CWO Anderson and MWO Pelletier
April 15	Parade Night (star level testing)	WO Martin	WO Lee, WO Lopez and Sgt Singh (star levels) Sgt Li and Sgt O'Reilly (supply and admin)	CWO Anderson and MWO Pelletier
April 17-19	Expedition Training Weekend	Sgt Campbell	WO Martin (training) and Sgt Li (for equipment)	MWO Pelletier
April 22	Sports Night	Sgt Brown	Sgt Li (for equipment)	WO Martin
April 25	Community Service Activity	CWO Anderson	N/A	N/A
April 27	Administration and Supply Night	Sgt Li and Sgt O'Reilly	N/A	MWO Pelletier
April 29	ACR Practice	WO Taylor	All NCOs	CWO Anderson

Note. Answers for questions 4 and 5 may vary.

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 4

EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare to conduct merit review boards IAW CATO 13-02, *Cadet Rank Promotions*.

The practice merit review board in TP 3 should be composed of adults who have competent interview skills (eg, officers, civilian instructors, volunteers). Senior cadets should only be used as a last resort.

Obtain the materials for conducting a merit review board for a promotion interview.

Prepare interview questions, marking sheets and candidate scoring sheets (to be created locally) for TP 3.

Arrange for assistant instructors for TP 3.

Obtain a copy of CATO 13-02, *Cadet Rank Promotions*, for each member of the merit review board for promotion.

Photocopy Attachments A, B and D for each cadet.

Photocopy the Merit Review Board Scoresheet located at Attachment C (the number of photocopies will vary based on the number of board members and Gold Star cadets).

Using Attachment B as a guide, prepare the Merit Review Board Scoresheets by deciding on six questions to ask during the practice merit review board.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to present preparations for merit review boards and to summarize the teaching points.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about merit review boards.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to prepare for a merit review board.

IMPORTANCE

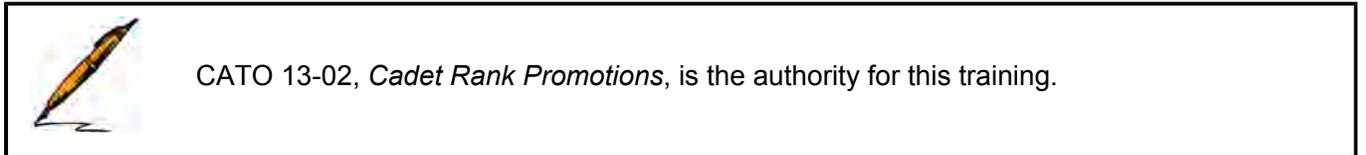
It is important for cadets to prepare for a merit review board to help them succeed in gaining opportunities through competitive application processes.

Teaching Point 1**Identify occasions for a merit review board.**

Time: 5 min

Method: Interactive Lecture

Merit review boards are a structured interview where candidates are evaluated by a group of board members. Candidates are scored on their dress, deportment and answers given to interview questions. Merit review boards are most often conducted for promotion to Master Warrant Officer (MWO) and Chief Warrant Officer (CWO). They provide selection recommendations that are fair and open, and provide candidates with valuable constructive feedback on their performance.

PROMOTIONS REQUIREMENTS

A merit review board is required to be promoted to MWO and CWO. Promotion merit review boards have many benefits for the corps, to include:

- giving the cadet incentive to learn details of the rank or appointment responsibilities;
- ensuring that the best cadet is selected; and
- satisfying all members of the corps that the best available cadet is leading them.

OTHER POSSIBLE OCCASIONS FOR A MERIT REVIEW BOARD**Awards**

Some corps may conduct a merit review board for important awards. Most often, recommendations for awards are made by a board of staff members who are familiar with the work of all cadets. In all cases, recommendations are given to the Commanding Officer (CO). The CO is the final arbiter of awards.

Scholarships

Scholarship cadets are often selected by the person or entity that is providing the scholarship funding. Corps may choose to hold a merit review board for such a purpose.

Senior Appointments Within the Corps

Some corps may conduct a merit review board for certain appointments within the corps. Most often corps will conduct a workshop or seminar for senior cadets at the beginning of the training year. During this time a merit review board may be conducted for senior appointments within the corps such as Company Sergeant Major (CSM) and Regimental Sergeant Major (RSM).

Cadet Summer Training Centre (CSTC) Training Opportunities

When a corps has multiple excellent cadets for a limited number of course spaces, selection of cadets must be done in an open manner. The CO requires recommendations that are both unbiased and clearly seen to be unbiased. While staff members can and often do provide effective recommendations, the merit review board provides an unbiased option.

Expedition Opportunities

Following the completion of Gold Star, cadets will have the opportunity to apply to attend regional and national (domestic and international) expeditions. The CO may conduct a merit review board prior to submitting the cadet's application to ensure that they meet the expedition requirements. The region may choose to conduct a merit review board to select cadets for expedition positions.

Staff Appointments at the CSTC

When staff cadets arrive at a CSTC prior to the start of summer training, they may be interviewed by a board. This usually takes one of two forms:

- cadets are interviewed by a panel of officers to determine which CSTC position they are most suited for; and
- senior cadets are interviewed by a merit review board for CSM and the RSM positions.

In either case, the interview skills learned at a corps will prove vital to the cadet.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What are two important benefits of merit review boards?
- Q2. What are five occasions in which a cadet might encounter a merit review board?
- Q3. What benefit does a corps get from holding promotion merit review boards?

ANTICIPATED ANSWERS:

- A1. Merit review boards have two important benefits:
- providing selection recommendations that are fair and open; and
 - providing cadets with a valuable life skill.
- A2. A cadet might encounter a merit review board for:
- promotions,
 - awards,
 - scholarships,
 - senior appointments within the corps,
 - CSTC training opportunities,
 - expedition opportunities, and
 - staff appointments at the CSTC.
- A3. Promotion merit review boards have many benefits for the corps, to include:
- giving the cadets incentive to learn details of the rank or appointment responsibilities;
 - ensuring that the best cadet is selected; and
 - satisfying all members of the corps that the best available cadet is leading them.

Teaching Point 2**Describe how to prepare for a merit review board for promotion and tips for a successful interview.**

Time: 20 min

Method: Interactive Lecture

HOW TO PREPARE FOR A MERIT REVIEW BOARD FOR PROMOTION

A cadet for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

Dress Requirements

The interview cadet shall identify dress requirements ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.



Arriving properly dressed to a merit board, or even a civilian interview is critical. The way in which the interviewee is dressed may influence the interviewer's first impression. One should always present themselves in a clean and tidy manner.

TIPS FOR A SUCCESSFUL INTERVIEW**Importance of Bearing**

Many cadets exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the cadet will enter facing the board, wearing headdress and salute. Wait until offered a seat and remove headdress when seated.

During the interview, the cadet should avoid doing things that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking may also distract interviewers.

The cadet should sit with an open posture with arms and legs uncrossed.

The members of the board want the cadet to feel comfortable and relaxed. The cadet should try to do so, while maintaining respect and decorum. A confident cadet sits up straight, calmly looking the interviewer straight in the eyes without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Cadets must be prepared to introduce themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The cadet being interviewed is, in many ways, part of a team that includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, the cadet should stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. The cadet should follow the lead of the board members.

Merit Review Board for Promotion Questions



Distribute a copy of Attachment A to each cadet.

IAW CATO 13-02, *Cadet Rank Promotions*, question areas at a merit review board for promotion may include:

- cadets recounting their achievements through cadet training (eg, corps program, CSTC program);
- cadets explaining what previous positions of leadership they have held (eg, at cadets, at school) and how they performed in related situations;
- personal goals and / or their goals for the corps;
- scenario-based questions that relate to typical corps situations where the candidate shares how they might approach / deal with the situation; and
- achievements outside of the cadet corps setting (eg, at school, in their community, sports teams, extracurricular activities).

Cadets are expected to take their time when formulating answers but the answer should be as direct as possible. They should ask for clarifications when necessary. A comprehensively correct answer, formulated carefully and delivered in a relaxed, friendly manner is best.

If the cadet does not know the answer to a question it is best to say so, in as direct a manner as possible, so the interviewer moves on to another topic where the candidate has better knowledge. This will help minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.



Distribute a copy of Attachment B to each cadet.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How will a candidate know which uniform to wear for a merit review board interview?
- Q2. When should a candidate take a seat in an interview?
- Q3. What should candidates say if they do not know the answer to a question?

ANTICIPATED ANSWERS:

- A1. The interview candidate shall identify dress requirements ahead of their interview.
- A2. When offered a seat.
- A3. It is best to say they do not know, in as direct a manner as possible.

Teaching Point 3

Have the cadets participate in a practice merit review board based on the instructions given in TP 2.

Time: 55 min

Method: In-Class Activity



This TP shall take place a minimum of two weeks after the instruction of TPs 1 and 2.

The practice merit review board should be composed of adults who have competent interview skills (eg, officers, civilian instructors and volunteers). Senior cadets should only be used as a last resort.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a practice merit review board.

RESOURCES

- Annex B of CATO 13-02, *Cadet Rank Promotions*,
- Merit Review Board Scoresheet,
- Dress Inspection Scoresheet, and
- Pens / pencils.

ACTIVITY LAYOUT

- In a quiet room:
 - place a table and a chair for each board member and one chair facing the merit review board for the candidate;
 - arrange the lighting to provide the interviewers with a good view of the candidate; and
 - ensure the candidate's back faces toward any window or opening, to avoid distraction.

- Arrange a holding area for cadets prior to their interview.
- Arrange a separate holding area for cadets following their interview.
- Arrange for a messenger to bring each candidate for their interview as directed by the merit review board.

ACTIVITY INSTRUCTIONS

1. Prior to the commencement of the practice merit review boards:
 - a. show the practice merit review board members to their room;
 - b. ensure that each practice merit review board member has the required resources;
 - c. distribute the Merit Review Board Scoresheet to each merit review board member;
 - d. assign a question(s) to each merit review board member to ask during the practice merit review board;
 - e. assign a merit review board member to inspect each cadet using the Dress Inspection Scoresheet;
 - f. introduce the messenger to the practice merit review board;
 - g. explain that the board members will tell the messenger when to bring each cadet; and
 - h. explain that cadets will be guided to a separate holding area after being interviewed.
2. Conduct the practice merit review boards by:
 - a. having the messenger bring a cadet into the room;
 - b. having the assigned merit review board member inspect the cadet;
 - c. having the cadet report to the merit review board and sit down;
 - d. introducing the cadet to the members of the merit review board;
 - e. explaining to each cadet how the merit review board will be conducted; asking if the cadet has any questions prior to asking interview questions;
 - f. having the merit board review members ask their pre-assigned questions;
 - g. having the merit board review members score the cadet based on their answers and take notes using the Merit Review Board Scoresheet;
 - h. debriefing the cadet on their performance and providing them with a copy of their Merit Review Board Scoresheets; and
 - i. having the messenger bring the cadet into the separate holding room prior to bringing in the next cadet.
3. Upon completion of the practice merit review boards;
 - a. thank the members of the practice merit review board for their time and effort; and

- b. debrief the cadets by providing feedback, focusing on:
- (1) best practices,
 - (2) general trends and key areas for improvement, and
 - (3) re-motivation, highlighting the effort and accomplishments of the group.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the practice merit review board will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Have the cadets prepare for a merit review board.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Effective preparation for merit review boards will help to obtain important opportunities. These skills will also prove invaluable throughout life.

INSTRUCTOR NOTES / REMARKS

When scheduling this lesson, allow at least two weeks between TPs 2 and 3.

REFERENCES

A0-126 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

A2-028 CATO 46-01 Director of Cadets 4. (2005). *Army Cadet dress instructions*. Ottawa, ON: Department of National Defence.

C0-416 Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF

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EXAMPLE QUESTIONS TO EXPECT AT A MERIT REVIEW BOARD FOR PROMOTION

Question areas may include:

- your achievements through cadet training (eg, corps program, CSTC program);
- previous positions of leadership held (eg, at cadets, at school) and your performance in related situations;
- personal goals and / or your goals for the corps;
- achievements outside of the cadet corps setting (eg, at school, in the community, sports teams, extra-curricular activities), and
- scenario-based questions that relate to typical corps situations and how you might approach / deal with the situation.

All candidates will be asked the same questions, which could be similar to the following examples:

- Describe your current corps responsibilities.
- Describe your involvement in corps teams, band and drill, flag party or clubs.
- What leadership positions have you held in any organization?
- What do you consider your strengths / weaknesses are?
- If you had to change something about yourself, what would it be?
- How did you become interested in the cadet movement?
- On an average evening, how much time do you dedicate to homework?
- For what do you use your home computer (eg, games, research, emails)?
- Where are you headed in life?
- Do you plan to take any post-secondary school education?
- What discipline or education do you wish to pursue?
- Do you have a part-time job and, if so, does it compete with cadets or school?
- What community related-activities do you participate in?
- What targets have you set for your personal growth or improvement?
- Do you participate in any organized school teams / groups (eg, band, football)?
- Are you involved with any citizenship activities in your community outside of cadets?
- Do you have any hobbies?
- Scenario-based questions:
 - You have been given responsibility for a group of cadets, some of whom require motivation in uniform care. What will you do?
 - You are in charge of drill instruction and one of your assistant instructors keeps touching cadets when correcting them, despite your instructions to not touch. What do you do?

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PREPARATION FOR A MERIT REVIEW BOARD FOR PROMOTION

A candidate for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

Dress Requirements

The interview candidate shall identify dress requirements well ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.

TIPS FOR A SUCCESSFUL INTERVIEW

Importance of Bearing

Many candidates will exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the candidate will enter facing the board, wearing headdress, and salute. Wait until offered a seat and remove headdress when seated.

During the interview, do nothing that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking will also distract interviewers, making a negative impression.

Sit with an open posture and legs and arms not crossed.

The members of the board want the cadet to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. A confident candidate will sit up straight, calmly looking the interviewer straight in the eye without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Candidates must be prepared to say some introductory words about themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The candidate being interviewed is, in many ways, part of a team

which includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. Follow their lead.

If the candidate does not know the answer to a question it is best to say so in as direct a manner as possible so the interview moves on to another topic where the candidate has better knowledge. This will minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.



MERIT REVIEW BOARD SCORESHEET



Cadet's Name: _____

Date: _____

Question	Score	Comments
1.	/5	
2.	/5	
3.	/5	
4.	/5	
5.	/5	
6.	/5	
Total	/30	

Additional Comments:

Board Member's Name: _____

Board Member's Signature: _____

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DRESS INSPECTION SCORESHEET

Cadet's Name: _____

Date: _____

Uniform Items / Accessories	Score	Comments
HEADRESS		
Beret and Insignia (includes other headdress)	/5	
CLOTHES ON THE UPPER BODY		
Badges (proper placement and sewn on correctly)	/5	
Cadet Slip-on or Armlet	/5	
Shirt, Cadet, Short Sleeve / Turtleneck Sweater	/5	
Uniform Jacket and Belt	/5	
Name Tag	/5	
CLOTHES ON THE LOWER BODY		
Trousers and Belt	/5	
FOOTWEAR		
Parade Boots (with socks)	/5	
OVERALL PERSONAL APPEARANCE		
Hair (includes facial hair)	/5	
Makeup, Jewellery, Sunglasses, etc	/5	
Total	/50	

Note. Additional comments may be recorded on the back of the checklist

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**COMMON TRAINING
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INSTRUCTIONAL GUIDE**



SECTION 1

EO M408.01 – DISCUSS COMMANDING A PLATOON ON PARADE

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy CATO 46-01, *Army Cadet Dress Regulations*, for every three cadets, for reference during the group discussion.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A group discussion was chosen for this lesson as it allows the cadet to interact with their peers and share their knowledge and opinions about commanding a platoon on parade. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have discussed commanding a platoon on parade.

IMPORTANCE

It is important for cadets to discuss commanding a platoon on parade in a professional and confident manner as their performance can influence the cadets within the platoon. It is important to be aware of the key attributes required to successfully command a platoon while on the parade square, such as maintaining a high standard of appearance, presence and bearing.

Teaching Point 1**Discuss commanding a platoon on parade.**

Time: 25 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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



Gold Star cadets will be given opportunities to fill various parade appointments (eg, Platoon Commander, Platoon Warrant). The term team leader has been used throughout this EO to encompass any position.

COMMANDING A PLATOON ON PARADE

The aim of drill is to contribute to the operational effectiveness of the Cadet Program. This aim can be achieved by ensuring cadets march and manoeuvre on the parade square as one unit and by promoting discipline, alertness, precision, pride and the cohesion necessary for success.

Communicating Effectively

As the team leader, there will be various occasions when effective communication will be required, such as when:

- communicating drill commands; and
- speaking to the platoon, in a more informal way.

When speaking to cadets in a platoon, clear and positive communication is necessary to aid in achieving the aim of drill. Profanity, personal sarcasm or negative comments shall never be used.

When calling drill commands, the team leader must develop and use a vocabulary of short, concise words to impress on the platoon that the movement must be performed smartly. When communicating or referring to drill commands and movements, words to use could include:

- sharp,
- crack,
- drive,
- seize, and
- grasp.

Sharp drill movements are dependent on the words of command being properly delivered. Words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.



When correcting errors, the team leader is to address the cadet in a positive tone. The most effective way to correct errors is to explain and demonstrate the correct method and then have the cadet(s) complete the movement(s) the correct way while being observed. This allows the cadet to learn from their error(s).

Executing Sharp Personal Drill

Team leaders must execute all drill movements confidently, correctly and smartly. The characteristics of drill are efficiency, precision and dignity and these qualities are developed through self-discipline and practice.

Team leaders who display constant proficiency in drill are recognized throughout the Cadet Program as highly trained, well-disciplined and professional. Well executed drill develops individual pride, mental alertness, precision and esprit-de-corps. It also sets the standard for the completion of parades and builds a sense of confidence between the team leader and cadet that is essential to high morale.

Maintaining Dress IAW Dress Instructions

Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

Dress instructions help ensure a positive image and a high standard of dress are consistent among all cadets when in uniform. Showcasing a high standard of personal dress, appearance and grooming will aid in exhibiting confidence and reflect that the team leader has knowledge of the dress instructions.



Refer to CATO 46-01, *Army Cadet Dress Regulations* for further information on dress standards.

Exhibiting a Positive Attitude

Team leaders should always exhibit a positive attitude toward the members of the platoon while on the parade square because a positive attitude will encourage the cadets to want to follow the example set by the team leader.

The positive attitude taught and developed on and off the parade square must be maintained by the team leader at all times.

Conducting Oneself in an Appropriate Manner

As the team leaders are expected to set the example for the platoon, it is important to project an image of discipline and self-control.

Chewing gum, slouching, sauntering, placing hands in pockets and similar deportment that detracts from a proud and orderly appearance are unacceptable for team leaders.



The appearance, presence and bearing of the team leader must be of the highest standard since this example may be imitated by the cadets within the platoon.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What attributes do you expect from a person when they are commanding a platoon? Why?
- Q2. As a member of a platoon, what were some of the positive attributes that you noticed / remembered about your team leader when they were on the parade square?
- Q3. What are some leadership competencies you have noticed in the past as a member of a platoon? What competencies should you exhibit when commanding a platoon on parade?
- Q4. Have you ever commanded a platoon on parade? If so, what did you learn from this experience(s)? What went well when you commanded a platoon on parade? What did not go well when you commanded a platoon on parade?
- Q5. Why is it important to communicate effectively to the cadets within the platoon when commanding a platoon on parade?
- Q6. Why is it important to exhibit a positive attitude when commanding a platoon on parade?
- Q7. Why is it important, as a team leader, to maintain a positive attitude and a high standard of dress?



Write the mentioned / discussed topics on a flip chart and display them for the cadets so they can refer to them.



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



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

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

When assigned to command a platoon on parade it is important to conduct oneself with professionalism and confidence. A team leader who portrays a high standard of appearance, presence and bearing positively affects how cadets conduct themselves and respond to orders that are given on the parade square.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

A2-028 CATO 46-01 Director Cadets 4. (2005). *Army Cadet dress instructions*. Ottawa, ON: Department of National Defence.

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SECTION 2

EO M408.02 – IDENTIFY PARADE SEQUENCE

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the parade sequence from A-CR-CCP-701/PF-001, *Green Star Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade), to distribute during TP 2 to each cadet.

Photocopy the ACR sequence from A-CR-CCP-701/PF-001, *Green Star Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an ACR Parade) to distribute during TP 3 as a reference for every three cadets.

Review any regional orders regarding conducting ACR parades.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadet to the parade sequences of a parade night and an ACR.

INTRODUCTION

REVIEW

The review for this lesson is from EO M408.01 (Discuss Commanding a Platoon on Parade).

QUESTIONS:

- Q1. What are some examples of communicating effectively when commanding a platoon on parade?
- Q2. What attributes should a cadet demonstrate when commanding a platoon on parade?
- Q3. What are some important aspects of your dress to follow / maintain when commanding a platoon on parade?

ANTICIPATED ANSWERS:

- A1. When speaking to cadets in a platoon, clear and positive communication is necessary to aid in achieving the aim of drill. When commanding a platoon on parade, the team leader must develop and use a vocabulary of short, concise words to impress on the platoon that the movement must be performed smartly.
- A2. Some of the attributes would include:
- communicating effectively;
 - executing sharp personal drill;
 - maintaining dress IAW dress instructions;
 - exhibiting a positive attitude; and
 - conducting oneself in an appropriate manner.
- A3. Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

OBJECTIVES

By the end of this lesson the cadet shall have identified the parade sequence of a parade night and an ACR.

IMPORTANCE

It is important for cadets to know the sequence of a parade night's opening and closing parades and an ACR as they will be placed in a team leader role and will need to know the commands, formations and locations of all members on the parade square. Cadets will be looking to their team leader for guidance during a parade night's opening and closing parades and during an ACR.

Teaching Point 1**Discuss the roles of parades within the Cadet Program.**

Time: 5 min

Method: Interactive Lecture



This TP is intended to introduce the many parades that may be conducted within the Cadet Program.



Cadet corps may have specific traditions that they follow for some of their parades.

ROLES OF PARADES WITHIN THE CADET PROGRAM

The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.

Parade Night

Cadet corps conduct an opening and closing parades most times when they meet for training, as it allows cadets to take attendance, practice drill and inspect uniforms. These parades also provide an excellent opportunity for announcements, presentation of awards and promotions. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.

ACR

Each year, cadet corps are required to conduct an ACR parade. The ACR parade provides an opportunity for cadet corps to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

Remembrance Day

Every year on November 11, Canadians gather at memorials from coast to coast to remember those who have lost their lives in war or peacekeeping missions. Cities across Canada host Remembrance Day ceremonies and are usually attended by government officials, veterans, serving military members, police, cadets and the general public. At a Remembrance Day ceremony, cadet corps may march in the parade or provide a guard(s) for the cenotaph or memorial.

Special Ceremonial Parades

Special ceremonial parades may be conducted throughout the cadet training year. The following is a list of special ceremonial parades that may be conducted:

- Battle of Britain,
- Battle of the Atlantic,
- Ceremony of the Flags,
- Change of Command,
- Drumhead Ceremony,
- Freedom of the City,

- Military Funeral,
- Retreat and Tattoo,
- Sunset Ceremony, and
- Trooping the Colour(s).

Drill demonstrations may be performed during special ceremonial parades. Standard drill movements must be used at all times.



Refer to A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, for further information on special ceremonial parades.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the purpose of parades?
- Q2. What two parades are normally conducted on a parade night?
- Q3. Identify some of the special ceremonial parades that may be conducted.

ANTICIPATED ANSWERS:

- A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.
- A2. Cadet corps conduct an opening and closing parades on a parade night.
- A3. The following is a list of special ceremonial parades that can be conducted:
 - Battle of Britain,
 - Battle of the Atlantic,
 - Ceremony of the Flags,
 - Change of Command,
 - Drumhead Ceremony,
 - Freedom of the City,
 - Military Funeral,
 - Retreat and Tattoo,
 - Sunset Ceremony, and
 - Trooping the Colour(s).

Teaching Point 2**Describe the parade night sequence.**

Time: 10 min

Method: Interactive Lecture



This TP describes the opening and closing parade sequences during a parade night from the view of a team leader commanding a platoon on parade.

Distribute to each cadet a copy of the ACR parade sequence located at A-CR-CCP-701/PF-001, *Green Star Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade).

The parade night sequence that is provided in this TP is one way to conduct the parade. Cadet corps have some flexibility regarding their own routines.

PARADE NIGHT SEQUENCE

It is necessary to know and understand the sequence of the opening and closing parades as a team leader commanding a platoon on parade. Team leaders will be required to lead cadets on the parade square through a series of drill commands, formations and movements while effectively communicating.

Opening Parade

The sequence for the opening parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the platoon will form up for the opening parade.
2. **Roll call.** Attendance is taken by the team leader to determine if cadets are present, excused or absent.
3. **Inspection.** The inspection can be conducted by the team leader, the Regimental Sergeant Major (RSM) or an officer. In most cases, the team leader conducts the initial inspection of the platoon, before the RSM or an officer conducts the main corps inspection.
4. **March past.** This allows the corps to practice marching for the ACR or any other upcoming parades. As some cadet corps may not have the required space, a march past may not be possible or is not always required.
5. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.



Cadet corps may present awards or promotions at the opening parade or the closing parade.

6. **Dismissal.** The dismissal signifies the end of the opening parade and the beginning of the training session(s).

Closing Parade

The sequence for the closing parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the platoon will form up for the closing parade.
2. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.

3. **Advance in review order.** This allows the corps to practice the advance in review order for the ACR and any other upcoming parades. As some cadet corps may not have the required space, an advance in review order may not be possible or is not always required.



Final compliments to royalty, senior officials and higher military commanders shall be paid after completing the advance in review order.

4. **Dismissal.** The dismissal signifies the end of the closing parade and the end of the training session.



Refer to PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) Annex A, for further information.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How do team leaders lead cadets on parade?
Q2. What is the sequence for the opening parade?
Q3. What is the sequence for the closing parade?

ANTICIPATED ANSWERS:

- A1. Team leaders lead cadets on parade through a series of drill commands, formations and movements while effectively communicating.
- A2. The sequence for the opening parade is as follows:
- form up;
 - roll call;
 - inspection;
 - march past;
 - announcements; and
 - dismissal.
- A3. The sequence for the closing parade is as follows:
- form up;
 - announcements;
 - advance in review order; and
 - dismissal.

Teaching Point 3**Describe the ACR sequence.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to highlight the ACR sequence from the view of a team leader commanding a platoon on parade.

Distribute a copy of the ACR parade sequence located at A-CR-CCP-701/PF-001, *Green Star Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) to every three cadets. This handout outlines the entire format for an ACR parade sequence.

The ACR format that is provided in this TP is one way to conduct the parade. Cadet corps have some flexibility regarding their own routines.

ACR SEQUENCE

The ACR parade provides an opportunity for cadet corps to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

Each year, cadet corps are required to conduct an ACR parade. The main sections of the parade sequence for the ACR are as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.



Upon completion of the awards and presentations many corps march off the parade square and then conduct demonstrations or displays. The reviewing officer's address normally takes place once the formation has reformed on the parade square after the awards and presentations portion.

CONFIRMATION OF TEACHING POINT 3**QUESTIONS:**

- Q1. How often are cadet corps required to conduct an ACR parade?
- Q2. What is the purpose of an ACR parade?
- Q3. What is the sequence of the ACR parade?

ANTICIPATED ANSWERS:

- A1. Each year cadet corps are required to conduct an ACR parade.
- A2. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.
- A3. The parade sequence for the ACR is as follows:
- form up;
 - reception of the reviewing officer (RO);
 - inspection by the RO;
 - march past;
 - awards and presentations;
 - advance in review order;
 - departure of the RO; and
 - dismissal.
-

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What is the purpose of parades?
- Q2. What parade do the opening and closing parade sequences follow?
- Q3. What is the purpose of an ACR parade?

ANTICIPATED ANSWERS:

- A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.
- A2. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.
- A3. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.
-

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

When placed in a team leader role it is important to remember that cadets will be looking for guidance and knowledge on the parade square. Team leaders will be expected to guide cadets through a parade night and ACR sequence through a series of drill commands, formations and movements.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2 (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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SECTION 3

EO M408.03 – COMMAND A SQUAD

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy and fold in half (laminates if possible) the Parade Sequence Aide-Mémoire Card located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of commanding a squad while providing an opportunity for the cadet to practice the skill under supervision.

INTRODUCTION

REVIEW

The review for this lesson is from EO M408.02 (Identify Parade Sequence).

QUESTIONS:

- Q1. What is the sequence for the opening parade?
- Q2. What is the sequence for the closing parade?
- Q3. What is the general sequence of the Annual Ceremonial Review (ACR) parade?

ANTICIPATED ANSWERS:

A1. The sequence for the opening parade is as follows:

- form up;
- roll call;
- inspection;
- march past;
- announcements; and
- dismissal.

A2. The sequence for the closing parade is as follows:

- form up;
- announcements;
- advance in review order; and
- dismissal.

A3. The general parade sequence for the ACR is as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.

OBJECTIVES

By the end of this lesson the cadet shall have commanded a squad.

IMPORTANCE

It is important for cadets to command a squad on parade as they will be placed in a team leader role and will need to know the formations and locations of all members on the parade square. Cadets also need to know how to deliver words of command in a clear and concise manner, with confidence and determination, which will affect how cadets in the squad respond to orders.

Teaching Point 1**Explain, demonstrate and have the cadets command a squad.**

Time: 25 min

Method: Demonstration and Performance



This TP is intended to demonstrate to the cadet how to command a squad. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of commanding a squad while cadets observe, to include:
 - a. falling in;
 - b. greeting the RO to complete the inspection;
 - c. leading the squad on the march past; and
 - d. falling out.
2. Explain and demonstrate each step required to effectively command a squad while on parade.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two or three groups, if required, for all cadets to command a squad.

Note: Assistant instructors may be required for demonstration purposes.



Position the cadets around the parade square, as required, so that they can see the movements required to command a squad.



Distribute a copy of the Parade Sequence Aide-Mémoire Card located at Attachment A to each cadet. Cadets may use the card when practicing the skill of commanding a squad.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.

The aim of platoon drill is to enable the platoon, when it takes its place in the company, to carry out any sequence of drill movements that the parade commander orders.



The parade format that is provided in this lesson is one way to conduct the parade. Cadet corps have some flexibility, as they may not have the number of cadets required or cadets may have not completed the required training to assume the role of every parade position.

Refer to Annex A of PO 108 (Participate in an Annual Ceremonial Review Parade), for further information on the parade format.

Falling In

When falling in as a platoon warrant officer (PI WO), follow the required commands of the master warrant officer (MWO) or the deputy parade commander.



