



## ROYAL CANADIAN ARMY CADETS

# RED STAR – QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Supersedes A-CR-CCP-702/PG-001 dated 2007-06-18)

Cette publication est disponible en français sous le numéro A-CR-CCP-702/PG-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.

#### AVIS

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





## ROYAL CANADIAN ARMY CADETS

# RED STAR – QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Supersedes A-CR-CCP-702/PG-001 dated 2007-06-18)

Cette publication est disponible en français sous le numéro A-CR-CCP-702/PG-002.

**Issued on Authority of the Chief of the Defence Staff**

**OPI: D Cdts & JCR 4 – Cdts & JCR Training**

**2015-09-01**

**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.

**AVIS**

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

**LIST OF EFFECTIVE PAGES**

Insert latest changed pages and dispose of superseded pages in accordance with applicable orders.

**NOTE**

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

Dates of issue for original and changed pages are:

Original.....	0	2015-09-01	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 267 consisting of the following:

<b>Page No.</b>	<b>Change No.</b>	<b>Page No.</b>	<b>Change No.</b>
Cover page.....	0	4-M203.08-1 to 4-M203.08-2.....	0
Title.....	0	4-C203.01-1 to 4-C203.01-2.....	0
A to C.....	0	4-C203.02-1 to 4-C203.02-2.....	0
i to vi.....	0	4-C203.03-1 to 4-C203.03-2.....	0
1-1 to 1-4.....	0	4-C203.04-1 to 4-C203.04-2.....	0
2-1 to 2-4.....	0	4-C203.05-1 to 4-C203.05-2.....	0
2A-1 to 2A-6.....	0	4-C203.06-1 to 4-C203.06-2.....	0
2B-1 to 2B-2.....	0	4-X04-1 to 4-X04-2.....	0
2C-1 to 2C-2.....	0	4-X05-1 to 4-X05-2.....	0
2D-1 to 2D-10.....	0	4-206-1 to 4-206-2.....	0
3-1 to 3-4.....	0	4-M206.01-1 to 4-M206.01-4.....	0
3A-1 to 3A-2.....	0	4-C206.01-1 to 4-C206.01-2.....	0
3B-1 to 3B-2.....	0	4-C206.02-1 to 4-C206.02-4.....	0
3C-1 to 3C-2.....	0	4-C206.03-1 to 4-C206.03-2.....	0
3C1-1 to 3C1-4.....	0	4-207-1 to 4-207-2.....	0
3D-1 to 3D-2.....	0	4-M207.01-1 to 4-M207.01-2.....	0
3D1-1 to 3D1-2.....	0	4-M207.02-1 to 4-M207.02-2.....	0
4-X01-1 to 4-X01-2.....	0	4-M207.03-1 to 4-M207.03-2.....	0
4-X02-1 to 4-X02-2.....	0	4-M207.04-1 to 4-M207.04-2.....	0
4-203-1 to 4-203-2.....	0	4-C207.01-1 to 4-C207.01-2.....	0
4-M203.01-1 to 4-M203.01-2.....	0	4-C207.02-1 to 4-C207.02-2.....	0
4-M203.02-1 to 4-M203.02-2.....	0	4-208-1 to 4-208-2.....	0
4-M203.03-1 to 4-M203.03-2.....	0	4-M208.01-1 to 4-M208.01-2.....	0
4-M203.04-1 to 4-M203.04-2.....	0	4-M208.02-1 to 4-M208.02-2.....	0
4-M203.05-1 to 4-M203.05-2.....	0	4-C208.01-1 to 4-C208.01-2.....	0
4-M203.06-1 to 4-M203.06-2.....	0	4-C208.02-1 to 4-C208.02-2.....	0
4-M203.07-1 to 4-M203.07-2.....	0	4-211-1 to 4-211-2.....	0

**LIST OF EFFECTIVE PAGES (Cont)**

<b>Page No.</b>	<b>Change No.</b>	<b>Page No.</b>	<b>Change No.</b>
4-C211.01-1 to 4-C211.01-2.....	0	4-M222.03-1 to 4-M222.03-2.....	0
4-C211.02-1 to 4-C211.02-4.....	0	4-M222.04-1 to 4-M222.04-2.....	0
4-C211.03-1 to 4-C211.03-4.....	0	4-M222.05-1 to 4-M222.05-2.....	0
4-C211.04-1 to 4-C211.04-4.....	0	4-M222.06-1 to 4-M222.06-4.....	0
4-X20-1 to 4-X20-2.....	0	4-M222.CA/M223.CA-1 to 4-M222.CA/ M223.CA-2.....	0
4-221-1 to 4-221-2.....	0	4-C222.01-1 to 4-C222.01-2.....	0
4-M221.01-1 to 4-M221.01-4.....	0	4-223-1 to 4-223-2.....	0
4-M221.02-1 to 4-M221.02-4.....	0	4-M223.01-1 to 4-M223.01-4.....	0
4-M221.03-1 to 4-M221.03-6.....	0	4-M223.02-1 to 4-M223.02-2.....	0
4-M221.04-1 to 4-M221.04-2.....	0	4-M223.03-1 to 4-M223.03-4.....	0
4-M221.05-1 to 4-M221.05-4.....	0	4-224-1 to 4-224-2.....	0
4-M221.06-1 to 4-M221.06-4.....	0	4-M224.01-1 to 4-M224.01-2.....	0
4-M221.07-1 to 4-M221.07-4.....	0	4-M224.02-1 to 4-M224.02-2.....	0
4-M221.08-1 to 4-M221.08-4.....	0	4-M224.03-1 to 4-M224.03-2.....	0
4-M221.09-1 to 4-M221.09-4.....	0	4-M224.04-1 to 4-M224.04-4.....	0
4-M221.CA/M224.CA-1 to 4-M221.CA/ M224.CA-4.....	0	4-M224.05-1 to 4-M224.05-4.....	0
4-C221.01-1 to 4-C221.01-4.....	0	4-M224.06-1 to 4-M224.06-4.....	0
4-C221.02-1 to 4-C221.02-4.....	0	4-C224.01-1 to 4-C224.01-2.....	0
4-C221.03-1 to 4-C221.03-2.....	0	4-C224.02-1 to 4-C224.02-4.....	0
4-222-1 to 4-222-2.....	0	4A-1 to 4A-6.....	0
4-M222.01-1 to 4-M222.01-2.....	0		
4-M222.02-1 to 4-M222.02-2.....	0		

**Contact Officer: D Cdts & JCR 4-7-3 – Staff Officer Army Cadet Program Development**

**© 2015 DND/MDN Canada**

THIS PAGE INTENTIONALLY LEFT BLANK

## **FOREWORD AND PREFACE**

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-702/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts & JCR) in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline* and CATO 40-01, *Army Cadet Program Outline*, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP 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 Organization (CCO).
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Army Cadet Corps to conduct Red Star, as outlined in CATO 11-04, *Cadet Program Outline* and CATO 40-01, *Army Cadet Program Outline*.
4. **Suggested Changes.** Suggested changes to this document may be sent directly to [cadettraining@canada.ca](mailto:cadettraining@canada.ca).

THIS PAGE INTENTIONALLY LEFT BLANK



## TABLE OF CONTENTS

	<b>PAGE</b>
<b>CHAPTER 1    GENERAL</b>	<b>1-1</b>
AIMS	1-1
PROGRAM DESIGN	1-1
PERFORMANCE OBJECTIVES	1-1
TRAINING PREREQUISITES	1-3
USE OF THE QSP	1-3
<b>CHAPTER 2    TRAINING MANAGEMENT DETAILS</b>	<b>2-1</b>
RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS	2-1
TRAINING DETAILS	2-1
TRAINING ADMINISTRATION	2-3
QUALIFICATION	2-3
RELATED DOCUMENTS	2-4
REFERENCES	2-4
Annex A – RED STAR TRAINING SUMMARY AND TIME ALLOCATION	2A-1
Annex B – SCHEDULING GUIDELINES	2B-1
Annex C – RESOURCE REQUIREMENTS	2C-1
Annex D – REFERENCES	2D-1
<b>CHAPTER 3    CADET EVALUATION</b>	<b>3-1</b>
PURPOSE	3-1
LEARNER EVALUATION	3-1
CADET EVALUATION DESIGN AND DEVELOPMENT	3-1
CP DEVELOPMENTAL PERIODS (DPS)	3-1
CADET ASSESSMENT OF LEARNING	3-1
MONITORING CADET PROGRESS	3-1
TRAINING COUNSELLING SESSION	3-2
ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES	3-2
RED STAR QUALIFICATION STANDARD	3-2
CADETS NOT MEETING THE QUALIFICATION STANDARD	3-2
RECORDING AND REPORTING ACHIEVEMENT	3-3
RED STAR CERTIFICATE OF QUALIFICATION	3-3
Annex A – CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS	3A-1
Annex B – RED STAR QUALIFICATION RECORD	3B-1
Annex C – CADET INTERVIEW GUIDELINES	3C-1
Appendix 1 – CADET INTERVIEW FORM	3C1-1
Annex D – TRAINING COUNSELLING SESSION GUIDELINES	3D-1
Appendix 1 – TRAINING COUNSELLING SESSION FORM	3D1-1
<b>CHAPTER 4    PERFORMANCE OBJECTIVES</b>	<b>4-X01-1</b>
<b>SECTION 1    PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES</b>	<b>4-X01-1</b>
<b>SECTION 2    PO X02 – PERFORM COMMUNITY SERVICE</b>	<b>4-X02-1</b>

**TABLE OF CONTENTS (Cont)**

	<b>PAGE</b>
<b>SECTION 3 PO 203 – DEMONSTRATE LEADERSHIP ATTRIBUTES WITHIN A PEER SETTING</b>	<b>4-203-1</b>
EO M203.01 – DISCUSS LEADERSHIP WITHIN A PEER SETTING	4-M203.01-1
EO M203.02 – DISCUSS THE PRINCIPLES OF LEADERSHIP	4-M203.02-1
EO M203.03 – DISCUSS EFFECTIVE COMMUNICATION IN A PEER SETTING	4-M203.03-1
EO M203.04 – DEMONSTRATE POSITIVE GROUP DYNAMICS	4-M203.04-1
EO M203.05 – DISCUSS INFLUENCE BEHAVIOURS	4-M203.05-1
EO M203.06 – EMPLOY PROBLEM SOLVING	4-M203.06-1
EO M203.07 – DISCUSS PERSONAL INTEGRITY AS A QUALITY OF LEADERSHIP	4-M203.07-1
EO M203.08 – PARTICIPATE IN TEAM-BUILDING ACTIVITIES	4-M203.08-1
EO C203.01 – RECORD ENTRIES IN A REFLECTIVE JOURNAL	4-C203.01-1
EO C203.02 – EMPLOY PROBLEM SOLVING	4-C203.02-1
EO C203.03 – DISCUSS CHARACTERISTICS OF A LEADER	4-C203.03-1
EO C203.04 – PARTICIPATE IN A PRESENTATION GIVEN BY A LEADER	4-C203.04-1
EO C203.05 – PARTICIPATE IN TRUST-BUILDING ACTIVITIES	4-C203.05-1
EO C203.06 – PARTICIPATE IN PROBLEM-SOLVING ACTIVITIES	4-C203.06-1
<b>SECTION 4 PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES</b>	<b>4-X04-1</b>
<b>SECTION 5 PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES</b>	<b>4-X05-1</b>
<b>SECTION 6 PO 206 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP</b>	<b>4-206-1</b>
EO M206.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY	4-M206.01-1
EO C206.01 – PRACTICE HOLDING TECHNIQUES	4-C206.01-1
EO C206.02 – PRACTICE AIMING TECHNIQUES	4-C206.02-1
EO C206.03 – PRACTICE FIRING TECHNIQUES	4-C206.03-1
<b>SECTION 7 PO 207 – SERVE IN AN ARMY CADET CORPS</b>	<b>4-207-1</b>
EO M207.01 – IDENTIFY RED STAR TRAINING OPPORTUNITIES	4-M207.01-1
EO M207.02 – RECOGNIZE THE HISTORY OF THE ROYAL CANADIAN ARMY CADETS (RCAC)	4-M207.02-1
EO M207.03 – RECOGNIZE THE ROLE AND RESPONSIBILITIES OF THE LOCAL SPONSOR	4-M207.03-1
EO M207.04 – IDENTIFY YEAR TWO CSTC TRAINING OPPORTUNITIES	4-M207.04-1
EO C207.01 – IDENTIFY THE RANK STRUCTURE OF THE ROYAL CANADIAN SEA AND AIR CADETS	4-C207.01-1
EO C207.02 – VISIT A LOCAL CADET CORPS OR SQUADRON	4-C207.02-1
<b>SECTION 8 PO 208 – EXECUTE DRILL AS A MEMBER OF A SQUAD</b>	<b>4-208-1</b>
EO M208.01 – EXECUTE LEFT AND RIGHT TURNS ON THE MARCH	4-M208.01-1

**TABLE OF CONTENTS (Cont)**

	<b>PAGE</b>
EO M208.02 – FORM SINGLE FILE FROM THE HALT	4-M208.02-1
EO C208.01 – PRACTICE CEREMONIAL DRILL AS A REVIEW	4-C208.01-1
EO C208.02 – EXECUTE DRILL WITH ARMS	4-C208.02-1
<b>SECTION 9 PO 211 – PARTICIPATE IN COMPETITIVE SUMMER BIATHLON ACTIVITIES</b>	<b>4-211-1</b>
EO C211.01 – IDENTIFY CIVILIAN BIATHLON OPPORTUNITIES	4-C211.01-1
EO C211.02 – RUN ON ALTERNATING TERRAIN	4-C211.02-1
EO C211.03 – FIRE THE CADET AIR RIFLE USING A SLING FOLLOWING PHYSICAL ACTIVITY	4-C211.03-1
EO C211.04 – PARTICIPATE IN A COMPETITIVE SUMMER BIATHLON ACTIVITY	4-C211.04-1
<b>SECTION 10 PO X20 – PARTICIPATE IN CAF FAMILIARIZATION</b>	<b>4-X20-1</b>
<b>SECTION 11 PO 221 – PERFORM THE DUTIES OF A TEAM MEMBER DURING AN OVERNIGHT FIELD TRAINING EXERCISE</b>	<b>4-221-1</b>
EO M221.01 – PERFORM THE DUTIES OF A SECTION MEMBER IN THE FIELD	4-M221.01-1
EO M221.02 – IDENTIFY SECTION EQUIPMENT	4-M221.02-1
EO M221.03 – IDENTIFY PROVINCIAL/TERRITORIAL WILDLIFE	4-M221.03-1
EO M221.04 – PERFORM BASIC FIRST AID	4-M221.04-1
EO M221.05 – TIE KNOTS.	4-M221.05-1
EO M221.06 – CONSTRUCT A HOOCHIE SHELTER	4-M221.06-1
EO M221.07 – USE SECTION EQUIPMENT	4-M221.07-1
EO M221.08 – PREPARE AN INDIVIDUAL MEAL PACKAGE (IMP)	4-M221.08-1
EO M221.09 – MAINTAIN SECTION EQUIPMENT FOLLOWING A FIELD TRAINING EXERCISE (FTX)	4-M221.09-1
M221.CA/M224.CA – WEEKEND BIVOUAC FTX	4-M221.CA/ M224.CA-1
EO C221.01 – PARTICIPATE IN A DISCUSSION ON CANADA'S WILDERNESS CONSERVATION EFFORTS	4-C221.01-1
EO C221.02 – CONSTRUCT FIELD AMENITIES	4-C221.02-1
EO C221.03 – IDENTIFY SPECIES OF TREES	4-C221.03-1
<b>SECTION 12 PO 222 – NAVIGATE ALONG A ROUTE USING A MAP AND COMPASS</b>	<b>4-222-1</b>
EO M222.01 – REVIEW GREEN STAR NAVIGATION	4-M222.01-1
EO M222.02 – DESCRIBE BEARINGS	4-M222.02-1
EO M222.03 – IDENTIFY COMPASS PARTS	4-M222.03-1
EO M222.04 – DETERMINE DISTANCE ALONG A ROUTE	4-M222.04-1
EO M222.05 – ORIENT A MAP USING A COMPASS	4-M222.05-1
EO M222.06 – FOLLOW A MAGNETIC BEARING POINT TO POINT	4-M222.06-1
EO M222.CA/M223.CA – WEEKEND NAVIGATION/TREKKING FTX	4-M222.CA/ M223.CA-1
EO C222.01 – PRACTICE NAVIGATION USING A MAP AND COMPASS	4-C222.01-1

**TABLE OF CONTENTS (Cont)**

	<b>PAGE</b>
<b>SECTION 13 PO 223 – HIKE ALONG A ROUTE AS PART OF AN OVERNIGHT EXERCISE</b>	<b>4-223-1</b>
EO M223.01 – PREPARE FOR TREKKING	4-M223.01-1
EO M223.02 – IDENTIFY HIKING/TREKKING ASSOCIATIONS	4-M223.02-1
EO M223.03 – PARTICIPATE IN A DISCUSSION ON CROSSING OBSTACLES WHILE TREKKING	4-M223.03-1
<b>SECTION 14 PO 224 – IDENTIFY IMMEDIATE ACTIONS TO TAKE WHEN LOST</b>	<b>4-224-1</b>
EO M224.01 – DESCRIBE IMMEDIATE ACTIONS TO TAKE WHEN LOST	4-M224.01-1
EO M224.02 – IDENTIFY THE SEVEN ENEMIES OF SURVIVAL	4-M224.02-1
EO M224.03 – PREDICT WEATHER USING CLOUD FORMATIONS	4-M224.03-1
EO M224.04 – IDENTIFY EMERGENCY SHELTERS	4-M224.04-1
EO M224.05 – PREPARE, LIGHT, MAINTAIN, AND EXTINGUISH A FIRE	4-M224.05-1
EO M224.06 – IDENTIFY METHODS OF SIGNALLING	4-M224.06-1
EO C224.01 – COOK IN THE FIELD – COOK IN THE FIELD.	4-C224.01-1
EO C224.02 – PREPARE A SIGNAL FIRE	4-C224.02-1
 Annex A – INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS	 4A-1

## CHAPTER 1

### GENERAL

#### AIMS

1. The aim of the Red star Program is to provide an Army Cadet with the basic theoretical knowledge and practical experience required to participate in cadet corps activities as a team member.