If there is no deputy parade commander, the parade commander would complete the required commands and actions.



When assuming the role of a platoon commander (PI Comd), the following additional steps for falling in are to be conducted:

1. The commencement of the promenade begins after the squads have fallen in. The promenade continues until the deputy parade commander or the parade commander is ready to assume command.
2. PI Comds position themselves five paces in the rear of and centred on the deputy parade commander, at the front of the parade square. Dressing is automatic and PI Comds are to stand at ease in succession from the right.
3. On the command OFFICERS FALL—IN, by the deputy parade commander, PI Comds come to attention, turn left and march to their respective squads, approaching their squads from the right flank front (as illustrated in Figure 1).

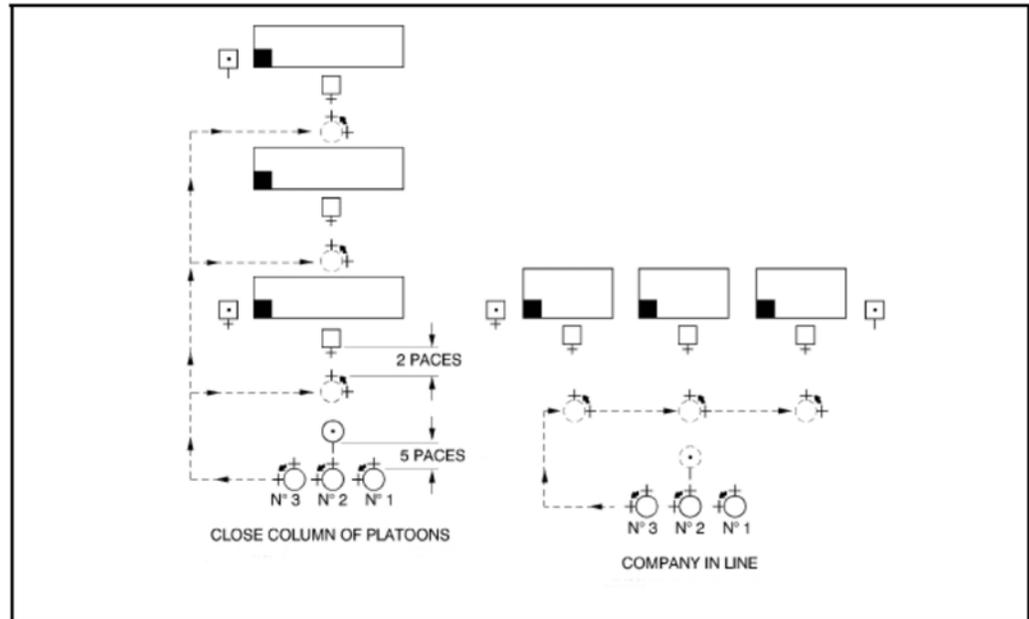


Figure 1 When Officers Fall In

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-3-16), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

4. PI Comds halt two paces in front of the PI WO, who reports the strength, condition, etc, of the squad. PI Comds then march forward two paces to take their proper command position after the PI WO has moved to their position behind the squad.



Figure 1 demonstrates the fall-in procedures when a PI Comd and a PI WO are on parade. Inform the cadets that if no PI Comd is required to fall in, the PI WO will maintain command of the platoon.

Regardless of frontage, when a squad is formed up in line the PI Comd / WO shall be positioned three paces in front and centre of the squad.

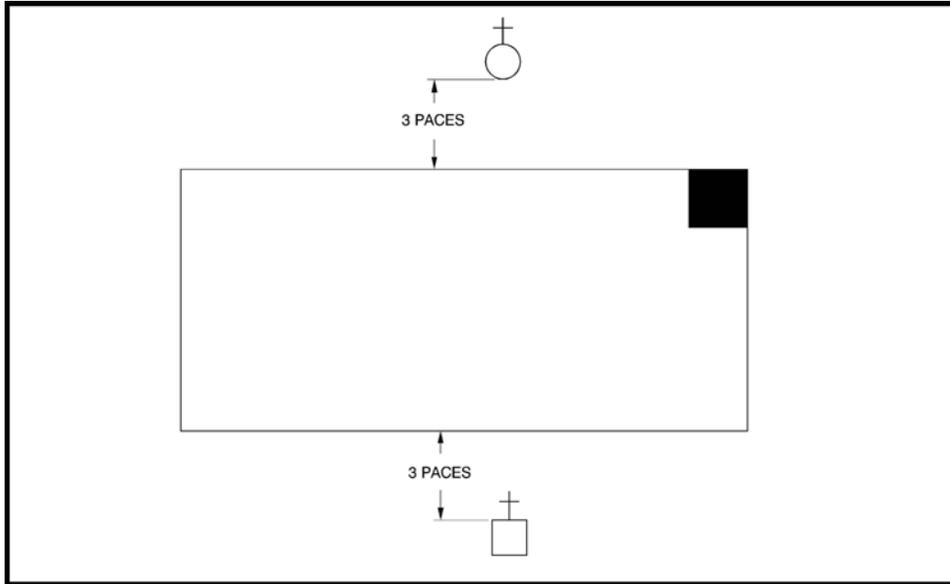


Figure 2 Squad in Line

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-2-2), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.



Figure 2 demonstrates the command positions when a PI Comd and a PI WO are on parade.

When on parade, each squad follows the same procedures to hand over command. Once the PI Comd / WO are in their new position(s), the command STAND AT—EASE, is given in succession from the front (right). On the executive word of command of the last PI Comd / WO ordering their squad to stand at ease, PI Comd / WOs turn about and stand at ease together.



Throughout the parade it is important to remember that words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.

Refer to A-CR-CCP-703/PF-001, *Silver Star Instructional Guides*, EO M308.02 (Deliver Words of Command), if further information is required on how to deliver proper words of command.



When paying compliments during the parade, all salutes must be acknowledged and conducted in a sharp manner.

Greeting the RO to Complete the Inspection

Inspections are conducted one squad at a time, normally accompanied by the RO and the reviewing party. The parade commander will give the command NO. 1 SQUAD, STAND FAST, REMAINDER STAND AT—EASE before the inspection begins. The inspection commences with the squad ordered to stand fast.

As the RO approaches, the PI Comd / WO turns right and marches to a position three paces in front of the marker, facing the RO. When the RO approaches, the PI Comd / WO will salute (if required) and report the squad.



The following is an example opening report from the PI Comd / WO to the RO, when the RO approaches the platoon for the inspection.

"Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one platoon, 25 cadets on parade, ready for your inspection".



If the RO is a local government official, a civilian or a non-commissioned officer (NCO), a salute is not required.

The PI Comd / WO will guide the RO through the front and rear of each rank, commencing at the right flank of the front rank and proceeding in a counter-clockwise direction around each rank in turn. When the RO has completed the inspection, the PI Comd / WO will position themselves behind the rear rank marker, to acknowledge the RO's completion of the squad's inspection, ask permission to carry on and salute (if required).



The following is an example response from PI Comd / WO to the RO, when the RO has completed the inspection of the platoon.

"Sir (ma'am), thank you for inspecting number one platoon. Permission to carry on?"

Once the RO has begun to move to the next squad, the PI Comd / WO executes a right turn and marches, using a series of wheels, back to their command position facing the squad. When in position the PI Comd / WO shall give the commands CLOSE ORDER—MARCH and STAND AT—EASE. The PI Comd / WO will then turn about to face the front, stand at ease, and await further orders from the parade commander.

As the inspection is being completed, the remaining PI Comds / WOs will observe the RO and as the RO inspects the rear rank of the preceding squad, the next PI Comd / WO shall turn about to face their squad, give the command ATTEN—TION and carry out the inspection sequence for their squad.



Inspections are always carried out at the open order.

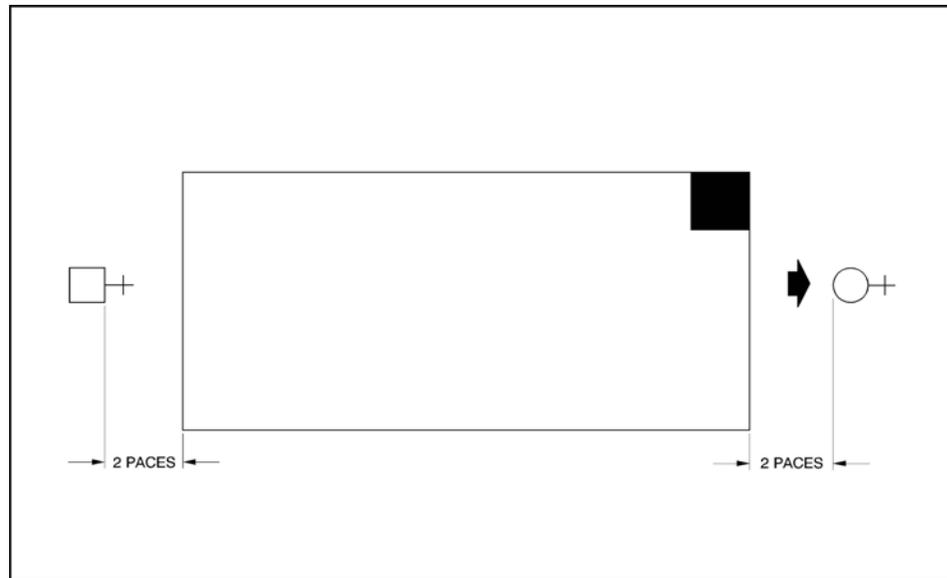


Figure 4 Squad in Column of Route

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-2-4), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.



Figures 4 and 5 demonstrate the command positions when a PI Comd and a PI WO are on parade for the march past, in column of route. If there is no PI Comd, the PI WO will command the platoon.

Column of threes. A squad in column of threes is in the same formation as when in line, but facing a flank. Column of threes is another formation used to move a squad on the march.

When halted in this position and given the command to turn, the PI Comd / WO turn in the appropriate direction and maintain their position(s).

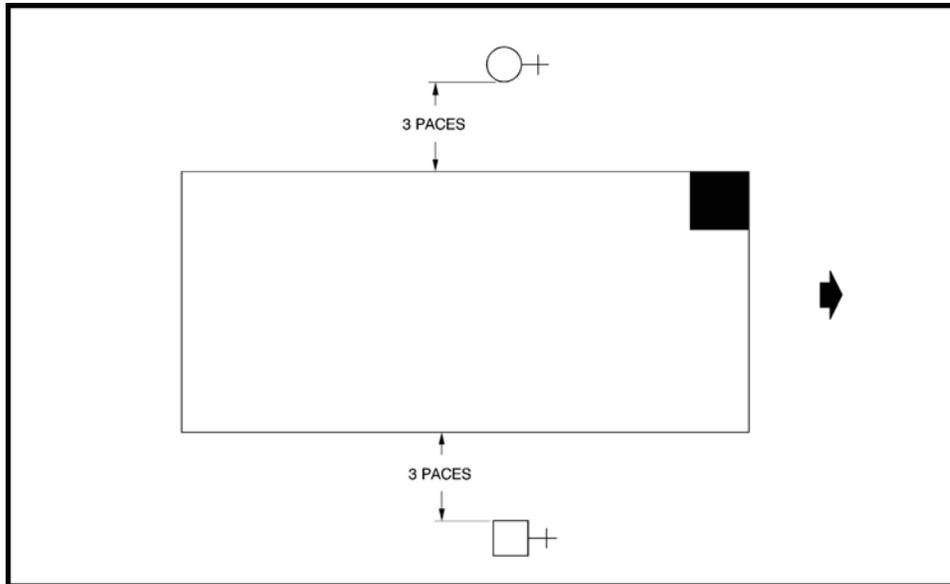


Figure 5 Squad in Column of Threes

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-2-3), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

Falling Out

When falling out as a PI WO, follow the commands of the MWO or the deputy parade commander.



When assuming the role of a PI Comd, the following additional steps of falling out are to be conducted:

1. On the command OFFICERS, FALL—OUT, which is given by the parade commander when the parade is at attention, the PI Comd marches the most direct route and forms up in a line, five paces in front of, centred on and facing, the parade commander, at arm's length interval (without raising the arm), the deputy parade commander on the right.
2. When all PI Comds are present and in line, the deputy parade commander takes a half pace forward.
3. When ordered by the parade commander to DIS—MISS, the deputy parade commander will step back one half pace. All PI Comds will observe the standard pause and march straight forward off the parade square, along with the deputy parade commander.

CONFIRMATION OF TEACHING POINT 1

The cadets' commanding a squad will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' commanding a squad will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This lesson is assessed IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B, 408 PC.

CLOSING STATEMENT

Commanding a squad on parade with confidence and determination, will affect how cadets respond to the orders given. Delivering words of command, in a clear and concise manner allows a squad to move as a team in an organized and efficient manner.

INSTRUCTOR NOTES / REMARKS

Where there are a large number of cadets, divide the group into two or three squads and rotate the cadets through as commanders.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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PARADE SEQUENCE AIDE-MÉMOIRE CARD



PARADE SEQUENCE AIDE-MÉMOIRE CARD

FALLING IN

When falling in as a PI WO:

Follow the required commands of the MWO or the deputy parade commander.

When falling in as a PI Comd:

1. Stand at ease in succession from the right, once in position.
2. On the command to fall in, come to attention, turn left and march to the platoon, approaching from the right flank.
3. Halt two paces in front of PI WO.
4. March two paces forward (assume the proper command position) and give the command **STAND AT—EASE**.
5. On the executive word of command of the last platoon ordered to stand at ease, turn about and stand at ease.

GREETING THE RO TO COMPLETE THE INSPECTION

1. Ensure the platoon is at attention. Give the command **ATTEN—TION** (if required).
2. Turn right and move to a position three paces in front of the marker (check RO's position as required).
3. Salute the RO (if required) and report the platoon (eg, "Good evening [morning / afternoon] sir [ma'am], Sergeant Jones reporting for number one platoon, 25 cadets on parade, ready for your inspection").
4. Guide the RO through the ranks.
5. After the inspection, stand to attention behind the rear rank marker and salute (if required) and respond to the RO (eg, "Sir [ma'am], thank you for inspecting number one platoon. Permission to carry on?").
6. Execute a turn and march back to the front of the platoon.
7. Give commands **CLOSE ORDER—MARCH** and **STAND AT—EASE** to the platoon.
8. Turn about to face front, stand at ease and await further orders from the parade commander.

LEADING THE PLATOON ON THE MARCH PAST

- Execute all commands given by the parade commander, as per the parade sequence.
- Assume the correct command positions throughout the march past.
- Give the commands **LEFT—TURN** (as required), **EYES—RIGHT**, **EYES—FRONT**, **RIGHT—TURN** (as required) and **HALT** (as required), as directed by the parade commander.

FALLING OUT

When falling out as a PI WO:

Follow the required commands of the MWO or the deputy parade commander.

When falling out as a PI Comd:

- On the command to fall out, march the most direct route and form up in position facing the parade commander.
- On the command to dismiss, observe the standard pause and march straight off parade square.

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SECTION 4

EO M408.04 – INSPECT A CADET ON PARADE

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy CATO 46-01, *Army Cadet Dress Instructions* and the Dress Instructions Activity Worksheet located at Attachment A, for every three cadets.

Photocopy the Dress Instructions Checklist located at Attachment C for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest and confirm comprehension of elemental dress instructions.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill of inspecting a cadet on parade while providing an opportunity for the cadet to practice the skill under supervision.

INTRODUCTION

REVIEW

The review for this lesson is from EO M408.03 (Command a Squad).

QUESTIONS:

- Q1. Regardless of frontage, when a squad is formed up in line, how many paces must the platoon commander / warrant officer be positioned when in front and centre of the squad?
- Q2. What is an example report when the reviewing officer (RO) approaches the platoon for the inspection?
- Q3. When commanding the squad as a team leader, what is the team leader responsible for?

ANTICIPATED ANSWERS:

- A1. When a squad is formed up in line the platoon commander / warrant officer shall be positioned three paces in front and centre of the squad.
- A2. "Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one platoon, 25 cadets on parade, ready for your inspection".
- A3. When commanding a squad, the team leader is responsible for:
- falling in;
 - greeting the RO to complete the inspection;
 - leading the squad on the march past; and
 - falling out.

OBJECTIVES

By the end of this lesson the cadet shall be expected to inspect a cadet on parade.

IMPORTANCE

It is important for cadets to be able to inspect a cadet on parade as they will be placed in a team leader role and will need to know how to effectively correct errors and evaluate dress, IAW CATO 46-01, *Army Cadet Dress Instructions*. Team leaders must maintain a high standard of appearance and bearing, as cadets will be looking to their team leader for examples, guidance and knowledge when it comes to wearing the elemental cadet uniform.

Teaching Point 1**Conduct an activity where the cadets will, in groups of three, identify the correct way of wearing the cadet uniform.**

Time: 15 min

Method: In-Class Activity



Refer to CATO 46-01, *Army Cadet Dress Regulations* for background information. CATOs can be found online at www.cadets.gc.ca.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets, in groups of three, identify the correct way of wearing the cadet uniform.

RESOURCES

- Dress Instructions Activity Worksheet located at Attachment A (one per group),
- CATO 46-01, *Army Cadet Dress Instructions* (one per group),
- Dress Instructions Activity Worksheet Answer Sheet located at Attachment B,
- Tables (one per group),
- Chairs (one per cadet), and
- Pen / pencil (one per group).

ACTIVITY LAYOUT

Set up the drill hall or outdoor parade square with tables and chairs for group work, with the required resources for each group to complete their activity worksheet.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three.
2. Distribute the Dress Instructions Activity Worksheet to each group.
3. Allow each group five minutes to answer the questions on their worksheet.
4. Circulate and assist the cadets as necessary, offering suggestions and advice. Refer to the Dress Instructions Activity Worksheet Answer Sheet, as required.
5. Distribute a copy of CATO 46-01, *Army Cadet Dress Instructions* to each group.
6. Have the cadets, within the group, discuss and confirm their answers from their group activity worksheet.
7. Allow the groups five minutes to check their answers on their worksheet.
8. Review the answers with the class.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Explain, demonstrate and have the cadets perform an individual inspection.

Time: 35 min

Method: Demonstration and Performance



This TP is intended to demonstrate how to perform an individual inspection and to aid the cadets' comprehension of the inspection process as a team leader. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of performing an individual inspection while cadets observe, to include:
 - a. inspecting the front of the cadet from head to toe;
 - b. inspecting the back of the cadet from head to toe; and
 - c. correcting errors verbally, as required.
2. Explain and demonstrate each step required to effectively perform an individual inspection.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two equal groups, if required, for all cadets to assume the role of a team leader inspecting a squad.

Note: Assistant instructors may be employed for demonstration purposes.



This activity will be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Distribute a copy of the Dress Instruction Checklist located at Attachment C to each cadet, as a reference when assuming the role of team leader inspecting a squad.



In this TP, the role of platoon commander is referred to as the team leader.

Inspections shall be carried out at the open order. Ranks shall be dressed after the open order, before the inspection and after the close order. The individual performing the inspection will inspect the front and rear of the rank, commencing at the front rank marker and proceeding in a counter-clockwise direction around each rank in turn.

Ranks that are being inspected are in the position of attention and ranks within the same platoon that are not being inspected, may be ordered to stand at ease. Similarly, during the inspection of one or more squads, the squads that are not being inspected may be ordered to stand at ease. During an inspection, an individual ordered to adjust clothing or equipment shall do so immediately, maintaining their current position within the ranks. After the adjustment is finished, the position of attention will be resumed.

INSPECTING THE FRONT OF A CADET FROM HEAD TO TOE

Inspecting the front of the cadet shall commence at the head and work down to the feet to determine that the cadet:

- is properly equipped for the parade, with clothing and equipment clean and in good repair;
- is properly dressed, with all clothing, badges, ribbons, etc, worn correctly; and
- has a high standard of personal hygiene and grooming.

INSPECTING THE BACK OF A CADET FROM HEAD TO TOE

Inspecting the back of the cadet is done in the same manner as inspecting the front; commence at the head and work down to the feet. The individual performing the inspection is also checking that the cadet is properly dressed and equipped with a high standard of personal hygiene.

CORRECTING ERRORS VERBALLY

Speak to cadets clearly and positively to ensure maximum learning and understanding of the dress instructions.

When correcting errors, the team leader(s) is to address the cadet in a positive tone. Explain and demonstrate the correct method and have the cadet complete the correction (providing it is a minor correction / adjustment that can be done while the cadet is in ranks). This method will allow the cadet to learn from their error(s).



When correcting errors, never touch the cadet. Either ask permission to touch the cadet's uniform or demonstrate how to correct the error using one's own uniform.

CONFIRMATION OF TEACHING POINT 2

The cadets' performance of an individual inspection will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' performance of an individual inspection will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

When placed in a team leader role, it is important to remember that cadets will be looking for examples, guidance and knowledge regarding the elemental cadet dress instructions. Team leaders who portray a high standard of appearance and bearing are able to effectively evaluate dress and correct errors in a positive manner.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

A2-028 CATO 46-01 Director Cadets 4. (2005). *Army cadet dress instructions*. Ottawa, ON: Department of National Defence.

DRESS INSTRUCTIONS ACTIVITY WORKSHEET

Instructions: Circle TRUE or FALSE for each question. After all questions have been answered, read through CATO 46-01, *Army Cadet Dress Instructions*, to confirm the answers.

1. There are three occasions when cadets are permitted to wear their uniforms. TRUE or FALSE
2. Cadet medals are worn on the right side of the dress uniform jacket. TRUE or FALSE
3. Cadets are not authorized to wear makeup while in uniform. TRUE or FALSE
4. An undershirt is allowed to be worn under the uniform, providing it is not visible. TRUE or FALSE
5. The double overhand knot is to be used to tie the necktie. TRUE or FALSE
6. The Supply Officer is to ensure that the cadets are dressed in accordance with the CATOs. TRUE or FALSE
7. The beret shall be worn evenly when positioned on the head. TRUE or FALSE
8. The beret is the only headdresses that is authorized to be worn. TRUE or FALSE
9. The Remembrance Day poppy is to be placed / pinned and centred on the top left pocket flap of the cadet dress jacket. TRUE or FALSE
10. Civilian backpacks must never be carried or worn while in uniform. TRUE or FALSE

<p>11. Modifications are not permitted on the parade boots.</p> <p>TRUE or FALSE</p>
<p>12. The name tag is exactly 7 cm in length.</p> <p>TRUE or FALSE</p>
<p>13. The rank insignia shall be worn on the right sleeve of the dress uniform jacket.</p> <p>TRUE or FALSE</p>
<p>14. The belt on the dress uniform jacket shall be adjusted so that the excess of the belt is no more than 6 cm.</p> <p>TRUE or FALSE</p>
<p>15. The length of the trousers should extend to the 3rd eyelet of the parade boot.</p> <p>TRUE or FALSE</p>

DRESS INSTRUCTIONS ACTIVITY WORKSHEET ANSWER SHEET

1. There are three occasions when cadets are permitted to wear their uniforms.

ANSWER: TRUE

PARAGRAPH NUMBER: 47 a,b and c

FURTHER INFORMATION: Cadets shall wear their uniform when:

- a. attending training or proceeding to or from a place of training unless directed by the corps CO;
- b. proceeding to or from a CSTC; and
- c. attending ceremonies or functions at which the wearing of uniform is appropriate and authorized by the cadets corps or CSTC CO.

2. Cadet medals are worn on the right side of the dress uniform jacket.

ANSWER: FALSE

PARAGRAPH NUMBER: 84 and 85

FURTHER INFORMATION: Medals shall be worn on the jacket of the uniform and only with the numbered dress C-1, ceremonial dress. Medals shall be suspended above the left breast pocket of the jacket, immediately above and centred. When two or more medals are awarded, they shall be worn in order of precedence, without interval, with the highest priority medal closest to the centre of the chest. Medals shall hang in one row so that they are fully visible. Should this not be possible because of the number being worn, medals shall be overlapped horizontally, the one with the highest priority showing in full. Normally, five or more medals will require overlapping. The maximum width of the mounting is governed by the physique of the individual. The bar shall not project beyond the arm seam of the jacket once the mounting is centred with the jacket pocket.

3. Cadets are not authorized to wear makeup while in uniform.

ANSWER: FALSE

PARAGRAPH NUMBER: 59

FURTHER INFORMATION: Female cadets are authorized to wear a minimal amount of makeup. When wearing a uniform, make-up shall be applied conservatively. This precludes the use of false eyelashes, heavy eyeliner, brightly-coloured eye shadow or lipstick and / or coloured nail polish.

4. An undershirt is allowed to be worn under the uniform, providing it is not visible.

ANSWER: TRUE

PARAGRAPH NUMBER: 31

FURTHER INFORMATION: The undershirt may be worn with any order of dress. The undershirt shall not be visible at the neck opening.

5. The double overhand knot is to be used to tie the necktie.

ANSWER: FALSE

PARAGRAPH NUMBER: 49 I

FURTHER INFORMATION: The necktie shall be knotted neatly using a Windsor or four-in-hand knot and shall be kept tight.

6. The Supply Officer is to ensure that the cadets are dressed in accordance with the CATOs.

ANSWER: FALSE

PARAGRAPH NUMBER: 3

FURTHER INFORMATION: Corps COs shall ensure that their cadets are dressed in accordance with the instructions contained in the CATO.

7. The beret shall be worn evenly when positioned on the head.

ANSWER: TRUE

PARAGRAPH NUMBER: 49 c

FURTHER INFORMATION: The beret shall be worn evenly on the head with the sweatband 2.5 cm above the eyebrows, badge centred over the left eye.

8. The beret is the only headdresses that is authorized to be worn.

ANSWER: FALSE

PARAGRAPH NUMBER: 41

FURTHER INFORMATION: Authorized items are:

- a. Glengarry,
- b. Balmoral,
- c. Forage Cap,
- d. Blue Irish bonnet, and
- e. turban.

9. The Remembrance Day poppy is to be placed / pinned and centred on the top left pocket flap of the cadet dress jacket.

ANSWER: TRUE

PARAGRAPH NUMBER: 82

FURTHER INFORMATION: On the cadet jacket, the poppy shall be pinned and centred on the top left pocket flap or in a similar position on the all-season jacket.

10. Civilian backpacks must never be carried or worn while in uniform.

ANSWER: FALSE

PARAGRAPH NUMBER: 33

FURTHER INFORMATION: Civilian pattern backpacks may either be carried in the left hand or worn suspended from both shoulders and square on the back.

11. Modifications are not permitted on the parade boots.

ANSWER: TRUE

PARAGRAPH NUMBER: 49 n

FURTHER INFORMATION: Boots shall not be modified with any type of metal cleats, hobnails or other metal attachments to heel or sole.

12. The name tag is exactly 7 cm in length.

ANSWER: FALSE

PARAGRAPH NUMBER: 25

FURTHER INFORMATION: The name tag shall be detachable, made of black and white laminated plastic plate, 6.3 cm in length and 1.2 cm in height, inscribed with white lettering 0.6 cm high.

13. The rank insignia shall be worn on the right sleeve of the dress uniform jacket.

ANSWER: TRUE

PARAGRAPH NUMBER: 76

FURTHER INFORMATION: Rank insignia shall be worn on the right sleeve of the dress uniform jacket.

14. The belt on the dress uniform jacket shall be adjusted so that the excess of the belt is no more than 6 cm.

ANSWER: FALSE

PARAGRAPH NUMBER: 49 g

FURTHER INFORMATION: The jacket belt shall be worn so as the excess of the belt, once attached, is on the same side as the buttonhole flap and the excess of the belt is not more than 8 cm.

15. The length of the trousers should extend to the 3rd eyelet of the parade boot.

ANSWER: TRUE

PARAGRAPH NUMBER: 49 h

FURTHER INFORMATION: The length of the trousers should extend to the 3rd eyelet of the boot.

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DRESS INSTRUCTIONS CHECKLIST

CADET'S NAME _____ PLATOON / SECTION _____

Uniform Items / Accessories	Check (✓) if Item is Clean / Pressed / Polished	Additional Comments
HEADDRESS		
Beret and Insignia (includes other headdress)		
CLOTHES ON THE UPPER BODY		
Badges (proper placement and sewn on correctly)		
Cadet Slip-on or Armlet		
Shirt, Cadet, Short Sleeve		
Turtleneck Sweater		
Uniform Jacket and Belt		
Necktie		
Name Tag		
CLOTHES ON THE LOWER BODY		
Trousers and Belt		
FOOTWEAR		
Parade Boots (with grey wool socks)		
OVERALL PERSONAL APPEARANCE		
Hair (includes facial hair)		
Makeup, Jewellery, Sunglasses, etc		
PHYSICAL FITNESS GEAR (as required)		
Grey Sports T-Shirt and Shorts		
Running Shoes		

Note. Additional comments may be recorded on the back of the checklist.

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 5

EO C408.01 – DISCUSS THE HISTORY OF DRILL

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Summary of Significant Drill Events handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the history of drill and generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have discussed the history of drill.

IMPORTANCE

It is important for cadets to discuss the history of drill as it represents a part of military history. Being able to understand the purpose and evolution of drill will help cadets understand why drill movements are performed by the military today.

Teaching Point 1**Discuss the origins of drill.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to introduce the origin of drill throughout ancient history and how vital drill used was on the battlefield.

Distribute the Summary of Significant Drill Events located at Attachment A to each cadet.

In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units. Empires realized that well-drilled soldiers were more efficient in battle.



The earliest known drill movement, during the rise of kingship in Mesopotamia, about 3000 BC, was close-order drill, defined as shoulder to shoulder marching.

At one time, drill and tactics were the same, as drill was needed on the battlefield. Battle drill has existed since ancient times. Separate drill for infantry, armoured, cavalry and others were replaced by all arms drill early in the 20th century, as the changing conditions of war gradually separated tactics from barrack routine.



Infantry. Infantry drill was practiced regularly around 1000 BC and was necessary to ensure that each soldier's movements matched those of the rest.

Armoured. Soldiers, known as armoured spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall against the enemy. Regular practice was needed to keep the ranks together during battle.

Cavalry. In 875 BC, about a century after the infantry and armoured were developed, a new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the Cavalry. The Cavalry could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and aim and shoot their bow and arrow.

Imitation of battle taught the proper use of weapons and strengthened endurance on the battlefield. Armies found that by teaching the soldiers drill and battle procedures, their chances of victory significantly improved.

Drill is still used routinely to move soldiers in an orderly and efficient manner. It also forms the basis of the precise manoeuvres used in military displays and ceremonies.

Romans

Around 2400 BC, Romans realized the way to learn the required skills when deploying for battle was by training Roman soldiers to execute drill in formation. At the beginning of training, recruits were taught the military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day. Three times a month, garrison soldiers marched 16.1 km (10 miles), built a fortified camp and returned to base, all in the same day. Individual skills with weapons were also developed with daily practice.