#### PROGRAM DESIGN

2. The Red star Program has been designed:
  - a. assuming that the majority of cadets undertaking Red Star training are between 13 and 14 years of age;
  - b. assuming that the majority of cadets have successfully completed Green Star;
  - c. using age-appropriate learning strategies;
  - d. by providing a programming mix consisting of mandatory and complementary training;
  - e. to include training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
  - f. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.
3. Each Star Level is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

#### PERFORMANCE OBJECTIVES

4. PO numbers are usually made up of three digits:
  - a. The first digit indicates the star level (eg, 'X' represents Green Star to Gold Star, '1' represents Green Star, '2' represents Red Star, etc.).
  - b. The second and third digits indicate the topic area (eg, '00' represents Positive Social Relations for Youth, '01' represents Citizenship, '02' represents Community Service, etc.).
5. EO numbers are usually made up of six digits (eg, EO M103.01):
  - a. The first digit is either an 'M', which indicates mandatory training, or a 'C', which indicates complementary training.
  - b. The second, third and fourth digits indicate the PO as per para 4.
  - c. The fifth and sixth digits indicate the specific EO number (eg, EO M103.01 is the first mandatory EO in Green Star leadership).
  - d. Some EOs have a seventh digit, which indicates there is a selection of EOs to choose from (eg, EOs MX01.01A, MX01.01B, MX01.01C, etc. indicates corps can choose any one of these EOs to satisfy the requirements of mandatory Citizenship training).
6. Each PO has been developed to contribute directly to the program aim and participant outcomes detailed in CATO 11-03, *Cadet Program Mandate*. The following are summaries of the POs common to all elements of the CP (allocated POs numbered X01 to X20) and the POs specific to the Red star Program (allocated POs numbered 221 to 224):

- a. **Citizenship.** PO X01 – Participate in Citizenship Activities. The aim of this PO is to introduce cadets to various aspects of being a good Canadian citizen through a range of fun, interesting and challenging activities.
- b. **Community Service.** PO X02 – Perform Community Service. The aim of this PO is to encourage cadets to be active citizens through participation in a community service activity as a member of a team.
- c. **Leadership.** PO 203 – Demonstrate Leadership Attributes Within a Peer Setting. The aim of this PO is to introduce cadets to the ways peer leaders are able to influence the behaviour of their group.
- d. **Personal Fitness and Healthy Living.** PO X04 – Track Participation in Physical Activities. The aim of this PO is to encourage cadets to live a healthy, active lifestyle by meeting the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* for youth.
- e. **Physical Activities.** PO X05 – Participate in Physical Activities. The aim of this PO is for cadets to have fun participating in physical activities.
- f. **Air Rifle Marksmanship.** PO 206 – Fire the Cadet Air Rifle During Recreational Marksmanship. The aim of this PO is to develop the cadets' marksmanship abilities through participation in recreational marksmanship.
- g. **General Cadet Knowledge.** PO 207 – Serve in an Army Cadet Corps. The aim of this PO is to provide cadets with information on the opportunities inherent in the army cadet program, and provide them with skills and knowledge that allow them to integrate successfully within the cadet organization.
- h. **Drill and Ceremonial.** PO 208 – Execute Drill as a Member of a Squad. The aim of this PO is to provide cadets with drill movements designed to improve the efficiency of a squad on the march.
- i. **Biathlon.** PO 211 – Participate in Competitive Summer Biathlon Activities. The aim of this PO is to provide cadets with an opportunity to enhance individual marksmanship skills and personal fitness while introducing cadets to the sport of biathlon.
- j. **CAF Familiarization.** PO X20 – Participate in Canadian Armed Forces (CAF) Familiarization Activities. The aim of this PO is to stimulate the interest of cadets in the army, land and air activities of the CAF.
- k. **Field Training.** PO 221 – Perform the Duties of a Team Member During an Overnight Field Training Exercise. The aim of this PO is to provide cadets with an introduction to the duties of a team member during an overnight field training exercise.
- l. **Navigation.** PO 222 – Navigate Along a Route Using a Map and Compass. The aim of this PO is to provide cadets an opportunity to navigate on a point-to-point route using a map, compass, and pacing techniques.
- m. **Trekking.** PO 223 – Hike Along a Route as Part of an Overnight Exercise. The aim of this PO is to provide cadets an opportunity to participate in a hike where they will encounter some Class 2 terrain (simple scrambling, crossing obstacles with the occasional use of hands, requires route-finding skills, may be backcountry dense bush).
- n. **Wilderness Survival.** PO 224 – Identify Immediate Actions to Take When Lost. The aim of this PO is to introduce cadets to the immediate actions to take upon realizing they are lost in a wilderness setting.

## **TRAINING PREREQUISITES**

7. To participate in the Red Star Program, youths must be members of a cadet corps, as specified in A-CR-CCP-950/PT-00, *Queen's Regulations and Orders for the Canadian Cadet Organization*, Article 4.01.

## **USE OF THE QSP**

8. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the training and standards to qualify a cadet for Red Star. This QSP shall also be used by D Cdts & JCR as the primary reference for validation of Red Star training.

9. Red star shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-702/PF-001, *Royal Canadian Army Cadets Red star Instructional Guides*.

THIS PAGE INTENTIONALLY LEFT BLANK



## CHAPTER 2

### TRAINING MANAGEMENT DETAILS

#### RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Army Cadet Star Level Program is D Cdts & JCR. The conduct of said program is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized Training Establishments (TEs). These TEs include:

- a. Royal Canadian Army Cadet Corps (RCACC); and
- b. Technical TEs, such as:
  - (1) Expedition Centres; and
  - (2) Other zone, detachment or regional TEs as authorized by RCSU Commanding Officers (CO).

#### TRAINING DETAILS

2. In accordance with CATO 11-04, *Cadet Program Outline*, and CATO 40-01, *Army Cadet Program Outline*, the Star Level Program is conducted between 1 September and 30 June of each training year through a combination of 30 training sessions and 10 supported training days as detailed in Annex A.

3. The Star Level Program is divided into two compulsory components that must be completed by all cadets. These components are:

- a. **Mandatory Training.** Mandatory training is a scheme of activities that is requisite for corps, and in some instances, specialized TEs, to conduct and for cadets to accomplish in order to complete the Star Level Program; and
- b. **Complementary Training.** Complementary training is a scheme of activities that is requisite for corps, and in some instances specialized TEs, to conduct and for cadets to accomplish in order to complete the Star Level Program. These activities complement mandatory activities and form an integral part of the Star Level Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Star Level Program to match the corps' interests and resources.

4. **Period Allocation.** Periods are 30 minutes in duration with some periods allocated to be delivered during training days / weekends. A detailed period allocation, including details on training days / weekend, is provided at Annex A, and scheduling guidelines are located at Annex B.

5. **Training Days / Weekends.**

- a. The planning and conduct of training days is the responsibility of the corps. Day training shall be conducted at the corps parade location or, where suitable facilities do not exist at the corps parade location, within the local community.
- b. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the corps parade location.
- c. Where support of mandatory or complementary days / weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 40-01, *Army Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.

- d. Training days and weekends shall be structured, unless otherwise specified in the individual Star QSP, to include cadets from all levels of the Star Level Program.

6. **Training Capacity.** The training capacity is limited to the ability of the corps to meet supervision requirements in accordance with CATO 13-12, *Supervision of Cadets*, and in some cases, to established quotas.

7. **Training Staff Requirements.**

- a. Corps Training Officer (Trg O):

RANK	MOSID	NUMBER	QUALIFICATION
Capt	00232-02	1	<p>Minimum:</p> <p>Captain Qualification; or CIC Intermediate Officer Qualification.</p> <p>Preferred:</p> <p>CIC Training Officer (Corps / Squadron) Qualification; and CIC Occupational Specialty Senior Instructor Qualification.</p>

- b. Red Star Course Officer (Red Star Crse O):

RANK	MOSID	NUMBER	QUALIFICATION
2Lt / Lt	00232-02	1	<p>Minimum:</p> <p>Basic Officer Qualification; or CIC Basic Military Officer Qualification and Basic Military Occupational Qualification.</p> <p>Preferred:</p> <p>Military Occupation Course (Army) or CIC Basic Military Officer Qualification (Army).</p> <p><b>Note:</b> This position may also be filled by an OCdt, should circumstances warrant.</p>

## c. Instructors:

RANK	MOSID	NUMBER	QUALIFICATION
Cadet WO and above	N/A	1 per 10 cadets	<p>Minimum:</p> <p>Completion of Gold Star.</p> <p>Preferred:</p> <p>CSTC specialties appropriate for activity requirements (eg, Air Rifle Marksmanship Instructor for marksmanship instruction).</p>

8. **Technical Specialists.** The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, Water Safety Orders, Adventure Training Safety Standards, etc.) and by local circumstances. It is recommended that cadet specialist instructors be used in the delivery of specialty training where practical. The technical specialists that could support Red Star are:

## a. Required Specialist Instructors:

- (1) Unit Cadet Conflict Management Advisor (UCCMA) to coordinate training delivery and learning reinforcement for PO 100;
- (2) Range Safety Officer (RSO) in support of POs 206 and 211; and
- (3) Cold Weather Instructor in support of PO 121.

## b. Possible Cadet Specialist Instructors:

- (1) Fitness and Sports Instructor(s) as available in support of POs X04 and X05;
- (2) Air Rifle Marksmanship Instructor(s) as available in support of POs 206 and 211;
- (3) Drill and Ceremonial Instructor(s) as available in support of PO 208; and
- (4) Expedition Instructor(s) as available in support of POs 221, 222, 223, and 224.

## c. guest speaker(s) as required.

9. **Resource Requirements.** RCSU COs are responsible for ensuring that required equipment and supplies are available. A list of material required to conduct the training is located at Chapter 2, Annex C.

**TRAINING ADMINISTRATION**

10. **Cadet Evaluation.** Details on cadet evaluation are found in Chapter 3.

11. **Reports.** A training file should be maintained on each cadet to record their progress during the training year. The training file should consist, as a minimum, of a Red Star Qualification Record (Chapter 3, Annex B). Training files are temporary documents which may be disposed of upon migration of the Red Star Qualification Record to DND 2399, *Cadet Personnel Record*.

**QUALIFICATION**

12. The Red Star qualification is awarded to cadets upon completion of the requirements specified in Chapter 3.

## **RELATED DOCUMENTS**

13. This QSP is to be used in conjunction with:
  - a. CATOs; and
  - b. A-CR-CCP-702/PF-001, *Royal Canadian Army Cadets Red Star Instructional Guides*.

## **REFERENCES**

14. A list of references used in this QSP is located at Chapter 2, Annex D.

# ANNEX A

## RED STAR TRAINING SUMMARY AND TIME ALLOCATION

### PERIOD ALLOCATION

PO	Performance Objective	EO	Enabling Objective	No. of Pd
X01	Participate in Citizenship Activities	MX01.01A	Participate in a Citizenship Tour	-
		MX01.01B	Attend a Presentation by a Community Organization	-
		MX01.01C	Attend a Presentation by a Citizen-of-Interest	-
		MX01.01D	Participate in the Canadian Citizenship Challenge	-
		MX01.01E	Host a Citizenship Ceremony	-
		MX01.01F	Participate in an Election	-
		MX01.01G	Participate in Heritage Minutes Video Activities	-
		MX01.01H	Participate in Citizenship Learning Stations	-
		CX01.01	Participate in Citizenship Activities	18
		<b>PO X01 – Total Mandatory</b>		<b>3</b>
		<b>PO X01 – Total Complementary</b>		<b>18</b>
X02	Perform Community Service	MX02.01	Perform Community Service	9
		CX02.01	Perform Community Service	18
		<b>PO X02 – Total Mandatory</b>		<b>9</b>
		<b>PO X02 – Total Complementary</b>		<b>18</b>
203	Demonstrate Leadership Attributes Within a Peer Setting	M203.01	Discuss Leadership Within a Peer Setting	1
		M203.02	Discuss the Principles of Leadership	1
		M203.03	Discuss Effective Communication in a Peer Setting	1
		M203.04	Demonstrate Positive Group Dynamics	2
		M203.05	Discuss Influence Behaviours	1
		M203.06	Employ Problem Solving	2
		M203.07	Discuss Personal Integrity as a Quality of Leadership	1
		M203.08	Participate in Team-Building Activities	1
		C203.01	Record Entries in a Reflective Journal	3
		C203.02	Employ Problem Solving	2
		C203.03	Discuss Characteristics of a Leader	2
		C203.04	Participate in a Presentation Given by a Leader	2
		C203.05	Participate in Trust-Building Activities	1
		C203.06	Participate in Problem-Solving Activities	2
		<b>PO 203 – Total Mandatory</b>		<b>10</b>
		<b>PO 203 – Total Complementary</b>		<b>12</b>

PO	Performance Objective	EO	Enabling Objective	No. of Pd
X04	Track Participation in Physical Activities	MX04.01	Participate in 60 Minutes of Moderate-to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities	3
		MX04.02	Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment (CFA)	3
		MX04.03	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3
		CX04.01	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3
		CX04.02	Participate in Activities that Reinforce the Three Components of Physical Fitness	3
		CX04.03	Participate in a Cooking Class	3
		CX04.04	Attend a Personal Fitness and Healthy Living Presentation	3
		CX04.05	Attend a Local Amateur Sporting Event	3
		<b>PO X04 – Total Mandatory</b>		<b>9</b>
		<b>PO X04 – Total Complementary</b>		<b>15</b>
X05	Participate in Physical Activities	MX05.01	Participate in Physical Activities	9
		CX05.01	Participate in Physical Activities	9
		CX05.02	Participate in a Tournament	9
		<b>PO X05 – Total Mandatory</b>		<b>9</b>
		<b>PO X05 – Total Complementary</b>		<b>18</b>
206	Fire the Cadet Air Rifle During Recreational Marksmanship	M206.01	Participate in a Recreational Marksmanship Activity	3
		C206.01	Practice Holding Techniques	1
		C206.02	Practice Aiming Techniques	2
		C206.03	Practice Firing Techniques	1
		C106.01	Participate in Recreational Air Rifle Marksmanship	6
		<b>PO 206 – Total Mandatory</b>		<b>3</b>
207	Serve in an Army Cadet Corps	<b>PO 206 – Total Complementary</b>		<b>10</b>
		M207.01	Identify Red Star Training Opportunities	1
		M207.02	Recognize the History of the Royal Canadian Army Cadets (RCAC)	1
		M207.03	Recognize the Role and Responsibilities of the Local Sponsor	1
		M207.04	Identify Year Two CSTC Training Opportunities	1
		C207.01	Identify the Rank Structure of the Royal Canadian Sea and Air Cadets	1

PO	Performance Objective	EO	Enabling Objective	No. of Pd
		C207.02	Visit a Local Cadet Corps or Squadron	3
		C107.03	Participate in an Activity on the History of the Cadet Corps	2
		<b>PO 207 – Total Mandatory</b>		<b>4</b>
		<b>PO 207 – Total Complementary</b>		<b>6</b>
208	Execute Drill as a Member of a Squad	M208.01	Execute Left and Right Turns on the March	2
		M208.02	Form Single File From the Halt	1
		C208.01	Practice Ceremonial Drill as a Review	2
		C208.02	Execute Drill With Arms	8
		C108.01	Execute Supplementary Drill Movements	6
		<b>PO 208 – Total Mandatory</b>		<b>3</b>
211	Participate in Recreational Summer Biathlon Activities	<b>PO 208 – Total Complementary</b>		<b>16</b>
		C211.01	Identify Civilian Biathlon Opportunities	1
		C211.02	Run on Alternate Terrain	1
		C211.03	Fire the Cadet Air Rifle using a Sling Following Physical Activity	1
		C211.04	Participate in a Competitive Summer Biathlon Activity	6
X20	Participate in Canadian Armed Forces (CAF) Familiarization Activities	<b>PO 211 – Total Complementary</b>		<b>9</b>
		MX20.01A	Participate in a CAF Activity	-
		MX20.01B	Participate in a CAF Familiarization Tour	-
		MX20.01C	Fire the C7 Rifle	-
		MX20.01D	Participate in a Mess Dinner	-
		MX20.01E	Attend a CAF Presentation	-
		MX20.01F	Attend a CAF Commemorative Ceremony	-
		MX20.01G	Participate in CAF Video Activities	-
		MX20.01H	Participate in CAF Learning Stations	-
		CX20.01	Participate in CAF Familiarization Activities	18
		<b>PO X20 – Total Mandatory</b>		<b>6</b>
		<b>PO X20 – Total Complementary</b>		<b>18</b>
221	Perform the Duties of a Team Member During an Overnight Field Training Exercise	M221.01	Perform the Duties of a Section Member in the Field	1
		M221.02	Identify Section Equipment	2
		M221.03	Identify Provincial/Territorial Wildlife	2
		M221.04	Perform Basic First Aid	1
		M221.05	Tie Knots	3
		M221.06	Construct a Hoochie Shelter	3
		M221.07	Use Section Equipment	2
		M221.08	Prepare an Individual Meal Package (IMP)	1