Romans spent most of their time practicing ceremonial guard duty and drill, in order to become well-drilled soldiers. The emotional significance of daily and prolonged close-order drill created a lively esprit de corps among the poverty-stricken peasant recruits and the urban outcasts.

The Romans are presumed to have used cadence while marching for tactical formations. Romans regarded military music quite seriously, as they had several warlike instruments. Each soldier had a trumpet, a horn, or both. These were employed for signals, or what is now referred to as “calls”. Instruments were used for marching music and to direct the movement of soldiers.



As Roman soldiers clashed with other armies, they would learn and employ the same sort of successful drill that the other armies had developed.

Greeks and Spartans

Greek citizens did not willingly accept the rigors of military drill, but the emotional effects of keeping together did not disappear when citizen soldiers ceased to dominate military affairs. Drill became more elaborate in the fourth century BC, as those who participated in drill were professional soldiers whose loyalties were to their commanders.

Spartans engaged in drill and marching exercises on a regular basis and learned how to advance evenly into battle by keeping in step to the sound of music, all without breaking their order or ranks. Spartans also learned how to execute flanking movements and open and close order march, allowing their armies to alter the length of their front.



A Spartan is a citizen of Sparta (city in the South Peloponnese) in ancient Greece.



Spartans developed rigorous styles of military training as they required youth to live apart from family, according to their age class in order to participate in physical exercises and military drill.

Chinese

Chinese armies used drummers to beat the drums while soldiers were marching. The drummers would beat the drums once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.

Large infantry armies were taught to handle their weapons in unison and maintain formation by keeping in step on the battlefield, all by responding to signals. Most of China's drill movements between 400 and 300 BC were derived from the Romans and the Greeks.



If a drummer missed a beat, he was executed. Those that moved by themselves or did not obey the drums or signals were also executed.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. In ancient history, why did empires develop ways of moving organized soldiers from one place to another?
- Q2. At the beginning of training, how were Roman recruits taught military pace?
- Q3. Why did Chinese armies use drums?

ANTICIPATED ANSWERS:

- A1. In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units.
- A2. At the beginning of training, Roman recruits were taught military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day.
- A3. Chinese armies used drummers to beat the drums when soldiers were marching. The drummers would beat the drum once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

Teaching Point 2

Discuss the evolution of drill movements.

Time: 15 min

Method: Interactive Lecture



This TP is intended to describe the evolution of drill and how drill movements and instruction developed throughout the years.

Infantry supremacy and precise drills were eclipsed after the fall of the Roman Empire. During the feudal era, mounted knights ruled combat. Infantry drills were resurrected in the 14th century and slowly developed and improved thereafter.

Swiss

Disciplined soldiers marched in cadence to the sound of musical instruments in admirable order beneath their banners. It is believed that the Swiss, in the late 1300s, were the first modern soldiers to march to music.

Dutch

Words of command were starting to be used for drill shortly after it was introduced to the Dutch in the late 1500s. It became possible to get soldiers to move in unison while performing the actions needed to load, aim and fire their weapons. The soldiers practiced until the necessary motions were almost automatic. This made them less likely to be disrupted by the stress of battle, an advantage when meeting untrained soldiers.

Words of command permitted companies, platoons and squads to respond to their designated leader as different movements and commands were established for units of every size. Soldiers had to practice these movements whenever possible. It was determined that when an entire army was trained this way, control of battle became possible.

In the early 1600s, an artist was used to make engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.

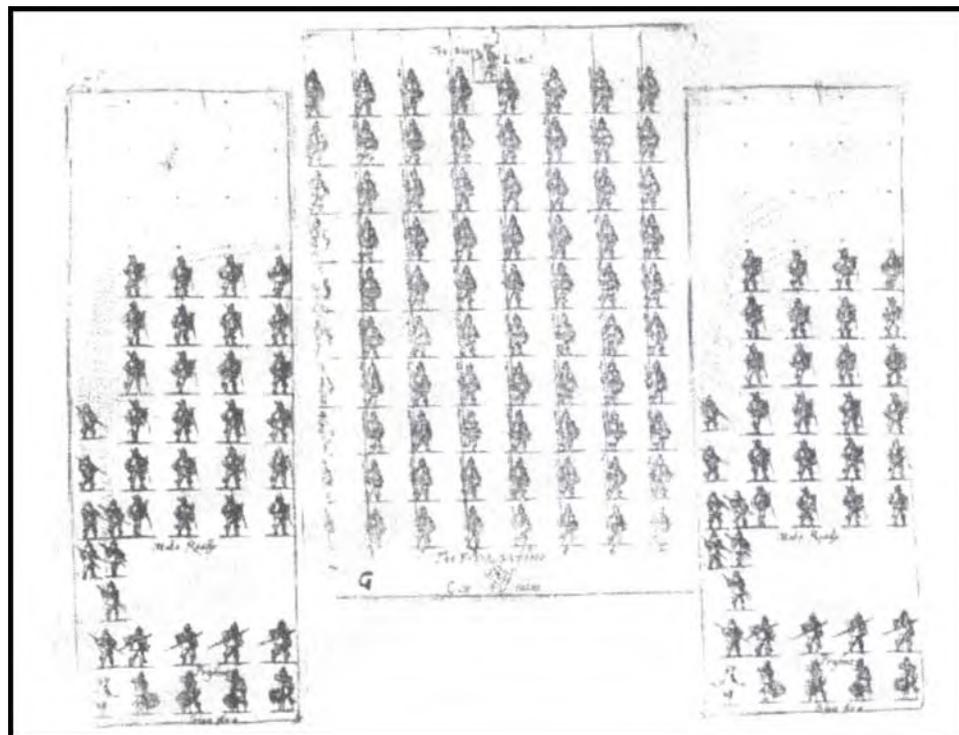


Figure 1 Diagram of a Drill Movement in the 1600s

Note. From *Keeping Together in Time: Dance and Drill in Human History* (p. 86), W. H. McNeill, 1997, Cambridge, MA: Harvard University Press. Copyright 1995 by William H. McNeill.



Over the next half century, the Germans, Russians, Spaniards and French translated the book, causing these drill movements to spread across Europe.

Germans

In the mid 1800s, the Germans (and the Swiss) had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".



In the late 1800s, the British, Japanese and Chinese followed the Germans and the Swiss by having soldiers teach drill movements.

British

In the British Army, the balance step was a feature of the ordinary march step, experienced today as the slow march. The balance step was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire. Each recruit was trained as a member of a squad until perfect in all points of duty. Each soldier was allowed to join the battalion after being fully trained. Every soldier, after returning from a long absence, had to be re-drilled before being permitted to act in the ranks of his company.

It was imperative that commanders were able to estimate the time required for soldiers to march from point A to point B on foot. With that in mind, the following marches were introduced to the British Army in 1824:

- **March (75 steps per minute, each step 30 inches [76 cm]).** The slowest step (otherwise known as slow time) at which soldiers moved. This march was most commonly used for parades or moving very large formations.
- **Quick march (108 steps per minute, each step 30 inches [76 cm]).** This ordinary pace was applied to most movements by large bodies of soldiers.
- **Wheeling step (120 steps per minute, each step 30 inches [76 cm]).** Wheeling (forming) from line into column or vice versa, ensured there was no delay in achieving the required formation to face a new enemy.
- **Double march (150 steps per minute, each step 36 inches [91 cm]).** This march was applied to the movements within the divisions within a battalion without exhausting soldiers in heavy marching order (eg, load carrying equipment). In rank movements, the double march, when safely applied, may be used in rapid formations, or for quickly moving ranks.

Canadian

- **Royal Canadian Navy.** The Royal Canadian Navy used army drill and ceremonial procedures when on solid ground, by parading as platoons, companies and battalions. While on a ship, the navy conducted ship board drill. The navy still uses the same drill movements while on solid ground; however, they parade by divisions.
- **Canadian Army.** With few exceptions, Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page) up until the end of World War II (WW II). It was only with the introduction of a new family of small arms weapons (1989 Draft Drill Manual), and similar developments in other Commonwealth countries, that some of the old drill movements diverged. There were still many similarities in drill, allowing Canadian regiments to execute drill alongside British Army personnel.

One strong influence on the Canadian Forces is the evolution to independent statehood within the British Commonwealth of Nations. This can be seen in customs and routine, uniforms and drill, organization and many other matters (eg, trooping the colours, gun salutes).

- **Royal Canadian Air Force.** Technical requirements of the Royal Canadian Air Force in 1941 called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training. Both of these objectives were attained by properly combining classroom instruction and parade ground training. The daily program of training was arranged to allow all personnel on strength to receive one hour of classroom instruction and parade ground training per week.

In 1955, the classroom explanation was absent from the *Manual of Drill for the Royal Canadian Air Force*. When conducting drill training, the Royal Canadian Air Force used army drill and ceremonial procedures.



Instructional and practical drill training periods for the Royal Canadian Air Force were as follows:

- classroom instruction—45 percent (demonstration and explanation by instructor);
- practical training—25 percent (on the parade ground);
- mutual instruction—15 percent; and
- voice training—15 percent.



The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, evolution continued by blending the drill detail back into one standard of drill.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What did the Dutch create in the early 1600s?
- Q2. What were the marches introduced by the British in 1824?
- Q3. Whose drill manuals did the Canadian Armed Forces use before World War II?

ANTICIPATED ANSWERS:

- A1. In the early 1600s, the Dutch created a book of drill. An artist was used to make engravings of each posture required of each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.
- A2. The following marches were introduced by the British Army in 1824:
- march,
 - quick march,
 - wheeling step, and
 - double march.
- A3. With few exceptions Canada's Armed Forces used British Manuals (sometimes just with a Canadian cover and covering page) up until the end of WW II.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. How did the Chinese teach drill to large numbers of soldiers?
- Q2. When did the Dutch start using words of command for drill?
- Q3. Why did the British introduce the balance step?

ANTICIPATED ANSWERS:

- A1. When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.
- A2. The Dutch started using words of command for drill in the late 1500s.
- A3. The British introduced the balance step because the soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill procedures and movements are a large component of today's military. Learning about the purpose and evolution of drill will help you understand why so many drill movements are performed within the military today.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director of History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

C2-249 ISBN 978-0674-5023-07 McNeill, W. (1997). *Keeping together in time: Dance and drill in human history*. Cambridge, MA: Harvard University Press.

SUMMARY OF SIGNIFICANT DRILL EVENTS

Date	People	Event
3000 BC	Mesopotamians	The earliest known drill movement was close-order drill (defined as shoulder to shoulder marching).
2400 BC	Romans	Realized the way to learn the required skills when deploying for battle was by training soldiers drill in formation.
1000 BC	Greeks / Romans	Infantry drill was practiced regularly and was very necessary to ensure that each soldier's movements matched those of the rest. Armoured soldiers, also known as spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall.
875 BC	Greeks / Romans	A new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the Cavalry. The Cavalry could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and to aim and shoot their bow and arrow.
400 and 300 BC	Chinese	Most of China's drill movements were derived from the Romans and Greeks.
1300s	Swiss	Were the first modern soldiers to march to music.
1500s	Dutch	The first to use words of command for drill.
1600s	Dutch	An artist made engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was gathered and published into a book.
mid 1800s	Germans (and Swiss)	Had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".
late 1800s	British, Japanese and Chinese	Followed the Germans and the Swiss by having soldiers teach drill movements.
1824	British	The balance step (the slow march) was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.
early 1900s	Canadians	Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page).
1941	Canadians	Technical requirements of the Royal Canadian Air Force called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training.
1955	Canadians	The classroom explanation was absent from the <i>Manual of Drill for the Royal Canadian Air Force</i> .
1968	Canadians	The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, drill evolution continued by blending the drill detail back into one.

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 6

EO C408.02 – VIEW A RE-ENACTMENT THAT DEMONSTRATES THE HISTORY OF DRILL

Total Time:

90 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 1

EO M409.01 – IDENTIFY METHODS OF INSTRUCTION

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Create a slide of Attachment A.

Photocopy and 3-hole punch the handouts located at Attachments B, F, G, and H for each cadet.

Make three copies of the Methods of Instruction Puzzle located at Attachment C for the activity in TP1. The two sheets should be of different colours, Description sheets should be colour A and Typical Application sheets should be colour B.

Prepare the Methods of Instruction Puzzles using the directions located at Attachment C.

Make one photocopy of the methods of instruction information sheets located at Attachment E.

Provide binders for each cadet to collect all work in this performance objective.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 2 as it is an interactive way to review previously learned material and confirm the cadets' comprehension of new methods of instruction.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the application of various methods of instruction.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the methods of instruction and select the appropriate method of instruction for a given topic.

IMPORTANCE

It is important for cadets to be aware of the various methods of instruction when filling an instructional role. Being able to select and apply each method will help the cadets prepare and deliver an effective lesson.

Teaching Point 1**Conduct an activity where the cadets will review methods of instruction.**

Time: 10 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to review the methods of instruction previously taught in EO M309.02 (Identify Methods of Instruction).

RESOURCES

- Teaching = learning handout located at Attachment A,
- Methods of Instruction worksheet located at Attachment B,
- Methods of Instruction Puzzle located at Attachment C,
- Methods of Instruction Guide Attachment D (for instructor use only),
- OHP,
- Envelopes,
- Binders,
- Pens / pencils,
- Tape, and
- Stopwatch.

ACTIVITY LAYOUT

Place the sample Methods of Instruction Puzzle (located at Attachment C) at the front of the classroom so it is easily accessible to all groups.

Set up two work stations and place the following at each station:

- Methods of Instruction worksheet located at Attachment B for each cadet,
- One envelope with the Method of Instruction Puzzle located at Attachment C, and
- One binder for each cadet.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Show the cadets the slide of Attachment A and ask the cadets to:
 - a. determine what the cartoon is implying; and
 - b. consider why varying teaching techniques can assist with learning.

3. Introduce the sample Methods of Instruction Puzzle by:
 - a. pointing out the two top row categories: description and typical applications;
 - b. identifying the first column as the six methods of instruction; and
 - c. explaining the colour coding system by pointing out that all descriptions are colour A and all typical applications are colour B.
4. Have the groups race to complete the Methods of Instruction Puzzle, according to the following rules:
 - a. Groups must place their pieces of the puzzle in the appropriate column and row.
 - b. A group that is having difficulty may visit the sample located at the front of the classroom up to two times.
 - c. A penalty of 30 seconds will be added to a group's time for each visit to the sample.
 - d. The group that completes the puzzle correctly in the least time is the winner.



Attachment B is provided for the cadets who finish the puzzle early. Ask them to make personal notes on each method of instruction. It is not necessary to fully complete the sheet but it will be a useful reference in the future.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Conduct an activity where the cadets will describe methods of instruction.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to introduce the cadets to methods of instruction.

RESOURCES

- Methods of instruction information sheets located at Attachment E,
- Methods worksheet located at Attachment F,
- Presentation aids,
- Markers,

- Pens / pencils, and
- Tape.

ACTIVITY LAYOUT

Set up six learning stations, to include:

- Flip chart paper,
- Markers, and
- Pens / pencils.

ACTIVITY INSTRUCTIONS

1. Write the following on the whiteboard / flip chart:
 "Tell me, and I forget;
 Show me, I may remember;
 Involve me, and I will understand." - Chinese Proverb
2. Ask the cadets the following questions:
 - a. What are some possible meanings of the quote?
 - b. What are the connections between learning and instruction?
3. Divide the class into six groups and assign each group a method of instruction, to include:
 - a. group discussion,
 - b. guided discussion,
 - c. role-play,
 - d. experiential learning,
 - e. problem-based learning, and
 - f. case study.



If the class size is small, divide the class into three groups and assign two methods to each group.

4. Have the groups title the flip chart paper with their given method of instruction.
5. Have the cadets write the following headings on the flip chart paper:
 - a. description,
 - b. applications,
 - c. preparation and development, and
 - d. pros and cons.

6. Have each group brainstorm and record ideas relating to each section of their flip chart paper.
7. Distribute the assigned method of instruction information sheet to each group.
8. Have each group read their method of instruction information sheet and add details to their flip chart paper.



Distribute the Methods worksheet to each cadet.

9. Display charts around the room.
10. Have each group present their method of instruction. Allocate about 1–2 minutes for each group presentation.
11. Instruct the cadets to fill in the Method worksheet, making short notes, as each group presents their method to the class.



It is not necessary for the cadets to fully complete the sheet but it will be a useful reference in the future.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct a group discussion on the application of methods of instruction.

Time: 20 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

Some examples of the types of lessons that lend themselves easily to a specific method of instruction are:

Interactive Lecture. Lessons with facts or dates, including history lessons.

Demonstration and performance. Any drill or skill, such as first aid and rope work.

In-class activity. Lessons that lend themselves easily to using brainstorming, worksheets and group work. This type of lesson is used to reinforce instructional topics such as instructional technique and environmental stewardship.

Practical activity. Map and compass, and cool-down and warm-up activities for sports.

Game. Lessons that include labelling or defining terms and performance-based lessons.

Field trip. Visit an elemental museum, visit an airport or ship, and visit a college to view possible careers.

Group discussion. Benefits of healthy living, qualities of a good leader and environmental issues relevant to Canada.

Guided discussion. Explain personal integrity and explain decision-making processes.

Role-play. Influence behaviours, leadership scenarios, and history.

Experiential learning. Participating in citizenship activities and attending weekend training.

Problem-based learning. Teambuilding activities and leadership styles.

Case study. Characteristics of a leader and various events in history.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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



Attachment G contains a list of possible criteria to consider when choosing methods of instruction. Distribute Attachment G to each cadet before discussing the questions.



Distribute the Method of Instruction Summary handout located at Attachment H. As the methods of instruction are being discussed, the cadets may record ideas for each one on the handout.

To facilitate the discussion, record ideas on a flip chart / whiteboard.

SUGGESTED QUESTIONS:

- Q1. What methods of instruction do you like to participate in most? Why? Provide an example.
- Q2. What methods of instruction were used to instruct this lesson? What evidence do you have?
- Q3. Would you choose a different method of instruction for this lesson? What and why?
- Q4. What criteria do you consider most / least important when choosing a method of instruction? Why?
- Q5. Ask the following questions for each method of instruction:
 1. What is an application of this method?
 2. Why would you choose this method?
 3. Does anyone disagree?
 4. Would this application apply to another method of instruction? Why or why not?
 5. Are there any other lessons that would fall into this method of instruction?



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



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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed in IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

It is pertinent to have an exposure to the various methods of instruction in order to be flexible as an instructor. Familiarity with these methods may improve the instructor's ability to select activities that are appropriate for lessons. While many lessons may be taught using more than one method of instruction, choosing the most appropriate method of instruction is key.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.

A0-123 A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National Defence.

C0-379 Kizlik, R. (2009). *Education Information for new and future teachers*. Retrieved February 26, 2009 from www.adprima.com

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Teaching = Learning?



Figure A-1 Teaching = Learning

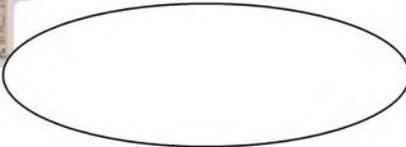
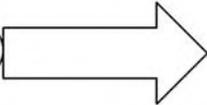
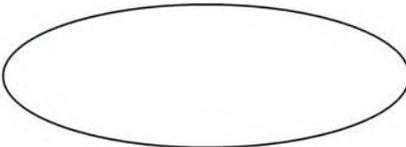
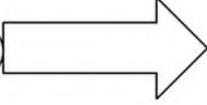
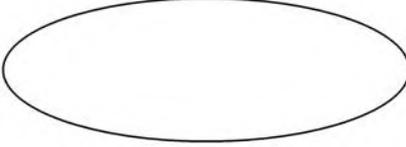
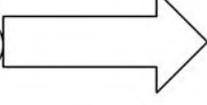
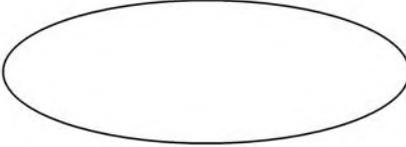
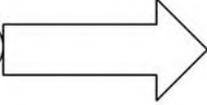
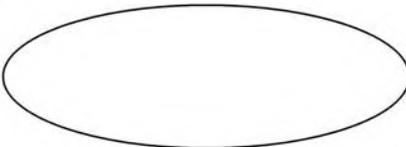
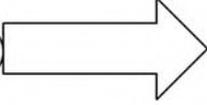
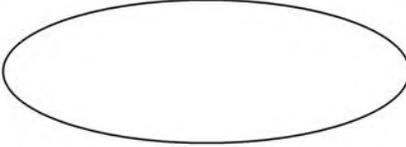
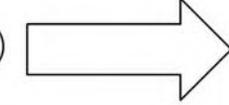
Note: From *Tiger Comics* by Bud Blake. Retrieved March 10, 2009, from <http://www.kingfeatures.com/features/comics/tiger/about.html>

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Name: _____

Place 6 methods of instruction in the circles. Then list two characteristics of each.

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METHODS OF INSTRUCTION PUZZLE

Directions

1. Photocopy three copies of Attachment C using coloured paper.



The top right-hand corner of each page indicates the colour paper to be used for each copy. The colours correspond with different sections of the puzzle as illustrated in Figure C-1.

2. Cut out each piece of the puzzle.
3. Refer to Attachment D to help with the assembly of the puzzle.
4. Assemble one puzzle to demonstrate to the class (as illustrated in Figure C-1).

	Description	Typical Applications
Interactive Lecture	C O L O U R A	C O L O U R B
Demonstration and Performance		
In-Class Activity		
Practical Activity		
Game		
Field Trip		

Figure C-1 Methods of Instruction Puzzle

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

5. Put the other two sets of the puzzle pieces in two envelopes.

Interactive Lecture	Demonstration and Performance	In-Class Activity
Practical Activity	Game	Field Trip

DESCRIPTION
TYPICAL APPLICATIONS

DESCRIPTIONS

Colour A

<p>Is used with one or more participants to practice skills, apply strategies, and enhance teams.</p> <p>Supports learning through a challenging activity that allows for skill practice or knowledge confirmation.</p>	<p>A method where theoretical knowledge is reinforced through participation in an activity in a real-life setting.</p>
<p>An instructor-driven method that combines both lecture and interaction to meet lesson objectives.</p> <p>Examples include videos with discussion, games, learning stations, brainstorming, debating, group work and the completion of handouts.</p>	<p>This method involves observing the instructor and performing and rehearsing the task under the supervision of the instructor.</p>

DESCRIPTIONS

<p>Involves a wide variety of potential activity-based learning that can be used to support learning objectives.</p> <p>Encourages participation.</p> <p>Examples include learning stations, videos, brainstorming, debating, group work, and the completion of handouts.</p>	<p>This method includes a wide variety of activity-based learning opportunities that can be used to introduce new experiences.</p>
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Colour A

TYPICAL APPLICATIONS

Colour B

<p>Used to:</p> <ul style="list-style-type: none">• introduce a topic;• discover concepts and principles;• learn terminology;• recall terms;• recognize equipment parts;• carry out an application;• confirm learning; or• demonstrate a process.	<p>Used to:</p> <ul style="list-style-type: none">• introduce / illustrate and confirm topics;• reinforce and clarify classroom learning;• inject variety into the situation; or• allow viewing of operations or equipment that cannot easily be shown in the classroom.
<p>Used to:</p> <ul style="list-style-type: none">• introduce a subject;• present background information;• review previously taught material;• give instructions on procedures; or• illustrate the application of rules, principles or concepts.	<p>Used to:</p> <ul style="list-style-type: none">• teach hands-on operations or procedures;• teach troubleshooting;• illustrate principles;• teach operation or functioning of equipment; or• teach safety procedures.

TYPICAL APPLICATIONS

<p>Used to:</p> <ul style="list-style-type: none">• teach both knowledge and skill lessons;• reinforce instructional objectives;• introduce a subject and generate interest;• give background information;• illustrate application of rules, principles or concepts; or• create interactivity during a lecture.	<p>Used to:</p> <ul style="list-style-type: none">• carry out an application;• demonstrate a process;• verify an explanation;• produce a product;• teach manipulative operations; or• teach procedures.
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Colour B

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METHOD OF INSTRUCTION
Interactive Lecture

DESCRIPTION	LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>Interactive lecture is an instructor-driven method that combines both lecture and interaction to meet lesson objectives. The lecture portions of the lesson are offset with relevant activities such as videos with discussion, games, learning stations, brainstorming, debating, group work or the completion of handouts.</p>	<p>Use attention-getters such as interesting facts, statistics or rhetorical questions to begin the lecture or to introduce new teaching points.</p> <p>Prepare participatory questions to encourage cadet participation.</p> <p>Prepare evaluative questions for confirmation of teaching points.</p> <p>Obtain or develop training aids to clarify main points.</p> <p>Prepare an in-class activity to avoid lecturing for too long.</p> <p>Practice delivering the material.</p>	<p>Interactive lectures can be used with different sizes of groups to:</p> <ul style="list-style-type: none"> • introduce a subject; • present background information; • review previously taught material; • give instructions on procedures; • illustrate the application of rules, principles or concepts; or • introduce a demonstration, discussion or performance. 	<p>Begin the lesson and each new TP with an attention-getter.</p> <p>Use presentation aids such as:</p> <ul style="list-style-type: none"> • flip chart, • whiteboard, and / or • electronic media. <p>Pay attention to signals of alertness, such as:</p> <ul style="list-style-type: none"> • cadets' facial expressions, and • cadets' body language. <p>Deal with alertness problems by:</p> <ul style="list-style-type: none"> • asking for questions; and • posing questions to the group. <p>Use visual training aids at opportune moments.</p> <p>Integrate interesting facts with lesson material to maintain interest.</p> <p>Use participatory questions or a short activity to avoid lecturing too long.</p> <p>Use questions to confirm each teaching point.</p> <p>Confirm the lesson using questions or an activity.</p>

METHOD OF INSTRUCTION
Demonstration and Performance

DESCRIPTION	LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>Demonstration and Performance</p> <p>During demonstration and performance, the cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.</p> <p>Demonstration Method</p> <p>A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and explains why, where and when it is done.</p> <p>Performance Method</p> <p>A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p>	<p>The instructor must be skilled in the task.</p> <p>Gather all materials necessary to instruct the lesson.</p> <p>Break the task down into smaller sequential steps.</p> <p>Practice the lesson to ensure that steps are accurate and clear.</p> <p>Prepare a handout outlining the steps, if necessary.</p> <p>Organize the training area so that all cadets can:</p> <ul style="list-style-type: none"> • see the demonstration, and • perform the task. 	<p>Demonstration Method</p> <p>Demonstration can be used to:</p> <ul style="list-style-type: none"> • teach hands-on operations or procedures; • teach troubleshooting; • illustrate principles; • teach operation or functioning of equipment; • set standards of workmanship; • explain a theory or concept; or • teach safety procedures. <p>Performance Method</p> <p>Performance can be used to:</p> <ul style="list-style-type: none"> • teach hands-on operations or procedures; • teach operation or functioning of equipment; • teach skills; or • teach safety procedures. 	<p>Introduce the lesson by demonstrating what the cadets will be able to do at the end.</p> <p>Explain where the skill can be applied and why it is important.</p> <p>Provide a handout outlining the steps if the process is complex.</p> <p>Explain and demonstrate each step in a sequence.</p> <p>Allow cadets maximum time to practice the steps as soon as possible.</p> <p>Positively reinforce everything the cadets do correctly.</p> <p>Supervise the cadets as they practice, providing assistance or re-demonstrations when necessary.</p> <p>Have cadets perform the skill as confirmation.</p> <p>Encourage the cadets to practice beyond class time.</p>

METHOD OF INSTRUCTION
In-Class Activity

DESCRIPTION	LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. In-class activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives. Examples of in-class activities include learning stations, videos, brainstorming, debating, and group work.</p>	<p>Create an activity that involves all cadets, which can be conducted within the time allocated.</p> <p>Clearly specify the objective of the activity.</p> <p>Obtain all materials necessary to complete the activity.</p> <p>Write out specific instructions describing what participants are supposed to do.</p> <p>Write out specific directions for conducting the activity.</p> <p>Arrange for assisting staff, if necessary, to help conduct the activity.</p> <p>Prepare handouts for cadets containing background information.</p> <p>Organize the training area into work / learning stations.</p>	<p>An in-class activity can be used for both knowledge and skill lessons to:</p> <ul style="list-style-type: none"> • reinforce instructional objectives; • introduce a subject and generate interest; • present background information; • give direction on procedures; • introduce a demonstration, discussion or performance; • illustrate the application of rules, principles or concepts; • create interactivity during a lecture; or • review, clarify or summarize information. 	<p>Introduce the activity to the whole group.</p> <p>Brief participants on what will be expected of them.</p> <p>Stress timings.</p> <p>Ensure all resources are available.</p> <p>Begin the activity.</p> <p>Supervise and assist the groups as required.</p> <p>Conclude the activity.</p> <p>Confirm the TP or lesson.</p> <p>Debrief the cadets.</p>

METHOD OF INSTRUCTION
Practical Activity

DESCRIPTION	LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice skills or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objective.</p>	<p>The instructor must be skilled in the task.</p> <p>Gather all materials necessary to instruct the lesson.</p> <p>Organize the training area so that all cadets will have space to perform the task safely.</p> <p>Ensure there is enough time to conduct the complete activity or breakdown the task into smaller stages.</p> <p>Prepare a handout outlining the steps, if necessary.</p> <p>Arrange for assisting staff, if necessary.</p> <p>Plan for composition of groups.</p>	<p>If it is used to teach new material, it must be combined with other methods to ensure cadets have the necessary background information to complete the activity.</p> <p>The practical activity method can be used to:</p> <ul style="list-style-type: none"> • carry out an application; • demonstrate a process; • verify an explanation; • produce a product; • introduce a subject; • teach manipulative operations; • teach procedures; • teach troubleshooting; • illustrate principles; • teach equipment operation; or • teach safety. 	<p>Review background information.</p> <p>Distribute the handout, if necessary.</p> <p>Introduce the activity to the group.</p> <p>Stress safety.</p> <p>Brief the cadets on what they will be expected to do.</p> <p>Brief assisting staff on what they will be expected to do.</p> <p>Begin the activity.</p> <p>Supervise the cadets and provide assistance, if necessary.</p> <p>Watch for safety infractions and stop the activity, if necessary.</p> <p>Conclude the activity.</p> <p>Debrief the cadets.</p>

METHOD OF INSTRUCTION
Game

DESCRIPTION	LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through a challenging activity that allows for skill practice or knowledge confirmation.</p>	<p>Develop a simple game with the following characteristics:</p> <ul style="list-style-type: none"> • is fast to play; • is easy and quick to organize; • has few rules; • uses minimal equipment; and • involves maximum participation. <p>If possible, use variations of games cadets know from childhood or television.</p> <p>Determine the following when developing the rules of the game:</p> <ul style="list-style-type: none"> • individual or team play, • how to change leaders, • what the leader will do, • what the followers will do, • timings for the game, • how to signal the start and stop of the game, • how to ensure safety. <p>Obtain the resources needed to play the game.</p> <p>Organize the training area to play the game.</p>	<p>Games create variety and arouse interest but must also support learning.</p> <p>Games can be used to:</p> <ul style="list-style-type: none"> • introduce a topic; • discover concepts and principles; • learn terminology; • recall terms; • recognize equipment parts; • develop strategies and tactics; • carry out an application; • demonstrate a process; • practice interpersonal skills; and / or • confirm learning. 	<p>Brief the cadets on the following:</p> <ul style="list-style-type: none"> • the objective of the game, and • rules of the game. <p>Play the game.</p> <p>Supervise closely to :</p> <ul style="list-style-type: none"> • ensure that the game is played in the manner expected; • ensure that the game is played safely; and • ensure maximum participation. <p>End the game.</p> <p>Debrief the cadets.</p>

METHOD OF INSTRUCTION
Field Trip

DESCRIPTION	LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples include trips to areas of local interest, flying / gliding, hiking and / or sailing.</p>	<p>Specify the objective(s) of the field trip.</p> <p>Determine the time and location of the field trip.</p> <p>Obtain necessary authorizations.</p> <p>Determine the timings.</p> <p>Determine the activities or demonstrations needed to achieve the objectives.</p> <p>Determine if trained personnel will be available to assist.</p> <p>Arrange the following, if necessary:</p> <ul style="list-style-type: none"> • transportation, • supervision, and • meals. <p>Determine if the cadets will be allowed to use equipment or participate in a training activity.</p> <p>Determine if all cadets can take part at once or if they need to rotate through.</p> <p>Divide the cadets into groups, if necessary.</p> <p>Ensure safety.</p>	<p>The field trip is used to:</p> <ul style="list-style-type: none"> • introduce / illustrate and confirm topics; • reinforce and clarify classroom learning; • inject variety into the training situation; or • allow cadets to view operations or equipment that cannot easily be shown in the classroom. 	<p>Inform cadets as soon as possible of the following:</p> <ul style="list-style-type: none"> • time of the field trip, • location of the field trip, and • timings for departure. <p>Brief cadets on the following prior to departure:</p> <ul style="list-style-type: none"> • objectives of the field trip, • timings and groupings for activities and demonstrations, and • how they will participate during the field trip. <p>During the field trip ensure the following:</p> <ul style="list-style-type: none"> • the safety of all cadets, • maximum participation, and • the objectives are met. <p>After the field trip:</p> <ul style="list-style-type: none"> • debrief the cadets; and • confirm that objectives have been met. <p>Express appreciation to the facilitators of the field trip.</p>

Guided Discussion

Description:

A method in which learners are guided in steps to reach instructional objectives by drawing out their opinions, knowledge, experience and capabilities, and by building on these to explore and develop new material. Learners discuss issues to expand their knowledge of the subject.