PO	Performance Objective	EO	Enabling Objective	No. of Pd	
		M221.09	Maintain Section Equipment Following a Field Training Exercise (FTX)	2	
		C221.01	Participate in a Discussion on Canada's Wilderness Conservation Efforts	2	
		C221.02	Construct Field Amenities	6	
		C221.03	Identify Species of Trees	2	
		C121.02	Participate in a Discussion on Cold Climate Exposure	1	
		C121.03	Select Cold Weather Clothing	1	
		C121.04	Recognize the Effects of Cold Weather	2	
		C121.05	Participate in Cold Weather Training	18	
		PO 221 – Total Mandatory			17
		PO 221 – Total Complementary			32
222	Navigate Along a Route Using a Map and Compass	M222.01	Review Green Star Navigation	2	
		M222.02	Describe Bearings	2	
		M222.03	Identify Compass Parts	1	
		M222.04	Determine Distance Along a Route	3	
		M222.05	Orient a Map Using a Compass	1	
		M222.06	Follow a Magnetic Bearing Point to Point	2	
		C222.01	Practice Navigation Using a Map and Compass	9	
		PO 222 – Total Mandatory			11
PO 222 – Total Complementary			9		
223	Hike Along a Route as Part of an Overnight Exercise	M223.01	Prepare for Trekking	2	
		M223.02	Identify Hiking/Trekking Associations	1	
		M223.03	Participate in a Discussion on Crossing Obstacles While Trekking	2	
		C123.01	Participate in Adventure Training	18	
		C123.02	Adhere to Snowshoe March Discipline	1	
		C123.03	Participate in Snowshoeing	9	
		PO 223 – Total Mandatory			5
PO 223 – Total Complementary			28		
224	Identify Immediate Actions to Take When Lost	M224.01	Describe Immediate Actions to Take When Lost	2	
		M224.02	Identify the Seven Enemies of Survival	1	
		M224.03	Predict Weather Using Cloud Formations	1	
		M224.04	Identify Emergency Shelters	2	
		M224.05	Prepare, Light, Maintain, and Extinguish a Fire	3	
		M224.06	Identify Methods of Signalling	2	
		C224.01	Cook in the Field	2	



PO	Performance Objective	EO	Enabling Objective	No. of Pd
		C224.02	Prepare a Signal Fire	2
		PO 224 – Total Mandatory		11
		PO 224 – Total Complementary		4
N/A	Participate in the Annual Ceremonial Review (ACR)			3

## TRAINING DAY/WEEKEND ALLOCATION

### MANDATORY

Activity	Description	Time
Mandatory Training Periods	Eighteen periods of instruction (nine per day) chosen from the mandatory EOs, to be delivered during a full day of training. In some cases periods have been grouped into logical nine period days in the lesson specifications (e.g. PO X02 [Community Service], PO X05 [Physical Activities], or PO 206 [Air Rifle Marksmanship]). However, corps may choose to deliver any EOs that suit their circumstances on these days.	2 Days
Bivouac / Survival FTX	One weekend of mandatory support will be provided for cadet corps to participate in a weekend bivouac FTX to include two days of practical experience in support of PO 221 (Field Training) and PO 224 (Wilderness Survival).	1 Weekend
Expedition FTX (Navigation/Trekking)	One weekend of mandatory support will be provided for cadet corps to participate in a weekend navigation / trekking FTX to include two days of practical experience in support of PO 222 (Navigation) and PO 223 (Trekking).	1 Weekend
<b>Total Mandatory</b>		<b>6 Days</b>

### COMPLEMENTARY

Activity	Description	Time
Complementary Training Periods	Eighteen periods of instruction (nine per day) chosen from the complementary EOs, to be delivered during a full day of training. In some cases periods have been grouped into logical nine period days in the lessons specifications (e.g. PO X02 [Community Service], PO X05 [Physical Activities], or PO 223 [Trekking]). However, corps may choose to deliver any complementary EOs, that meet their specific circumstances, on these days.	2 Days
Army Cadet Adventure Training Activities FTX	One weekend of complementary support will be provided for cadet corps to participate in <b>either</b> : a. a weekend adventure training FTX (EO C123.01 Participate in Adventure Training) conducted in accordance with A-CR-CCP-951/PT-002, Royal Canadian Army Cadets Adventure Training Safety Standards; <b>or</b> b. a weekend cold weather FTX (EO C121.05 Participate in Cold Weather Training) conducted in accordance with A-CR-CCP-107/PT-002, <i>Royal Canadian Army Cadet Course Training Plan, Corps Training Program, Winter Adventure Training Manual</i> .	1 Weekend
<b>Total Complementary</b>		<b>4 Days</b>

**Note:** Supported training days and weekends, unless otherwise specified in this QSP, are to be planned and conducted to include participation by all star levels.

## **ANNEX B**

### **SCHEDULING GUIDELINES**

1. Schedule those activities that are set dates (eg, Remembrance Day activities, Regionally Directed Activities, TE activities [eg, sailing], School Breaks).
2. Schedule major and recurring activities (eg, PO X05 [Physical Activities], CO's Parades, Annual Ceremonial Review).
3. Schedule the following training activities early in the training year:
  - a. PO 100 (Positive Social Relations for Youth),
  - b. POs 107, 207, 307, 407 and 507 (General Cadet Knowledge),
  - c. POs 303, 403 and 503 (Leadership), and
  - d. POs 309 and 409 (Instructional Techniques).
4. Schedule any special considerations, such as:
  - a. Schedule EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) four weeks after EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities);
  - b. Schedule PO 221, 222, 223 and 224 required lessons prior to the weekend Bivouac Exercise;
  - c. For the completion of POs 303, 403, and 503 (Leadership), consider leadership assignment opportunities for Silver Star, Gold Star and Master Cadets; leadership appointment opportunities for Gold Star and Master Cadets; and leadership project opportunities for Master Cadets; and
  - d. Schedule each Gold Star cadet into the Green Star and Red Star training schedules in order to complete EO M409.05 (Instruct a 30-Minute Lesson).
5. Schedule the remaining mandatory training (details located in the lesson specifications in Chapter 4).
6. Schedule selected complementary training.
7. Other considerations when developing the annual training schedule include:
  - a. the training environment required for each activity:
    - (1) some activities will require an outdoor environment which requires consideration for seasonal climate; and
    - (2) some activities will require the use of a special facility, such as a gymnasium or sports field; and
  - b. the availability of a technical specialist, if required to conduct the activity;

8. Considerations when implementing the training program:
  - a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using practical methods.
  - b. Training sessions need to be planned in advance to allow instructors adequate time to prepare for the delivery and conduct of training. This includes reviewing lesson specifications and instructional guides, and creating instructional materials as required.
  - c. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

## ANNEX C

### RESOURCE REQUIREMENTS

Quantities are based on a group of 30 cadets.

The resources required for complementary training and POs X01, X02, X04, X05 and X20 depend on the activities selected by the corps. Refer to A-CR-CCP-702/PF-001, *Royal Canadian Army Cadets Red Star Instructional Guides* for detailed lists of resources for each selected activity.

The following is a list of key items all corps require access to for the conduct of training.

<b>Item</b>	<b>Quantity</b>	<b>PO/EO</b>
DVD Player	1	X01/X05
Television	1	X01/X05
CD Player	1	X04
Leger's 20-m Shuttle Run Test CD	1	X04
Measuring tape	1	X04
Masking tape	1	X04
12-cm measuring strip	15	X04
Pylons	30	X04
Gym mats	15	X04
Cardboard / wooden box approximately 30 cm high	15	X04
Metre stick	15	X04
First Aid Kit	1	X05
Sunscreen - SPF 30 (minimum)	1	X05
Insect Repellent	1	X05
Cadet Air Rifle - Five-shot clip	45	206
Cadet Air Rifle - Rifle	15	206
Cadet Air Rifle - Safety Rod	15	206
Cadet Air Rifle - Single Pellet Adaptor	15	206
Marksmanship mats	15	206
Pellets - .177 calibre Air Rifle (250 Pack)	6	206
Pellets - .177 calibre Cleaning Pellets (80 Pack)	1	206
Pellet container	15	206
Safety goggles/glasses	15	206
Target - Grouping Target CCT2000GRTD	150	206
Target Frame	15	206
Air Mattress	30	221
Axe	1	221
Bag - Orange Plastic – Package	1	221
Backpack - External Frame	1	221
Backpack - Internal Frame	1	221
Blanket – Emergency	4	221
Camp Fuel - 3.87 L	9	221
Camping Stove - Two-Burner Naphtha	3	221
Candle – Tea	1	221
Cookware Set – Camping	3	221
Expedition Pack	30	221
Fire Extinguisher - Small Dry Chemical	3	221

First Aid Kit (Individual)	3	221
Fish Line - 10 pound – Roll	1	221
Flashlight – Small	1	221
Flint and Steel Set	1	221
Funnel - 6 inch	1	221
Hook – Fish	1	221
Lantern - Dual-Generator Naphtha	3	221
Magnifying Glass	1	221
Matches – Waterproof - Box	1	221
Mirror - 3 inch by 5 inch	1	221
Needle - Sewing (size 14 - 18) pkg 20	1	221
Radios, handheld	6	221
Rope - Kernmantle 10.5 mm Dynamic – 183 m	1	221
Saw - Flexible	1	221
Sleeping Bag	30	221
Spill Response Kit	1	221
Stretcher - Medical	1	221
Tent - Dome 4 Man	10	221
Thread - Spool	1	221
Wash basins	15	221
Water Jug - 20 Litre	1	221
Water Purification Tablets	1	221
Wire - Brass 24 gage 100 foot - Roll	1	221
Topographical Map	5	222
Romer	5	222
Compass Rose	15	222
Compass	5	222
Measuring Tape	1	222

## ANNEX D

### REFERENCES

#### Texts Held by Corps

A-AD-265-000/AG-001 DHH 3-2 (2003). *Canadian forces dress instructions*. Ottawa, ON: Department of National Defence.

A-DH-201-000/PT-000 DHH3-2 (2001). *The canadian forces manual of drill and ceremonial*. Ottawa, ON: National Defence.

A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A-CR-CCP-951/PT-002 D Cdts (2006). *Royal Canadian Army Cadets adventure training safety standards*. Ottawa, ON: Department of National Defence.

A-CR-CCP-030/PT-001 Cadets Canada (2003). *Water safety orders*. Ottawa, ON: Department of National Defence.

#### Additional References Used During Development

##### PO X01

Citizenship and Immigration Canada. (2012). *Discover Canada: The rights and responsibilities of citizenship*. Retrieved March 26, 2013 from <http://www.cic.gc.ca/english/resources/publications/discover/index.asp>.

Citizenship and Immigration Canada. (2011). *Host a citizenship ceremony*. Retrieved March 26, 2013 from <http://www.cic.gc.ca/english/celebrate/ceremony.asp>.

[www.elections.ca](http://www.elections.ca) > teacher > *Canada at the Polls!* (Elections Canada. (2010). *Canada at the Polls!* Retrieved March 13, 2013 from <http://elections.ca/content.aspx?section=vot&dir=yth/stu/gui&document=index&lang=e>.)

Historica Dominica Institute. (2013). *Canadian citizenship challenge*. Retrieved March 26, 2013 from <http://www.citizenshipchallenge.ca/>.

Historica Dominion Institute. (2013). *Heritage minutes videos*. Retrieved March 13, 2013 from <https://www.historica-dominion.ca/content/videos>.

##### PO X02

Kaye, Cathryn B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing Inc.

##### PO 203

ISBN 0-02864-207-4 Cole, Kris (2002). *The complete idiot's guide to clear communication*. USA: Pearson Education, Inc.

ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 indispensable qualities of a leader: Becoming the person others will want to follow*. Nashville, TN: Thomas Nelson Publishers

ISBN 0-8407-6744-7 Maxwell, J. C. (1993). *Developing the leader within you*. Nashville, Tennessee: Thomas Nelson Inc. Publishers.

ISBN 1-882664-12-4 Karnes, F. A. & Bean, S. M. (1995). *Leadership for students: A practical guide for ages 8-18*. Waco, Texas: Prufrock Press.

Free the Children. (2007). *Craig Kielburger biography*. Retrieved 13 March 2007, from <http://www.freethechildren.com/aboutus/craigmarc/craigkielburger.htm>.

Kidz World. (2007). *Teen protects white bear*. Retrieved 13 March 2007, from <http://www.kidzworld.com/article/1065-teen-protects-white-bear>

ISBN 0-7879-4059-3 Van Linden, J. A. & Fertman, C. I. (1998). *Youth leadership*. San Francisco, California: Jossey-Bass Inc.

Colver, E. & Reid, M. (2001). *Peacebuilders 2: Peer helping*. Ottawa, ON: YouCAN.

ISBN 0-07-046513-4 Newstrom, J. & Scannell, E. (1998). *The big book of team building games*. USA: McGraw-Hill Companies.

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

A-PA-005-000/AP-004 DND. (2005). *Leadership in the Canadian Forces: Conceptual foundations*. Ottawa, ON: Department of National Defence.

A-PA-005-000/AP-003 DND. (2005). *Leadership in the Canadian Forces: Doctrine*. Ottawa, ON: Department of National Defence.

A-CR-CCP-121/PT-001 D Cds 3. (2003). *Royal Canadian Army Cadet reference book*. Ottawa, ON: Department of National Defence.

ISBN 0-7645-5176-0 Loeb, M. & Kindel, S. (1999). *Leadership for dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.

Wilderdom. (2007). *Index to group activities, games, exercises and initiatives: Trust-building activities*. Retrieved 26 April 2007, from <http://wilderdom.com/games/descriptions/SliceNDice.html>.

ISBN 0-8403-5682-X Ronhke, C. (1984). *Silver bullets: A guide to initiative problems, adventures games and trust activities*. USA: Kendall/Hunt Publishing Company.

#### PO X04

Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>

CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

ISBN 0-662-44467-1 Health Canada. (2007). *Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

Health Canada. (2011). *Eat well and be active education toolkit*. Retrieved September 29, 2011, from <http://hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php>

Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

Panicucci, J. (2008). *Achieving fitness: An adventure activity guide*. Beverly, MA: Project Adventure, Inc



ParticipACTION. (2011). *Get moving*. Retrieved November 28, 2011 from [www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx](http://www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx)

ISBN 978-0-316-11350-2 Ratey, J. MD. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Company.

#### PO X05

A-CR-CCP-150/PT-001 Chapman, J.R. Major, M.B.E. (1968). *Orienteering: An aid to training*. London, England: Hillside Printing & Publishing Co.

A-CR-CCP-151/PT-001 Canadian Orienteering Federation (1983). *Orienteering level 1 coaching certification*. Ottawa, ON: Canadian Orienteering Federation.

A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.

*About ultimate*. (2006). Retrieved 27 April 2006, from [www.upa.org/ultimate](http://www.upa.org/ultimate)

ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

0-3955-2808-9 Alter, J (1986). *Stretch and strengthen*. US: Judith Alter.

Body Bar. (2010). *Programs & education*. Retrieved October 5, 2011, from <http://www.bodybar.com/Programs-Education>

Canadian Orienteering Federation (1985). *Orienteering level two coaching certification*. Ottawa, ON: Canadian Orienteering Federation.

City of Saskatoon, Community Services Department. (2006). *Stretch your limits: A smart guide to stretching for fitness*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

0-7360-4602-X Clark, N (2003). *Nancy Clark's sports nutrition guidebook*. US: Nancy Clark.

ISBN 978-0-7360-6675-4 Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.

ISBN 0-88011-807-5 Hanlon, Thomas (1998). *The sports rules book: essential rules for 54 sports*. USA: Human Kinetics Publishers.

The HealthCentral Network. (2007). *MyDietExercise.com: Winds sprint your way to fitness*. Retrieved April 17, 2007, from <http://www.healthcentral.com/diet-exercise/fitness-survival-guides-81076-137.html>

Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

ISBN 0-02-029265-1 Kjellstrom, Bjorn (1994). *Be expert with map & compass: The complete orienteering handbook*. New York, NY: Hungry Minds, Inc.

ISBN 0-88962-630-8 LeBlanc, Janet and Dickson, Louise (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

Livestrong.com. (2011). *Beginner's pilates exercises*. Retrieved October 4, 2011, from <http://www.livestrong.com/article/452265-beginner-pilates-exercises/>

Men's Health. (2011). *The 5-minute six-pack abs*. Retrieved October 5, 2011, from <http://www.menshealth.com.sg/fitness/5-minute-six-pack-abs>

ISBN 0-88011-463-0 Nideffer, R. PhD. (1992). *Psyched to win: How to master mental skills to improve your physical performance*. Champaign, IL: Leisure Press.

Norris, G. (Ed.). (1998). *National Football Federation: Touch football rule book 2004*. Ottawa, ON: National Football Federation.

*Orienteering*. (2006). Retrieved 25 May 2006, from [www.orienteeering.org](http://www.orienteeering.org)

Panicucci, J. (2008). *Achieving fitness: An adventure activity guide*. Beverly, MA: Project Adventure, Inc.

Popovic, Srdjan. (2011). *10 skipping rope exercises for a better body*. Retrieved October 6, 2011, from <http://www.bloomtofit.com/10-skipping-rope-exercises-for-a-better-body>

*Ringette Canada*. (2006). Retrieved 27 April 2006, from [www.ringette.ca](http://www.ringette.ca)

*Roadcycling.com - Cycling info as it should be*. (2006). Retrieved 25 April 2006, from [www.roadcycling.com](http://www.roadcycling.com)

*Shelter Online*. (2006). Retrieved 25 April 2006, from [www.shelterpub.com](http://www.shelterpub.com)

Sports Fitness Advisor. (n.d.). *Medicine ball exercises*. Retrieved October 5, 2011, from <http://www.sport-fitness-advisor.com/medicine-ball-exercises.html>

Stott, Winifred (1987). *Armchair ORIENTEERING II: A practical guide to route planning*. Winnipeg, MB: Manitoba Orienteering Association.

Waehner, P. (n.d.). *Resistance band workout for beginners*. Retrieved October 5, 2011 from <http://exercise.about.com/library/bltotalresistancebeginners.htm>

*A walking club - Walkablock club of america*. (2006). Retrieved 25 April 2006, from [www.walkablock.com](http://www.walkablock.com)

*What is ultimate frisbee?* (2006). Retrieved 27 April 2006, from [www.whatisultimate.com](http://www.whatisultimate.com)

#### PO 206

CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles, and ammunitions*. Ottawa, ON: Department of National Defence.