Applications:

- Develop imaginative solutions to problems (eg, through brainstorming).
- Stimulate thinking and interest and secure learner participation.
- Emphasize main teaching points.
- Supplement lectures, reading or laboratory exercises.
- Determine how well learners understand concepts and principles.
- Prepare learners to apply theory or procedure.
- Clarify or review points.
- Determine learner progress and the effectiveness of prior instruction.
- Foster attitudinal change.

Preparation and Development:

Reading material should be provided to learners in advance so that learners are familiar with the concepts that will be discussed.

To begin, an instructor should introduce the topic and scenario; outline the main discussion points; state the what, where and why of the lesson; and create an open environment.

During the body of the lesson, the instructor poses open lead-off questions to guide the discussion toward the aim. The instructor concludes the lesson by reviewing all the main points contributed by both the learner and instructor and by relating points back to the lesson aim.

Advantages:

- Increases cadet interest.
- Increases cadet acceptance and commitment.
- Uses cadet knowledge and experience.
- Results in more permanent learning because of the high degree of cadet participation.

Disadvantages:

- Requires highly skilled instructors to redirect discussion using rephrased comments or summaries.
- Requires preparation by cadets.
- Limits content.
- Consumes time.
- May not accomplish goals.
- Can get off topic.
- Some members may not participate.

Group Discussion

Description:

A method to discuss issues and share knowledge, opinions and feelings about a topic in small groups. The instructor's questioning is flexible and minimal, and encourages reflection on personal experiences and opinions through peer interactions.

Applications:

- Develops imaginative solutions to problems.
- Emphasizes main teaching points.
- Determines individual progress and the effectiveness of prior instruction.
- Prepares individuals for application of theory or procedure.

Preparation and Development:

Prepare an issue or problem that will interest the cadets and stimulate discussion.

Organize cadets into small groups.

Put groups in circles or horseshoes.

Pose a lead-off question and encourage participation of all cadets.

Advantages:

- Increases cadet interest.
- Increases cadet acceptance and commitment.
- Uses cadet knowledge and experience.
- Results in more permanent learning because of the high degree of cadet participation.

Disadvantages:

- Requires highly skilled instructors.
- Requires preparation by cadets.
- Limits content.
- Consumes time.
- Restricts size of group.
- Requires selective group composition.

Problem-Based Learning	
<p>Description: A method that facilitates the learning of principles and concepts by having learners work on solving a problem drawn from the work environment. Instructors must pose thought-provoking questions and guide cadets without influencing their decisions.</p>	
<p>Applications: It allows learners to:</p> <ul style="list-style-type: none"> • learn through practicing what they will have to do on the job; • learn by imitating others' behaviour; • learn from the feedback of others; and • learn through practice and reflection on each scenario in which they participate. 	
<p>Preparation and Development: This method is usually conducted with small groups of 5–7 learners or with pre-established teams. Instructors prepare carefully constructed problems that are realistic. During the lesson, learners analyze the problem and work toward solving it. Instructors facilitate learning by posing questions to get learners thinking and talking (eg, What are the clues, facts and any guesses about the problem and its causes? What other information is needed?). The instructor should ensure that all learners participate because discussion is key to learning, but they should try not to influence decisions. Instructors may also challenge learners' thinking by questioning learners without leading them to the correct answer (eg, What does this mean? What are the implications?).</p>	
<p>Advantages:</p> <ul style="list-style-type: none"> • Encourages participation by cadets. • Maintains relevance to performance objectives. • Many resources are involved. • Problems are realistic for learners to relate to. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Critical thinking skills are required. • Broad knowledge of the subject matter is required. • Instructors must be experienced in facilitating learning.

Role-Play

Description:

A method of interaction in which learners play out and practice realistic behaviors by assuming specific roles and circumstances.

Applications:

It allows learners to:

- practice responding to various situations that are similar to those they will encounter; and
- develop human interaction skills.

Preparation and Development:

Begin the lesson by clearly explaining the objective of the lesson (what, where, when and why). It is critical to explain that role-playing is a learning process and learners are not expected to play their roles perfectly from the start. This will help put learners at ease.

The instructor must clearly explain each role the learners will play. This is followed by a demonstration of the role-play either on video or through a live performance by instructional staff. Learners are paired or grouped together and the role-plays are cycled through. The instructor does not interfere during the role-play unless learners veer off topic, require cues or assistance, or a safety issue arises. Following each role-play, the instructor debriefs the learner on their performance. Correct behaviours should be positively reinforced, and areas requiring improvement identified.

Advantages:

- High participation, interactive delivery.
- May lead to discussions.
- Experience is developed in a supportive environment.
- Can be very versatile depending on the topic.

Disadvantages:

- Participants can be easily sidetracked.
- Needs a lot of preparation and controls must be clarified.
- Competent, experienced and prepared instructors are needed.
- Not always successful due to group composition.

Experiential Learning	
<p>Description: A method using knowledge and skills to meet objectives. There are four stages to this method: concrete experience, reflective observation, abstract conceptualization, and active experimentation.</p>	
<p>Applications: The method teaches:</p> <ul style="list-style-type: none"> • practical skills, • transferable skills, • problem solving, and • process or principle. 	
<p>Preparation and Development: Step 1: Concrete Experience. Individuals have an experience and take time to identify and define it. Step 2: Reflective Observation. Provides time for individuals to reflect on visual, emotional, and cognitive aspects of the experience. Step 3: Abstract Conceptualization. Individuals work to understand and make connections between the experience and prior experiences. Step 4: Active Experimentation. Individuals look ahead to plan the application of skills and knowledge acquired for future experiences.</p>	
<p>Advantages:</p> <ul style="list-style-type: none"> • Knowledge is shared by the participants. • Most participants will create new knowledge. • Everyone is actively involved in the teaching and learning process. • Numerous resources are used. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Expensive as it uses many resources. • Requires a lot of planning, preparation and organization prior to the activity. • The instructor must master the subject developed. • May not be a good process for learning details.

Case Study

Description:

A method using a written problem, situation or scenario to achieve a performance objective.

Applications:

- Used for learning principles, attitudes and concepts.
- Develops critical thinking and promotes teamwork.

Preparation and Development:

Give a problem that matches the experience level of the cadets.

Provide time to analyze it.

Responses to the problem should be recorded under four headings:

1. Facts,
2. Assumptions,
3. Problems, and
4. Solutions.

Advantages:

- Cadets can help each other learn.
- High energy.
- Relates to real-life applications.
- Can be used for past, present and future applications.

Disadvantages:

- Must be well organized and facilitated to ensure learning takes place.

Methods

Write a method of instruction in each rectangle. Listen to each group present their method. In each cloud, list some characteristics defining the method.

The form consists of two rows of three thought bubbles each. Each thought bubble is a cloud-like shape with a line extending from its bottom-left corner, ending in three small circles. Below each thought bubble is a horizontal rectangular box. The entire form is designed for students to write their own methods of instruction and list characteristics of those methods.

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METHOD MADNESS

Topic: _____

Group Members: _____

Discuss the factors below in order to reach a decision on adopting a method of instruction.

<p>Is the objective to:</p> <ul style="list-style-type: none"> • provide theory? • manual or procedural skills? • develop concepts? • instill desired attitudes? • develop teamwork? 	<p>What is the type of content:</p> <ul style="list-style-type: none"> • Knowledge? • Theory? • How difficult is it?
<p>Know your cadets by determining the:</p> <ul style="list-style-type: none"> • existing skill, knowledge and attitude level of the students, • class size, • behaviour, • qualifications, • experience, and • skill level. 	<p>Establish Materials / Equipment / Facilities:</p> <ul style="list-style-type: none"> • What? • Where? • Available? • Time? • Is it critical?
<p>Consider cost:</p> <ul style="list-style-type: none"> • Are funds available? • Is it cost effective? 	<p>Know your ability as an instructor by determining:</p> <ul style="list-style-type: none"> • Existing skill, knowledge and attitude level? • Behaviour? • Availability? • Qualification? • Experience? • Skill level?

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METHODS OF INSTRUCTION SUMMARY

Interactive Lecture. The instructor presents material such as events and facts and the cadets participate by responding to questions and engaging in discussion.

Examples:

Demonstration and performance. The instructor demonstrates a movement or skill, showing the cadet what to do, and explains, why, where and when it is applied. Then the cadets are given time to practice the movement or skill.

Examples:

In-class activity. A variety of activities that reinforce instructional topics.

Examples:

Practical activity: An interactive way to allow cadets to experience skill-based lessons.

Examples:

Game. Fun and challenging activity that allows for skill practice or knowledge confirmation.

Examples:

Field trip. Complements theoretical knowledge required by using concrete examples and allowing cadets to observe real-life applications of learning objectives.

Examples:

Group discussion. Cadets learn from peer responses, which provoke them to examine their own thoughts and experiences.

Examples:

Guided discussion. The instructor directs and stimulates the cadets' learning through a series of structured questions.

Examples:

Role-play. Cadets are assigned roles requiring them to interact with others in responding to various realistic situations.

Examples:

Experiential learning. Allows cadets to acquire new knowledge or skills through direct experience.

Examples:

Problem-based learning. Cadets analyze a problem and apply the steps in the problem-solving method.

Examples:

Case study. The primary purpose may not be to find a correct solution to the problem or issue posed, but to understand the principles involved in reaching a solution or analyzing an issue.

Examples:



**COMMON TRAINING
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INSTRUCTIONAL GUIDE**



SECTION 2

EO M409.02 – IDENTIFY ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Create a Positive Learning Environment Crossword Puzzle located at Attachment B for each cadet.

Ensure the different types of attention signals described in TP 3 are available for this EO.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 to provoke thought and stimulate the cadets' interest in the importance of a physically and emotionally safe learning environment and a well-managed classroom / training area.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about stress management.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the importance of a physically and emotionally safe learning environment, discussed various techniques to manage stress and discussed classroom / training area management techniques.

IMPORTANCE

It is important for the cadets to identify elements of a positive learning environment because it will provide them with specific instructional strategies for motivating and engaging the cadets, for conducting interesting lessons and for boosting the cadets' self-confidence and self-esteem.

Teaching Point 1**Describe the importance of a physically and emotionally safe learning environment.**

Time: 15 min

Method: Interactive Lecture



The cadets should be able to relate to sitting in a classroom trying to listen to an instructor who may have been knowledgeable about the subject but who was unable to engage them. Brainstorm with the cadets the reasons why they may have been unable to concentrate on the lesson. Draw out aspects of the environment such as lighting, ventilation, physical space, the instructor's attitude toward the group and the cadets' relationship with their peers. Explain that these are aspects of the learning environment that directly affect their ability to learn.

THE IMPORTANCE OF A PHYSICALLY AND EMOTIONALLY SAFE LEARNING ENVIRONMENT

"Everything we know or sense about the world comes to us, in one way or another, through the environment in which we live." (Bell, 2007, <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>)

The learning environment includes the "physical environment" of the classroom or training area and the "emotional environment" that the cadets and instructor create in the classroom or training area. Aspects of the physical and emotional environment such as the lesson location, availability of resources, and cadets' level of stress and anxiety affect learning but are sometimes outside of the instructors' control. However, it is important that instructors try to minimize the effects of such hindrances to learning when they plan their lessons rather than simply know they exist and feel powerless to change them.

Physical Environment

The physical environment for cadet training will most likely change from training session to training session or even from lesson to lesson. Instructors fortunate enough to have a dedicated learning space will find it easier to create a stimulating physical environment, while others who are transient will find it more difficult. The first priority when considering the physical environment is safety. As a minimum standard the physical environment should have:

Adequate lighting. The connection between light and our emotions has long been recognized. Studies have also shown that learners perform better in brightly-lit learning environments than dimly-lit ones. It has also been shown that a learning environment with lots of natural light is more conducive to learning.

Good ventilation. It is important to be conscious of the temperature and air quality in a room because people are especially sensitive to these two elements. Cooler temperatures promote relaxation and receptivity while warmer temperatures promote acting out. If possible, open a window, turn on a fan or open a door to control temperature and air quality.

A colourful atmosphere. There is a connection between colour and moods and emotions. Warm colours (eg, red, orange, yellow) are exciting and may lead to acting out while cool colours (eg, blue, green, purple) are more relaxing. Researchers in brain-based learning suggest that the best colours for elements of the physical environment are yellow, light orange, beige or off-white. The cadets may react differently to the same colour depending on their emotional state. If cadets are feeling stressed, the colour red, for example, may bring out aggressive feelings but if they are relaxed, red can attract their attention.



The physical environment can be improved by adding colourful, visually appealing posters, pictures or other graphic images to the walls. If an instructor lacks control over these elements they should ensure that learning aids (handouts, electronic presentations, transparencies or flip charts) are colourful.

Flexible seating arrangements. The instructor should set up a learning environment that allows cadets to move quietly to take part in small and whole group learning activities. Having the cadets move from large to small group interactions will provide variety help them learn new material more efficiently.

Movement. Cadets learn better if there is movement during a period of instruction. The brain needs glucose, oxygen and water to function properly. Even if the air quality is good, the cadets may still be oxygen deprived because of improper breathing patterns caused by stress and anxiety. Lack of oxygen to the brain negatively impacts its ability to process information; increasing the flow of oxygen to the brain can improve its ability to process information. Physical activity is an excellent way to increase oxygen flow to the brain. Instructors can accomplish this by beginning their classes with 30–60 seconds of stretching or deep breathing and by taking breathing breaks during longer lessons or when they notice that the cadets' attention is lagging.

Water is also important for good brain functioning. Instructors should encourage the cadets to drink beverages, preferably water or fruit juices during lessons.



The brain consumes twenty percent of the body's energy.



Organize the cadets into pairs and have them alternate as they explain to one another how adequate lighting, good ventilation, colourful atmosphere, flexible seating arrangements and movement affect learning. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and all elements have been explained, continue with the lesson.

Emotional Environment



"Learning occurs best in an environment that contains positive interpersonal relationships and interactions, comfort and order, and in which the learner feels appreciated, acknowledged, respected and validated." (Earl, 2003, p. 39)

Instructors have a responsibility to make their classrooms as emotionally safe as possible so that learning can take place. If the brain senses a threat, it will ignore all other information to deal effectively with the threat. The perception of threat causes a "fight or flight" response which causes the body to transfer blood from the frontal cortex, or thinking part of the brain, to the bottom and back of the brain to prepare for survival. Any time cadets experience a sense of danger, whether physical or emotional, their bodies and brains react with this "fight or flight" response.

To maximize learning, instructors must create an emotional environment of relaxed alertness that allows the cadets to risk saying a wrong answer or solving a problem incorrectly. This is an emotionally safe learning environment.



Emotional safety is necessary for intellectual risk taking. (Earl, 2003, p. 103)

There are a number of strategies that can be used to achieve an emotionally safe learning environment. It is important for the instructor to:

Lead with a positive attitude. The cadets may have plenty of complications and negativity in their daily lives and will appreciate a positive environment with a positive and enthusiastic instructor. When instructors show interest in what they are teaching, the cadets will become interested as well.

Establish a friendly learning environment. The instructor should make it safe to learn by treating all cadets equally and respectfully and insisting that cadets treat one another in the same way. The instructor can build trust by keeping their word and by keeping information confidential if asked to do so. They should encourage the sharing of ideas, experiences and information and value the contribution of each learner. One simple thing that instructors can do is to be sensitive to the cadets' average attention span.



Use a maximum of one minute per year of age, as a guide, to get uninterrupted listening or active participation in an activity.

Make learning fun. The instructor should challenge the cadets with interesting activities that are not too easy or too difficult. They should try to challenge the cadets just beyond their present level of ability. If they are challenged too far beyond their level of ability, the cadets will give up but if they are challenged too little, they will become bored. Encourage the cadets to take risks and reward effort and energy as well as correctness. The instructor should listen empathetically by acknowledging nervousness, showing patience and being non-judgmental of the cadets' responses. In addition, the instructor should never single out cadets and always be attentive to those who seem isolated from the group. They should never use put-downs or sarcasm.



Instructors should keep the first challenge easy and the encouragement heavy and remember that they are students too but with the added responsibility of helping others learn.

Encourage supportiveness. The instructor should be supportive of the cadets and encourage them to be supportive of one another. Instructors can create a supportive environment by leading applause, thanking cadets for their input and rewarding effort.

Appeal to a variety of senses. The instructor should stimulate the cadets' senses in a variety of ways which will help them feel positive about the learning experience. As well, the instructor should be aware that the cadets will have different learning styles that should be catered to by using many different learning activities.

Provide feedback. The instructor's feedback should be specific and help the cadets compare their current progress to past performance rather than compare it to the performance of others. They should always be accurate and consistent and when they assign specific tasks to be done, they should tell the cadets that they will be coming back to check on their progress.



When providing feedback, the instructors should stress what is to be done rather than confuse the cadets by giving attention to what is not to be done.

Use encouragement. The instructor should use encouragement to boost the cadets' enthusiasm and self-esteem but must be careful not to confuse encouragement with reinforcement. Encouragement will make the cadets feel better but it will not improve their learning in the same way as providing specific feedback regarding a specific task. Instructors should be selective and provide encouragement when it is due to keep the cadets on track.



Instructors should encourage the cadets to look at incorrect responses or unsuccessful attempts at problem solving as research and not failure.

Communicate clear expectations and routines. A sense of safety comes from consistent and predictable behaviours on the part of the instructor. Instructors should not be too rigid but should develop consistent procedures for beginning lessons, getting the cadets' attention and handling disruptions and distractions. They should start every lesson by telling the cadets specifically what they will know or be able to do by the end of the lesson. They should conclude each lesson by reminding the cadets what they have learned or are able to do.

Provide processing time. Instructors should ensure that the cadets have enough time to process the information that they have just received. They should stop periodically during a lesson and allow the cadets to interact over new material which will help them store it in long-term memory for later recall. Instructors can use a variety of group or paired activities to enable the cadets to interact with one another. They can, for example, ask each cadet in a small group to successively respond to a question or comment on an idea. A variation of this type of interaction would be pairing cadets and having them respond alternately by listing one item of a series, by identifying a specific cause or effect of something or by providing a specific reason. The key is for the instructor to stop talking, ask a question, set a time limit and have the cadets interact in groups or pairs to process the information just presented.



Talking or lecturing beyond ten minutes is like pouring water into a glass that is already full.

Instructors must ensure, as much as possible, that the environment in which they instruct their lessons is learner friendly. The environment does affect learning and instructors must find ways to positively impact the learning environment for the cadets. The cadets should feel comfortable when giving answers, taking part in discussions and solving problems. Their incorrect responses to oral questions or attempts at solving a problem should not be put down or belittled but rather should be seen as the beginning of discovery.



Adult learners can overcome a poor learning environment because they are often self-motivated with a genuine interest in the subject or desire for personal gain. Cadets may not have a high degree of self-motivation so it is important to create a learning environment that will motivate them.

CONFIRMATION OF TEACHING POINT 1

Organize the cadets into pairs and have them alternately explain to one another two ways the instructor can establish a friendly learning environment, make learning fun and provide processing time.

Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and the three items have been explained, continue with the lesson.

Teaching Point 2**Conduct a group discussion on stress management techniques.**

Time: 15 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

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

STRESS

Stress is the body's reaction to a perception of a physical or emotional threat. The threat can be real or imagined; it is the perception of threat that triggers the stress response. During an acute stress response, the nervous system is activated automatically and the body experiences increased levels of cortisol, adrenalin and other hormones that produce an increased heart rate, quickened breathing rate and higher blood pressure. Blood is carried from the extremities to the big muscles preparing the body to fight or run away, which is commonly known as the "fight or flight" response. When the perceived threat is gone, our systems are designed to return to normal but this doesn't always happen because the threats can be frequent which causes constant anxiety.

Positive and negative stress are commonly labelled as eustress and distress respectively.

Eustress

Eustress is described as good stress and is created naturally when we participate in exciting but safe activities or when we trick the body into releasing small amounts of cortisol into the bloodstream. This type of stress pushes a person to do better and reach goals. Situations that might produce eustress include:

- riding a roller coaster;
- successfully completing an activity; or
- passing a test.



The prefix 'eu' in the word eustress is taken from the word euphoria which means a feeling of well being.

Distress

Distress is described as bad stress. This type of stress causes worry, anger or pain. Situations that might produce distress include:

- lack of sleep,
- accidents, or
- negative relationships with others.



Stress affects individuals differently. A situation that causes eustress for one person may cause distress for another.

TECHNIQUES FOR CREATING POSITIVE STRESS

Positive stress releases a small amount of cortisol into the bloodstream which can help the cadets learn more easily by improving their memory function. The instructor should use techniques, such as those described below, to create positive stress.

Design activities that challenge cadets. The instructor should design activities that challenge the cadets just beyond their present level of ability to encourage interest and prevent boredom.

Use movement. Instructors should incorporate movement into every lesson because it increases oxygen flow to the brain, which helps the cadets learn better. The movement should occur naturally during the lesson when the cadets are forced to stand up to give responses or move around to engage in a learning or confirmation activity. It does not have to be long but should be frequent during a lesson, which can have a cumulative effect on the brain.

Use music. Music, in addition to being enjoyable, has health benefits because it helps the body to produce cortisol. Instructors should have a good selection of music that they regularly use during their lessons as background noise or as an attention signal to begin a lesson or transition from one activity to another.

Breathe Properly. Breathing is how oxygen gets into the bloodstream to be delivered to the rest of the body. As automatic as it is, cadets may not be breathing well and should practice deep breathing activities to help increase oxygen flow.



Conduct a deep breathing activity by having the cadets:

1. lie on the floor on their back or sit in a comfortable position;
2. place one hand on their upper chest and one hand on their belly just above their waist;
3. breathe in slowly through their nose and feel the hand on their belly rise;
4. breathe out slowly through their mouth and feel the hand on their belly gradually lower; and
5. repeat steps three and four a few times.

If this activity is too disruptive or time consuming, simply encourage the cadets to take a few deep breaths periodically throughout a lesson to get more oxygen from the bloodstream to the brain, which will improve brain function.

TECHNIQUES FOR CONTROLLING NEGATIVE STRESS

If threats, or the perception of threats, are persistent, stress will become long term or chronic. The body can handle temporary or acute stress but not chronic stress and it may become ill. At the least, chronic stress impedes learning and must be prevented. In addition to using some of the techniques described above to create good stress, instructors should incorporate the following in their lessons to manage negative stress.



It is estimated that ninety percent of doctors' visits are for conditions in which stress, at least, plays a role.

Inform cadets of expectations. Instructors must clarify their expectations and communicate them to the cadets. Be specific, when assigning tasks, about what cadets will be expected to do, how they will be assessed and how they will receive extra training if necessary. Develop routines for beginning a lesson, transitioning from one activity to another during a lesson, getting the cadets' attention, dealing with different types of learners and ending a lesson. Routines may be repetitive and the cadets may complain at first, but routines that are realistically developed and consistently applied will allow the cadets to predict what will happen, which will ease their stress.

Provide necessary resources. The instructor must clearly and specifically inform the cadets what is expected of them and ensure that the cadets have all the material they need to complete the learning activity. The cadets will have limited time to complete the activity and will become frustrated if they have to collect material or improvise on their own. The instructor must ensure that all necessary equipment and supplies are readily available in the learning environment.

Provide adequate time to accomplish the task. When determining the amount of time for a task a good rule to follow is to assign one minute for each year of age. If an activity is long it should be broken down into manageable tasks.

Incorporate physical activity. The instructor should ensure that cadets move during every class either naturally as part of an activity or artificially when they notice the cadets' attention lagging.

Provide time to process information. Give the cadets enough time during a task to interact with their peers, in some way or another, over the content to help move it into long-term memory. This can be accomplished in a number of ways such as group interactions or some form of paired sharing. The important thing is to prevent time from becoming a hindrance to learning.

Practice relaxation techniques. There are a number of relaxation techniques to control negative stress. The benefit of such techniques is that they trick the body into thinking that the threat is gone and the increased blood circulation carries more oxygen to the brain, which allows the body to relax.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What is stress?
- Q2. How does breathing deeply help create positive stress?
- Q3. What are five things instructors can do to control negative stress?
- Q4. How can practicing relaxation techniques help control negative stress?
- Q5. How does music create positive stress?



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



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



If time allows, conduct an activity where the cadets will practice one of the relaxation exercises described in Attachment A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Identify classroom / training area management techniques.

Time: 20 min

Method: Interactive Lecture

The classroom / training area for cadets may vary from session to session or even lesson to lesson depending on the type of training being conducted and the space available at the unit. Even if the instructor has the luxury of a dedicated space, it is important that they develop a classroom / training area management plan that will maximize the time available for a lesson. A management plan will prevent the instructor from wasting time getting the cadets' attention, transitioning from one activity to another, handling distractions and dealing with different types of learners.

A management plan should include the following but can be more detailed.

ATTENTION SIGNALS



Attention signals will work only if the cadets know what to do upon hearing or seeing the signal and the instructor has a positive expectation of success. If you do it, but do not actually expect the cadets to give you their attention, most likely they will not.

The instructor may find it useful to use an attention signal which immediately captures the cadets' attention when beginning a lesson, giving instructions, passing on information or transitioning from one activity to another. The attention signal should be both auditory and visual and the cadets should be taught to stop talking, stop working and establish eye contact immediately upon hearing and seeing the signal. Such an approach, when it becomes entrenched into the lesson's routine, will prevent the instructor from becoming frustrated and will help establish a calm tone for the lesson. The attention signal should be used consistently whenever there is a need to get the cadets' attention. The following attention signals may be used:

- **Raising a hand.** The instructor can simply raise their hand or raise their hand and say, "high five." Immediately upon hearing the phrase "high five" and seeing the instructor's hand go up the cadets should stop talking or moving, look at the instructor, raise their hand and repeat the phrase "high five" and keep their hand raised until the group is ready.
- **Flicking the light switch.** Immediately upon seeing the lights go on and off, the cadets should stop talking or moving and look at the instructor until the group is ready. An accompanying verbal command may include "high five" or some other phrase.
- **Sounding a bell, playing a musical tone or playing part of a song.** Immediately upon hearing the bell, musical tone or part of a song, the cadets should stop talking or moving and look at the instructor until the group is ready.
- **Clapping a rhythm.** The instructor claps a rhythm (dut, dut, dut, dut, dut). Immediately upon hearing the clapped rhythm the cadets should stop talking or moving, clap either a responding rhythm (dut, dut) or repeat the rhythm the instructor clapped and then look at the instructor until the group is ready.

- **Whistling.** Immediately upon hearing the whistle the cadets should to stop talking or moving and look at the instructor until the group is ready.



Use one of the attention signals and have the cadets respond with the appropriate behaviour or play the chorus from the song "Respect", have the cadets repeat "R-E-S-P-E-C-T" when they hear it and look at the instructor until the group is ready.



This is not an exhaustive list of attention signals. Some of the signals described above may be too childish for some groups. When deciding on a signal, consider the age, experience and maturity level of the group. Additional research of attention signals and experimenting with the group may help find one that works.