#### PO 207

CATO 40-01, D Cdts 3. (2003). *Army Cadet program outline*. Ottawa, ON: Department of National Defence.

CATO 41-05, D Cdts 4. (2006). *Army Cadet expedition program*. Ottawa, ON: Department of National Defence.

0787224596 Henton, M. (1996). *Adventure in the classroom: Using adventure to strengthen learning and build a community of life-long learners*. Dubuque, IA: Kendall Hunt Publishing.

A-CR-CCP-121/PT-001 D Cdts 3 (2000). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.

Cadets Canada. (2007). *About Cadets – History*. Retrieved 19 February 2007, from [http://www.cadets.ca/about-nous/histo\\_e.asp](http://www.cadets.ca/about-nous/histo_e.asp).

Army Cadet League of Canada. (2007). *Army Cadet League of Canada*. Retrieved 9 March 2007, from <http://www.armycadetleague.ca>.

2005-113124 D Cdts. (2005). *Memorandum of understanding between the DND and the Leagues*. Ottawa, ON: Department of National Defence.

Scott, M (Ed.). (2003). Clarifying Roles in Cadet Corps and Squadrons. *Cadence: The leadership magazine of the Canadian Cadet Movement*, Issue 11, 30–32.

D Cdts 4. (2005). CATO 42-01, *Summer training directive – Royal Canadian Army Cadets*. In CATO Vol. 4. Army Cadets. Ottawa, ON: Department of National Defence.

A-CR-005-001/AG-001 D Cdts. (Draft). *Royal Canadian Sea Cadets dress instructions*. Ottawa, ON: Department of National Defence.

CATO 55-04 D Cdts 4. (2007). *Air Cadet dress instructions*. Ottawa, ON: Department of National Defence.

#### PO 211

Regional Cadet Support Unit (Central). (2007). *Cadet marksmanship and firearms safety program*. Retrieved 18 April 2007, from [http://www.central.cadets.ca/events/biath\\_cadetmarksman\\_e.html](http://www.central.cadets.ca/events/biath_cadetmarksman_e.html)

Biathlon Canada. (2007). *Biathlon Canada*. Retrieved 12 February 2007, from <http://www.biathloncanada.ca>

International Biathlon Union. (2007). *International Biathlon Union*. Retrieved 18 April 2007, from <http://www.biathlonworld.com>

Biathlon Canada. (2005). *Biathlon bears: Community coaching*. Ottawa, ON: Biathlon Canada.

Library and Archives Canada. (2000). *Myriam Bédard*. Retrieved 30 April 2007, from <http://www.collectionscanada.ca/women/002026-223-e.html>

Cool Running. (2007). *Fitness and performance*. Retrieved 12 February 2007, from [http://www.coolrunning.com/engine/2/2\\_3/181.shtml](http://www.coolrunning.com/engine/2/2_3/181.shtml)

Will-Weber, M. (2006). *Runner's world: Beginner's: Training: First steps*. Retrieved 18 April 2007, from <http://www.runnersworld.com/article/printer/1,7124,s6-380-381-386-678-0,00.html>

Daisy Outdoor Products. (2006). *AVANTI competition pellet rifle: operation manual: AVANTI legend model 853*. Rogers, AR: Daisy Outdoor Products.

Cadets Canada. (2002). *Biathlon competition rules and IBU / cadet disciplinary rules*. Ottawa, ON: Department of National Defence.

Cadets Canada. (n.d.). *Canadian cadet movement: Biathlon championship series*. Ottawa, ON: Department of National Defence.

#### PO X20

A-AD-200-000/AG-000 Director Honours and Recognition. (1999). *The honours, flags and heritage structure of Canadian Forces*. Ottawa, ON: Department of National Defence.

A-AD-262-000/AG-000 Director of Physical Education, Recreation and Amenities. (1984). *Mess administration*. Ottawa, ON: Department of National Defence.

A-CR-050-801/PH-001 Directorate of Cadets 6. (2009). *Training plan DP1 Cadet Instructors Cadre: Basic Officer Training Course*. Ottawa, ON: Department of National Defence.

B-GL-317-018/PT-001 Canadian Forces. (1987). *Weapons: The rifle 5.56 mm C7 and the carbine 5.56 mm C8* (Vol. 18). Ottawa, ON: Department of National Defence.

CFACM 1-900 Air Command. (2007). *Air command mess dinner procedures*. Ottawa, ON: Department of National Defence.

DVD Video Chadderton, H. C. (Producer) (2005). *The boys of Kelvin High: Canadians in Bomber Command*. Ontario: The War Amps of Canada.

DVD Video Chadderton, H. C. (Producer) (2000). *A WAR OF THEIR OWN: The Canadians in Sicily and Italy*. Ontario: The War Amps of Canada.

DVD Video (2010). *The international fleet reviews of the Canadian navy centennial 2010*. Canada: Department of National Defence.

DVD Video Gimblett, R. H. (Author) (2004). *Operation Apollo: The Canadian Navy in the war against terrorism – 2001-2003*. Canada: Magic Light Publishing.

DVD Video Guilmain, C. (Director) (2012). *The Van Doos in Afghanistan*. National Film Board of Canada.

HMCS Queen Regina's Naval Reserve Division. (2009). *Chief Petty Officers & Petty Officers mess dinner naval customs*. Retrieved April 28, 2009, from <http://www.hmcsqueen.ca/cpomessdinner.pdf>.

Love, D.W. (1990). *Manual of Canadian naval etiquette*. Victoria, BC: VENTURE, The Naval Officer Training Centre.

ReadyAyeReady (2009). *Naval Toasts of the Day – Customs and Traditions: Naval toasts of the day*. Retrieved April 1, 2009 from <http://www.readyayeready.com/tradition/naval-toasts-of-theday.htm>.

#### PO 221

A-CR-CCP-121/PT-001 D Cdts 3. (2000). *Royal Canadian Army Cadet reference book*. Ottawa, ON: Department of National Defence.

ISBN 978-0-9740820-2-3 Tawrell, P. (2006). *Camping and wilderness survival: The ultimate outdoors book*. (2nd ed.). Lebanon, NH: Leonard Paul Tawrell.

ISBN 0-517-88783-5 Curtis, R. (1998). *The backpackers field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

Canadian Wildlife Service & Canadian Wildlife Federation. (2007). *Hinterland who's who – Species*. Retrieved 26 February 2007, from <http://www.hww.ca/hww.asp?id=1&pid0>.

ISBN 0-618-15313-6 Bowers, Nora, Bowers, Rick, and Kaufman, Kenn. (2004). *Kaufman focus guides: Mammals of north america*. New York, NY: Houghton Mifflin Company.

Parks Canada. (2007). *Bears and people: A guide to safety and conservation on the trail*. Retrieved 5 March 2007, from [http://www.pc.gc.ca/pn-np/inc/PM-MP/visit/visit12a\\_e.pdf](http://www.pc.gc.ca/pn-np/inc/PM-MP/visit/visit12a_e.pdf).

International Wolf Center. (2003). *Wolves and Humans – Are Wolves Dangerous to Humans ?* Retrieved 5 March 2007, from [http://www.wolf.org/wolves/learn/basic/pdf/wh\\_are\\_wolves\\_dangerous.pdf](http://www.wolf.org/wolves/learn/basic/pdf/wh_are_wolves_dangerous.pdf).

Waterton Park Information Services. (2007). *Reference information section*. Retrieved 5 March 2007, from <http://www.watertoninfo.com/r/pred.html>.

International Wolf Center. (2002). *Living with wolves: Tips for avoiding conflicts*. Retrieved 5 March 2007, from [http://www.wolf.org/wolves/learn/basic/pdf/wh\\_avoiding%20\\_conflict.pdf](http://www.wolf.org/wolves/learn/basic/pdf/wh_avoiding%20_conflict.pdf).

Minnesota Trappers Association. (2007). *Canadian Lynx*. Retrieved 12 March 2007, from <http://www.mntrappers.com/lynx.html>.

Manitoba Conservation. (2007). *Living with wildlife in Manitoba*. Retrieved 25 April 2007, from [http://www.gov.mb.ca/conservation/wildlife/problem\\_wildlife/pdf/coyote.html](http://www.gov.mb.ca/conservation/wildlife/problem_wildlife/pdf/coyote.html).

- The Hunting Outfitters. (2007). *The hunting outfitters*. Retrieved 9 February 2007, from <http://www.huntingoutfitters.com>.
- ISBN 1-894070-56-9 St. John Ambulance. (2006). *First aid training: first on the scene: Student reference guide*. Ottawa, ON: St. John Ambulance.
- St. John Ambulance Canada. (2004). *Seasonal safety tips: September 2004 be casual, not a casualty*. Retrieved 27 February 2007 from [http://www.sja.ca/English/safety\\_tips/safety\\_tips/September.asp](http://www.sja.ca/English/safety_tips/safety_tips/September.asp).
- ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket guide to knots and splices*. Edison, NJ: Chartwell Books, Inc.
- ISBN 0-688-01226-4 Bigon, M. and Regazzoni, G. (1982). *The morrow guide to knots*. New York: Quill/William Morrow.
- ISBN 0-00-265314-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
- B-GG-302-002/FP-001 FMC (1982). *Basic cold weather training: Arctic and sub-arctic operations (Vol 2)*. Ottawa, ON: Department of National Defence.
- A-85-269-001/FP-003 Canadian Forces. (1986). *Food service manual: Field feeding (Vol. 1)*. Ottawa, ON: Department of National Defence.
- Parks Canada. (2007). *Parks Canada*. Retrieved 22 February 2007, from [http://www.pc.gc.ca/agen/index\\_E.asp](http://www.pc.gc.ca/agen/index_E.asp).
- Canadian Wildlife Service & Canadian Wildlife Federation. (2007). *Hinterland who's who – Environment Canada's protected areas network*. Retrieved 22 February 2007, from <http://www.hww.ca/hww2.asp?cid=4&id=231>.
- Office of the Auditor General of Canada. (2007). *Office of the Auditor General of Canada*. Retrieved 22 February 2007, from <http://www.oag-bvg.gc.ca/domino/oag-bvg.nsf/html/menue.html>.
- Environment Canada. (2007). *Canada's Clean Air Act*. Retrieved 21 March 2007, from <http://www.ec.gc.ca/cleanair-airpur/default.asp?lang=En&n=6EBBF05D-1>.
- Natural Resources Canada. (2007). *About us*. Retrieved 21 March 2007, from [http://www.nrcan-rncan.gc.ca/inter/aboutus\\_e.html](http://www.nrcan-rncan.gc.ca/inter/aboutus_e.html).
- Environment Canada. (2004). *Canadian Wildlife Service: Focus on the Canadian Wildlife Service*. Retrieved 23 March 2007, from [http://www.cws-scf.ec.gc.ca/focus\\_e.cfm#targ1](http://www.cws-scf.ec.gc.ca/focus_e.cfm#targ1).
- Environment Canada. (2002). *The unfolding story of the Zebra Mussel in the St Lawrence River*. Retrieved 23 March 2007, from [http://www.qc.ec.gc.ca/csl/pub/pub004\\_e.html](http://www.qc.ec.gc.ca/csl/pub/pub004_e.html).
- PioneeringProjects.org (2004). *PioneeringProjects.org*. Retrieved 20 February 2007, from <http://www.pioneeringprojects.org/projects/index.htm>.
- ISBN 1-58238-092-9 Brockman F. C. (2001). *Trees of North America: A guide to field identification*. New York, USA: St. Martin's Press.
- Natural Resources Canada. (2002). *Provincial trees*. Retrieved 22 March 2007, from <http://cfl.scf.rncan.gc.ca/imfec-idecf/hosttrees.html>
- ISBN 0-425-10572-5 Brown T. with Morgan B. (1993). *Tom Brown field guide: Wilderness survival*. New York, NY: The Bertley Publishing Group.

PO 222

B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field sketching, compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.

A-CR-CCP-121/PT-001 D Cdts (2003). *Royal Canadian Army cadet reference book*. Ottawa, ON: Department of National Defence.

Canadian Orienteering Federation. (1985). *Orienteering level two coaching certification*. Ottawa, ON: Canadian Orienteering Federation.

ISBN 0-07-136110-3 Seidman, D. and Cleveland, P. (1995). *The essential wilderness navigator*. Camden, ME: Ragged Mountain Press.

ISBN 1-4018-0961-8 Ford, H. L. (2003). *Landscape surveying*. Florence, KY: Thomson Delmar Learning.

PO 223

(ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching 20th Anniversary*. (Rev. Ed.). Bolinas, CA: Shelter Publications Inc.

ISBN 0-517-8878-5 Curtis, R. (1998). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

ISBN 0-7627-0476-4 Roberts, H. (1999). *Basic essentials, backpacking*. Guilford, CT: The Globe Pequot Press.

ISBN 0-7566-0946-1 Berger, K. (2005). *Backpacking & hiking*. New York, NY: DK Publishing, Inc.

ISBN 978-0-7153-2254-3 Bagshaw, C. (Ed.). (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David & Charles.

Mountain Equipment Co-op. (2007). *Connect*. Retrieved 28 February 2007, from <http://www.mec.ca>.

Parks Canada. (2007). *National Parks of Canada*. Retrieved 28 February 2007, from <http://www.pc.gc.ca>.

The Alpine Club of Canada. (2007). *The Alpine Club of Canada Canada's National Mountaineering Organization*. Retrieved 28 February 2007, from <http://www.alpineclubofcanada.ca/index.html>.

Trails Canada. (2007). *Trails Canada*. Retrieved 28 February 2007, from <http://www.trailscanada.com>.

The Trans Canada Trail. (2007). *Welcome to Trans Canada Trail*. Retrieved 28 February 2007, from <http://www.tctrail.ca>.

Hike Ontario. (2007). *Hike Ontario*. Retrieved 28 February 2007, from <http://www.hikeontario.com>.

Mountain Equipment Co-op. (2007). *Learn packs and poles*. Retrieved 28 February 2007, from <http://www.mec.ca>.

OutdoorPlaces.com. (2004). *Buying guides, trekking poles*. Retrieved 17 April 2007, from [http://www.outdoorplaces.com/gear/buying\\_guide.htm](http://www.outdoorplaces.com/gear/buying_guide.htm).

PO 224

ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Paul Tawrell.

ISBN 0-517-88783-5 Curtis, R. (1998). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

B-GA-217-001/PT-001 *Down but not out*. (n.d.). Ottawa, ON: National Defence.

ISBN 0-425-10572-5 Brown, T & Morgan, B. (1983). *Tom Brown's field guide to wilderness survival*. New York, NY: The Berkley Publishing Group.

Ferri, G. (2000). *The psychology of wilderness survival*. Hanover, ON: Skyway Printing.

A-CR-CCP-121/PT-001 D Cdts 3 (2000). *Royal Canadian Army Cadet reference book*. Ottawa, ON: Department of National Defence.

A-CR-CCP-263/PT-001 / ISBN 0-9680390-5-7 MacDonald, A.F. & Peppler, I.L. (2000). *From the ground up*. Millennium edition. Ottawa, ON: Aviation Publishers Co. Limited.

ISBN 0-517-88783-5 Curtis, R. (1998). *The backpackers field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

ISBN 1-57990-468-8 Brotak, E. (2004). *Wild about weather*. New York, NY: Lark Books, A Division of Sterling Publishing Co., Inc.

ISBN 0-7566-0946-1 Berger, K. (2005). *Backpacking & hiking*. New York, NY: DK Publishing, Inc.

ISBN 0-00-265314-7 0-00-653140-7 Wiseman, J. (1999). *SAS survival handbook*. London: HarperCollins Publishers.

A-CR-CCP-107/PT-001 Department of National Defence (1978). *Royal Canadian Army Cadets course training plan adventure training*. Ottawa, ON: Department of National Defence.

ISBN 978-0-9740820-2-8 Tawrell, P. (2006). *Camping and wilderness survival: The ultimate outdoors book*. (2nd ed.). Lebanon, NH: Leonard Paul Tawrell.

Department Of Transportation. (2007). *Ground-to-air signals*. Retrieved 9 February 2007, from <http://www.tc.gc.ca/CivilAviation/publications/tp14371/SAS/4-0.htm>.

THIS PAGE INTENTIONALLY LEFT BLANK



## **CHAPTER 3**

### **CADET EVALUATION**

#### **PURPOSE**

1. This chapter outlines the specific evaluation requirements for achievement of Red Star qualification.

#### **LEARNER EVALUATION**

2. A-P9-050-000/PT-Z01, *Manual of Individual Training and Education*, Volume 1 defines learner evaluation as, “the assessment of progress made by participants during an instructional programme (formative evaluation) and of their achievement at the end of the programme (summative evaluation).”

#### **CADET EVALUATION DESIGN AND DEVELOPMENT**

3. Cadet evaluation is designed and developed incorporating contemporary professional practices from the fields of education and youth development as well as considering best practices in use within the Canadian Cadet Organizations (CCO).
4. Cadet evaluation is designed and developed so that all cadets are capable of achieving all POs and associated EOs. To motivate cadets to learn, cadet evaluation builds on success and confidence rather than demotivating cadets with failure and defeat.

#### **CP DEVELOPMENTAL PERIODS (DPs)**

5. The CP is designed across adolescent DPs adapted to suit the CP target population. Outlined in each DP are specific philosophies and approaches to learning and assessment that influence design, development and conduct of cadet training and assessment.
6. A DP is a time frame, during a cadet’s progression through the CP, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aim of the CP and contribute to the achievement of the CP outcomes.
7. Progressive training levels, and associated learning objectives, distinguish each DP; ensuring training is relevant, achievable and age-appropriate for the cadet population. DPs and associated training levels are designed to be completed in a sequential manner and are also fluid, which allows a cadet to progress to the next training level or DP while still working on completion of learning objectives from the previous level or DP.
8. The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located at Chapter 3, Annex A.

#### **CADET ASSESSMENT OF LEARNING**

9. The intent of Red Star cadet evaluation is to measure the extent of cadet participation in the scheduled mandatory and complementary training and make an assessment by comparing the level of participation to the minimum standard required for qualification.

#### **MONITORING CADET PROGRESS**

10. Cadets must meet the standard of behaviour and conduct expected from all cadets. The course officer during cadet interviews and personal counselling should adopt a proactive approach towards difficulties.
11. The course officer is encouraged to meet formally and informally with cadets throughout the training year to discuss the cadet’s progress towards Red Star qualification and to provide feedback on overall performance. At a minimum, it is expected that the course officer will meet with each cadet at the end of the training year

to review the completed Chapter 3, Annex B, Red Star Qualification Record. Guidelines for conducting cadet interviews are located at Chapter 3, Annex C.

12. Frequent absences from mandatory and complementary training that could result in the cadet not meeting the minimum standard, for Red Star qualification, must be addressed in accordance with CATO 15-22, *Conduct and Discipline – Cadets*.

### **TRAINING COUNSELLING SESSION**

13. A training counselling session is used when a cadet is having difficulties progressing and an intervention is required to set goals for corrective action and / or remedial instruction. The Trg O is responsible for conducting training counselling sessions, except in the case of cadet rank promotions for which the CO is responsible. Guidelines for conducting training counselling sessions are located at Annex E and the Training Counselling Session Form is located at Annex E, Appendix 1.

### **ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES**

14. No additional cadet evaluations (eg, theory tests, performance checks, etc.) are to be used to determine Red Star qualification eligibility. Therefore, these national standards are not to be supplemented with regional / local standards.

### **RED STAR QUALIFICATION STANDARD**

15. The minimum standard for Red Star qualification is:
- a. Sixty percent attendance in all scheduled mandatory and complementary training once becoming a member of the corps, as calculated by the cadet corps.
  - b. Successful completion of each PO as outlined in the Red Star Qualification Record located at Chapter 3, Annex B.

### **CADETS NOT MEETING THE QUALIFICATION STANDARD**

16. Cadets who do not meet the minimum qualification standard shall be given a reasonable opportunity to complete the training missed. If, by the end of the training year, the cadet still has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the corps CO shall consider:

- a. the legitimacy of the cadet's reason for failing to attain the PO;
- b. the cadet's mandatory and complementary training attendance; and
- c. the cadet's overall behaviour and performance.

17. Any cadet for whom a waiver has been issued will not be granted a Red Star Qualification. However, they will progress to Silver Star in the third year of their corps membership. If a CO has decided to not grant a waiver based on attendance and / or behaviour, a cadet may be held back to repeat Red Star.

18. Cadets who have been granted a waiver of the minimum qualification standard of Red Star and have progressed to Silver Star in the third year of their corps membership are expected to achieve the missing Red Star Qualification PO requirements. To facilitate this, cadets can concurrently receive credit for activities completed in Red Star as part of also achieving Silver Star.

## **RECORDING AND REPORTING ACHIEVEMENT**

19. The progress of each cadet shall be reported using the Red Star Qualification Record, Annex B, which is also used to determine successful completion of the Red Star Qualification. The results shall be recorded on, and placed in, the cadet's DND 2399, Cadet Personnel Record.

## **RED STAR CERTIFICATE OF QUALIFICATION**

20. The Cadet Certificate of Qualification, CF 558 (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Red Star Qualification.

THIS PAGE INTENTIONALLY LEFT BLANK

## ANNEX A

### CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS

Developmental Period (DP)	Developmental Period 1 (DP1)		Developmental Period 2 (DP2)		Developmental Period 3 (DP3)
<b>Ages</b>	<b>12 - 14</b>		<b>15 - 16</b>		<b>17 - 18</b>
<b>Years</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5+</b>
<b>DP Overview</b>	<i>Learning in the CP is designed around three progressive, DPs. The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP.</i>				
<b>Age-Appropriate Learning</b>	<b>Experience-based</b>		<b>Developmental</b>		<b>Competency</b>
<b>DP Description</b>	<i>The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.</i>		<i>The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.</i>		<i>The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.</i>
<b>Assessment Expectation</b>	<b>Participatory</b>		<b>Baseline Proficiency</b>		<b>Enhanced Proficiency</b>
<b>Assessment Purpose</b>	<ul style="list-style-type: none"> <li>Stimulation and maintenance of an enhanced interest in the CP</li> </ul> <p><u>NOTE:</u> Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.</p> <ul style="list-style-type: none"> <li>Exposure to a broad knowledge base and skill set</li> </ul> <p><u>NOTE:</u> CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest.</p>		<ul style="list-style-type: none"> <li>Development of a broad knowledge base and skill set as well as introducing reasoning proficiency</li> <li>Ongoing determination and development of specific specialty areas of interest and capability</li> <li>Recognition of enhanced proficiency achievement</li> <li>Ongoing stimulation and maintenance of an enhanced interest in the CP</li> </ul>		<ul style="list-style-type: none"> <li>Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and CP requirements</li> <li>Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency</li> <li>Ongoing recognition of enhanced proficiency achievement</li> <li>Ongoing stimulation and maintenance of an enhanced interest in the CP</li> </ul>

THIS PAGE INTENTIONALLY LEFT BLANK

**ANNEX B**  
**RED STAR QUALIFICATION RECORD**

Cadet's Name: \_\_\_\_\_ Corps: \_\_\_\_\_

***POs that are evaluated as "Incomplete" or "Completed":***

			<b>PO Assessment</b>	
<b>Topic</b>	<b>PO No.</b>	<b>Performance Statement</b>	<b>Incomplete</b>	<b>Completed</b>
Citizenship	X01	Participate in Citizenship Activities		
Community Service	X02	Perform Community Service		
Leadership	203	Demonstrate Leadership Attributes Within a Peer Setting		
Personal Fitness and Healthy Living	X04	Track Participation in Physical Activities		
Physical Activities	X05	Participate in Physical Activities		
Air Rifle Marksmanship	206	Fire the Cadet Air Rifle During Recreational Marksmanship		
General Cadet Knowledge	207	Serve in an Army Cadet Corps		
Drill and Ceremonial	208	Execute Drill as a Member of a Squad		
CAF Familiarization	X20	Participate in CAF Familiarization Activities		
Field Training	221	Perform the Duties of a Team Member During an Overnight Field Training Exercise		
Navigation	222	Navigate Along a Route Using a Map and Compass		
Trekking	223	Hike Along a Route as Part of an Overnight Exercise		
Wilderness Survival	224	Identify Immediate Actions to Take When Lost		

<b>Qualification Achieved</b>	<b>Yes</b>	<b>No</b>	<b>Training Officer</b>	
			Signature: _____	Date: _____

THIS PAGE INTENTIONALLY LEFT BLANK



## **ANNEX C**

### **CADET INTERVIEW GUIDELINES**

---

#### **GENERAL**

---

The purpose of conducting an interview is to discuss the cadet's expectations, personal goals and learning progress (assessment for learning), and to provide feedback on overall performance.

Meet with the cadet throughout their training to discuss their progress towards achieving the qualification and to revise their action plan.

---

#### **PRE-INTERVIEW INSTRUCTIONS**

---

Gather the required resources, such as the Cadet Interview Form (Appendix 1), training schedules, pen, paper, etc.

Have the cadets review any support materials so they are able to attend the interview prepared to discuss the specific topic areas, as well as their expectations and personal goals.

Schedule interviews to allow approximately 10-15 minutes per cadet.

---

#### **CONDUCT OF AN INTERVIEW**

---



Tips for a successful interview:

- Ask questions that will provoke thought; avoid “yes or no” questions.
- Manage time by ensuring the cadet stays 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 cadet time to respond to your questions.

1. Welcome the cadet.
2. Complete the Cadet Interview Form.
3. Have the cadet sign the Cadet Interview Form.
4. Sign the Cadet Interview Form.

---

#### **POST-INTERVIEW INSTRUCTIONS**

---

Place a copy of the Cadet Interview Form in the cadet's training file.

THIS PAGE INTENTIONALLY LEFT BLANK

**ANNEX C, APPENDIX 1**  
**CADET INTERVIEW FORM**

Name:	Rank:
Star Level:	Platoon:
<b>SECTION 1 – INITIAL INTERVIEW</b>	
<ol style="list-style-type: none"><li>1. What are your expectations for this star level?</li><li>2. Do you have any questions about the training, schedule and / or assessment?</li><li>3. What activities are you most excited about?</li><li>4. What are your strengths?</li><li>5. What are some areas you would like to improve?</li><li>6. What personal goals would you like to attain? What steps will you take to achieve those goals?</li><li>7. Is there anything we should know to help make your training experience enjoyable (learning needs, allergies, etc.)?</li></ol>	
<b>NOTES</b>	
Cadet's Signature:	
Officer's Signature:	Date:

## **SECTION 2 – PERFORMANCE INTERVIEW**

1. So far, is this star level meeting your expectations? If not, what can we do to meet those expectations?
2. Are there any areas of excitement or concern you would like to highlight?
3. How do you feel about your progress? \*
4. What are some areas you would like to improve?
5. What personal goals would you like to establish?

\* Give the cadet feedback on their progress and their overall performance highlighting any gaps that may exist between their self-assessment and your observations. Points to discuss may include attendance, participation, etc.

### **ACTION PLAN**

Work with the cadet to make an action plan that takes into consideration their goals and the training requirements. The action plan is a mutually agreed upon set of steps that the cadet commits to taking to reach their goals. It should be realistic and achievable and written using positive language.

### **NOTES**

Cadet's Signature:

Officer's Signature:

Date:

**SECTION 3 – FINAL INTERVIEW**

1. How did you enjoy this star level?
2. What were some of your likes and dislikes about the training? How could it be improved?
3. How can you apply what you have learned inside and outside of cadets?
4. What are some new personal goals you want to establish?
5. What upcoming training opportunities interest you?

\* Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives. Where a waiver has been granted, explain to the cadet what this means and what they will be required to do in the following year to meet the current qualification requirements.

**NOTES**

Cadet's Signature:

Officer's Signature:

Date:

THIS PAGE INTENTIONALLY LEFT BLANK

## ANNEX D

### TRAINING COUNSELLING SESSION GUIDELINES

---

#### GENERAL

---

The purpose of the Training Counselling Session (TCS) is to formally meet with a cadet who is having difficulty achieving and / or maintaining qualification standards and to create an action plan to assist this cadet.

---

#### PRE-COUNSELLING SESSION INSTRUCTIONS

---

Gather the required resources, such as TCS Form, cadet's training file, pen, paper, etc.

Review the cadet's training file and discuss their performance with other staff members as required.

Complete Section 1 of the TCS Form.

---

#### CONDUCT OF COUNSELLING SESSION

---



Tips for a successful interview:

- Ask questions that will provoke thought; avoid “yes or no” questions.
- Manage time by ensuring the cadet stays 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 cadet time to respond to your questions.

1. Welcome the cadet.
2. Complete Sections 2 and 3 of the TCS Form.
3. Have the cadet sign the TCS Form.
4. Sign the TCS Form.

---

#### POST-COUNSELLING SESSION INSTRUCTIONS

---

The goal of conducting training counselling is to guide a cadet towards success in the Cadet Program. Following the training counselling session the Training Officer shall meet with the CO to discuss the outcome of the session and any further steps required.

The Commanding Officer shall contact the guardian to open the lines of dialogue and include them in the action plan.

THIS PAGE INTENTIONALLY LEFT BLANK



**ANNEX D, APPENDIX 1**  
**TRAINING COUNSELLING SESSION FORM**

<b>SECTION 1 – BACKGROUND INFORMATION</b>	
Name:	Rank:
Star Level:	Platoon:
Circumstances requiring TCS:	
Overall training progress (eg, seriousness of failure, performance in related POs, any previous difficulty and action taken, performance / behaviour, etc.):	
<b>SECTION 2 – SESSION FINDINGS</b>	
<ol style="list-style-type: none"><li>1. Inform the cadet they are not achieving and / or maintaining qualification standards and that you are meeting to help them correct the situation.</li><li>2. Discuss the following:<ul style="list-style-type: none"><li>• Circumstances affecting training progress</li><li>• Any previous difficulty and action taken (eg, whether or not help / additional training was provided)</li><li>• Overall performance / behaviour of cadet (eg, attendance, effort, motivation, attitude)</li></ul></li></ol>	

**SECTION 3 – SESSION RECOMMENDATIONS (ACTION PLAN)**

With the cadet, create an action plan that highlights the actions required for success.

Brief the cadet on the consequences should no improvement be noticed.

Cadet's Signature:

Training Officer's Signature:

Date:

**SECTION 4 – COMMANDING OFFICER REVIEW**

Record any discussion with parents regarding the progress of the cadet.

Commanding Officer's Signature:

Date:

## **CHAPTER 4**

### **PERFORMANCE OBJECTIVES**

#### **CITIZENSHIP**

##### **1. PO X01 – Participate in Citizenship Activities**

This PO and its associated EOs are located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK

**COMMUNITY SERVICE**

1. **PO X02 – Perform Community Service**

This PO and its associated EOs are located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK

**PO 203**

1. **Performance:** Demonstrate Leadership Attributes Within a Peer Setting
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard:** In accordance with specified references, the cadet will demonstrate leadership attributes within a peer setting by:
  - a. positively contributing to a group;
  - b. displaying a positive attitude towards learning; and
  - c. being accountable for personal actions and choices.
4. **Remarks:** N/A.
5. **Complementary Material:**
  - a. Complementary material associated with PO 203 is designed to enhance the cadet's ability to demonstrate leadership attributes:
    - (1) EO C203.01 (Record Entries in a Reflective Journal);
    - (2) EO C203.02 (Employ Problem Solving);
    - (3) EO C203.03 (Discuss Characteristics of a Leader);
    - (4) EO C203.04 (Participate in a Presentation Given by a Leader);
    - (5) EO C203.05 (Participate in Trust-Building Activities); and
    - (6) EO C203.06 (Participate in Problem-Solving Activities).
  - b. Complementary training associated with PO 203 is limited to a total of 11 periods, which may be conducted during sessions or on a supported day. Corps are not required to use all 11 periods.

THIS PAGE INTENTIONALLY LEFT BLANK



**EO M203.01**

1. **Performance:** Discuss Leadership Within a Peer Setting
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall discuss leadership within a peer setting.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain leadership within a peer setting, to include:</p> <ol style="list-style-type: none"> <li>a. responsibilities of a Red Star cadet, to include:               <ol style="list-style-type: none"> <li>(1) following the chain of command;</li> <li>(2) setting the example;</li> <li>(3) being firm, fair and friendly;</li> <li>(4) being respectful to superiors and subordinates;</li> <li>(5) being aware of safety hazards;</li> <li>(6) displaying initiative; and</li> <li>(7) setting goals; and</li> </ol> </li> <li>b. corps specific Red Star cadet responsibilities.</li> </ol>	Interactive Lecture	15 min	C0-134
TP2	<p>Conduct a goal mapping activity by having the cadets record:</p> <ol style="list-style-type: none"> <li>a. short-term goals achievable at the corps, such as:               <ol style="list-style-type: none"> <li>(1) improving their uniform;</li> <li>(2) improving their drill;</li> <li>(3) attending all parade nights, etc.;</li> </ol> </li> </ol>	In-Class Activity	10 min	C0-022 (pp. 39 to 42)

TP	Description	Method	Time	Refs
	b. long-term goals for the training year, such as: (1) getting promoted; (2) achieving perfect attendance; and (3) attending summer training, etc.; and c. the steps the cadets must take to achieve these goals.			

5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Interactive Lecture:	15 min
c.	In-Class Activity:	10 min
d.	Total:	30 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to orient the cadets to junior leadership, to generate interest and present basic material.
- b. An in-class activity was chosen for TP2 as an interactive way to provoke thought, stimulate an interest among cadets and present leadership within a peer setting.

7. **References:**

- a. C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- b. C0-134 (ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Nashville, TN: Thomas Nelson Publishers.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids:** Goal mapping template located at A-CR-CCP-702/PF-001, Chapter 3, Annex A.

10. **Test Details:** N/A.

11. **Remarks:** The list of responsibilities in TP1 is not exhaustive. For each corps Red Star cadet responsibilities may vary.

**EO M203.02**

1. **Performance:** Discuss the Principles of Leadership
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall discuss the principles of leadership.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the principles of leadership, to include: <ol style="list-style-type: none"> <li>a. leadership is influence;</li> <li>b. influence can be positive or negative; and</li> <li>c. leadership can create opportunities in life.</li> </ol>	Interactive Lecture	5 min	C0-112 (pp. 1 to 5)
TP2	Share brief narratives of youth who have influenced the environment or their community in a positive way and created opportunity for their future or the future of others.	Interactive Lecture	10 min	C0-113 (pp. 103 and 107) C0-131 C0-132
TP3	Discuss a peer leader who has influenced the environment or the community in a positive way.	Group Discussion	10 min	

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 15 min
  - c. Group Discussion: 10 min
  - d. Total: 30 min
6. **Substantiation:**
  - a. An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the principles of leadership, to generate interest and to present basic material.
  - b. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about leaders who display positive influence.

7. **References:**

- a. C0-112 (ISBN 0-8407-6744-7) Maxwell, J. C. (1993). *Developing the Leader Within You*. Nashville, Tennessee: Thomas Nelson Inc. Publishers.
- b. C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean, S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.
- c. C0-131 *Free the Children*. (2007). Craig Kielburger biography. Retrieved 13 March 2007, from <http://www.freethechildren.com/aboutus/craigmarg/craigkielburger.htm>.
- d. C0-132 Kidz World. (2007). *Teen Protects White Bear*. Retrieved 13 March 2007, from <http://www.kidzworld.com/article/1065-teen-protects-white-bear>.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids:** Narratives of youth who have positively influenced the environment or their community.

10. **Test Details:** N/A.

11. **Remarks:** Instructors are encouraged to research recent newsworthy articles of youth in the area that have positively influenced the environment or their community, to share as in-class stories.