CORRECTING BEHAVIOUR

Instructors must be able to resolve disagreements, draw attention to the merits of differing opinions and maintain control of the classroom. They should prepare ahead of time and have a contingency plan for a range of behaviours similar to those listed below:

LEARNER BEHAVIOUR	SOLUTIONS
<p>Quick Learner The cadet who consistently grasps concepts quickly and finishes work first could become disruptive if they begin to feel bored and unchallenged.</p>	<p>Provide this cadet with more advanced work. Ask this cadet to help others who require help. Have extra work prepared that reinforces the lesson.</p>
<p>Quiet Learner The cadet who rarely participates because they are shy, afraid, self-conscious or introverted.</p>	<p>Determine the cadet's interest and make it a topic for a group discussion. Discreetly encourage them to speak on the topic during the discussion asking questions that require short answers but occasionally ask more detailed questions.</p>
<p>Helpful Learner The cadet who is eager to help and agrees with everything the instructor says.</p>	<p>If the cadet is truly a generous person, explain in private that their behaviour is appreciated but could be misinterpreted by the group. If the cadet is trying to gain the favour of the instructor, advise the whole group that only merit will be rewarded.</p>
<p>Monopolizer The cadet who is always ready to express their views and can end up monopolizing the lesson.</p>	<p>Pose questions to this cadet that require only brief "yes" or "no" answers.</p>
<p>Critical Learner The cadet who consistently finds fault with the content or method of instruction.</p>	<p>Listen to the cadet's problems and satisfy them, if possible. If not possible, admit there are areas to be improved and ask for suggestions and solutions. Advise the cadet that you would be happy to discuss these issues after the lesson.</p>

LEARNER BEHAVIOUR	SOLUTIONS
<p>Know It All The cadet who considers themselves an authority on any topic being discussed and disrupts the class.</p>	<p>Determine if the cadet is knowledgeable or simply trying to get attention. Allow the cadet to answer some questions but allow other cadets to respond as well.</p>
<p>Distracter The cadet who attempts to get the group off topic. The cadet may do this to avoid revealing that they have not completed the assigned work or to avoid a difficult subject.</p>	<p>Recognize the types of questions that appear to relate to the lesson but will actually veer off topic. Acknowledge that the question does not relate to the topic but offer to discuss it after the lesson.</p>



Organize the cadets into pairs and have them alternately describe to one another the different types of learners. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and the different types of learners have been described, continue with the lesson.

PROVIDING POSITIVE REINFORCEMENT

Deal with inappropriate academic performance and / or behaviour by emphasizing what is expected of the cadet rather than concentrating on what the cadet did wrong. The feedback should be:

- accurate,
- age-appropriate,
- specific, and
- consistent with the instructor's personal style.

It is extremely frustrating for cadets to be advised that their performance is unsatisfactory but to not know why. Instructors must:

- specifically and clearly identify what aspect of a performance is incorrect; and
- specifically and clearly identify what the cadet must do differently.

The cadets should also be asked to identify their own mistakes and explain why they made the error. In addition, the cadets should also be given the opportunity to:

- explain how to perform the task correctly; and
- practice the correct procedure.

ENGAGING THE CADET

Cadets are engaged when they are moving around or working in groups to manipulate information physically and mentally. Instructors can enhance learning by engaging in activities such as those described below.

Jigsaw worksheets. Instead of having cadets complete a worksheet individually, break them into small groups and assign a portion of the worksheet to each group. Each group must complete its assigned portion of the worksheet and use a poster or some other presentation aid to present the information to the whole group.

Graphics. Have the cadets create graphic organizers such as webs or mobiles to summarize information.

Creative writing. Have the cadets create rhymes, poems or songs to summarize information. If you are teaching terminology, symbols or similar information, have the cadets write a fairy tale or children's story using the information.

Create a chart. Type chronological information using a large font and cut it up into strips. Organize the cadets into pairs or small groups and give each pair or group an envelope with the strips of information and have them work together to place the information in the correct order and paste it on a sheet of chart paper or bristol board. Time the activity for fun.

Information chain. Have each cadet write one fact that they have learned during the class on a piece of coloured paper if possible. Have the class line up in front of the room and invite the first cadet to read their slip then fold it into a link and staple it. Invite the next student to read a fact and attach it to the chain and continue in this fashion until all cadets have created a link.

Scavenger hunt. Teach identification lessons such as parts of a rifle or parts of a compass by planting clues around the room and having cadets engage in a scavenger hunt. The clues may be actual items or pictures of items. When cadets find an actual item or some representation of it, they must describe the item to the group.

Road trip. Create a road trip. Place stop signs around the room containing information describing what the cadet must do. The cadets will travel to each place, complete the activity and have their passport stamped.



Organize the cadets into pairs and have them alternately explain to one another the different ways instructors can engage cadets. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and all activities have been explained, continue with the lesson.

MANAGING DISTRACTIONS

The best way for instructors to manage distractions is to prevent them from occurring by engaging the cadets in learning. Use attention signals to get the cadets' attention at the beginning of a lesson, while conducting an activity during a lesson and when transitioning from one activity to another. Instructors can prevent distractions by developing and consistently using routines that help cadets to predict the instructor's behaviour. Disruptions often occur when the cadets move from one activity to another during a lesson. Instructors should structure transitions by answering the following questions:

- Can the cadets talk during transitions?
- How can the cadets get the instructor's attention during a transition?
- What is the purpose of the transition?
- Can the cadets move during the transition?
- What is the desired behaviour during a transition?

Once a procedure has been established, the instructor should teach the cadets the structure through direct instruction and patient practice until the group responds appropriately. A possible approach to teaching transitions could include:

- calling the cadets to attention with the attention signal;
- numbering the cadets and assigning each number a specific task;
- informing the cadets of the rules regarding talking and moving around the room;

- informing the cadets of the procedure for getting the instructor's attention; and
- informing the cadets of the time permitted for the transition.



Instructors should encourage the cadets either individually or collectively when they may not expect it. Such encouragement may be particularly rewarding and will be considered genuine because it is attached to past behaviour and not necessarily designed to provoke further activity from the cadet.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What is an attention signal?
- Q2. Identify one solution for dealing with cadets who get finished before others and become disruptive.
- Q3. Identify two questions instructors should answer to structure transitions.

ANTICIPATED ANSWERS:

- A1. An attention signal is a visual or auditory signal that immediately captures the cadets' attention when the instructor begins a class, gives instructions, passes on information or transitions from one activity to another.
- A2. Solutions include:
- providing the cadet with more advanced work;
 - asking the cadet to help others; or
 - having extra work prepared that reinforces the lesson.
- A3. Can the cadets talk during transitions?
 How can the cadets get the instructor's attention during a transition?
 What is the purpose of the transition?
 Can the cadets move during the transition?
 What is the desired behaviour during a transition?

END OF LESSON CONFIRMATION

Have the cadets complete the Create a Positive Learning Environment Crossword Puzzle located at Attachment B.

Review answers using the Create a Positive Learning Environment Crossword Puzzle Answer Key located at Attachment C.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Creating a positive learning environment requires planning and work by instructors. A safe, respectful and positive learning environment is more than a boost to self-confidence and self-esteem or a way to make learning fun—it is the cadet's right and an excellent way to make them want to learn.

INSTRUCTOR NOTES / REMARKS

Nil.

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RELAXATION EXERCISES

Rag Doll

1. Sit in a chair (or stand) with feet apart.
2. Stretch the arms and trunk upward and inhale.
3. Exhale and drop the body forward. Let the trunk, head and arms dangle between the legs, keeping the muscles relaxed (as illustrated in Figure 1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.

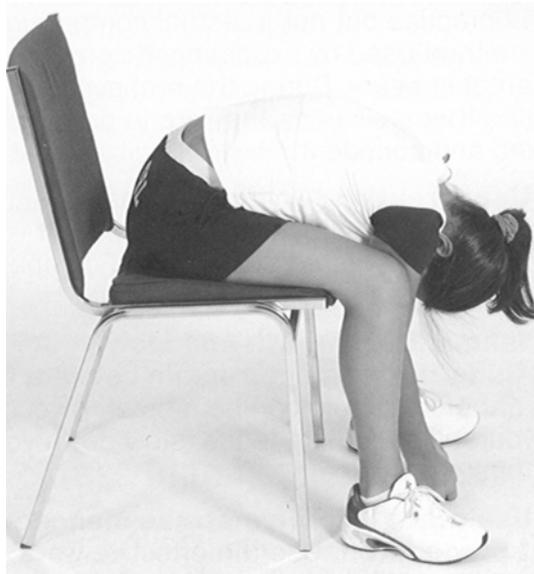


Figure A-1 Rag Doll

Note. From *Fitness for Life: Updated Fifth Edition* (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Neck Roll

1. Sit in a chair or on the floor with legs crossed.
2. Keeping the head and chin tucked, inhale and slowly turn the head as far left as possible (as illustrated in Figure 2).
3. Exhale and turn the head to the centre.
4. Repeat steps 2–3 for the right side.
5. Repeat steps 2–4 three times, trying to turn further each time to feel the stretch in the neck.
6. Drop the chin to the chest and inhale while slowly rolling the head in a semicircle to the left shoulder and exhale while slowly rolling the head back to the centre.
7. Repeat step 6 for the right side.



Do not roll the head backward or in a full circle.



Figure A-2 Neck Roll

Note. From *Fitness for Life: Updated Fifth Edition* (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Body Board

1. Lie on the right side with arms over the head (as illustrated in Figure 3).
2. Inhale and stiffen the body like a wooden board.
3. Exhale and relax the muscles and collapse.
4. Let the body fall without trying to control the direction (as illustrated in Figure 4).
5. Lie still for ten seconds.
6. Repeat steps 1–5 for the left side.

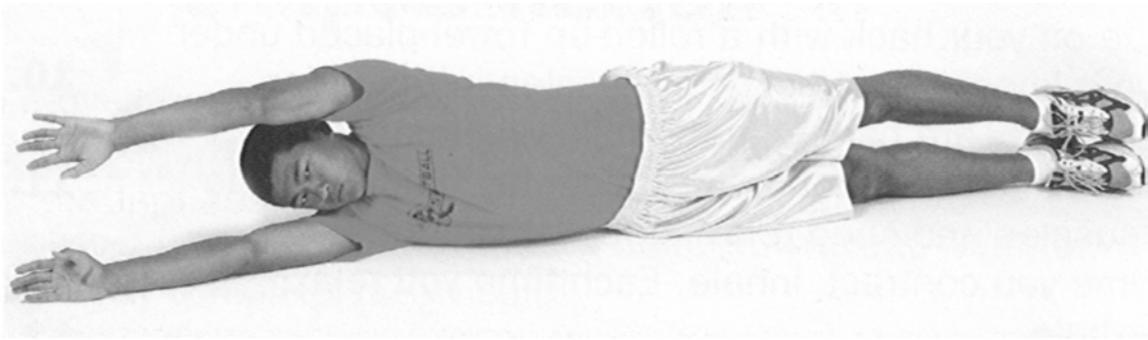


Figure A-3 Body Board Start Position

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

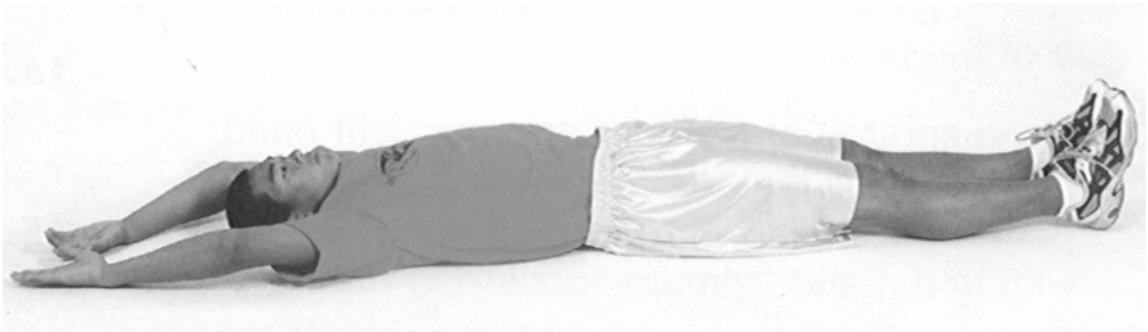


Figure A-4 Body Board Finish Position

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Jaw Stretch

1. Sit in a chair or on the floor with head up and arms and shoulders relaxed.
2. Open mouth as wide as possible and inhale.
3. Relax and exhale slowly.
4. Shift the jaw to the right as far as possible and hold for three seconds (as illustrated in Figure 5).
5. Repeat step 4 for the left side.
6. Repeat steps 4–5 ten times.

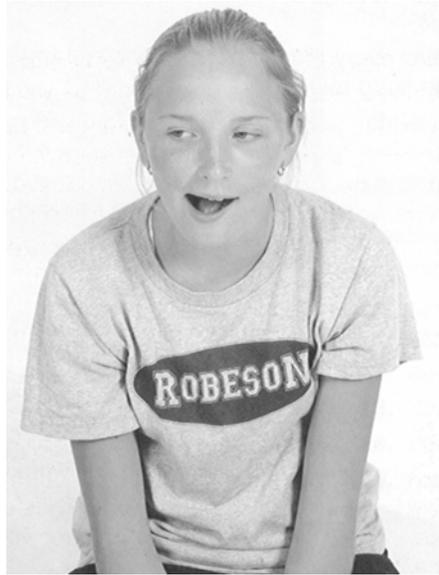
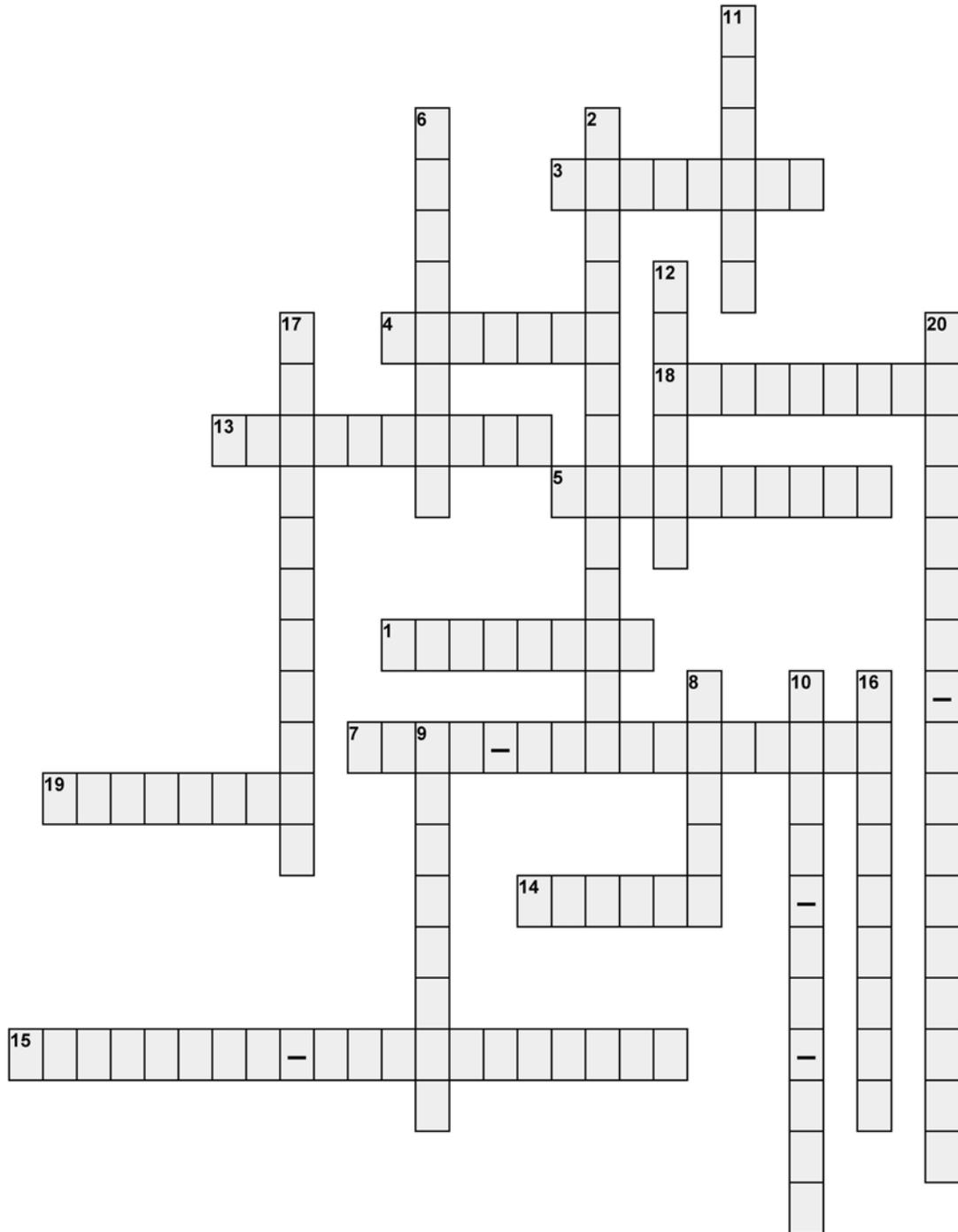


Figure A-5 Jaw Stretch

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

CREATE A POSITIVE LEARNING ENVIRONMENT CROSSWORD PUZZLE



Word List

physical environment, relaxation, movement, brain, stress, relaxed alertness, memorable, past performance, predict, processing, eustress, distress, cortisol, visual, know it all, specific, self-esteem, quiet learner, emotionally, oxygen

Clues

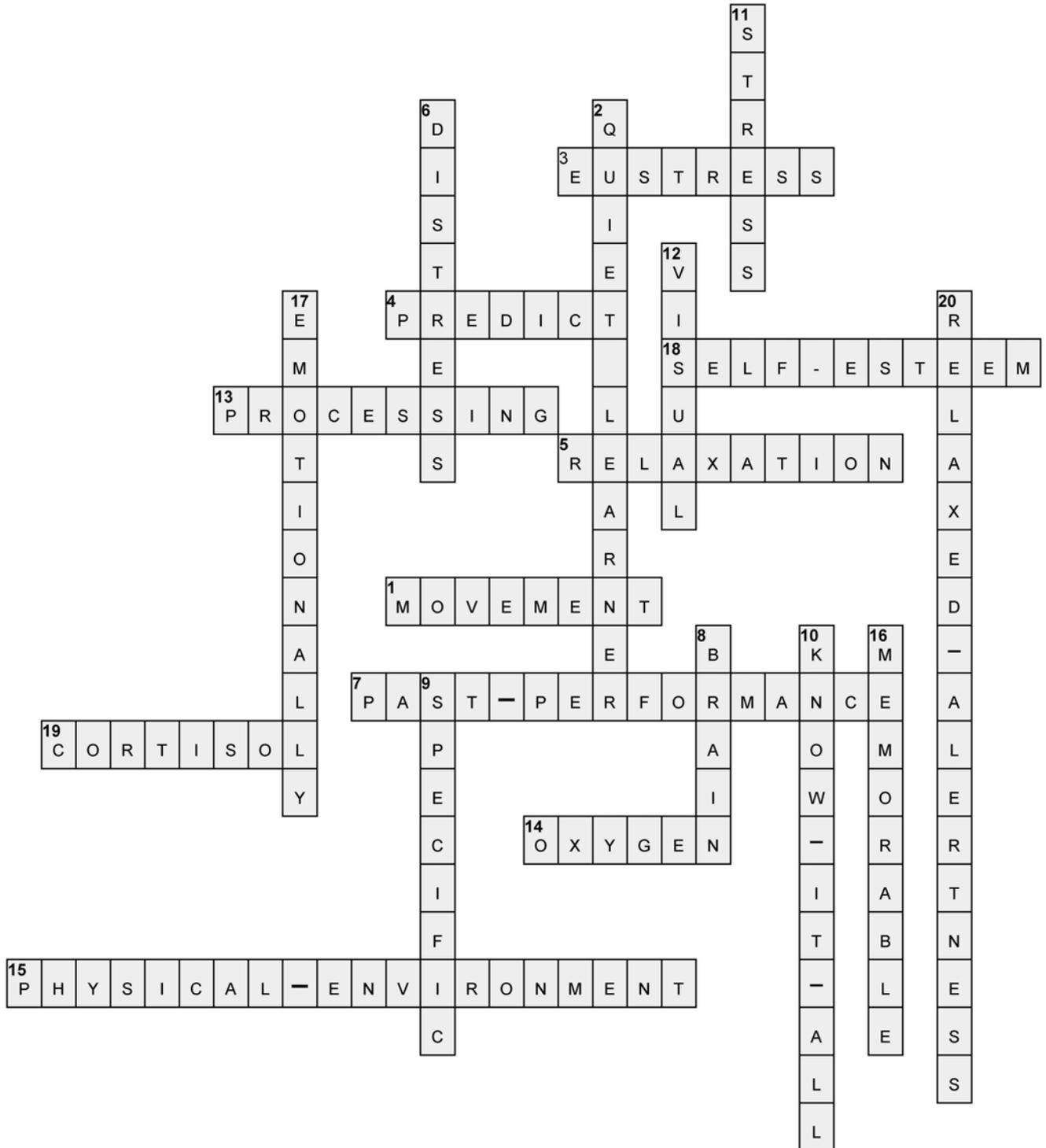
Across:

1. Furniture should be arranged to allow for _____.
3. Positive stress is called _____.
4. Using consistent routines will help cadets _____ instructor behaviour.
5. Cooler temperatures lead to this _____.
7. Feedback should help cadets compare current progress with _____.
13. Moving information from working memory to long term memory is called _____ information.
14. Deep breathing helps get _____ into the blood stream.
15. The place where a lesson takes place is _____.
18. Reinforcement boosts learning but encouragement boosts _____.
19. Music and movement help the body to produce _____.

Down:

2. The cadet who rarely participates is called a _____.
6. Negative stress is called _____.
8. 20% of the body's energy is consumed by the _____.
9. Feedback should be accurate, age-appropriate, consistent and _____.
10. Cadets who think they are authorities on any topic are called _____.
11. Fight or flight is the body's response to _____.
12. Attention signals should be both auditory and _____.
16. When our senses are stimulated the learning experience will become more _____.
17. When cadets feel comfortable and relaxed the environment is said to be _____ safe.
20. To maximize learning the emotional environment should create _____.

CREATE A POSITIVE LEARNING ENVIRONMENT ANSWER KEY



CREATE A POSITIVE LEARNING ENVIRONMENT ANSWER KEY (CONT'D)

Clues

Across:

1. Furniture should be arranged to allow for _____. (MOVEMENT)
3. Positive stress is called _____. (EUSTRESS)
4. Using consistent routines will help cadets _____ instructor behaviour. (PREDICT)
5. Cooler temperatures lead to this _____. (RELAXATION)
7. Feedback should help cadets compare current progress with _____. (PAST PERFORMANCE)
13. Moving information from working memory to long term memory is called _____. (INFORMATION PROCESSING)
14. Deep breathing helps get _____ into the blood stream. (OXYGEN)
15. The place where a lesson takes place is _____. (PHYSICAL ENVIRONMENT)
18. Reinforcement boosts learning but encouragement boosts _____. (SELF-ESTEEM)
19. Music and movement help the body to produce _____. (CORTISOL)

Down:

2. The cadet who rarely participates is called a _____. (QUIET LEARNER)
6. Negative stress is called _____. (DISTRESS)
8. 20% of the body's energy is consumed by the _____. (BRAIN)
9. Feedback should be accurate, age-appropriate, consistent and _____. (SPECIFIC)
10. Cadets who think they are authorities on any topic are called _____. (KNOW IT ALL)
11. Fight or flight is the body's response to _____. (STRESS)
12. Attention signals should be both auditory and _____. (VISUAL)
16. When our senses are stimulated the learning experience will become more _____. (MEMORABLE)
17. When cadets feel comfortable and relaxed the environment is said to be _____ safe. (EMOTIONALLY)
20. To maximize learning the emotional environment should create _____. (RELAXED ALERTNESS)



**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 3

EO M409.03 – DESCRIBE LEARNER NEEDS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Create slides of Attachments A and H.

Photocopy and three-hole punch Attachments B, D, E, F, I and K for each cadet.

Photocopy Attachment C and cut into strips.

Make two copies of Attachments J and L.

Ensure that the cadets bring the binder provided in EO M409.01 (Identify Methods of Instruction).

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to introduce, provoke thought and stimulate the cadet's interest in learner needs.

An in-class activity was chosen for TPs 3 and 4 as it is an interactive way to provoke thought and stimulate interest in the different types of learners and how to meet their needs.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have described how developmental periods and learning styles determine learner needs.

IMPORTANCE

Instructors must develop an appreciation for all learning styles in order to meet learner needs. Being aware of developmental periods will provide instructors with the necessary tools to plan relevant and meaningful lessons.

Teaching Point 1**Describe the importance of making material relevant and meaningful, and providing information processing time.**

Time: 5 min

Method: Interactive Lecture



Display the slide of Tiger Comic located at Attachment A to focus the cadets' thoughts toward the learning process.

Learning is a complex process. There are many theories about how learning occurs. Determining what is relevant is the first step to ensure that the learning is meaningful. Understanding the age appropriate learning categories provides some insight into how the brain is working to process information.

RELEVANT LEARNING

Relevant. Determining why and if the material is necessary to know. Once this is determined the learner decides whether or not they engage in committing the information to memory.



Albert Einstein said, "Everything should be made as simple as possible, but not simpler."

In other words, teach to the level of the cadets. The level of difficulty determines whether or not the cadets engage in the lesson. Essentially, less is more when it comes to new material.

MEANINGFUL LEARNING

Providing meaningful and relevant material results in greater overall retention.

Learning becomes meaningful when cadets understand material and store it in the brain. A learning experience is meaningful when the learners engage in three processes:

1. reflecting upon prior knowledge;
2. relating to real-life experiences; and
3. applying knowledge in future experiences.

Retention is the ability to remember material after the material is presented. The more information is repeated, the better the retention.



Display the following on flip chart paper / white board.

Learners retain:

- 10% of what they read,
- 26% of what they hear,
- 30% of what they see,
- 50% of what they see and hear,
- 70% of what they say, and
- 90% of what they say and do.

Information is stored in different places in the brain depending on the type of information. Emotions have a great influence on learning. The stronger the emotions connected with an experience, the stronger the memory.

Various types of information are associated with a specific type of memory (as illustrated in Figure 1).

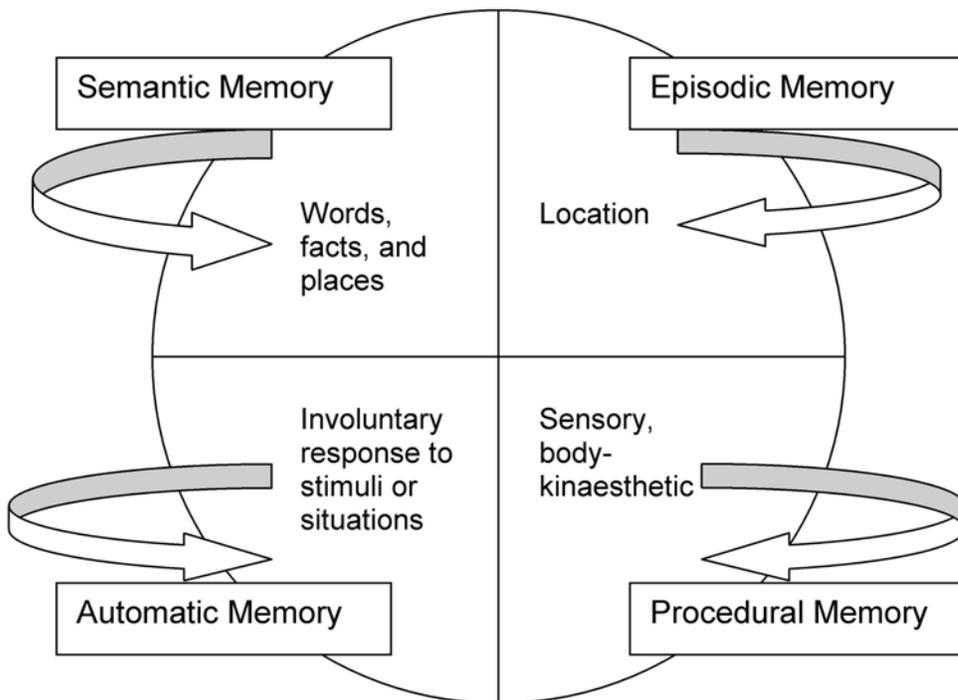


Figure 1 Types of Memory

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

PROCESSING TIME

Attention span. The average attention span is about one minute per year of age to a maximum of 15 years.

Allowing time for cadets to apply their learning is important so they can move information from their working memory to their long-term memory. The processing time is known as "thinking about thinking", where cadets can reflect on the lesson and plan, monitor, and evaluate their own thinking and learning.



Distribute the Learning Pyramid located at Attachment B to show the relationship between learning and remembering.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What does relevant mean?
- Q2. What three processes involve the learner to have a meaningful learning experience?
- Q3. What is retention? How is it increased?

ANTICIPATED ANSWERS:

- A1. Determining why and if the material is necessary to know. Once this is determined the learner will decide whether or not they will engage in actually committing the information to memory.
- A2. The learner actively:
 - a. reflects upon prior knowledge;
 - b. relates to real-life experiences; and
 - c. applies knowledge in future experiences.
- A3. Retention is the ability to remember material after it is presented. The more information is repeated, the better the retention.

Teaching Point 2

Describe and identify the needs of the developmental periods (DP).

Time: 10 min

Method: Interactive Lecture

DESCRIBE DEVELOPMENTAL PERIODS (DP)

The mental, physical, emotional and social development of a cadet are considered when determining a DP. They are age-based and they focus on refining higher-level thinking skills such as reasoning, reflective thinking, and problem solving. The three are also known as age-appropriate learning categories (as illustrated in Figure 2).