**EO M203.03**

1. **Performance:** Discuss Effective Communication in a Peer Setting
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall discuss effective communication in a peer setting.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss how communication is fundamental to influencing others, to include: <ol style="list-style-type: none"> <li>a. effective communication as a skill;</li> <li>b. aspects of non-verbal communication; and</li> <li>c. sending, receiving, and responding to messages.</li> </ol>	Interactive Lecture	10 min	C0-115 (pp. 43 and 44) C0-144 (p. 18)
TP2	Explain the three styles of communication, to include: <ol style="list-style-type: none"> <li>a. aggressive communication;</li> <li>b. passive communication; and</li> <li>c. assertive communication.</li> </ol>	Interactive Lecture	5 min	C0-022 (pp. 211 and 212)
TP3	Discuss assertive communication, to include: <ol style="list-style-type: none"> <li>a. using "I" statements; and</li> <li>b. active listening skills.</li> </ol>	Interactive Lecture	10 min	C0-022 (pp. 230 to 234) C0-144 (p. 13)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to effective communication in a peer setting, to generate interest and to present basic material.

7. **References:**

- a. C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiots Guide to Clear Communications*. USA: Pearson Education, Inc.
- b. C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.
- c. C0-144 (ISBN TBA) Colver, E. & Reid, M. (2001). *Peacebuilders 2: Peer Helping*. Ottawa, ON: YouCAN.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:** N/A.

**EO M203.04**

1. **Performance:** Demonstrate Positive Group Dynamics
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, and while in a peer group setting, the cadet shall demonstrate positive group dynamics, to include:
  - a. contributing to group goals;
  - b. exhibiting trust in the group;
  - c. creating a safe environment for others to share their opinions;
  - d. following the leader;
  - e. finishing the task;
  - f. displaying esprit de corps; and
  - g. appreciating others within the group.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss positive group dynamics.	Group Discussion	10 min	
TP2	Explain how to display positive group dynamics, by: <ol style="list-style-type: none"> <li>a. contributing to group discussions by providing input;</li> <li>b. motivating yourself;</li> <li>c. ensuring your group goals are consistent with the aims of the CCM;</li> <li>d. trying new things;</li> <li>e. being sensitive to other points of view;</li> <li>f. knowing your teammates' strengths and weaknesses;</li> <li>g. increasing your self-confidence through positive self-talk;</li> <li>h. being cooperative;</li> </ol>	Interactive Lecture	25 min	C0-028 C0-114 (p. 12) C0-115

TP	Description	Method	Time	Refs
	i. resolving conflicts as quickly as possible at the lowest and most appropriate level; and j. celebrating successes.			
TP3	Demonstrate positive group dynamics.	In-Class Activity	15 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Group Discussion:          | 10 min |
| c. | Interactive Lecture:       | 25 min |
| d. | In-Class Activity:         | 15 min |
| e. | Total:                     | 60 min |

6. **Substantiation:**

- A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about positive group dynamics.
- An interactive lecture was chosen for TP2 to orient the cadets to positive group dynamics, to generate interest and to present basic material.
- An in-class activity was chosen for TP3 as an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

- C0-028 (ISBN 0-07-046513-4) Newstrom, J. & Scannell, E. (1998). *The Big Book of Team Building Games*. USA: McGraw-Hill Companies.
- C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. USA: Alpha Books.
- C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:** The instructor shall provide a safe learning and team-building environment in which the cadets will display and demonstrate positive group dynamics.



**EO M203.05**

1. **Performance:** Discuss Influence Behaviours
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall discuss influence behaviours, to include:
  - a. the directive approach;
  - b. the persuasive approach; and
  - c. the participative approach.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Perform in a skit to portray the directive influence behaviour.	In-Class Activity	5 min	A0-047 A0-048
TP2	Perform in a skit to portray the persuasive influence behaviour.	In-Class Activity	5 min	A0-047 A0-048
TP3	Perform in a skit to portray the participative influence behaviour.	In-Class Activity	5 min	A0-047 A0-048
TP4	Discuss situations in which cadets may employ the various influence behaviours in peer group settings, to include: <ol style="list-style-type: none"> <li>a. at cadets; and</li> <li>b. at school, etc.</li> </ol>	Group Discussion	10 min	C0-113 (pp. 88 to 91 and 164) C0-115

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. In-Class Activity: 15 min
  - c. Group Discussion: 10 min
  - d. Total: 30 min

6. **Substantiation:**

- a. An in-class activity was chosen for TP1 to TP3 as an interactive way to provoke thought and stimulate interest among cadets.
- b. A group discussion was chosen for TP4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about influence behaviours.

7. **References:**

- a. A0-047 A-PA-005-000/AP-004 DND. (2005). *Leadership in the Canadian Forces: Conceptual foundations*. Ottawa, ON: Department of National Defence.
- b. A0-048 A-PA-005-000/AP-003 DND. (2005). *Leadership in the Canadian Forces: Doctrine*. Ottawa, ON: Department of National Defence.
- c. C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean, S. M. (1995). *Leadership for students: A practical guide for ages 8-18*. Waco, Texas: Prufrock Press.
- d. C0-115 (ISBN 0-7879-4059) Van Linden, J.A. & Fertman, C.I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids:** Skits found at A-CR-CCP-702/PF-001, Chapter 3, Annexes B, C and D.

10. **Test Details:** N/A.

11. **Remarks:** N/A.

**EO M203.06**

1. **Performance:** Employ Problem Solving
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall employ problem solving.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain problem-solving, to include: <ol style="list-style-type: none"> <li>a. trial and error analysis; and</li> <li>b. logical analysis; and</li> </ol> Steps in the problem-solving process, to include: <ol style="list-style-type: none"> <li>a. confirming the task;</li> <li>b. identifying the problem;</li> <li>c. determining the critical factor;</li> <li>d. developing alternate solutions;</li> <li>e. comparing alternatives;</li> <li>f. determining the best solution;</li> <li>g. implementing the solution; and</li> <li>h. evaluating the plan and the implementation.</li> </ol>	Interactive Lecture	20 min	A2-036 C0-115 (pp. 45 and 46) C0-135 (pp. 221 to 223)
TP2	Conduct a writing activity where cadets solve problems using the technique from TP1.	In-Class Activity	10 min	C0-115 (pp. 45 and 46)
TP3	Conduct a discussion where cadets explain their choices from the problem-solving exercise.	Group Discussion	20 min	C0-115 (pp. 45 and 46)

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. Interactive Lecture: 20 min
  - c. In-Class Activity: 10 min
  - d. Group Discussion: 20 min
  - e. Total: 60 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to orient the cadets to problem solving.
- b. An in-class activity was chosen for TP2 as an interactive way to provoke thought, stimulate interest among cadets and present problem-solving.
- c. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, and opinions about problem-solving.

7. **References:**

- a. A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- b. C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.
- c. C0-135 (ISBN 0-7645-5176-0) Loeb, M. & Kindel, S. (1999). *Leadership for Dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- b. Scenarios of problems.

9. **Learning Aids:** Scenarios of problems.

10. **Test Details:** N/A.

11. **Remarks:** N/A.

**EO M203.07**

1. **Performance:** Discuss Personal Integrity as a Quality of Leadership
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall discuss personal integrity as a quality of leadership.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain personal integrity, to include: <ol style="list-style-type: none"> <li>a. the definition of integrity;</li> <li>b. that personal integrity is the foundation of leadership;</li> <li>c. that personal integrity ensures the leader will be consistent because the leader's beliefs will be mirrored by his actions; and</li> <li>d. that to earn the trust of others, a leader must lead by example because their words and actions must match.</li> </ol>	Interactive Lecture	5 min	C0-112 (pp. 35 to 47)
TP2	Conduct an activity where cadets brainstorm where they have seen integrity displayed within their peer group, to include: <ol style="list-style-type: none"> <li>a. honesty;</li> <li>b. honour;</li> <li>c. good character;</li> <li>d. decency;</li> <li>e. fairness;</li> <li>f. sincerity; and</li> <li>g. trustworthiness, etc.</li> </ol>	In-Class Activity	5 min	
TP3	Conduct an activity where cadets create a poster that shows an example of integrity. The poster may be in the form of a drawing, map, a saying, etc.	In-Class Activity	15 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | Interactive Lecture:       | 5 min  |
| c. | In-Class Activity:         | 20 min |
| d. | Total:                     | 30 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to orient the cadets to personal integrity as a quality of leadership.
- b. An in-class activity was chosen for TP2 and TP3 as an interactive way to provoke thought, stimulate interest among cadets and present personal integrity as a quality of leadership.

7. **References:** C0-112 (ISBN 0-8407-6744-7) Maxwell, J. C. (1993). *Developing the Leader Within You*. Nashville, Tennessee: Thomas Nelson Inc. Publishers.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids:**

- a. Pencil crayons/felt markers, and
- b. 8.5 x 14 inch paper.

10. **Test Details:** N/A.

11. **Remarks:** N/A.

**EO M203.08**

1. **Performance:** Participate in Team-Building Activities
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall participate in team-building activities.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct team-building activities through trust games.	In-Class Activity	25 min	C0-152 C1-006 (pp. 79 to 95)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. In-Class Activity: 25 min
  - c. Total: 30 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is a fun and challenging way to expand the cadet's knowledge of team-building activities and reinforce their appreciation of the fundamentals of leadership.
7. **References:**
  - a. C0-152 Wilderdom. (2007). *Index to Group Activities, Games, Exercises and Initiatives: Trust-Building Activities*. Retrieved 26 April 2007, from <http://wilderdom.com/games/descriptions/SliceNDice.html>.
  - b. C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. USA: Kendall/Hunt Publishing Company.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK



**EO C203.01**

1. **Performance:** Record Entries in a Reflective Journal
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with *Leadership For Students: A Practical Guide for Ages 8-18*, the cadet shall record entries in a reflective journal after a specific training activity, by writing, mapping, or drawing.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity during which cadets record their thoughts on the leadership they displayed and the leadership they observed on a specific training activity.	In-Class Activity	25 min	C0-113 (pp. 122 to 131)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. In-Class Activity: 25 min
  - c. Total: 3 x 30 min
6. **Substantiation:** An in-class activity was chosen for this lesson to reinforce leadership principles and characteristics and to provoke thought. It also allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about a recent team-building or training activity.
7. **References:** C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.
8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** Template of questions for reflection.
10. **Test Details:** N/A.
11. **Remarks:**
  - a. This EO should follow a significant practical activity such as a tour, a field exercise or EO M203.08 (Participate in Team-building Activities).
  - b. This EO has been allocated three periods. Corps may conduct this training more than once a year.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C203.02**

1. **Performance:** Employ Problem Solving
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, and as a member of a group of no more than four, the cadet shall employ problem solving by:
  - a. completing the activities, scenarios or simulations provided; and
  - b. peer sharing:
    - (1) the decision made; and
    - (2) the reason for the decision.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where cadets solve problems using logical analysis by: <ol style="list-style-type: none"> <li>a. confirming the task;</li> <li>b. identifying the problem;</li> <li>c. determining the critical factor;</li> <li>d. developing an alternate solution;</li> <li>e. comparing alternate solutions;</li> <li>f. determining the best solution;</li> <li>g. implementing the solution; and</li> <li>h. evaluating the plan and implementation.</li> </ol>	In-Class Activity	25 min	C0-115 (pp. 45 and 46) A2-036
TP2	Conduct a group discussion where cadets explain their choices from the problem-solving exercise.	Group Discussion	25 min	

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. In-Class Activity: 25 min
  - c. Group Discussion: 25 min
  - d. Total: 60 min

6. **Substantiation:**

- a. An in-class activity was chosen for TP1 as an interactive way to provoke thought and stimulate interest among cadets.
- b. A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about problem solving.

7. **References:**

- a. A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- b. C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- b. Scenarios of problems.

9. **Learning Aids:** Scenarios of problems.

10. **Test Details:** N/A.

11. **Remarks:** N/A.

**EO C203.03**

1. **Performance:** Discuss Characteristics of a Leader
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with *Leadership for Students: A Practical Guide for Ages 8-18*, the cadet shall discuss the characteristics of a leader, to include:
  - a. choosing a specific leader; and
  - b. sharing the characteristics of their leader.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	In a group of no more than four, have the cadets discuss their study of a specific leader.	In-Class Activity	30 min	C0-113 (pp. 162 to 166)
TP2	Conduct a group discussion where cadets volunteer to share their study of a specific leader with the entire group.	Group Discussion	20 min	C0-113 (pp. 162 to 166)

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. In-Class Activity: 30 min
  - c. Group Discussion: 20 min
  - d. Total: 60 min
6. **Substantiation:**
  - a. An in-class activity was chosen for TP1 to reinforce leadership principles to provoke thought.
  - b. A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about characteristics of a leader.
7. **References:** C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.
8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** N/A.

10. **Test Details:** N/A.
11. **Remarks:** Cadets will need to research a specific leader of their choice (a military person, political leader, pastor, teacher, etc.), in advance, and bring information or knowledge about that person to the class.

**EO C203.04**

1. **Performance:** Participate in a Presentation Given by a Leader
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough for the entire group.
3. **Standard:** The cadet shall participate in a presentation given by a leader.
4. **Teaching Points:** The leadership guest speaker is asked to:
  - a. describe their leadership characteristics, to include:
    - (1) their principles of leadership; and
    - (2) their qualities as a leader; and
  - b. facilitate a question and answer period.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Interactive Lecture:	50 min
c. Total:	60 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to review, clarify, emphasize and summarize the teaching points.
7. **References:** N/A.
8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:**
  - a. This EO is not to be conducted by corps personnel so as to expose cadets to other leaders.
  - b. This EO may be duplicated by using a variety of leaders during optional periods in the training schedule.
  - c. Required training aids should be determined by contacting the speaker prior to the presentation.
  - d. There is no instructional guide for the lesson.

THIS PAGE INTENTIONALLY LEFT BLANK



**EO C203.05**

1. **Performance:** Participate in Trust-Building Activities
2. **Conditions:**
  - a. Given:
    - (1) a blindfold;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*, the cadet shall participate in team-building activities, using problem-solving techniques and reflective thinking skills.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct team-building activities through trust games.	Experiential	25 min	C0-077 (pp. 79 to 95)
5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. In-Class Activity: 25 min
  - c. Total: 30 min
6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience trust-building activities and define that experience on a personal level.
7. **References:** C0-077 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver bullets: A guide to Initiative Problems, Adventures Games and Trust Activities*. USA: Kendall/Hunt Publishing Company.
8. **Training Aids:** A blindfold.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C203.06**

1. **Performance:** Participate in Problem-Solving Activities
2. **Conditions:**
  - a. Given:
    - (1) a stopwatch;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*, the cadet shall participate in team-building activities, using problem-solving techniques and reflective thinking skills.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct team-building activities through problem-solving games.	Experiential	25 min	C0-077 (pp. 110 to 123)
5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. In-Class Activity: 50 min
  - c. Total: 60 min
6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience trust-building activities and define that experience on a personal level.
7. **References:** C0-077 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. USA: Kendall/Hunt Publishing Company.
8. **Training Aids:** A stopwatch.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

**PERSONAL FITNESS AND HEALTHY LIVING**

**1. PO X04 – Track Participation in Physical Activities**

This PO and its associated EOs are located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK

**PHYSICAL ACTIVITIES**

1. **PO X05 – Participate in Physical Activities**

This PO and its associated EOs are located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK



**PO 206**

1. **Performance:** Fire the Cadet Air Rifle During Recreational Marksmanship
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle safety rod;
    - (3) safety glasses/goggles;
    - (4) air rifle pellets;
    - (5) target frame;
    - (6) suitable target;
    - (7) local Range Standing Orders;
    - (8) supervision; and
    - (9) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, Chapter 1, Section 8.
3. **Standard:** In accordance with specified references, the cadet will fire the cadet air rifle while participating in recreational marksmanship by:
  - a. carrying out safety precautions;
  - b. applying basic marksmanship techniques; and
  - c. following the rules of and commands given on a range.
4. **Remarks:** All range practices must be conducted by a Range Safety Officer (RSO).
5. **Complementary Material:**
  - a. Complementary material associated with PO 206 is designed to enhance the cadet's air rifle marksmanship experience, to include:
    - (1) EO C206.01 (Practice Holding Techniques);
    - (2) EO C206.02 (Practice Aiming Techniques); and
    - (3) EO C206.03 (Practice Firing Techniques).
  - b. Some complementary training offered in the Green Star Program may be selected as complementary training in the Red Star Program, specifically EO C106.01 (Participate in Recreational Air Rifle Marksmanship).
  - c. When selecting complementary material from the Green Star Program, training staff shall review the applicable performance objective, lesson specification, and instructional guide.

- d. Complementary training associated with PO 206 is limited to a total of ten periods conducted during sessions or on a supported day. No more than four periods in total shall be used to support EOs C206.01 to C206.03, *Marksmanship Techniques*. Corps are not required to use all ten periods.
- e. It is not necessary to conduct these EOs in sequential order; however, corps choosing to capitalize on marksmanship training should complete EOs C206.01 to C206.03, *Marksmanship Techniques*, prior to conducting EO C106.01 (Participate in Recreational Air Rifle Marksmanship).

**EO M206.01**

1. **Performance:** Participate in a Recreational Marksmanship Activity
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle safety rod;
    - (3) safety glasses/goggles;
    - (4) air rifle pellets;
    - (5) target frame;
    - (6) suitable target;
    - (7) shooting mat;
    - (8) local range standing orders;
    - (9) supervision; and
    - (10) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard:** In accordance with specified references, the cadet shall participate in a recreational marksmanship activity.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a range briefing, to include: <ol style="list-style-type: none"> <li>a. explaining pertinent sections of range standing orders;</li> <li>b. reviewing general rules observed on all ranges;</li> <li>c. reviewing commands used on an air rifle range;</li> <li>d. describing the layout of the range; and</li> <li>e. reviewing hand-washing procedures on completion of firing.</li> </ol>	Interactive Lecture	10 min	A0-027 (p. 1-3-4 and pp. 1-8-1 to 1-8-4)
TP2	Supervise the cadets' participation in a recreational marksmanship activity, choosing from the following categories: <ol style="list-style-type: none"> <li>a. classification;</li> <li>b. fun activities;</li> </ol>	Practical Activity	70 min	

TP	Description	Method	Time	Refs
	c. timed activities; or d. competitive team/individual activities.			