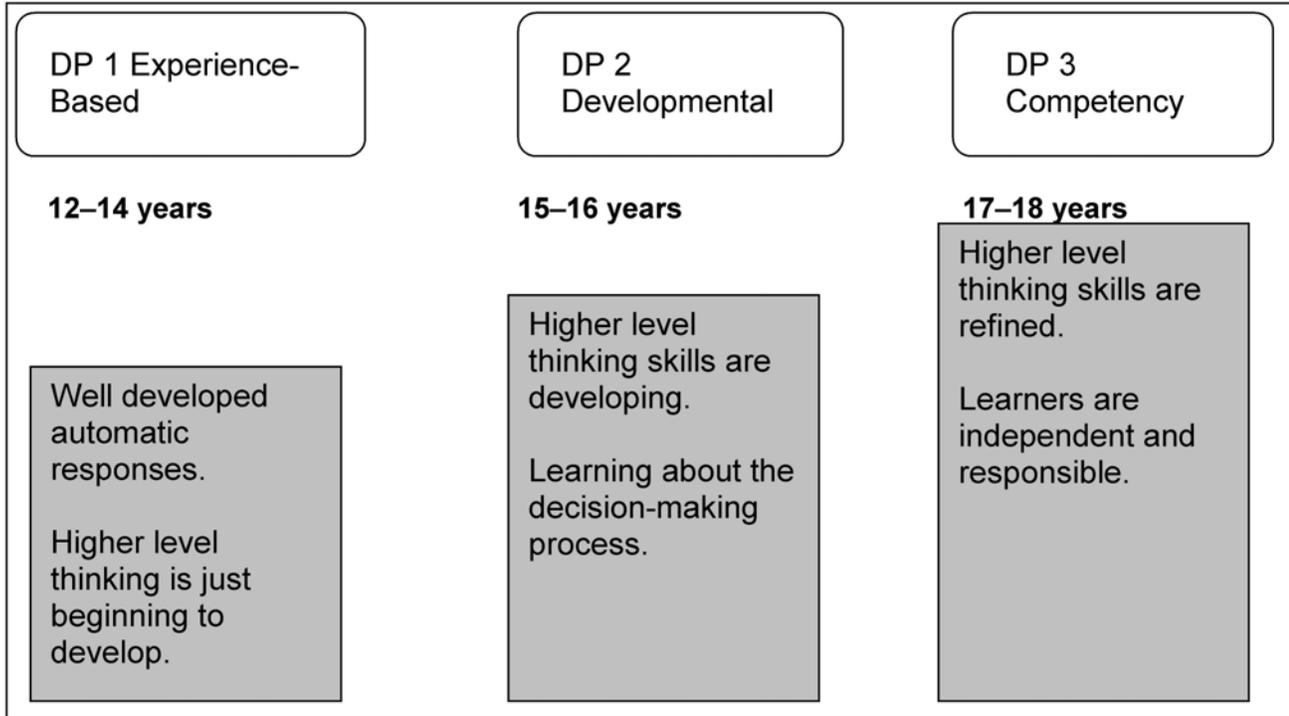


Figure 2 Identifying DPs

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

An instructor must plan their lessons based on the DP of the cadets. When planning a lesson it is important to consider what type of activities and questions to ask. For example, each DP indicates how long an activity should last:

- **DP 1.** Activities in a lesson should end in that same lesson.
- **DP 2.** Activities started in a lesson may extend over two to three lessons.
- **DP 3.** Activities started in a lesson may extend over four or more lessons.

NEEDS OF DPs



The following information focuses on DPs 1 and 2 only since the cadets will not be planning lessons for cadets in DP 3.

Experienced-based DP 1 (12–14 years):

- understand what is concrete / real not abstract;
- have mastered reflexive responses;
- require close supervision;
- want interaction and activity in lessons; and
- are very "me" oriented.

Developmental DP 2 (15–16 years):

- in a transition period—moving from understanding the concrete to understanding the abstract;
- beginning to use higher level thinking skills and are comfortable with the concrete;
- want to practice and explore new thinking skills;
- begin to understand cause and effect relationships;
- concerned with fairness—value system kicks in—need for equality for all; and
- asking questions like "how do I fit in?" and "how does this affect me?"

Four areas to consider when teaching within these DPs are:

- active and interactive lessons,
- structured activities,
- the opportunity for choice within the lesson, and
- goals definition.

Each area varies from low to high depending on the age and DP. However, active and interactive lessons are emphasized in all three DPs.

Lessons are planned by incorporating criteria based on the DPs (as illustrated in Figure 3).

Criteria for Activities	Experience-Based	Developmental	Competency
Active and Interactive	yes	yes	yes
Structured	very	some	cadet-run and supervised by officers
Provide Choice	minimal	some	much
Goals	clear and concrete	clear	abstract

Figure 3 Needs for Developmental Periods

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

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets describe and identify the DPs.

RESOURCES

Developmental Periods Confirmation strips located at Attachment C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the strips of paper from Attachment C to the cadets.



There are only 10 strips. If there are more than 10 cadets they may work in pairs / groups. If there are less than 10 cadets, some cadets may have more than one strip.

2. Ask the cadets who have a DP to come forward and tape their strip on the board.
3. Ask each cadet to read each strip to the class and decide what DP it describes. If the cadet is having difficulty, other cadets may help.
4. Once a decision has been made, tape the strip under the respective category.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct an activity where the cadets will describe and identify the needs of the different learning styles.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets describe and identify the needs of learners.

RESOURCES

- Learning Styles Information Sheet located at Attachment D,
- Learning Styles Survey located at Attachment E,
- How to Make a Jumping Frog located at Attachment F,
- How to Make a Triangular Box located at Attachment G,
- Slide of *Schoolies* comic located at Attachment H,
- Letter size paper for each cadet,
- Square sized sticky notes (eg, size 3 inches by 3 inches), and
- Sticky notes—4 inches by 6 inches.



In this lesson, sticky notes are used instead of origami paper (which is optimal). However, if sticky notes are not available, cut any paper according to the sizes recommended above.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Learning Styles Information Sheet located at Attachment D. Read through the handout together.
2. Distribute the Learning Style Survey located at Attachment E. Have the cadets read each question and choose the most appropriate answer. Once they have answered all questions, have the cadets total each letter to determine their individual learning style.
3. Designate three areas of the classroom to represent each learning style: visual, kinaesthetic, and auditory. Have the cadets move to the group that reflects their learning style as indicated in the survey.



The groups should be uneven. Compare class results with the distribution of learning style percentage as indicated in the Learning Styles Information Sheet located at Attachment D.

4. Have the cadets return to their seats.
5. Distribute a piece of letter size paper, three square sticky notes, and one 4 inch by 6 inch sticky note to each cadet.



The activities are intended to allow the cadets to experience difficulty while using each one of the learning styles. Emphasis is on the cadets experiencing each learning style and not the completion of each activity. It is not important for the cadets to complete each activity, since they are for initial experiences only. Allot 2–3 minutes for each activity.

6. Have the cadets experience the auditory learning style by:
 - a. listening to the directions to make a paper object;
 - b. performing the direction as it is said; and
 - c. refraining from asking questions as the directions are being given.



For this activity, have the cadets use the letter size paper. Read the following directions aloud to the cadets on how to make a paper boat:

1. Fold a piece of paper in half, from top to bottom.
2. Fold the right corner into the middle of the paper.
3. Fold the left corner into the middle of the paper.
4. Fold the bottom of the paper up against both sides.
5. Insert thumbs into the bottom to make a square.
6. Fold the bottom corners over each other to create a triangle.
7. Insert thumbs into the bottom to make a square.
8. Hold the paper with flaps down.
9. Fold the corners to the top point.
10. Pull the middle out to form a square.
11. Pull the two triangles at the top apart to create a boat.



For the next activity, have the cadets use the 4 inch by 6 inch sticky notes. Distribute How to Make a Jumping Frog located at Attachment F to each cadet.

7. Have the cadets experience the visual learning style by:
 - a. seeing pictures to make a jumping frog;
 - b. reading the directions to make a jumping frog; and
 - c. performing the task without assistance.



For the next activity, have the cadets use the square sticky note. Use How to Make a Triangular Box located at Attachment G and demonstrate each step so the cadets can see.

8. Have the cadets experience the kinaesthetic learning style by:
 - a. watching the instructor make a triangle box without verbal or written directions, and
 - b. performing the task without assistance.
9. Discuss the cadets' feelings towards each of the learning styles by provoking these thoughts:
 - a. What learning style was dominant in each of the activities?
 - b. What task was most difficult?
 - c. What task was the easiest?



Display the slide of *Schoolies* comic located at Attachment H.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Conduct an activity where the cadets will identify how to structure a lesson to meet the needs of the different types of learners.

Time: 15 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets identify how to structure a lesson to meet the needs of types of learners.

RESOURCES

- Instructor Tips for Learning Styles worksheet located at Attachment I,
- Instructor Tips for Learning Styles Answer Key located at Attachment J,
- Activities in Developmental Periods worksheet located at Attachment K,
- Activities in Developmental Periods Answer Key located at Attachment L,
- Flip chart paper,
- Stopwatch,
- Markers, and
- Pens / pencils.

ACTIVITY LAYOUT

Set up workstations by taping flip chart paper around the classroom.



The number of workstations can be determined by dividing the class number by two or four. For example, if the class size is small divide by two, and if it is large divide by four.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups by assigning each cadet a number: Number 1 or Number 2. Arrange the cadets so that each group is sitting on opposite sides of the classroom.
2. Distribute the Instructor Teaching Tips for Learning Styles worksheet located at Attachment I to the cadets in Group 1 and the Activities in Developmental Periods worksheet located at Attachment K to Group 2.
3. Have the cadets work in their groups to fill out their worksheets.



Allocate two minutes for the cadets to work on the worksheets. It is not important to fully complete the sheets.

4. Distribute the answer keys located at Attachments J and L to one cadet in each group.
5. Have the cadet with the answer key in the each group read out the correct answers while the other cadets mark their worksheets and fill in any missing answers.
6. Have the cadets pair up with a cadet from the other side of the classroom and move to one of the workstations.



When the class size is large, two pairs can be assigned to each work station.

7. Give the cadets 2–3 minutes to explain on the chart paper how a DP 1 lesson would be structured differently than a DP 2 lesson. The cadets may use ideas from the worksheets and handouts in the class.
8. Have each group discuss their ideas for 2–3 minutes.



Distribute the remaining copies of Attachments I and K to those cadets that did not receive them earlier in the activity.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Understanding what makes information relevant and meaningful is important when it comes to instructing. Defining learning styles and identifying developmental stages helps identify instructional strategies that will meet the learners' needs and ultimately provide them with a healthy and welcoming learning environment.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.

C0-397 Belding, S. (2004). *Stickiness: Skills retention and synthesis*. Retrieved March 23, 2009, from http://www.airs.org/files/public/Making_Training_Stick.pdf

C0-398 ISBN I-57517-344-1 Burke, K. (2000). *What to do with the kid who....* Arlington Heights, IL: Skylight Professional Development.

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Note. From *Tiger Comics* by B. Blake. Retrieved March 10, 2009, from <http://www.kingfeatures.com/features/comics/tiger/about.html>

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LEARNING PYRAMID



Figure B-1 Learning Pyramid

Note. From *Engage Educate Empower*, 2007, Copyright by Life Adventure Centre 2009. Retrieved March 11, 2009, from <http://www.lifeadventurecenter.org>

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DEVELOPMENTAL PERIODS CONFIRMATION

Cut out each strip and place in an envelope. Use page C-3 as a reference during the activity.

12–14 years Experience-Based

Effective learning experiences for cadets at this stage should be achievable, active and fun.

It is important to note that these cadets are just developing the area of the brain associated with higher level thinking skills.

Require close supervision.

Activities in the lesson should end in the same lesson.

DEVELOPMENTAL PERIODS CONFIRMATION

Cut out each strip and place in an envelope. Use page C-3 as a reference during the activity.

15–16 years Developmental

Cadets in this stage are ready to start learning about and practising reasoning and problem-solving skills.

Cadets want to practise and explore new thinking skills

Concerned with fairness; the value system kicks in where they need equality for all.

Cadets ask question like "how do I fit in?" and "how does this affect me?"

DEVELOPMENTAL PERIODS CONFIRMATION ANSWER KEY

12–14 years Experience-Based

Effective learning experiences for cadets at this stage should be achievable, active and fun.

It is important to note that these cadets are just developing the area of the brain associated with higher level thinking skills.

Require close supervision.

Activities in the lesson should end in the same lesson.

15–16 years Developmental

Cadets in this stage are ready to start learning about and practising reasoning and problem-solving skills.

Cadets want to practise and explore new thinking skills

Concerned with fairness; the value system kicks in where they need equality for all.

Cadets ask question like "how do I fit in?" and "how does this affect me?"

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LEARNING STYLES INFORMATION SHEET

Understanding the different learning styles can help make a more effective instructor. For example, being aware of how cadets process information allows the instructor to design lessons and activities that present information in a variety of ways to address as many learning styles as possible. Learning occurs using the senses. The three learning styles use seeing, hearing and touching. Seeing corresponds to visual learners, hearing corresponds to auditory learners and touching corresponds to kinaesthetic learners.

<p>Visual Learners:</p> <ul style="list-style-type: none"> • are described as readers and observers; • learn through seeing; • think in pictures; • benefit from and enjoy visual aids; and • are better at reading than listening. 	<p>Auditory Learners:</p> <ul style="list-style-type: none"> • are described as listeners and talkers; • process information through their ears; • are good working in louder environments; • are great socialisers; and • need to ask questions to confirm learning. 	<p>Kinaesthetic Learners:</p> <ul style="list-style-type: none"> • are described as doers; • learn through moving, touching and doing; • process information through their muscles; and • learn best when combining muscles with reading or talking.
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Figure D-1 Learning Styles

Note. Adapted from *Cadet Program Reference Guide*. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

The differences between the three learning styles are illustrated in Figure D-2.

	VISUAL	AUDITORY	KINAESTHETIC
Decision Making	Create a chart of the possible alternatives; write out pros / con.	Talk over options with a friend.	Try out options—go with the path that seems best.
Asking Directions	Prefer a map / written directions.	Prefer verbal instructions.	Prefer to have someone take them the first time.
Learning a New Skill	Watch someone else do it, follow a diagram in a manual.	Attend a lecture; have someone talk them through the steps.	Try this and that until it works.

Figure D-2 Learning Styles and Instructional Activities

Note. From *Cognitive Preference*. Retrieved March 10, 2009, from <http://www.georgebrown.ca/saffairs/stucuss/learningstyles.aspx>.

To process information, a combination of the three senses are used, signifying that no learning style is completely independent. Each individual has a dominant learning style that represents how they process information most / how they learn best. Most of the population learn best by seeing and are therefore visual learners. When preparing a lesson, the instructor must keep in mind that it is best to provide multiple opportunities for all three styles of learning.

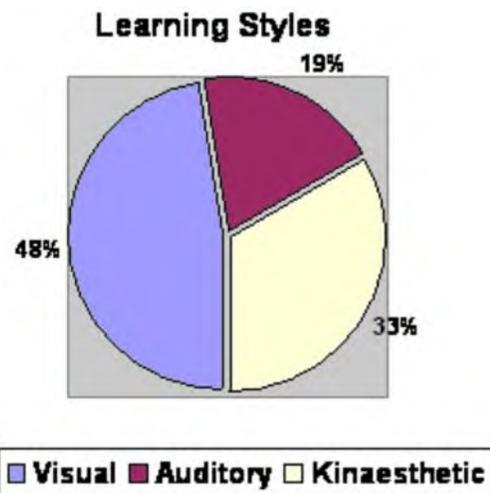


Figure D-3 Dominant Learning Style

Note. Adapted from *Cadet Program Reference Guide*. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

LEARNING STYLES SURVEY

Directions. Select the answer that describes you best. There can only be one answer for each question. Once all the questions are answered, tally each of the letters, V, A and K to find your learning style.

1. If I have to learn how to do something, I learn best when I:

- (V) watch someone show me how.
- (A) hear someone tell me how.
- (K) try to do it myself.

2. When I read, I often find that I:

- (V) visualize what I am reading in my mind's eye.
- (A) read aloud or hear the words inside my head.
- (K) fidget and try to "feel" the content.

3. When asked to give directions, I:

- (V) see the actual places in my mind as I say them or prefer to draw them.
- (A) have no difficulty in giving them verbally.
- (K) have to point or move my body as I give them.

4. If I am unsure how to spell a word, I:

- (V) write it in order to determine if it looks right.
- (A) spell it out loud in order to determine if it sounds right.
- (K) write it in order to determine if it feels right.

5. When I write, I:

- (V) am concerned with how neat and well spaced my letters and words appear.
- (A) often say the letters and words to myself.
- (K) push hard on my pen or pencil and can feel the flow of the words or letters as I form them.

6. If I had to remember a list of items, I would remember it best if I:

- (V) wrote them down.
- (A) said them over and over to myself.
- (K) moved around and used my fingers to name each item.

7. I prefer teachers who:

- (V) use the board or overhead projector while they lecture.
- (A) talk with a lot of expression.
- (K) use hands-on activities.

8. When trying to concentrate, I have a difficult time when:

- (V) there is a lot of clutter or movement in the room.
- (A) there is a lot of noise in the room.
- (K) I have to sit still for any length of time.

9. When solving a problem, I:

- (V) write or draw diagrams to see it.
- (A) talk myself through it.
- (K) use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

- (V) read them silently and try to visualize how the parts will fit together.
- (A) read them out loud and talk to myself as I put the parts together.
- (K) try to put the parts together first and read later.

11. To keep occupied while waiting, I:

- (V) look around, stare, or read.
- (A) talk or listen to others.
- (K) walk around, manipulate things with my hands, or move / shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

- (V) be brief because I do not like to talk at length.
- (A) go into great detail because I like to talk.
- (K) gesture and move around while talking.

13. If someone were verbally describing something to me, I would:

- (V) try to visualize what they were saying.
- (A) enjoy listening but want to interrupt and talk myself.
- (K) become bored if their description got too long and detailed.

14. When trying to recall names, I remember:

- (V) faces but forget names.
- (A) names but forget faces.
- (K) the situation that I met the person other than the person's name or face.

Scoring Instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary style of learning.

Visual V = _____ Auditory A = _____ Kinaesthetic K = _____

Figure E-1 Survey

Note. From *Learning Styles*. Retrieved March 16, 2009, from <http://www.georgebrown.ca/saffairs/stusucc/learningstyles.aspx>

HOW TO MAKE A JUMPING FROG

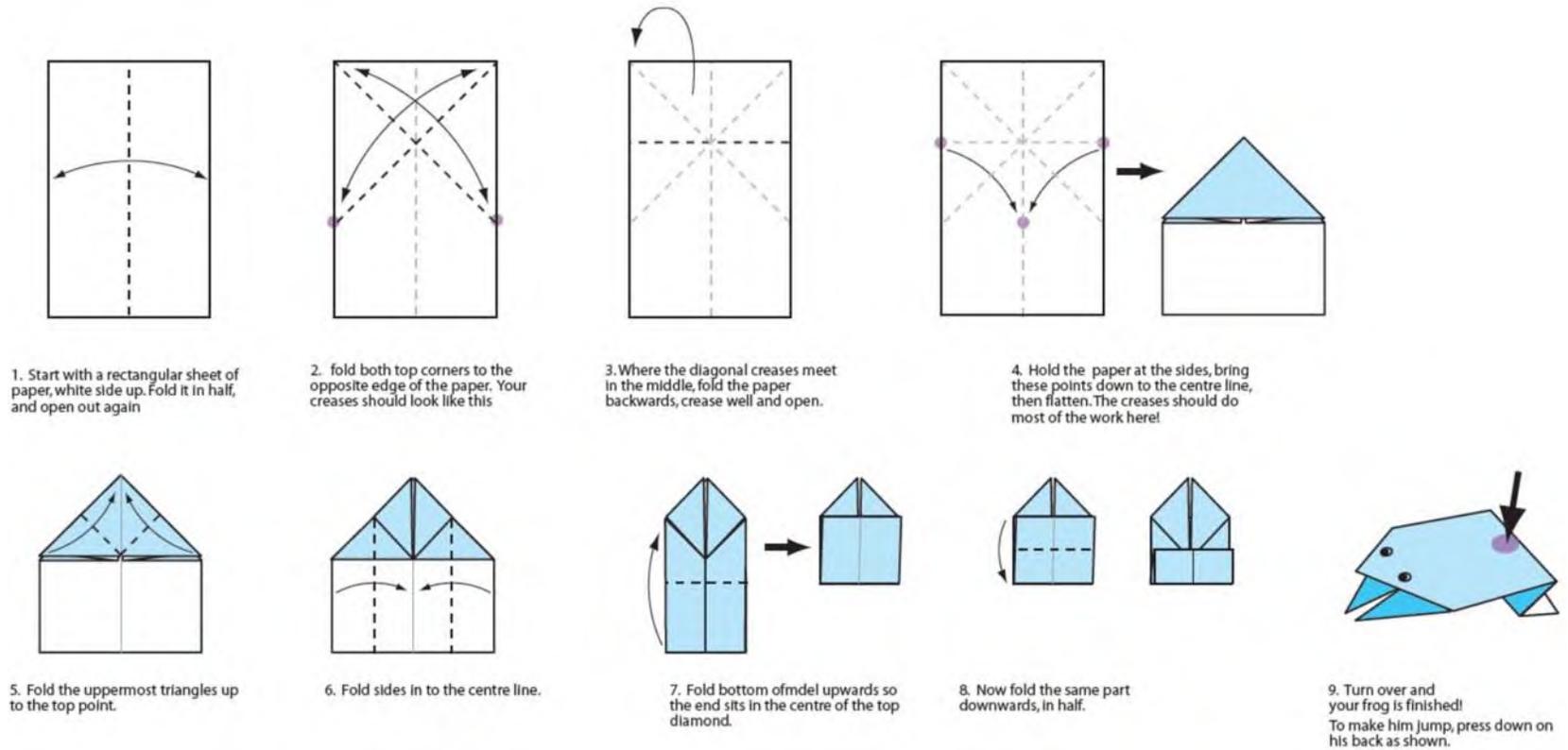
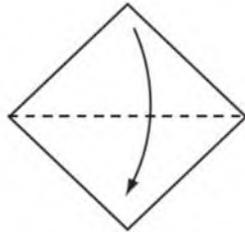


Figure F-1 Jumping Frog

Note. From *Origami-Fun*. Retrieved March 10, 2009, from <http://www.origami-fun.com>

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HOW TO MAKE A TRIANGULAR BOX

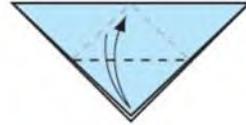


1. Start with a square piece of paper, plain side up.

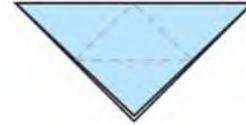
Fold the paper in half.



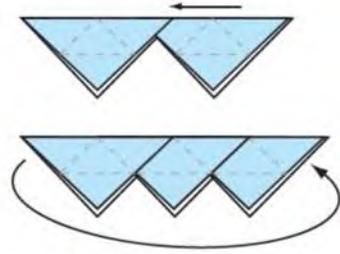
2. Fold the top corners toward the bottom point, then open to create these creases.



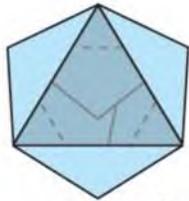
3. Fold both layers of the bottom point up to the top of the model, then open.



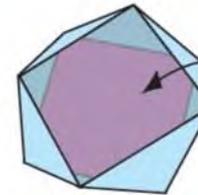
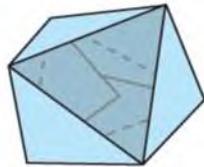
4. This is one completed unit, You need three. So make 2 more of these!



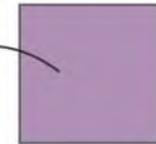
5. Insert one unit inside the other, then link the units all together.



Completed Triangle Box



4 sided Triangle Box



You can also make boxes with more than three units.

If you join four units together, you will have a lovely box with a square opening...

If you join 5 units together, you will have a box with a pentagon shaped opening.

Note: boxes with more than 3 units will need a bit of paper on the base as the units will not quite touch.

Cut out a square piece of paper to glue to the bottom of the box. This will cover up the hole and look neat!

The square should be the same size as the opening of the box, so measure the edges to get a perfect fit.

Figure G-1 Triangular Box

Note. From *Origami-Fun*. Retrieved March 10, 2009, from <http://www.origami-fun.com>

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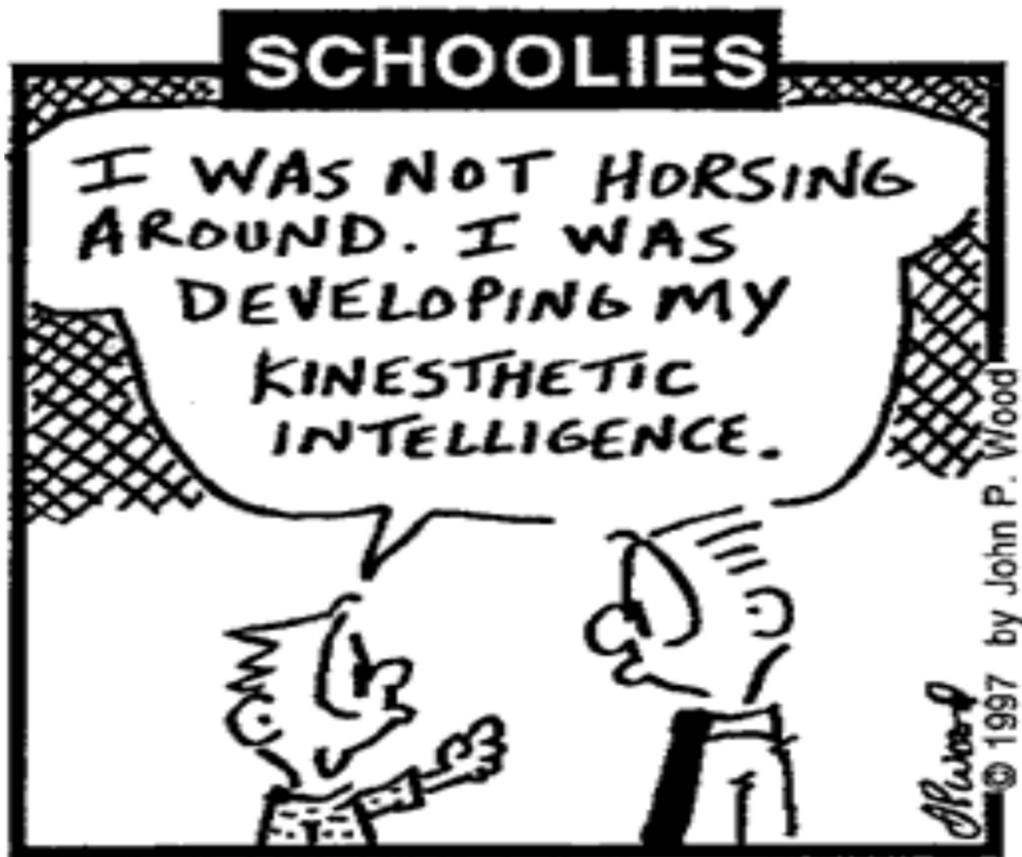


Figure H-1 Kinesthetic Learning

Note. From *Schoolies*, 1997, Copyright 1997 by J. Wood. Retrieved from <http://www.learninglaffs.com>

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INSTRUCTOR TIPS FOR LEARNING STYLES

Directions: Match each instructor tip with the correct learning style. Use V for Visual, A for Auditory, and K for Kinaesthetic.

1. _____ Allow cadets to sit where they can see clearly.
2. _____ Allow the cadets to get up and move.
3. _____ Use hands-on activities.
4. _____ Provide movement as part of the lesson.
5. _____ Buddy up to teach each other.
6. _____ Use items that can be handled and moved.
7. _____ Allow the cadets to sit where they can hear clearly.
8. _____ Read aloud written material.
9. _____ Keep visual aids in view long enough to be seen and referred back to.
10. _____ Use presentations, mutuels and speeches.
11. _____ Follow a written agenda and provide written material to be followed.
12. _____ Write out directions.
13. _____ Provide a space where they can read questions aloud to themselves before they write them down.
14. _____ Allow the cadets to do what is asked for, not to describe it.
15. _____ Provide discussion opportunities.
16. _____ Use rhymes, mnemonics and acronyms.
17. _____ Slow down and repeat when giving verbal information.
18. _____ Change pitch, tone and speed for emphasis.
19. _____ Avoid meaningless movement and decorations.
20. _____ Use posters, pictures, models, real items, and people.
21. _____ Have the cadets repeat things back.
22. _____ Use real items in context.
23. _____ Provide a space with few distractions.
24. _____ Allow matching or reorganizing rather than naming.
25. _____ Slow down, repeat and use only necessary words when asking verbal questions.
26. _____ Provide opportunity for written responses.
27. _____ Provide space to move around.
28. _____ Provide opportunity for verbal responses.
29. _____ Allow them to talk to themselves and whisper when they read.

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INSTRUCTOR TIPS FOR LEARNING STYLES ANSWER KEY

Directions: Match each instructor tip with the correct learning style. Use V for Visual, A for Auditory, and K for Kinaesthetic.

1. V Allow cadets to sit where they can see clearly.
2. K Allow the cadets to get up and move.
3. K Use hands on activities.
4. K Provide movement as part of the lesson.
5. A Buddy up to teach each other.
6. K Use items that can be handled and moved.
7. A Allow the cadets to sit where they can hear clearly.
8. A Read aloud written material.
9. V Keep visual aids in view long enough to be seen and referred back to.
10. A Use presentations, mutuels and speeches.
11. V Follow a written agenda and provide written material to be followed.
12. V Write out directions.
13. A Provide a space where they can read questions aloud to themselves before they write it down.
14. K Allow the cadets to do what is asked for, not to describe it.
15. A Provide discussion opportunities.
16. A Use rhymes, mnemonics and acronyms.
17. V Slow down and repeat when giving verbal information.
18. A Change pitch, tone and speed for emphasis.
19. V Avoid meaningless movement and decorations.
20. V Use posters, pictures, models, real items, and people.
21. A Have the cadets repeat things back.
22. K Use real items in context.
23. V Provide a space with few distractions.
24. K Allow matching or reorganizing rather than naming.
25. V Slow down, repeat and use only necessary words when asking verbal questions.
26. A Provide opportunity for written responses.
27. K Provide space to move around.
28. A Provide opportunity for verbal responses.
29. A Allow them to talk to themselves and whisper when they read.

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ACTIVITIES IN DEVELOPMENTAL PERIODS

Read each statement and determine what developmental period is being described. Draw an arrow to the correct column.

Ages 12–14	Activity Description	Ages 15–16
DP 1 Experienced-Based		DP 2 Developmental
	Clear / simple processes.	
	Provide reasons for the activity.	
	Provide some structure (eg, the instructor chooses the groups but leaves some choices to the group).	
	Closely supervised.	
	Semi-independent and less supervised.	
	Clear goals with some choice in process.	
	Very structured.	
	Lots of play.	
	Trial and error activities.	
	Clear and concrete goals (eg, one goal / one activity).	
	Provide reasons for the activity.	
	Will not require an instant result at the end of the first session. Can stretch the activity over 2–3 lessons.	
	Results oriented.	
	Formal, effective assessment is appropriate. Begin to develop skills in self assessment.	
	Assessment should focus on participation and observation.	
	Short learning sessions.	

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ACTIVITIES IN DEVELOPMENTAL PERIODS ANSWER KEY

Read each statement and determine what developmental period is being described. Draw an arrow to the correct column.

Ages 12–14	Activity Description	Ages 15–16
DP 1 Experienced-Based		DP 2 Developmental
←	Clear / simple processes.	
	Provide reasons for the activity.	→
	Provide some structure (eg, the instructor chooses the groups but leaves some choices to the group).	→
←	Closely supervised.	
	Semi-independent and less supervised.	→
	Clear goals with some choice in process.	→
←	Very structured.	
←	Lots of play.	
←	Trial and error activities.	
←	Clear and concrete goals (eg, one goal / one activity).	
	Provide reasons for the activity.	→
	Will not require an instant result at the end of the first session. Can stretch the activity over 2–3 lessons.	→
←	Results oriented.	
	Formal, effective assessment is appropriate. Begin to develop skills in self assessment.	→
←	Assessment should focus on participation and observation.	
←	Short learning sessions.	