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 10 min |
| c. | Practical Activity:        | 70 min |
| d. | Total:                     | 90 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP1 to present important information about the marksmanship activity.
- A practical activity was chosen for TP2 as it is an interactive way to allow cadets 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.

7. **References:**

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- A0-041 CATO 14-41 D Cdts 4. (2005). *Marksmanship Classification*. Ottawa ON: Department of National Defence.
- C0-103 Free Fever. (ND). *Free Space Shuttle Clip Art*. Retrieved 21 February 2007, from <http://www.freefever.com/freeclipart/spaceshuttle.html>.
- C0-109 Eight Planets. (ND). *Moon*. Retrieved 21 February 2007, from <http://luna.eightplanets.net/>.
- C0-110 H2O University. (ND). *Moon*. Retrieved 21 February 2007, from [http://www.h2ouniversity.org/html/K2\\_facts\\_earth.html](http://www.h2ouniversity.org/html/K2_facts_earth.html).

8. **Training Aids:**

- Cadet air rifle;
- Cadet air rifle safety rod;
- Safety glasses/goggles;
- Air rifle pellets;
- Target frame;
- Suitable target;
- Shooting mat;
- Flags (red and green); and
- Local range standing orders.

9. **Learning Aids:**
  - a. Cadet air rifle;
  - b. Cadet air rifle safety rod;
  - c. Safety glasses/goggles;
  - d. 50 air rifle pellets;
  - e. Target frame;
  - f. 5 suitable targets; and
  - g. Shooting mat.
10. **Test Details:** N/A.
11. **Remarks:** Cadets must successfully complete the Cadet Air Rifle Handling Test (located in A-CR-CCP-701/PG-001, Chapter 3, Annex C) prior to firing pellets or cleaning pellets on an air rifle range.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C206.01**

1. **Performance:** Practice Holding Techniques
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle sling;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or an air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet shall practice holding techniques, to include:
  - a. adopting the prone position; and
  - b. holding the cadet air rifle, using the cadet air rifle sling for support.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain and demonstrate adopting the prone position, ensuring: <ol style="list-style-type: none"> <li>a. the bodyweight is equally distributed;</li> <li>b. the position is consistent throughout the relay;</li> <li>c. the body forms a 5–20 degree angle to the line of sight;</li> <li>d. the body and spine are straight;</li> <li>e. the left leg is parallel with the spine;</li> <li>f. the right foot is straight out or turned to the right;</li> <li>g. the left foot is straight behind on the toe or pointed to the right; and</li> <li>h. the right knee is brought up so the thigh forms a 30–45 degree angle with the left leg.</li> </ol>	Demonstration	5 min	A0-027 (p. 2-7)
TP2	Explain and demonstrate holding techniques using the cadet air rifle sling, to include: <ol style="list-style-type: none"> <li>a. assembling the sling;</li> <li>b. positioning the sling on the arm;</li> <li>c. adjusting the arm loop;</li> </ol>	Demonstration	10 min	A0-027 (pp. 2-7 and 2-8)

TP	Description	Method	Time	Refs
	d. attaching the sling to the cadet air rifle; e. adjusting the rifle loop.			
TP3	Conduct a holding technique activity to include: a. the prone position; and b. the use of a sling.	Performance	10 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | Demonstration:             | 15 min |
| c. | Performance:               | 10 min |
| d. | Total:                     | 30 min |

6. **Substantiation:**

- Demonstration was chosen for TP1 and TP2 as it allows the instructor to explain and demonstrate the holding techniques that the cadet is expected to acquire.
- Performance was chosen for TP3 as it provides an opportunity for the cadets to practice holding techniques under supervision.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- Cadet air rifle;
- Cadet air rifle sling; and
- Shooting mat (if available).

9. **Learning Aids:**

- Cadet air rifle;
- Cadet air rifle sling; and
- Shooting mat (if available).

10. **Test Details:** N/A.

11. **Remarks:**

- Instructions may be modified for left-handed cadets (eg, switching left hand/foot when instructions call for right hand/foot).
- This EO is intended to enhance and further develop techniques taught in EO M106.03 (Apply Basic Marksmanship Techniques).



**EO C206.02**

1. **Performance:** Practice Aiming Techniques
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) suitable target;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or an air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet shall practice aiming techniques, to include:
  - a. determining the proper eye usage;
  - b. identifying aspects of aiming; and
  - c. applying breathing techniques.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have cadets practice proper eye usage, to include: <ol style="list-style-type: none"> <li>a. determining the master eye;</li> <li>b. firing with both eyes open; and</li> <li>c. avoiding fixed vision.</li> </ol>	Demonstration and Performance	15 min	A0-027 (p. 2-10)
TP2	Identify and explain aspects of aiming, to include: <ol style="list-style-type: none"> <li>a. the sight system of the cadet air rifle, to include:               <ol style="list-style-type: none"> <li>(1) the front sight; and</li> <li>(2) the rear sight, to include:                   <ol style="list-style-type: none"> <li>(a) peep sight;</li> <li>(b) elevation; and</li> <li>(c) windage.</li> </ol> </li> </ol> </li> </ol>	Interactive Lecture	25 min	A0-027 (p. 2-11)

TP	Description	Method	Time	Refs
	b. natural head position; and c. eye relief.  <b>Note:</b> Explain that elevation is the up and down movement, and windage is the left and right movement of the rear sights. Adjusting sights will not be covered at this time.			
TP3	Explain, demonstrate and have cadets practice marksmanship-related breathing, to include: a. discussing the importance of controlled breathing in marksmanship; and b. achieving a controlled breathing sequence.	Demonstration and Performance	15 min	A0-027 (p. 2-12)

5. **Time:**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion:     | 5 min  |
| b. | Demonstration and Performance: | 30 min |
| c. | Interactive Lecture:           | 25 min |
| d. | Total:                         | 60 min |

6. **Substantiation:**

- Demonstration and performance was chosen for TP1 and TP3 as it allows the instructor to explain and demonstrate aiming techniques while providing an opportunity for the cadets to practice these skills under supervision.
- An interactive lecture was chosen for TP2 to introduce the aspects of aiming.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- Cadet air rifle;
- Cadet air rifle sling;
- Suitable target; and
- Shooting mat (if available).

9. **Learning Aids:**

- Cadet air rifle;
- Cadet air rifle sling;
- Suitable target; and
- Shooting mat (if available).

10. **Test Details:** N/A.
11. **Remarks:** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C206.03**

1. **Performance:** Practice Firing Techniques
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or an air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard:** IAW A-CR-CCP-177/PT-001, while holding the cadet air rifle in the prone position, the cadet shall practice firing techniques, to include:
  - a. practicing natural alignment;
  - b. demonstrating trigger control; and
  - c. defining follow-through.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets practice natural alignment by: <ol style="list-style-type: none"> <li>a. adopting a comfortable prone position;</li> <li>b. acquiring a sight picture;</li> <li>c. closing both eyes;</li> <li>d. taking several normal breaths to relax the muscles;</li> <li>e. looking through sights when comfortable;</li> <li>f. adjusting body position until a proper sight picture is achieved; and</li> <li>g. proceed with firing.</li> </ol>	Demonstration and Performance	15 min	A0-027 (p. 1-5-7)
TP2	Demonstrate and explain trigger control, to include: <ol style="list-style-type: none"> <li>a. position of the hand on the rifle;</li> <li>b. trigger finger position; and</li> <li>c. squeezing the trigger.</li> </ol>	Demonstration	5 min	A0-027 (pp. 1-5-9 and 1-5-10)

TP	Description	Method	Time	Refs
TP3	Define follow-through as the act of remaining in a stable prone position for two seconds and reacquiring the sight picture after firing the air rifle.	Interactive Lecture	5 min	A0-027 (p. 1-5-10)

5. **Time:**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion:     | 5 min  |
| b. | Demonstration and Performance: | 15 min |
| c. | Demonstration:                 | 5 min  |
| d. | Interactive Lecture:           | 5 min  |
| e. | Total:                         | 30 min |

6. **Substantiation:**

- a. Demonstration and performance was chosen for TP1 as it allows the instructor to explain and demonstrate firing techniques while providing an opportunity for the cadets to practice these skills under supervision.
- b. Demonstration was chosen for TP2 as it allows the instructor to explain and demonstrate trigger control.
- c. An interactive lecture was chosen for TP3 to present basic material on follow-through.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.8. **Training Aids:**

- a. Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Cadet air rifle;
- c. Cadet air rifle sling;
- d. Suitable target; and
- e. Shooting mat (if available).

9. **Learning Aids:**

- a. Cadet air rifle;
- b. Cadet air rifle sling;
- c. Suitable target; and
- d. Shooting mat (if available).

10. **Test Details:** N/A.11. **Remarks:** N/A.

**PO 207**

1. **Performance:** Serve in an Army Cadet Corps
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard:** In accordance with specified references, the cadet will participate in a discussion on serving in a Royal Canadian Army Cadet Corps, to include:
  - a. identifying training opportunities available in year two;
  - b. recognizing significant historical aspects related to the Royal Canadian Army Cadets;
  - c. recognizing the role of the local sponsor; and
  - d. identifying year two CSTC training opportunities.
4. **Remarks:**
  - a. EO M207.01 (Identify Red Star Training Opportunities) shall be conducted at the beginning of the training year.
  - b. EO M207.04 (Identify Year Two CSTC Training Opportunities) shall be conducted prior to CSTC application deadlines.
5. **Complementary Material:**
  - a. Complementary material associated with PO 207 is designed to enhance the cadet's knowledge of serving in an Army Cadet Corps:
    - (1) EO C207.01 (Identify the Rank Structure of the Royal Canadian Sea and Air Cadets).
    - (2) EO C207.02 (Visit a Local Cadet Corps or Squadron).
  - b. Some complementary training offered in the Green Star program may be selected as complementary training in the Red Star Program, specifically EO C107.03 (Participate in an Activity on the History of the Corps).
  - c. Complementary material associated with PO 207 is limited to a total of five periods, which may be conducted during sessions or on a supported day. Corps are not required to use all five periods.

THIS PAGE INTENTIONALLY LEFT BLANK



**EO M207.01**

1. **Performance:** Identify Red Star Training Opportunities
2. **Conditions:**
  - a. Given:
    - (1) handout of Performance Objectives (POs) and Enabling Objectives (EOs) of the Red Star program;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify Red Star training, to include:
  - a. mandatory; and
  - b. complementary.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss Red Star mandatory training. <ol style="list-style-type: none"> <li>a. training common to all elements of the CCO, to include:               <ol style="list-style-type: none"> <li>(1) citizenship;</li> <li>(2) community service;</li> <li>(3) leadership;</li> <li>(4) personal fitness and healthy living;</li> <li>(5) recreational sports;</li> <li>(6) air rifle marksmanship;</li> <li>(7) general cadet knowledge; and</li> <li>(8) drill; and</li> </ol> </li> <li>b. army elemental training, to include:               <ol style="list-style-type: none"> <li>(1) Canadian Forces familiarization;</li> <li>(2) field training;</li> <li>(3) navigation;</li> <li>(4) trekking; and</li> <li>(5) wilderness survival.</li> </ol> </li> </ol>	Interactive Lecture	5 min	A0-010 A2-031 A2-035
TP2	Discuss Red Star complementary training opportunities.	Interactive Lecture	5 min	See Remarks para. 11

TP	Description	Method	Time	Refs
TP3	<p>Cover the elements needed in order to establish a Full Value Contract, to include:</p> <ul style="list-style-type: none"> <li>a. be here;</li> <li>b. be safe;</li> <li>c. set goals;</li> <li>d. be honest; and</li> <li>e. let go and move on.</li> </ul> <p><b>Note:</b> Cadets should be introduced to the existing corps FVC. Where one does not exist the instructor would need an additional period to develop a FVC.</p>	Interactive Lecture	15 min	C2-038

5. **Time:**

- a. Introduction / Conclusion: 5 min
- b. Interactive Lecture: 25 min
- c. Total: 30 min

6. **Substantiation:** The interactive lecture was chosen for this lesson to introduce the cadets to year two training and to generate an interest.7. **References:**

- a. A0-010 CATO 11-03, D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- b. A2-031 CATO 40-01, D Cdts 3. (2003). *Army Cadet Program Outline*. Ottawa, ON: Department of National Defence.
- c. A2-035 CATO 41-05, D Cdts 4. (2006). *Army Cadet Expedition Program*. Ottawa, ON: Department of National Defence.
- d. C2-038 0787224596 Henton, M. (1996). *Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-long Learners*. Dubuque, IA: Kendall Hunt Publishing.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.9. **Learning Aids:** Handout of POs and EOs for Red Star training.10. **Test Details:** N/A.11. **Remarks:**

- a. For Red Star complementary training opportunities in TP2, refer to the corps annual training plan.
- b. Extra time may be required to complete a Full Value Contract.

**EO M207.02**

1. **Performance:** Recognize the History of the Royal Canadian Army Cadets (RCAC)
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall recognize the history of the RCAC, to include:
  - a. significant dates in the Army Cadet Program; and
  - b. the Army Cadet League of Canada.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss Red Star mandatory training. <ol style="list-style-type: none"> <li>a. the formation of drill associations;</li> <li>b. the first commissioned officers;</li> <li>c. the contributions from Lord Strathcona;</li> <li>d. the impact of World War I;</li> <li>e. the impact of World War II;</li> <li>f. given the title "Royal";</li> <li>g. the next important reorganization;</li> <li>h. the introduction of the RCAC crest;</li> <li>i. the unification of the Canadian Forces (CF);</li> <li>j. the inclusion of girls;</li> <li>k. the new uniform;</li> <li>l. the presentation of the Army Cadet Banners;</li> <li>m. the change of enrolment age;</li> <li>n. the Cadet Instructor Cadre (CIC);</li> <li>o. the 125<sup>th</sup> anniversary; and</li> <li>p. the updates to modern form.</li> </ol>	Interactive Lecture	15 min	A0-036 (pp. 2-20 to 2-24 and p. 2-27) A0-045 C2-063

TP	Description	Method	Time	Refs
TP2	Introduce significant dates in the Army Cadet League of Canada, to include: a. the history; and b. the objectives.	Interactive Lecture	5 min	C2-063
TP3	Conduct a group discussion on: a. topics that were of interest; and b. why the topic was interesting.	Group Discussion	5 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | Interactive Lecture:       | 20 min |
| c. | Group Discussion:          | 5 min  |
| d. | Total:                     | 30 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the history of the RCAC and to present basic material.
- A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the history of the RCAC.

7. **References:**

- A0-036 A-CR-CCP-121/PT-001 D Cdts 3 (2000). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- A0-045 Cadets Canada. (2007). *About Cadets – History*. Retrieved 19 February 2007, from [http://www.cadets.ca/about-nous/histo\\_e.asp](http://www.cadets.ca/about-nous/histo_e.asp).
- C2-063 Army Cadet League of Canada. (2007). *Army Cadet League of Canada*. Retrieved 9 March 2007, from <http://www.armycadetleague.ca>.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.9. **Learning Aids:** Handout of significant events.10. **Test Details:** N/A.11. **Remarks:** N/A.

**EO M207.03**

1. **Performance:** Recognize the Role and Responsibilities of the Local Sponsor
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall recognize the role and responsibilities of the local sponsor.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define sponsor and sponsoring committee.	Interactive Lecture	5 min	A0-040 (p. 6/40)
TP2	Discuss the history of the sponsoring committee.	Interactive Lecture	5 min	A0-046
TP3	Explain the role and responsibilities of the local sponsor to include: <ol style="list-style-type: none"> <li>a. fundraising;</li> <li>b. recruiting cadets;</li> <li>c. attracting officers to the corps;</li> <li>d. screening volunteers;</li> <li>e. providing adequate office and training facilities;</li> <li>f. participating in senior cadet rank appointments;</li> <li>g. participating in selections for CSTC/ Exchanges; and</li> <li>h. participating in selections for honours and awards.</li> </ol>	Interactive Lecture	15 min	A0-040 (pp. 10/40, 15/40–16/40, 18/40–19/40, 26/40–27/40, and 32/40) C2-063

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the roles and responsibilities of the local sponsor and to present basic material.
7. **References:**
  - a. A0-040 2005-113124 D Cdts. (2005). *Memorandum of Understanding Between the DND and the Leagues*. Ottawa, ON. Department of National Defence.
  - b. A0-046 Scott, M (Ed.). (2003). Clarifying Roles in Cadet Corps and Squadrons. *Cadence: The Leadership Magazine of the Canadian Cadet Movement, Issue 11*, 30–32.
  - c. C2-063 Army Cadet League of Canada. (2007). *Army Cadet League of Canada*. Retrieved 9 March 2007, from <http://www.armycadetleague.ca>.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** This EO is best delivered by a member of the sponsor or sponsoring committee. The guest speaker shall be briefed prior to the lesson on the objectives.

**EO M207.04**

1. **Performance:** Identify Year Two CSTC Training Opportunities
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify year two CSTC training opportunities, to include:
  - a. areas of interest;
  - b. courses within each series of courses;
  - c. components of course; and
  - d. course prerequisites.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the specialty areas for year two CSTC training, to include: <ol style="list-style-type: none"> <li>a. leadership/drill and ceremonial;</li> <li>b. fitness and sports;</li> <li>c. music, to include:               <ol style="list-style-type: none"> <li>(1) military band; and</li> <li>(2) pipe and drum band;</li> </ol> </li> <li>d. marksmanship; and</li> <li>e. expedition.</li> </ol>	Group Discussion	10 min	A0-010 A2-031
TP2	Describe year two CSTC courses, to include: <ol style="list-style-type: none"> <li>a. common courses, to include:               <ol style="list-style-type: none"> <li>(1) basic fitness and sports;</li> <li>(2) military band – basic musician; and</li> <li>(3) pipe and drum band – basic musician;</li> </ol> </li> </ol>	Interactive Lecture	15 min	A0-010 A2-027 A2-031

TP	Description	Method	Time	Refs
	b. elemental courses, to include: (1) basic leadership; (2) basic marksman; and (3) basic expedition; and c. prerequisites for each three-week course.			