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 4

EO M409.04 – EXPLAIN ASSESSMENT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Photocopy the Assessment of Learning Plan located at Attachment A for each cadet.

Photocopy the Assessment Instructions located at Attachment B for each cadet.

Photocopy the assessment instruments located at Attachments C, D and E for each cadet.

APPROACH

An interactive lecture was chosen for this lesson as a way to introduce the cadets to assessment types, instructions and instruments, provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have explained assessment.

IMPORTANCE

It is important for cadets to know the different types of assessment and how to use assessment tools to create a positive learning environment. Varying the method of assessment is one way for instructors to create interest and encourage learning.

Teaching Point 1**Explain types of assessment.**

Time: 10 min

Method: Interactive Lecture

ASSESSMENT OF LEARNING

Assessment of learning is the predominant type of assessment used following instruction / learning. It is a summative type of assessment that is used to report on progress made by cadets, usually by showing the instructor a cadet's relative position compared to other cadets. Assessment of learning usually takes the form of questions and answers compiled in a test or quiz. The questions are from the lesson that was taught and typically performed at the end of an instruction unit.

Tests are used to measure quantity and accuracy of student progress with little or no direction and advice for improvement. This type of testing shows which students are doing well and which are doing poorly. Although these testing techniques are simplistic, they can be a good indication of a cadet's mastery of skills and knowledge. They are not always a good indication of the ideas or concepts covered.

Within the Canadian Cadet Organizations (CCO), assessment of learning takes place to determine whether learners have achieved Performance Objectives (PO) or critical Enabling Objectives (EO) (those deemed prerequisites for further training and education) and are used at the end of a phase of instruction. Every opportunity should be given to cadets to be successful in their assessment, even if multiple challenges are required.

ASSESSMENT FOR LEARNING

Assessment for learning is ongoing assessment used during instruction. It is a formative type of assessment and is used to create descriptions of the cadet's knowledge on the subject matter. These descriptions are used to determine if the instructor needs to review information and where the weak areas are in the lesson. This information can also be used to provide feedback to the cadet regarding their strengths and areas for improvement.

Assessment instruments used during assessment for learning include:

- worksheets,
- checklists,
- in-class activities, and
- questions and observations.

In assessment for learning, the instructor is the central character that will use the information obtained to design and develop the next stage of instruction.

Within the CCO, assessment for learning takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. Through assessment for learning, the instructor can:

- identify when corrective or remedial action is required;
- plan the next steps in instruction;
- provide cadets with feedback so they can improve; and
- reinforce learning to aid the cadet in retaining information.

Assessment for learning may also include opportunities for cadets to practice using Performance Checks (PC) employed in assessment of learning.



A simple comparison of assessment types can be made as follows:

When a cook tastes the soup, that is formative (assessment for) and allows them to adjust spices to change the flavour to improve the taste; when the guests taste the soup, that is summative (assessment of) and allows them to make a judgement of the quality of the soup.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What type of assessment is assessment for learning?
- Q2. What does assessment for learning (formative) give the instructor the ability to do?
- Q3. Why does assessment of learning (summative) take place?

ANTICIPATED ANSWERS:

- A1. Formative.
- A2. Identify when corrective or remedial action is required, plan the next steps in instruction, provide cadets with feedback so they can improve, and reinforce learning to aid the cadet in retaining information.
- A3. To determine whether learners have achieved POs or critical EOs (those deemed prerequisites for further training and education).

Teaching Point 2

Describe assessment instructions and instruments.

Time: 15 min

Method: Interactive Lecture

Assessment for learning takes place throughout the learning process and guides the instructor in lesson planning; assessment of learning takes place upon completion of the learning phase. Chapter 3 of the Qualification Standard and Plan (QSP) outlines the assessment of learning plan and the assessment instruments to be used.



All attachments for this lesson are taken from A-CR-CCP-703/PG-001, *Silver Star Qualification Standard and Plan*, Chapter 3. Details of assessment are located in Chapter 3 of all QSPs.

CADET ASSESSMENT OF LEARNING PLAN



Distribute the Assessment of Learning Plan located at Attachment A to each cadet.

The Assessment of Learning Plan located at Chapter 3, Annex B of the QSP, provides an overall strategy for using assessment activities to determine if the cadet has met the requirements for qualification. The assessment of learning plan will:

1. provide an outline of each assessment of learning activity including its purpose, when it will occur and details the assessment instrument(s) used to support cadet evaluation;
2. identify the learning target(s) associated with the PO and / or EO being assessed, to include:
 - a. **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;
 - b. **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;
 - c. **Skills.** Performance demonstration where the cadet demonstrates their ability to perform a skill. To be assessed, these performances must be demonstrated by the cadet and observed by an assessor;
 - d. **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and / or
 - e. **Attitudinal / Dispositional Changes.** A cadet's attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification.
3. identify the assessment method(s) that best matches PO and / or EO learning targets, to include:
 - a. **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true / false, matching, short answer, and fill-in-the-blank questions. Although short answer and fill-in-the-blank questions do require cadets to generate an answer, they call for a very brief answer that is counted as right or wrong, so these have been included in the selected response category;
 - b. **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;
 - c. **Performance Assessment.** This assessment method is based on observation and judgment; performance or product is observed and a determination is made as to its quality; and / or
 - d. **Personal Communication.** Gathering information about a cadet through personal communication; learning is assessed through interpersonal interaction with the cadet.

ASSESSMENT INSTRUMENTS

Specific assessment instruments are designed to support each assessment activity within the assessment of learning plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment instruments are located at the appendices to Chapter 3, Annex B of the QSP.



Distribute the Assessment Instructions located at Attachment B to each cadet.

Assessment instructions are provided to guide the instructor through the steps of the assessment to ensure consistent conduct of all assessments.



Using the Assessment Instructions handout, discuss with the cadets the information located in it, to include:

- preparation,
- conduct of assessment, and
- post-assessment instructions.



Distribute the assessment instruments located at Attachments C, D and E to each cadet. Discuss with the cadets how to use each of these assessment instruments.

Assessment is conducted to ascertain levels of learning. In most cases, these levels are defined in the Assessment Instructions. The most common assessment instruments used in the CCO are rubrics, individual checklists, and group checklists.

Rubric. A scoring tool that lists criteria to be considered for assessment. It is designed to guide the individual assessor's interpretation by providing a description of what should be observed for each level of proficiency and should be as clear and concise as practical.

Checklists. A simple checkbox type of worksheet that shows success in given tasks. Checklists can be designed to assess both individuals or groups.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What does the Assessment of Learning Plan provide?
- Q2. What are the three parts of the Assessment Instructions?
- Q3. What is a rubric?

ANTICIPATED ANSWERS:

- A1. An overall strategy for using assessment activities to determine if the cadet meets the requirements.
- A2. Preparation, conduct of assessment and post-assessment instructions.
- A3. A scoring tool that lists criteria to be considered for assessment. It is designed to guide the individual assessor's interpretation by providing a description of what should be observed for each level of proficiency and should be as clear and concise as practical.

END OF LESSON CONFIRMATION**QUESTIONS:**

- Q1. Where in the QSP can information on assessment be found?
- Q2. When does assessment for learning (formative assessment) take place?
- Q3. What is the purpose of the Assessment Instructions?

ANTICIPATED ANSWERS:

- A1. In Chapter 3 of the QSP.
- A2. Ongoing throughout the lesson.
- A3. To guide the instructor through the steps of the assessment to ensure consistent conduct of all assessments.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Being familiar with assessment requirements will allow the instructor to be better prepared to meet the requirements of the lesson.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A2-067 A-CR-CCP-703/PG-001 Director Cadets 3. (2008). *Silver star qualification standard and plan*. Ottawa, ON: Department of National Defence.

C0-376 ISBN 0-7619-4626-8 Earl, L. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

Annex A
Assessment of Learning Plan – Silver Star

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<i>PO 301 – Recognize the Purpose of Service Groups Within Canada</i>								
Nil.								
<i>PO 302 – Perform Community Service</i>								
Nil.								
<i>PO 303 – Perform the Role of a Team Leader</i>								
303 PC	PO 303	The purpose of this PC is to assess the cadet's ability to perform the role of team leader.	Reasoning proficiency and skills	Performance assessment and personal communication	The cadet is observed performing the role of a team leader. The performance is then discussed with the cadet.	On completion of lessons related to EO M303.07 then ongoing throughout the training year.	Chapter 3, Annex B, Appendix 1 checklist and associated rubric.	Nil.
<i>PO 304 – Update Personal Activity Plan</i>								
Nil.								
<i>PO 305 – Participate in Recreational Sports</i>								
Nil.								
<i>PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship</i>								
Nil.								
<i>PO 307 – Serve in an Army Cadet Corps</i>								
Nil.								
<i>PO 308 – Direct a Squad Prior to a Parade</i>								
308 PC	PO 308	To assess the cadet's ability to prepare a squad for parade.	Skills	Performance assessment	The cadet is observed as they prepare a squad for parade by: forming up, sizing, dressing, inspecting and calling the roll.	During preparation for corps opening and closing parades.	Chapter 3, Annex B, Appendix 2 checklist.	Nil.
<i>PO 309 – Instruct a Lesson</i>								
309 PC	PO 309	To assess the cadet's ability to instruct a lesson using a written	Ability to create product and reasoning proficiency	Performance assessment	The cadet's lesson plan is reviewed and they are	Ongoing during the conduct of EO M309.07.	Chapter 3, Annex B, Appendix 3	Assistance is denied.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
		lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).			observed while instructing a 15-minute lesson.		checklist and rubric.	
PO 320 – Recognize the Valour of Members of the Canadian Army								
Nil.								
PO 321 – Perform the Duties of a Team Leader on a Weekend Bivouac Exercise								
Nil.								
PO 322 – Plot Location on a Topographical Map Using a Global Positioning System Receiver								
322 EC-01	EO M322.02	To assess the cadet's ability to calculate current magnetic declination from the information provided on a topographical map.	Reasoning proficiency	Extended written response	The cadet is presented with a topographical map and is required to correctly calculate the current magnetic declination in degrees.	Confirmation to EO M322.02.	Chapter 3, Annex B, Appendix 4 worksheet.	Nil.
322 PC	PO 322	To assess the cadet's ability to plot their position on a topographical map with a grid reference calculated by a GPS unit.	Reasoning proficiency	Performance assessment	The cadet shall identify their grid reference from the data provided by a GPS unit and then plot that position on a topographical map within 100 m of accuracy.	During M322.06.	Chapter 3, Annex B, Appendix 5 checklist.	Nil.
PO 324 – Survive When Lost								
324 EC-01	EO M324.01	To assess the cadet's ability to build an improvised shelter in	Ability to create products	Performance assessment	Shelters constructed by cadets in pairs shall be assessed to	During the bivouac FTX.	Chapter 3, Annex B, Appendix 6 checklist.	To limit environmental impact, the cadet shall be required

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
		a survival situation.			ensure they will provide adequate protection from the elements in a survival situation.			to use a half-shelter (ground sheet) in place of boughs.
324 EC-02	EO M324.02	To assess the cadet's ability to collect water in a survival situation.	Skills	Performance assessment	The cadet shall construct and gather water from an improvised water collection source.	During the bivouac FTX.	Chapter 3, Annex B, Appendix 6 checklist.	To limit environmental impact, the cadet shall be required to return the environment to a natural state (e.g. fill holes, etc) following this EC.
324 EC-03	EO M324.03	To assess the cadet's ability to ignite a fire without the use of matches or a lighter in a survival situation.	Ability to create products	Performance assessment	The cadet shall be assessed on using the correct process to ignite a fire using one of: flint and steel, bow and drill, fire saw, or sun and glass method.	During the bivouac FTX.	Chapter 3, Annex B, Appendix 6 checklist.	To limit environmental impact, the cadet shall be limited in the number of simultaneous evaluations that shall take place. The cadet is assessed on process used not successfully lighting a fire.
324 EC-04	EO M324.04	To assess the cadet's ability to predict weather by observing cloud formations and weather patterns.	Reasoning proficiency	Personal communications	The cadet shall be asked to observe the current environmental conditions and to predict the weather based on their	During the bivouac FTX.	Chapter 3, Annex B, Appendix 6 checklist.	The cadet shall be assessed on process used not successfully predicting the weather.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
					observations. Additional follow up questions may be asked to probe the cadet's reasoning ability.			
<i>PO 325 – Identify the Competencies of an Outdoor Leader</i>								
Nil.								
<i>PO 326 – Perform Expedition Skills</i>								
326 PC	PO 326	To assess the cadet's ability to perform expedition skills.	Skills	Performance assessment	Cadets are observed to ensure they can perform expedition skills to include: employing two methods of transportation, supervising environmental stewardship, navigating along a route, utilizing expedition equipment, following daily routine, and recording entries in a journal.	During the PO 326 Expedition Centre FTX.	Chapter 3, Annex B, Appendix 7 checklist and associated rubric.	Nil.

ANNEX B, APPENDIX 1
303 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 303 PC Assessment Rubric and become familiar with the material prior to conducting the assessment.

There is no time allotted for 303 PC. It is to be administered whenever and wherever Silver Star cadets lead cadets through a leadership assignment.

The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The practice leadership assignment will not be recorded on the cadet's qualification record.

The formal leadership assignment will be given and assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment shall be recorded on the cadet's qualification record.

If the cadet does not achieve the performance standard, the cadet will be given additional leadership assignments until the performance standard is met.

Photocopy the 303 PC Assessment Rubric twice for each leadership assignment given.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 303 PC Assessment Rubric and become familiar with the assessment criteria prior to the leadership assignment.

ASSESSMENT METHOD

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to perform the required skill(s) and make a judgement on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to lead cadets through a leadership assignment.

RESOURCES

- Two 303 PC Assessment Rubrics, and
- As per the leadership assignment.

ASSESSMENT ACTIVITY LAYOUT

As per the leadership assignment.

ASSESSMENT ACTIVITY INSTRUCTIONS



While observing the cadet leading cadets through a leadership assignment, assess the quality of each criterion by indicating (eg, highlighting, circling, note taking) on the Assessment Rubric, the descriptive statement that best represents this judgement. Criteria for the leading through a leadership assignment are assessed as:

- Incomplete;
- Completed with difficulty;
- Completed without difficulty; or
- Exceeded standard.

Make notes of observations to provide descriptive post-assessment feedback.

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Distribute the Assessment Rubric to the cadet for self-assessment purposes.
4. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.
5. Have the cadet conduct the leadership assignment.
6. Evaluate the cadet's leadership ability by observation. Record the result (eg, highlighting, circling, note taking) on the Assessment Rubric for each criterion.



The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

7. Have the cadet assess their performance on their Assessment Rubric.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - a. **Incomplete.** Overall, the cadet has not achieved the performance standard;
 - b. **Completed with difficulty.** Overall, the cadet has achieved the performance standard with difficulty;
 - c. **Completed without difficulty.** Overall, the cadet has achieved the performance standard without difficulty; or
 - d. **Exceeded standard.** Overall, the cadet has exceeded the performance standard.
2. Record notes and observations in the assessor's feedback section of the Assessment Checklist.

3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Silver Star Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the cadet's self-assessment on their performance.

Ask the cadet what they felt went right during the leadership assessment, what did not go well and ask the cadet how they would improve their performance if the leadership assignment was given to them again.

Discuss the performance results of each section of the Assessment Rubric with the cadet.

Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed rubric.

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303 PC ASSESSMENT RUBRIC

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets.	Did not supervise cadets.	Only supervised cadets at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve the problem(s).		Solved the problem(s).	
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

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308 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

Analytical Performance Assessment:

Direct a squad prior to a parade	Incomplete	Completed With Difficulty	Completed Without Difficulty
Fall in a squad.			
Call the roll.			
Size in a single rank and reform in threes (twos).			
Dress a squad.			
Inspect a squad.			
Hand over a squad.			

Assessor's Feedback

PO 308 Overall Assessment							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required skills.		The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.		N/A

Assessor's Name:	Position:
Assessor's Signature:	Date:

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322 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Analytical Performance Assessment:

Plot position on a topographical map with a grid reference calculated by a GPS receiver.	Assessment			
	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
The cadet confirmed the correct map datum is set on the GPS receiver.				
The cadet located the geographical position page on the GPS receiver and confirmed the grid zone is the same as printed on the topographical map.				
The cadet located the geographical position page on the GPS receiver and confirmed the 100 000 m square identifiers are the same.				
The cadet read the current 10-figure GR and extracted the 6-figure GR.				
The cadet plotted the 6-figure GR on the topographical map of the area.				
The cadet confirmed the plotted 6-figure GR that corresponds with the assigned checkpoint.				

Assessor's Feedback:

322 EC 01 ASSESSMENT							
Overall (Check one)	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
	Overall, the cadet has not attempted to complete the worksheet or did not answer one question correctly.		Overall, the cadet correctly answered one of the two questions. The task was completed with difficulty and / or required assistance from the assessor.		Overall, the cadet correctly answered two of the questions without difficulty and / or required minimal assistance from the instructor.		Overall, the task was completed with no difficulty and no assistance from the assessor.

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 5

EO M409.05 – INSTRUCT A 30-MINUTE LESSON

Total Time:

90 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 6

EO C409.01 – PLAN A LESSON

Total Time:

60 min

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 7

EO C409.02 – INSTRUCT A 30-MINUTE LESSON

Total Time:

90 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 8

EO C409.03 – ACT AS AN ASSISTANT INSTRUCTOR

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

The course officer shall communicate with the training officer to ensure that cadets are paired with a Green, Red or Silver Star instructor during a regular training session. As part of the training session, the instructor and cadet should be scheduled for two periods of instruction. The time the cadet is not instructing may be used for lesson preparation, briefing, debriefing, securing training aids, etc.

A number of factors may exist based on the size of the corps that will not allow for all Gold Star cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C422.03 (Discuss Map Software) and reversing the schedule for the following training session.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

OJT was chosen for this lesson as it allows the cadet to assist instructing a lesson in a safe and controlled environment. The OJT experience provides the cadet a practical application of learned skills in a realistic setting. The cadet reflects on the experience and receives feedback on the performance, which helps to shape future experiences. The cadet develops a sense of responsibility from the OJT aiding their development as a leader.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have acted as an assistant instructor.

IMPORTANCE

It is important for cadets to act as an assistant instructor as it gives them the opportunity to practice, observe and assist in performing the duties of an instructor in a safe and controlled environment during a regular training session.

Teaching Point 1**Have the cadets act as assistant instructors in on-the-job training (OJT).**

Time: 90 min

Method: On-The-Job Training

PURPOSE

The purpose of having the cadets act as assistant instructors is to provide them with an authentic experience that allows them to observe and assist in performing the duties of an instructor during a regular training session. This activity is intended to be experiential in nature, providing the cadets the opportunity to work with experienced instructors, with assessment for learning being the focus rather than assessment of learning. When pairing the cadets with an instructor, consideration must be given to such things as the background, specialty and confidence of each cadet while in front of a class. The proper pairing of cadets with an instructor will help to ensure the OJT experience satisfies the stated purpose.

GENERAL INSTRUCTIONS

For one training session the cadets shall be paired with an instructor who is instructing a group of cadets participating in Green, Red or Silver Star training.

The instructor is responsible for the following:

1. Ensure the cadet is briefed on their responsibilities and tasks prior to the commencement of the lesson.
2. Ensure the cadet is provided opportunities to perform some or all tasks normally completed by the instructor, such as:
 - a. **Preparing training aids as required.** The cadet may be asked to gather and prepare training aids.



The focus of this EO should be the development of instructional skills and increasing experience and confidence while in front of a class. The instructor should develop training aids for the lesson. Give the cadet tasks such as setting up presentation aids and organizing training aids, eg, signing out an air rifle for a marksmanship lesson.

- b. **Helping instruct the lesson.** The cadet may be asked to provide a demonstration, assist with the conduct of an in-class activity or instruct a TP of a lesson.
 - c. **Supervising the cadets.** The cadet may be asked to assist with the supervision of the cadets.
 - d. **Providing assistance as required.** The cadet may be asked to provide assistance or assist with skill development by coaching or demonstrating a skill being taught.
 - e. **Securing training aids as required.** Once the lesson is complete, the cadet may be asked to secure and return training aids to storage.
3. If necessary, debrief the (Green, Red or Silver Star) cadets, correcting any content errors or omissions made by the cadet.
4. Debrief the cadet upon completion of the training session and provide them the opportunity to ask questions and seek additional feedback.

CONFIRMATION OF TEACHING POINT 1

The cadets' acting as an assistant instructor will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' acting as an assistant instructor will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Acting as an assistant instructor allows for the development of skills necessary to become a competent instructor by observing, practicing instruction and receiving feedback from an experienced instructor in a safe and controlled environment during a regular training session.

INSTRUCTOR NOTES / REMARKS

Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Green, Red or Silver Star instructor for a regular training session.

A number of factors may exist based on the size of the corps that will not allow for all Gold Star cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C422.03 (Discuss Map Software) and reversing the schedule for the following training session.

During this EO the instructor shall:

1. brief the cadet prior to commencing the lesson;
2. assign the cadet tasks, to include:
 - a. preparing training aids as required;
 - b. helping instruct the lesson;
 - c. supervising the cadets;
 - d. providing assistance as required; and
 - e. securing training aids as required;
3. monitor the cadet; and
4. debrief the cadet at the end of the lesson.

REFERENCES

Nil.



COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE



SECTION 9

EO C409.04 – PARTICIPATE IN A CREATIVE LESSON-PLANNING WORKSHOP

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy Attachments A–C.

Photocopy and three-hole punch the handouts located at Attachments E–G, J and M for each cadet.

Photocopy Attachment K for each group.

Photocopy and cut out the Benefits of Creative Lessons Phrase Strips located at Attachment I for each group.

Photocopy a sample lesson plan (from Green or Red Star) for each group.

Prepare a piece of flip chart paper by writing the goals of the workshop:

1. define creativity;
2. identify the benefits of a creative lesson;
3. explain the creative process; and
4. incorporate creativity in the lesson-planning process.

Select music to play in the background for the entire workshop.

PRE-LESSON ASSIGNMENT

Ensure the cadets bring the binder provided in EO M409.01 (Identify Methods of Instruction).

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in the creative process and how to incorporate creativity into the lesson-planning process.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a creative lesson-planning workshop to define creativity, identify the benefits of creative lessons, explain the creative process and learn how to incorporate creative elements into lesson plans.

IMPORTANCE

It is important for cadets to incorporate creative elements into their lesson plans to make their lessons more interesting, enjoyable and engaging for the cadets.

Teaching Point 1**Conduct an activity where the cadets will define creativity.**

Time: 15 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets define creativity.

RESOURCES

- Mixer worksheet located at Attachment A,
- Picture This... worksheet located at Attachment B,
- Cliche Stretching worksheet located at Attachment C,
- Mixer Answer Key located at Attachment D,
- Flip chart paper,
- Markers, and
- Stereo.

ACTIVITY LAYOUT

1. Set up three workstations.
2. Label the workstations as A, B, and C and place flip chart paper and the corresponding attachments at each station.
3. Ensure the lesson location:
 - a. is physically safe;
 - b. allows for manipulation of the physical setting such as lighting, temperature and colour to make it more conducive to learning;
 - c. is large enough to accommodate small group and whole group activities; and
 - d. allows for the incorporation of movement into the lesson.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into equal groups at each station.



Display the chart paper illustrating the worksheet goals.

2. Introduce the goals of the workshop. Read the goals of the workshop together.
3. Instruct the cadets to work in their groups brainstorming ideas about creativity and write their responses on flip chart paper.

4. Instruct the cadets to follow the directions at their station to complete the activity.



Play music in the classroom while the cadets are completing individual and group work.

5. Provide the cadets with two minutes to present an example of their activity and to explain how their activity was creative. Encourage the cadets to use a visual representation of their activity on flip chart paper.
6. Explain to cadets that:
- thinking creatively does not always make sense; and
 - sometimes the brain must think in different ways to find the answer.
7. Present the cadets with the following problem and answer:
- If you throw a ball as hard as you can, how does it come back to you?
 - It doesn't hit anything, no one catches it, and no one else throws it back.
 - Answer: If you throw the ball up in the air.
8. Provide the cadets with the following definition of creativity:
- Creativity is the combining of elements in a new way.
 - A new idea or product is often a combination of unlike elements previously thought to be completely unrelated.



There are two types of creativity:

- **Technical.** People create new theories, technologies or ideas; and
- **Artistic.** Involves unique methods of self-expression.

Creative people have three qualities:

- an **ability** to imagine relationships between unlike items,
- a **playful attitude** towards new ideas, and
- a **willingness** to work at changing and improving ideas and solutions.

9. Compare the definition with the ideas that the cadets brainstormed on their flip chart paper.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Have the cadets participate in activities that celebrate and encourage creativity.**

Time: 10 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets participate in activities that celebrate and encourage creativity.

RESOURCES

- Celebrate Success handout located at Attachment E (one per cadet),
- Flip chart paper, and
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Explain to the cadets that upon hearing the attention signal Two Snaps and a Clap, they will:
 - a. repeat the signal immediately by snapping fingers on both hands twice and clapping once;
 - b. stop, look at the instructor and wait for an announcement; and
 - c. carry on when told to do so.
2. Have the cadets practice the two snaps and a clap.
3. Distribute the Celebrate Success handout located at Attachment E to each cadet.
4. Read Attachment E together.

**STIMULATE THE BRAIN TO THINK CREATIVELY**

The right side of the brain is the creative side and the left side of the brain is the mathematical side. One side of the brain usually dominates the other with scientific people having a more dominant left side and artistic people having a more dominant right side.

Creativity can be improved by having both sides of the brain switched on and functioning. The left side of the brain controls the right side of the body and the right side of the brain controls the left side of the body. Physical activity increases oxygen flow to the brain and helps it function better.

5. Divide the cadets into four groups to represent each cheer.
6. Provide the cadets two minutes to practice each cheer.

7. Provide each group one minute each to demonstrate each cheer to the class and have them participate in their cheer after each demonstration.
8. Debrief the cadets by emphasizing the importance for motivation and physical activity in lessons.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct an activity where the cadets will identify the benefits of a creative lesson.

Time: 15 min

Method: In-Class Activity



Present the following information to the cadets prior to conducting the activity.

The preparation of a well-developed lesson:

- provides structure and organization;
- guides the instructor through each stage of the lesson; and
- ensures that all essential information is delivered.

A well-developed lesson does not ensure the cadet is interested and engaged in the learning process. Well-planned lessons that creatively challenge and involve the cadets in a variety of activities engage the cadets in the learning process and ensure that learning outcomes are achieved.



Ask the cadets to think about a time when they were bored during a lesson and a time when they were interested during a lesson. Have them think about the two experiences as they take part in the brainstorming activity.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets identify the benefits of a creative lesson.

RESOURCES

- The Benefits of Creative Lessons handout located at Attachment F
- The Benefits of Creative Lessons Worksheet located at Attachment G,

- The Benefits of Creative Lessons Answer Key located at Attachment H,
- The Benefits of Creative Lessons Phrase Strips located at Attachment I (one set per group),
- Flip chart paper,
- Markers,
- Pencils / pens, and
- Tape.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three or four.
2. Distribute the Benefits of Creative Lessons handout located at Attachment F to each cadet and review the handout together.
3. Distribute the Benefits of Creative Lessons worksheet located at Attachment G to each cadet.
4. Give the cadets five minutes to work together to complete the worksheet.
5. After five minutes review the answers using the Benefits of Creative Lessons Answer Key located at Attachment H.
6. Distribute the Strips located at Attachment I, flip chart paper and tape to each group.
7. Have each group divide their sheet of flip chart paper into two columns:
 - a. uncreative lesson, and
 - b. creative lesson.
8. Have each group place each strip in the appropriate column.
9. Review the cadets' posters and debrief the cadets.



All strips are located under the creative lesson column.



Many instructors do not engage cadets because they do not use enough creativity in their teaching. Some aspects of the cadet program are personally interesting to the cadets which helps compensate for this. Some lessons however, are not personally interesting to the cadets and depend more heavily on the instructors' creative ability.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Conduct an activity where the cadets will identify the stages of the creative process.

Time: 20 min

Method: In-Class Activity



Present the following information to the cadets prior to conducting the activity.

THE CREATIVE PROCESS

A lesson plan is an organized outline for a single period of instruction. It is a necessary guide for instructors because it tells them:

- what to do,
- in what order to do it, and
- what method(s) to use in teaching the material.

Each time an instructor is faced with the challenge of planning a creative lesson they can apply the creative thinking process as outlined below.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets participate in the creative process.

RESOURCES

- The Creative Process handout located at Attachment J (one per cadet),
- Forced Analogy worksheet located at Attachment K (one per group),
- Forced Analogy Guide located at Attachment L,
- Empty match box (one per group), and
- HB # 2 pencil (one per group).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Creative Process handout located at Attachment J to each cadet.
2. Review the process with the cadets.
3. Distribute an empty matchbox and the Forced Analogy worksheet to each group.
4. Provide five minutes for the groups to compare the matchbox to their local corps. Guide the groups through this step by offering assistance as required. Encourage them to be creative in their comparison.



Circulate around the room to ensure that the cadets are processing the information. Use Attachment L as a guide to cadets experimenting difficulty.

5. Have the cadets copy their responses in the forced analogy blank template for the matchbox activity.



If groups finish early, they can continue with the second analogy.

- a. Distribute a HB # 2 pencil to each group.
- b. Have the cadets use forced analogy to compare parts of the pencil to the Canadian Cadet Organization (CCO).
- c. Have the cadets write their responses on the Forced Analogy worksheet.

6. Have each group assign one of its members to share their chart with the whole group.
7. Have the cadets work in their groups and alternately ask the questions from the Forced Analogy worksheet. Allow them to refer to The Creative Process handout located at Attachment J to help answer the questions.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5

Conduct an activity where the cadets will incorporate creativity into the lesson-planning process.

Time: 20 min

Method: In-Class Activity



Present the following information to the cadets prior to conducting the activity.

INCORPORATE CREATIVITY INTO A LESSON PLAN

Instructors are constantly challenged to plan lessons that engage cadets in the learning process. Often the only difference between creative and uncreative instructors is self-perception. Creative instructors see themselves as creative and have the confidence to attempt new things. Uncreative instructors do not think about creativity and do not give themselves the opportunity to create anything new.



The first step towards becoming more creative is to relax. It is far more difficult to be creative when the body is tired or stressed. Creativity is found in the subconscious mind which is more accessible in a relaxed state.

To be creative during lesson planning instructors set aside time to examine if there is a better way of instructing a previously taught lesson or to play around with different ways of instructing a new lesson. This process should become a habitual part of the instructor's thinking.

Creative lessons are filled with physical and mental activities that involve all the cadets. The instructor should ensure that the cadets always feel emotionally safe in the learning environment and can take part in all learning activities without fear of being embarrassed, put down or ridiculed. Instructors can do this by:

- showing a positive attitude;
- showing interest in the lesson topic;
- treating cadets respectfully and demanding that cadets treat their peers respectfully;
- challenging cadets with fun activities that are not too easy or too difficult;
- rewarding effort as well as results;
- appealing to different learning styles;
- providing specific feedback;
- encouraging the cadets;
- communicating clear expectations and routines; and
- providing processing time.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets incorporate creative elements into the lesson-planning process.

RESOURCES

- Ways to Incorporate Creativity handout located at Attachment M, and
- Sample lesson plan (one per group).



The sample lesson plan can be any lesson plan that has been developed for Green or Red Star training. A sample lesson plan should be developed if none are available.

As an alternative, cadets may use the lesson plan they developed for EO M409.05 (Instruct a 30-Minute Lesson).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Ways to Incorporate Creativity handout located at Attachment M and review as a class.
2. Distribute the sample lesson plan to each group.
3. Allow each group 10 minutes to adapt a lesson plan by incorporating some of the creative elements at appropriate places throughout the lesson.
4. Circulate around the room providing assistance as required.
5. Give each group two minutes to present their ideas for their lessons to the class.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Lessons that creatively challenge and involve the cadets in a variety of activities engages them in the learning process and ensure that learning outcomes are achieved.

INSTRUCTOR NOTES / REMARKS

This EO should be scheduled as one training session.

This EO shall be conducted after EO M409.05 (Instruct a 30-Minute Lesson).

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MIXER

Proctor and Gamble very creatively combined Pringles potato chips and printing to produce Pringles Prints Potato Chips. Words and images are printed on one side of individual crisps in blue or red. (<http://www.junkfoodnews.net/PringlesPrints.htm>)

Combine the two elements to make a new phrase / word. The first one is done for you.

A TROLLEY AND A SUITCASE TO GET

luggage on wheels

AN IGLOO AND A HOTEL TO GET AN

A PHOTOCOPIER AND A TELEPHONE TO GET A

A BELL AND A CLOCK TO GET AN

A SURF BOARD AND A SAIL BOAT TO GET

FRENCH FRIES AND CHEESE TO GET

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PICTURE THIS...

Look at each picture and discuss how the pictures are creative.





**If you can think it,
you've just created it,
even if you can't
hold it in your hand."**

— Chris Dunmire

Figure B-1 Creative Pictures

Note. From *Creativity Portal: Nit Wits*, by C. Dunmire, 2007, Copyright (2007) by Chris Dunmire. Retrieved April 23, 2009, from <http://www.creativity-portal.com/becreative/activities>

Creativity / Writing Prompt:

List five ways the little gloved one can have its reflection, seeing all of his fingers upright. Tap into that imagination of yours and take it away!

CLICHE STRECTCHING

cliche *n* : a trite phrase or expression : trite *adj* : used so commonly that the novelty has worn off — *Merriam-Webster Dictionary*

This creativity exercise forces your brain to buzz. Skim through the list provided and identify the phrases that you find interesting. Then combine two or three cliches to form new coherent or funny phrases. Read the examples below for ideas.



a bad scene
add insult to injury
agree to disagree
all things considered
all too soon
along these lines
ample opportunity
armed to the teeth
as a matter of fact
at a loss for words
at one fell swoop
avoid it like the plague
awaiting further orders

back at the ranch
back to the drawing board
bated breath
beginning of the end
before you know it
benefit of the doubt
best-laid plans
better late than never
better left unsaid
beyond the shadow of a doubt
bite the bullet
bitter end
bone of contention
bottom line
budding genius

leave no stone unturned
leaves much to be desired
leave up in the air
lend a helping hand
let well enough alone
line of least resistance
little woman
lit up like a Christmas tree
live and let live
lock, stock, and barrel
long arm of the law
look before you leap

marked contrast
matter of life and death
mecca for travelers
method to his madness
milk of human kindness
miraculous escape
moment of truth
momentous occasion
monumental traffic jam
moot point
more than meets the eye
more the merrier
motley crew

narrow escape
nearest and dearest

A-CR-CCP-704/PF-001
Attachment C to EO C409.04
Instructional Guide

burning question
busy as a bee
by leaps and bounds
by the same token

calm before the storm
call of the wild
casual encounter
chain reaction
charged with emotion
checkered past
cherished belief
circumstances beyond my control
clear as crystal
come full circle
contents noted
cool as a cucumber
curiously enough
cut a long story short
cut down in his prime

days are numbered
dead as a doornail
deafening crash
depths of despair
diamond in the rough
dig in your heels
do not hesitate to
drastic action
due consideration

each and every
easier said than done
eat, drink, and be merry
eminently successful
engage in conversation
epic struggle
even tenor
exception that proves the rule
existing conditions
express one's appreciation

fall on bad times
fall on deaf ears
far and wide
far be it from me
fateful day
fate worse than death
feel free to
feel vulnerable
festive occasion
few and far between

needs no introduction
never a dull moment
never before in the history of
nipped in the bud
no sooner said than done

one and the same
ongoing dialogue
on more than one occasion
open secret
order out of chaos
other things being equal
outer directed
overwhelming odds
own worst enemy

pales in comparison
paralyzed with fright
paramount importance
pay the piper
peer group
pet peeve
pick and choose
pie in the sky
pinpoint the cause
pipe dream
place in the sun
play hardball
play it by ear
poor but honest
powder keg
powers that be
pros and cons
proud heritage
proud possessor
pull one's weight

rack and ruin
ravishing beauty
red-letter day
regrettable incident
reigns supreme
reliable source
remedy the situation
right on
ripe old age
round of applause

sadder but wiser
saw the light of day
scathing sarcasm
sea of faces

final analysis
finishing touches
fit as a fiddle
food for thought
fools rush in
foregone conclusion
foul play
from the sublime to the ridiculous

generation gap
give the green light to
go down the drain
goes without saying
good team player
grave concern
green with envy
grim reaper
grind to a halt

hands across the sea
happy pair
hastily summoned
have the privilege
heartfelt thanks
heart of the matter
heart's desire
heated argument
heave a sigh of relief
herculean efforts
hook, line, and sinker
hook or crook
hope for the future
hot pursuit
hunker down

ignorance is bliss
ill-fated
immeasurably superior
in close proximity
infinite capacity
innocent bystander
in no uncertain terms
in our midst
in reference to
in short supply
in the limelight
in the nick of time
in the same boat with
in the twinkling of an eye
in this day and age
into full swing
irony of fate

seat of learning
second to none
select few
selling like hotcakes
shattering effect
shift into high gear
shot in the arm
sigh of relief
silence broken only by
silhouetted against the sky
simple life
skeleton in the closet
snug as a bug in the rug
social amenities
spectacular event
spirited debate
stick out like a sore thumb
stick to one's guns
straight and narrow path
structure one's day
such is life
superhuman effort
supreme sacrifice
sweat of his brow
sweeping changes
sweet sixteen

take the bull by the horns
telling effect
terror stricken
thanking you in advance
there's the rub
this day and age
those present
throw a monkey wrench
throw a party
throw caution to the wind
tie that binds
time of one's life
tongue in cheek
too funny for words
too numerous to mention
tough it out
tower of strength
trials and tribulations
trust implicitly

uncharted seas
unprecedented situation
untimely end
untiring efforts

irreplaceable loss
it dawned on me

keep options open

labor of love
lashed out at
last analysis
last but not least
last-ditch effort
leaps and bounds

vale of tears
vanish into thin air

watery grave
wax eloquent/poetic
weaker sex
wear and tear
whirlwind tour
wide open spaces
words fail to express
word to the wise
wrought havoc

Figure C-1 Brain Bender

Note. From *Creative Slush* by C. Dunmire, 2009, Copyright 2005–2009 by Chris Dunmire. Retrieved April 23, 2009, from <http://chrisdunmire.com/fun/mixedcliche.shtml>

MIXER ANSWER KEY

Proctor and Gamble very creatively combined Pringles potato chips and printing to produce Pringles Prints Potato Chips. Words and images are printed on one side of individual crisps in blue or red. (<http://www.junkfoodnews.net/PringlesPrints.htm>)

Combine the two elements to make a new word. The first one is done for you.

A TROLLEY AND A SUITCASE TO GET

luggage on wheels

AN IGLOO AND A HOTEL TO GET AN

ice hotel

A PHOTOCOPIER AND A TELEPHONE TO GET A

fax machine

A BELL AND A CLOCK TO GET AN

alarm clock

A SURF BOARD AND A SAIL BOAT TO GET

wind surfing

FRENCH FRIES AND CHEESE TO GET

poutine

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CELEBRATE SUCCESS

BRAIN KISS

1. Kiss the fingers on your open right hand.
2. Transfer the kiss to your brains by tapping your foreheads with the kissed hand.
3. Finish the kiss with flair by throwing the kissed hand in the air.

TRUCK DRIVER

1. Put your hands on the steering wheel of your pretend big rig.
2. Reach your left hand up and pull the cord of your air horns.
3. Let out two throaty honking roars, "honk, honk!"
4. Reach up with your right hand for your walkie talkie and speak into it, saying, "Chhhsshhh. Good job, good buddy. Chhhsshhh."

CHEESE GRATER

1. Hold an imaginary block of cheese in one hand and an imaginary grater in the other.
2. Slide the cheese against the graters five times and say, "Grate, grate, grate, grate, grate job!"

FIREWORKS

1. Push your palms together in front of your chests.
2. Raise your palms above your head, imitating a firework shooting into the sky, complete with a "whooooooooosh" sound.
3. When the firework reaches its highest point of ascent, clap your hands above your head, snap your fingers, and wiggle your facedown fingers as you slowly lower your hands.

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THE BENEFITS OF CREATIVE LESSONS

Prevent Disruptions

Many times cadets misbehave during a lesson because of boredom. When they are bored, their minds begin to wander and they start to wonder " what would happen if I ... " The cadets' attention is not focused on the lesson and soon little disruptions occur which often become big disruptions. Creative lessons focus the cadets' attention on the instructional activity and they are too busy to become disruptive.

Engage Cadets

When the instructor develops a fresh approach to a lesson, the cadets become interested in the lesson and motivated to pay attention. If the instructor conducts activities that physically and mentally involves the cadets, a transfer of power from the instructor to the cadets occurs. The cadets assume more responsibility for their own learning and the instructor becomes a guide.

Involve More Cadets

In a traditional lesson, the instructor talks more than two thirds of the time, mostly giving instructions and answering questions. Less than one third of the time is spent on individual interactions with cadets in the form of praise, encouragement, specific feedback and guiding cadets as they work with others. In creative lessons the instructor communicates less to the whole group and more with individual cadets or small groups of cadets. By using techniques, such as those described at Attachment M, the instructor can involve at least half of the cadets in an interaction at one time and all of the cadets before the lesson is over.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Learning is an active social process and occurs best when the cadets participate with their peers and their instructor to experiment with new ideas and complete exercises. Creative lessons encourage cadets to actively participate by providing them with interactive opportunities, rather than simply sit and watch or listen to the instructor.

Identify Cadets' Weaknesses

Continually involving cadets in interactive activities provides an observant instructor with numerous opportunities to identify who is doing well and who is experiencing difficulty. The instructor can then intervene and make changes to immediately meet that need rather than wait for the lesson or a series of lessons on the one topic to be concluded and tested.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage social interactions between the cadets and their peers, and the cadets and their instructors. Learning is an active social process which cadets need to practice if they are to get the most out of the Cadet Program.

Pace Learning

To pace learning is to challenge the cadets just beyond their present level of ability. If challenged too far, cadets give up but if challenged too little, they become bored. The trick is to stimulate cadets to the point of mild discomfort, forcing them to learn something new.

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BENEFITS OF CREATIVE LESSONS WORKSHEET

Prevent Disruptions

Many times cadets _____ during a lesson because of boredom. Creative lessons _____ the cadets' _____ on the _____ and they are too busy to _____.

Engage Cadets

If the instructor conducts activities that physically and mentally involve the cadets they assume more _____ for their own learning and the instructor becomes a _____.

Involve More Cadets

In a _____ lesson, the instructor talks more than _____ of the time mostly giving _____ and _____. In _____ lessons the instructor communicates _____ to the whole _____ and more with individual _____ or _____ of cadets.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Creative lessons encourage cadets to _____ by providing them with _____ rather than simply _____ and _____ or _____ to the instructor.

Identify Cadets' Weaknesses

Involving cadets in interactive activities provides an observant _____ with numerous opportunities to identify who is doing _____ and who is experiencing _____. The instructor can then _____ these cadets rather than wait for the lesson to be over.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage _____ between the cadets and their _____ and the cadets and their _____.

Pace Learning

Creative lessons challenge the cadets just _____ their present level of ability. If challenged too far, cadets _____ but if challenged too little, they become _____.

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BENEFITS OF CREATIVE LESSONS ANSWER KEY

Prevent Disruptions

Many times cadets ***misbehave*** during a lesson because of boredom. Creative lessons ***focus*** the cadets' ***attention*** on the ***lesson*** and they are too busy to ***become disruptive***.

Engage Cadets

If the instructor conducts activities that physically and mentally involve the cadets they assume more ***responsibility*** for their own learning and the instructor becomes a ***guide***.

Involve More Cadets

In a ***traditional*** lesson, the instructor talks more than ***two thirds*** of the time mostly giving ***instructions*** and ***answering questions***. In ***creative*** lessons the instructor communicates ***less*** to the whole ***group*** and more with individual ***cadets*** or ***small groups*** of cadets.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Creative lessons encourage cadets to ***actively participate*** by providing them with ***interactive opportunities*** rather than simply ***sit*** and ***watch*** or ***listen*** to the instructor.

Identify Cadets' Weaknesses

Involving cadets in interactive activities provides an observant ***instructor*** with numerous opportunities to identify who is doing ***well*** and who is experiencing ***difficulty***. The instructor can then ***help*** these cadets rather than wait for the lesson to be over.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage ***social interactions*** between the cadets and their ***peers*** and the cadets and their ***instructor***.

Pace Learning

Creative lessons challenge the cadets just ***beyond*** their present level of ability. If challenged too far, cadets ***give up*** but if challenged too little, they become ***bored***.

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BENEFITS OF CREATIVE LESSONS PHRASE STRIPS

Cut-out each strip.

PREVENT DISRUPTIONS

MORE CADETS INVOLVED

MORE DOING THAN WATCHING

IDENTIFIES CADETS' WEAKNESSES

MORE CADET INTERACTIONS

PACE LEARNING

THE CREATIVE PROCESS

STAGE	DESCRIPTION	ACTION
Preparation	Look at the lesson content in as many different ways as possible. Brainstorm possible creative elements to include in the lesson. Decide generally where to include creative elements in the lesson.	Use visualizations such as diagrams, charts, and webs. Individually brainstorm at first. Group brainstorm with other creative people if necessary. Take time to reflect on the lesson and mentally picture what you would like to see happen during the lesson.
Incubation	Collect and sort all relevant information. Continue to analyze and imagine ways to deliver the lesson. Make connections between the two like or unusual items. Prepare for the accident or eureka moment when everything falls into place.	Become an expert on the subject of the lesson. Do the homework. Combine and recombine ideas, hunches and thoughts into different combinations no matter how much they are unlike or unusual. Use the forced analogy. Use reversal. Ask "How can the lesson be made boring?" This may kick start your creativity. Use provocation by making the statement: "Lessons should not be creative". Ask "What have I done?" rather than "Why have I failed?".
Illumination or Eureka	Everything falls into place often when the problem is not being thought of at all.	Relax. Creativity is found in the subconscious mind which is more accessible in a relaxed state.
Verification	Decide if the new idea, insight, hunch or thought works. Continue testing and improving the new idea, insight, hunch or thought.	Decide if the new idea improves the lesson or is merely a gimmick. Write the lesson. Never create something to be used forever.

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FORCED ANALOGY

FORCED ANALOGY—MATCHBOX

MATCHBOX	LOCAL CORPS
Striking surface on two sides	
Two Parts	
Sliding Centre	
Cardboard	
Decorated with print and colours	
Contains Matches	

FORCED ANALOGY—PENCIL

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATIONS (CCO) SYMBOLIZED
Silver Ring	
Yellow Colour	
Six Sides	
Flat Sides	
Eraser	
Wood Shaft	
Lead	
Write	
Inexpensive	

FORCED ANALOGY

QUESTIONS:

1. What is the first stage of the creative process?
2. What is one technique which can be used in the incubation stage to make a connection between unlike elements?
3. What happens during the illumination or eureka stage?
4. What happens during the verification stage?

FORCED ANALOGY GUIDE

The following is a list of possible answers. Use these answers to help guide cadets if they are having difficulty with the activity.

FORCED ANALOGY—MATCHBOX

MATCHBOX	LOCAL CORPS
Striking surface on two sides	Flexibility
Two Parts	Officers and Cadets
Sliding Centre	More than one way to do things
Cardboard	Easily broken / can not be careless
Decorated with print and colours	Lots of fun activities
Contains Matches	Danger—always practice safety

FORCED ANALOGY—PENCIL

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATIONS (CCO) SYMBOLIZED
Silver Ring	Cadets receive medals and awards
Yellow Color	At Cadet Summer Training Centres different companies are identified by different colors
Six Sides	Cadet leaders have to remember to do many things
Flat Sides	Some aspects of cadet life are traditional
Eraser	Some cadets / officers / aspects of cadet life should be changed
Wood Shaft	Customs and traditions
Lead	Cadets can be challenging—get the lead out
Write	Cadets write lessons, orders, logbooks, attendance rolls, etc.
Inexpensive	The CCO offers many opportunities at little cost

FORCED ANALOGY—PENCIL (alternate)

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATIONS (CCO) SYMBOLIZED
Silver Ring	Highest Rank
Yellow Colour	Value excellence
Six Sides	Different types of training
Flat Sides	Things will not always run smoothly—pencil does not roll smoothly
Eraser	Colour represents the poppy
Wood Shaft	The Cadet Program is structured
Lead	In the centre of the pencil representing the aims of the CCO
Write	Good experience to put on a resume
Inexpensive	Can not always do things because of lack of money

QUESTIONS:

- Q1. What is the first stage of the creative process?
- Q2. What is one technique which can be used in the incubation stage to make a connection between unlike elements?
- Q3. What happens during the illumination or eureka stage?
- Q4. What happens during the verification stage?

ANTICIPATED ANSWERS:

- A1. The first stage is the preparation stage.
- A2. The forced analogy, reversal and provocation techniques can be used in the incubation stage.
- A3. An answer falls into place often unexpectedly.
- A4. In the verification stage the instructor must decide if the new idea improves the lesson or is merely a gimmick, write the lesson and continually update the lesson.

WAYS TO INCORPORATE CREATIVITY

INTRODUCTION—USE ATTENTION-GETTING DEVICES

In the introduction, the instructor should capture the cadets' interest and motivate them to learn by using attention-getting devices, such as:

- an interesting fact related to the lesson topic that shocks, surprises or arouses curiosity;
- an unusual statistic related to the lesson topic;
- a personal anecdote related to the topic;
- a rhetorical question—the instructor does not want or expect the cadets to answer;
- an overt-response question—the instructor does want or expect the cadets to answer;
- an interesting quotation by a famous person;
- a visual demonstration such as an object, picture or some other representation that relates to the topic; and
- an explanation of how the topic is relevant to the cadets' lives or in their best interest.

BODY—USE INFORMATION-PROCESSING TECHNIQUES

Rally robin. In pairs, cadets alternate generating oral responses.

Round robin. In teams, students take turns responding orally.

Pairs check. One partner solves a problem while the other coaches. Then they switch roles. After every two problems, pairs check their answers with another pair and celebrate.

Rally coach. Partners take turns, one solving a problem while the other coaches.

Timed pair share. In pairs, cadets share with a partner for a predetermined time while the partner listens. Then partners switch roles.

CONFIRMATION—ACTIVITIES

Jigsaw worksheets. Instead of having cadets complete a worksheet individually, break them into small groups and assign a portion of the worksheet to each group. Each group must complete its assigned portion of the worksheet and use a poster or some other presentation aid to present the information to the whole group.

Graphics. Have the cadets create graphic organizers such as webs or mobiles to summarize information.

Creative writing. Have the cadets create rhymes, poems or songs to summarize information. If teaching terminology, symbols or similar information, have the cadets write a fairy tale or children's story using the information.

Create a chart. Type chronological information using a large font and cut it up into strips. Organize the cadets into pairs or small groups and give each pair or group an envelope with the strips of information and have them work together to place the information in the correct order and paste it on a sheet of chart paper. Time the activity for fun.

Information chain. Have each cadet write one fact that they have learned during the class on a piece of coloured paper, if possible. Have the class line up in front of the room and invite the first cadet to read their slip then fold it into a link and staple it. Invite the next student to read a fact and attach it to the chain and continue in this fashion until all cadets have created a link.

Scavenger hunt. Teach identification lessons by planting clues around the room and having cadets engage in a scavenger hunt. The clues may be actual items or pictures of items. When cadets find an actual item or some representation of it, they must describe the item to the group.

Road trip. Create a road trip. Place stop signs around the room containing information describing what the cadet must do. The cadets travel to each place, complete the activity and have their passport stamped.

CONCLUSION

Read the closing statement directly from the lesson plan. Re-motivate the cadets by referring back to the introduction and stress how the material is relevant to their personal lives or in their best interest.

Finish in a dramatic manner with an attention-getting device such as that used to introduce the lesson.



**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 10

EO C409.05 – ACT AS AN ASSISTANT DRILL INSTRUCTOR

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

The course officer shall communicate with the training officer to ensure that cadets are paired with a Green, Red or Silver Star drill instructor during a regular training session. As part of the training session, the instructor and cadet should be scheduled for two periods of instruction. The time the cadet is not instructing may be used for lesson preparation, briefing, debriefing, securing training aids, etc.

A number of factors may exist based on the size of the corps that will not allow for all Gold Star cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C422.03 (Discuss Map Software) and reversing the schedule for the following training session.

APPROACH

OJT was chosen for this lesson as it allows the cadet to assist instructing a drill lesson in a safe and controlled environment. The OJT experience provides the cadet a practical application of learned skills in a realistic setting. The cadet reflects on the experience and receives feedback on the performance, which helps to shape future experiences. The cadet develops a sense of responsibility from the OJT aiding their development as a leader.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have acted as an assistant drill instructor.

IMPORTANCE

It is important for cadets to act as an assistant drill instructor as it gives them the opportunity to practice, observe and assist in performing the duties of a drill instructor in a safe and controlled environment during a regular training session.

Teaching Point 1**Have the cadets act as assistant drill instructors in on-the-job training (OJT).**

Time: 90 min

Method: On-The-Job Training

PURPOSE

The purpose of having the cadets act as assistant drill instructors is to provide them with an authentic experience that allows them to observe and assist in performing the duties of a drill instructor during a regular training session. This activity is intended to be experiential in nature, providing the cadets the opportunity to work with experienced instructors, with assessment for learning being the focus rather than assessment of learning. When pairing the cadets with an instructor, consideration must be given to such things as the background, specialty and confidence of each cadet while in front of a class. The proper pairing of cadets with an instructor will help to ensure the OJT experience satisfies the stated purpose.

GENERAL INSTRUCTIONS

For one training session the cadets shall be paired with an instructor who is instructing a group of cadets participating in PO 108 (Participate in an Annual Ceremonial Review Parade), PO 208 (Execute Drill as a Member of a Squad) or PO 308 (Direct a Squad Prior to a Parade).

The instructor is responsible for the following:

1. Ensure the cadet is briefed on their responsibilities and tasks prior to the commencement of the lesson.
2. Ensure the cadet is provided opportunities to perform some or all tasks normally completed by the instructor, such as:
 - a. **Preparing training aids as required.** The cadet may be asked to gather and prepare training aids.



The focus of this EO should be the development of instructional skills and increasing experience and confidence while in front of a class. The instructor should develop training aids for the lesson. Give the cadet tasks such as setting up presentation aids and organizing training aids, eg, signing out rifles for a rifle drill lesson.

- b. **Helping instruct the lesson.** The cadet may be asked to provide a demonstration or instruct a TP of a lesson.
 - c. **Supervising the cadets.** The cadet may be asked to assist with the supervision of the cadets.
 - d. **Providing assistance as required.** The cadet may be asked to provide assistance or assist with skill development by coaching or demonstrating a skill being taught.
 - e. **Securing training aids as required.** Once the lesson is complete, the cadet may be asked to secure and return training aids to storage.
3. If necessary, debrief the (Green, Red or Silver Star) cadets, correcting any content errors or omissions made by the cadet.
4. Debrief the cadet upon completion of the training session and provide them the opportunity to ask questions and seek additional feedback.

CONFIRMATION OF TEACHING POINT 1

The cadets' acting as an assistant drill instructor will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' acting as an assistant drill instructor will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Acting as an assistant drill instructor allows for the development of skills necessary to become a competent drill instructor by observing, practicing instruction and receiving feedback from an experienced drill instructor in a safe and controlled environment during a regular training session.

INSTRUCTOR NOTES / REMARKS

Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Green, Red or Silver Star drill instructor for a regular training session.

A number of factors may exist based on the size of the corps that will not allow for all Gold Star cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C422.03 (Discuss Map Software) and reversing the schedule for the following training session.

During this EO the instructor shall:

1. brief the cadet prior to commencing the lesson;
2. assign the cadet tasks, to include:
 - a. preparing training aids as required;
 - b. helping instruct the lesson;
 - c. supervising the cadets;
 - d. providing assistance as required; and
 - e. securing training aids as required;
3. monitor the cadet; and
4. debrief the cadet at the end of the lesson.

REFERENCES

Nil.

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 11

EO C409.06 – INSTRUCT A 30-MINUTE DRILL LESSON

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

The course officer shall communicate with the training officer to:

1. place the Gold Star cadets into the Green and Red Star drill instructor schedules;
2. ensure the cadets are assigned a 30-minute lesson at least one week prior to conducting this assessment, to include:
 - a. a lesson specification, and
 - b. an instructional guide; and
3. assign an assessor to each lesson.

Ensure that all resources requested by the cadets are available.

Photocopy the Drill Instructional Techniques Assessment Form located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way for cadets to develop drill instructional skills in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have instructed a 30-minute drill lesson using a written lesson plan and the drill instruction sequence.

IMPORTANCE

It is important for cadets to instruct a 30-minute drill lesson as it gives them the opportunity to practice drill instructional skills in a practical setting and to receive feedback to further develop instructional skills and confidence.

Teaching Point 1**Supervise while the cadets instruct a 30-minute lesson.**

Time: 85 min

Method: Practical Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets instruct a 30-minute drill lesson using a written lesson plan and the drill instruction sequence.

RESOURCES

Drill Instructional Techniques Assessment Form.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have each cadet, prior to the start of this lesson:
 - a. research lesson content;
 - b. plan a lesson;
 - c. develop instructional aids (as required); and
 - d. set up the lesson location (as required).
2. During the time allotted for this lesson, have each cadet:
 - a. provide a copy of their written lesson plan to the assessor;
 - b. instruct a 30-minute drill lesson by:
 - (1) introducing the lesson;
 - (2) presenting the content of the lesson;
 - (3) applying the drill instruction sequence;
 - (4) confirming the skills learned during the lesson; and
 - (5) concluding the lesson; and
 - c. participate in a individual feedback session with the assessor upon completion of the lesson.



The Drill Instructional Techniques Assessment Form located at Attachment A is used to provide feedback on the cadet's lesson. The form is intended solely for the purposes of assessment for learning, providing the cadets with the feedback they need to improve their own skills.

3. Once all cadets have instructed a 30-minute drill lesson, debrief the (Gold Star) cadets by providing feedback, focusing on:
 - a. best practices,
 - b. general trends and key areas for improvement, and
 - c. re-motivation, highlighting the effort and accomplishments of the group.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadet's instructing a 30-minute drill lesson will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Practicing drill instruction allows for the development of fundamental skills necessary to become a drill instructor while further developing confidence and providing a sense of accomplishment.

INSTRUCTOR NOTES / REMARKS

This EO shall be conducted after C309.04 (Identify Formations for Drill Instruction), EO C309.05 (Plan a Drill Lesson) and EO C309.06 (Instruct a 15-Minute Drill Lesson).

The cadets shall instruct Green or Red Star cadets on a regular training session.

The course officer shall communicate with the training officer to:

1. place the Gold Star cadets into the instructor schedule; and
2. ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
 - a. a lesson specification, and
 - b. an instructional guide.

Time for lesson planning for this EO is available in EO C309.05 (Plan a Drill Lesson), should the course officer deem it necessary.

Adjust the period allocation for this EO if all three periods are not required for each Gold Star cadet to instruct a 30-minute drill lesson.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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**DRILL INSTRUCTIONAL TECHNIQUE
 ASSESSMENT FORM**

Cadet's Name: _____

Division: _____

Lesson Topic: _____

CRITERIA	COMMENTS	Incomplete	Completed With Difficulty	Completed Without Difficulty
PREPARATION				
Maintained dress and deportment.				
Selected an appropriate squad formation.				
Used a lesson plan.				
Reviewed previous lesson.				
INTRODUCTION				
Stated what the cadets will learn.				
Stated why it is important.				
Stated where / when this skill will be applied.				
BODY				
Demonstrated complete movement, calling the time.				
Demonstrated and explained the first part of the movement.				
Had the squad practice the first part of the movement collectively, individually and collectively again.				
Taught the second part of the movement and each subsequent part in the same manner.				
Gave two complete demonstrations.				

CRITERIA	COMMENTS	Incomplete	Completed With Difficulty	Completed Without Difficulty
Practiced the complete movement with: <ul style="list-style-type: none"> • the instructor calling the time, • the cadets calling the time, and • the cadets judging the time. 				
Used clear words of command and correct pauses.				
Gave appropriate and immediate feedback.				
Allowed questions after each movement.				
END OF LESSON CONFIRMATION				
Demonstrated the movement taught.				
Confirmation was conducted as a squad.				
Emphasized aspects of the movement with which the cadets experienced difficulty.				
CONCLUSION				
Summarized the lesson.				
Re-motivated the cadets.				
FEEDBACK				

 ASSESSOR'S SIGNATURE

 DATE

 CADET'S SIGNATURE