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | Group Discussion:          | 10 min |
| c. | Interactive Lecture:       | 15 min |
| d. | Total:                     | 30 min |

6. **Substantiation:**

- A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year two CSTC training opportunities.
- An interactive lecture was chosen for TP2 to orient the cadets to year two CSTC training opportunities and to generate interest.

7. **References:**

- A0-010 D Cdts 2. (2006). CATO 11-03, *Cadet Program Mandate*. In *CATO Vol. 1. Administration*. Ottawa, ON: Department of National Defence.
- A2-027 D Cdts 4. (2005). CATO 42-01, *Summer Training Directive – Royal Canadian Army Cadets*. In *CATO Vol. 4. Army Cadets*. Ottawa, ON: Department of National Defence.
- A2-031 D Cdts. (2003). CATO 40-01, *Army Cadet Program Outline*. In *CATO Vol. 4. Army Cadets*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- CATO 40-01, *Army Cadet Program Outline*.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:**

- This EO should be conducted prior to the summer training application deadline directed by the applicable Cadet Detachment.
- It is strongly recommended that the summer training application forms be completed during an optional training session after this EO has been conducted.
- Corps may choose to devote additional complementary training periods to expand this to a session that includes a parent information seminar, etc.



**EO C207.01**

1. **Performance:** Identify the Rank Structure of the Royal Canadian Sea and Air Cadets
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify the rank structure of:
  - a. the Royal Canadian Sea Cadets; and
  - b. the Royal Canadian Air Cadets.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify cadet rank insignia, to include: <ol style="list-style-type: none"> <li>a. Sea Cadet ranks, to include:               <ol style="list-style-type: none"> <li>(1) Ordinary Seaman (OS);</li> <li>(2) Able Seaman (AB);</li> <li>(3) Leading Seaman (LS);</li> <li>(4) Master Seaman (MS);</li> <li>(5) Petty Officer Second Class (PO2);</li> <li>(6) Petty Officer First Class (PO1);</li> <li>(7) Chief Petty Officer Second Class (CPO2); and</li> <li>(8) Chief Petty Officer First Class (CPO1).</li> </ol> </li> <li>b. Air Cadet ranks, to include:               <ol style="list-style-type: none"> <li>(1) Air Cadet (AC);</li> <li>(2) Leading Air Cadet (LAC);</li> <li>(3) Corporal (Cpl);</li> <li>(4) Flight Corporal (FCpl);</li> <li>(5) Sergeant (Sgt);</li> <li>(6) Flight Sergeant (FSgt);</li> <li>(7) Warrant Officer Second Class (WO2); and</li> <li>(8) Warrant Officer First Class (WO1).</li> </ol> </li> </ol>	Interactive Lecture	10 min	A1-003 A3-004 (pp. 1/9 to 9/9 and A-1/1)

TP	Description	Method	Time	Refs
TP2	Conduct an activity to familiarize cadets with the Sea and Air Cadet rank structure, chosen from the following: <ul style="list-style-type: none"> <li>a. Rank Twister;</li> <li>b. Who am I; and</li> <li>c. Memory Match.</li> </ul>	In-Class Activity	15 min	

5. **Time:**

- a. Introduction / Conclusion: 5 min
- b. Interactive Lecture: 10 min
- c. In-Class Activity: 15 min
- d. Total: 30 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to orient the cadets to Sea and Air Cadet rank structure, generate interest and present basic material.
- b. An in-class activity was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

- a. A1-003 A-CR-005-001/AG-001 D Cdts. (Draft). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.
- b. A3-004 CATO 55-04 D Cdts 4. (2007). *Air Cadet Dress Instructions*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:** Instructors must select one out of the three given activities to complete TP2 prior to beginning this lesson.

**EO C207.02**

1. **Performance:** Visit a Local Cadet Corps or Squadron
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: The corps Commanding Officer will determine the conditions suitable for this training.
3. **Standard:** The cadet shall visit a cadet corps or squadron to become familiar with the intra- and inter-elemental differences in cadet training.
4. **Teaching Points:** Conduct a tour of a corps/squadron and facilities, highlighting the following:
  - a. identify the number of staff and cadets; and
  - b. describe the following:
    - (1) elemental mandatory training;
    - (2) the corps/squadron complementary training choices;
    - (3) history and traditions of:
      - (a) the element;
      - (b) the corps/squadron; and
      - (c) the affiliated unit; and
    - (4) some trips or exchanges in which the corps/squadron has participated.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Field Trip :	80 min
c. Total:	90 min
6. **Substantiation:** A field trip was chosen for this lesson as it will reinforce the cadet's knowledge of material previously taught in EO C207.01 (Identify the Rank Structure of the Royal Canadian Sea and Air Cadets) and introduce the cadet to the training conducted by other elements, through participation in an activity conducted in a real-life setting.
7. **References:** N/A.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.

11. **Remarks:**

- a. It is recommended that EO C207.01 (Identify the Rank Structure of the Royal Canadian Sea and Air Cadets) be conducted prior to this visit.
- b. This field trip may be conducted on a supported day or during a complementary session.
- c. There is no instructional guide for the lesson.

**PO 208**

1. **Performance:** Execute Drill as a Member of a Squad
2. **Conditions:**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or outdoor parade square in favourable weather.
3. **Standard:** In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will execute drill as a member of a squad, to include:
  - a. executing turns to the left and right on the march;
  - b. as a squad in threes, forming single file from the halt; and
  - c. as a squad in line, forming single file from the halt.
4. **Remarks:** Instructors are advised to conduct the EOs as listed, as subsequent EOs are dependent on previous EOs.
5. **Complementary Material:**
  - a. Complementary material associated with PO 208 is designed to allow additional opportunities for cadet corps with an interest in drill to develop the cadet's skills in this area specifically:
    - (1) EO C208.01 (Practice Ceremonial Drill as a Review) provided to allow practice of Green Star mandatory training; and
    - (2) EO C208.02 (Execute Drill With Arms).
  - b. Some complementary training offered in Green Star Program may be selected as complementary training in the Red Star Program, specifically EO C108.01 (Execute Supplementary Drill Movements). Drill movements will be selected from Chapters 2 or 3 of A-PD-201-000/PT-000.
  - c. Complementary training associated with PO 208 is limited to a total of nine periods, of which a maximum of six periods may be used in support of EO C108.01 (Execute Supplementary Drill Movements) and EO C208.01 (Practice Ceremonial Drill as a Review), to be conducted during sessions or on a supported day. Corps are not required to use all nine periods.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M208.01**

1. **Performance:** Execute Left and Right Turns on the March
2. **Conditions:**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard:** In accordance with A-PD-201-000/PT-000, and as a member of a squad, the cadet shall execute left and right turns on the march.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate, and allow cadets time to practice left turns on the march.	Demonstration and Performance	25 min	A0-002 (pp. 3-29 and 3-30)
TP2	Explain, demonstrate, and allow cadets time to practice right turns on the march.	Demonstration and Performance	25 min	A0-002 (p. 3-31)

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. Demonstration and Performance: 50 min
  - c. Total: 60 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate turning on the march while providing an opportunity for the cadets to practice turning on the march under supervision.
7. **References:** A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided during drill practices, weekly parade nights, and ceremonial parades.
- b. Assistant instructors may be required for this lesson.



**EO M208.02**

1. **Performance:** Form Single File from the Halt
2. **Conditions:**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard:** In accordance with A-PD-201-000/PT-000, and as a member of a squad, the cadet shall form single file from the halt, to include:
  - a. forming single file from the halt as a squad in threes; and
  - b. forming single file from the halt as a squad in line.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate, and allow cadets to practice forming single file from the halt as a squad in threes.	Demonstration and Performance	15 min	A0-002 (pp. 3-43 and 3-44)
TP2	Explain, demonstrate, and allow cadets to practice forming single file from the halt as a squad in line.	Demonstration and Performance	10 min	A0-002 (pp. 3-45 and 3-46)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire while providing an opportunity for the cadets to practice forming single file from the halt under supervision.
7. **References:** A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided during drill practices, weekly parade nights, and ceremonial parades.
- b. Assistant instructors may be required for this lesson.

**EO C208.01**

1. **Performance:** Practice Ceremonial Drill as a Review
2. **Conditions:**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard:** In accordance with A-PD-201-000/PT-000, the cadet shall participate in a review of ceremonial drill, chosen from EOs M108.01 to M108.11.
4. **Teaching Points:** As per reference.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Demonstration and Performance:	50 min
c. Total:	60 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate ceremonial drill while providing an opportunity for the cadets to practice these skills under supervision.
7. **References:** A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:**
  - a. It is recommended that ongoing feedback be provided during drill practices, weekly parade nights, and ceremonial parades.
  - b. A maximum of two periods have been allocated for this EO to review any mandatory drill from EOs M108.01 to M108.11.
  - c. Assistant instructors may be required for this lesson.
  - d. No instructional guide will be provided for this EO.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C208.02**

1. **Performance:** Execute Drill With Arms
2. **Conditions:**
  - a. Given:
    - (1) words of command;
    - (2) drill purpose rifle;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard:** In accordance with A-CR-CCP-053/PT-001, *Royal Canadian Sea Cadets Manual of Drill and Ceremonial*, Chapter 2, and as a member of a squad, the cadet shall execute drill with arms.
4. **Teaching Points:** As per reference.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Demonstration and Performance:	230 min
c. Total:	240 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate drill with arms while providing an opportunity for the cadets to practice these skills under supervision.
7. **References:** A0-038 A-CR-CCP-053/PT-001 D Cdts. (2000). *Royal Canadian Sea Cadets Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Drill purpose rifle.
9. **Learning Aids:** Drill purpose rifle.
10. **Test Details:** N/A.
11. **Remarks:**
  - a. Assistant instructors may be required to provide demonstrations for this lesson.
  - b. The recommended basic breakdown of basic drill with arms lessons is as follows:
    - (1) adopt the positions of attention, stand at ease, and stand easy with arms, to include (one period):
      - (a) the position of attention;
      - (b) stand at ease from attention;
      - (c) stand easy from stand at ease;

- (d) stand at ease from stand easy; and
  - (e) attention from stand at ease;
- (2) execute ground and take up arms (one period);
- (3) execute slope arms from the order and order arms from the slope (one period);
- (4) execute dressing a squad with arms (one period);
- (5) execute paying compliments with arms at the halt, to include (two periods):
  - (a) salute at slope arms;
  - (b) present arms from the slope; and
  - (c) slope arms from the present; and
- (6) march and halt in quick time with arms (one period).
- (7) execute the movements of rest on arms reversed, to include (two periods):
  - (a) rest on arms reversed from the present; and
  - (b) present from rest on arms reversed.
- c. No instructional guide will be provided for this EO.

**PO 211**

1. **Performance:** Participate in Competitive Summer Biathlon Activities
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) safety glasses/goggles;
    - (3) air rifle pellets;
    - (4) containers to hold pellets;
    - (5) biathlon Air Rifle Target (BART);
    - (6) local Range Standing Orders;
    - (7) supervision; and
    - (8) assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8; and
    - (2) Established running route of approximately 500-1000 m.
3. **Standard:** In accordance with specified references and, as a member of a section, the cadet will participate in competitive summer biathlon activities, to include:
  - a. running a loop of 500-1000 m;
  - b. firing eight rounds in an effort to activate all five targets of the BART;
  - c. running a second loop of 500-1000 m;
  - d. firing eight rounds in an effort to activate all five targets of the BART;
  - e. running a final loop of 500-1000 m; and
  - f. finishing the event.
4. **Remarks:**
  - a. Cadets must have completed PO C111 (Participate in a Summer Biathlon Activity) prior to competing in the competitive summer biathlon activity.
  - b. Assistance may be given to cadets who have difficulty pumping the cadet air rifle.
  - c. All range activities must be conducted by a Range Safety Officer (RSO).
5. **Complementary Material:**
  - a. PO 211 (Participate in Competitive Summer Biathlon Activities) is a complementary package designed to provide an opportunity for the cadet to participate in competitive summer biathlon activities.

- b. Corps choosing PO 211 as complementary training may complete EOs C211.01-C211.03 or the complete package, EOs C211.01-C211.04. Corps cannot conduct EO C211.04 (Participate in a Competitive Summer Biathlon Activity), unless cadets have completed EOs C211.01-C211.03.
- c. Complementary training associated with PO 211 is limited to a total of nine periods which may be conducted during sessions or on a supported day.



**EO C211.01**

1. **Performance:** Identify Civilian Biathlon Opportunities
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify civilian biathlon opportunities, to include:
  - a. training opportunities; and
  - b. competitive events.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce local, provincial/territorial, national, and international biathlon training opportunities.	Interactive Lecture	10 min	C0-082 C0-148 C0-149
TP2	Introduce local, provincial/territorial, national, and international competitive biathlon opportunities.	Interactive Lecture	10 min	C0-082 C0-148
TP3	Identify famous biathletes who were introduced to the sport through the Canadian Cadet Program.	Interactive Lecture	5 min	C0-082 C0-153

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to civilian biathlon opportunities and to generate interest.
7. **References:**
  - a. A0-042 Regional Cadet Support Unit (Central). (2007). *Cadet Marksmanship and Firearms Safety Program*. Retrieved 18 April 2007, from [http://www.central.cadets.ca/events/biath\\_cadetmarksman\\_e.html](http://www.central.cadets.ca/events/biath_cadetmarksman_e.html).
  - b. C0-082 Biathlon Canada. (2007). *Biathlon Canada*. Retrieved 12 February 2007, from <http://www.biathloncanada.ca>.

- c. C0-148 International Biathlon Union. (2007). *International Biathlon Union*. Retrieved 18 April 2007, from <http://www.biathlonworld.com>.
  - d. C0-149 Biathlon Canada. (2005). *Biathlon bears: Community coaching*. Ottawa, ON: Biathlon Canada.
  - e. C0-153 Library and Archives Canada. (2000). *Myriam Bédard*. Retrieved 30 April 2007, from <http://www.collectionscanada.ca/women/002026-223-e.html>.
8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** N/A.

**EO C211.02**

1. **Performance:** Run on Alternating Terrain
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area of alternating terrain large enough to set up a running course of 20-40 m.
3. **Standard:** In accordance with specified references, the cadet shall:
  - a. participate in a warm-up;
  - b. practice running on alternating terrain; and
  - c. participate in a cool-down.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe running techniques for alternating terrain, to include: <ol style="list-style-type: none"> <li>a. posture/body alignment;</li> <li>b. foot position; and</li> <li>c. endurance.</li> </ol>	Interactive Lecture	5 min	C0-080
TP2	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP3	Supervise while cadets run on alternating terrain.	Practical Activity	5 min	

TP	Description	Method	Time	Refs
TP4	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>allow the body time to slowly recover from physical activity and to help prevent injury;</li> <li>prepare the respiratory and cardiovascular systems to return to their normal state; and</li> <li>stretch the muscles.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP5	Describe how to create and implement a running schedule.	Interactive Lecture	5 min	C0-146

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | Interactive Lecture:       | 10 min |
| c. | Practical Activity:        | 15 min |
| d. | Total:                     | 30 min |

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 5 to introduce the cadets to running techniques on alternating terrain and on how to implementing a running program.
- A practical activity was chosen for TPs 2-4 as it is an interactive way to introduce the cadets to running on alternating terrain in a safe and controlled environment.

7. **References:**

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 16 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>.
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- C0-061 City of Saskatoon, Community Services Department. (ND). *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://in-motion.ca/walkingworkout/plan/flexibility/>.
- C0-080 Cool Running. (2007). *Fitness and performance*. Retrieved 12 February 2007, from [http://www.coolrunning.com/engine/2/2\\_3/181.shtml](http://www.coolrunning.com/engine/2/2_3/181.shtml).

- h. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- i. C0-146 Will-Weber, M. (2006). *Runner's World: Beginner's: Training: First Steps*. Retrieved 18 April 2007, from <http://www.runnersworld.com/article/printer/1,7124,s6-380-381-386-678-0,00.html>.
- j. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#l1>.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard/flipchart) appropriate for the training area; and
- b. Whistle.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:** Stairs may be used in place of alternating terrain.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C211.03**

1. **Performance:** Fire the Cadet Air Rifle Using a Sling Following Physical Activity
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle sling;
    - (3) biathlon air rifle target (BART);
    - (4) safety glasses/goggles;
    - (5) Shooting Mat;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall fire the cadet air rifle using the cadet air rifle sling following physical activity.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	In accordance with EO C206.01 (Practice Holding Techniques), review holding techniques using the cadet air rifle sling.	Interactive Lecture	5 min	A0-027 (pp. 2-7 and 2-8)
TP2	Conduct a warm-up session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP3	Conduct an activity where cadets will fire the cadet air rifle using a sling following physical activity.	Practical Activity	10 min	
TP4	Conduct a cool-down session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | Interactive Lecture:       | 5 min  |
| c. | Practical Activity:        | 20 min |
| d. | Total:                     | 30 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to review holding techniques using the cadet air rifle sling.
- b. A practical activity was chosen for TP2-4 as it is an interactive way to allow the cadets to experience firing the cadet air rifle using a sling following physical activity.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. C0-002 (ISBN 0-88962-630-8) LeBlanc, J. and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- c. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 16 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- d. C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>.
- e. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>.
- f. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- g. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching For Fitness*. Retrieved 26 October 2006, from <http://in-motion.ca/walkingworkout/plan/flexibility/>.
- h. C0-080 Cool Running. (2007). *Cool Running*. Retrieved 12 February 2007, from [http://www.coolrunning.com/engine/2/2\\_3/181.shtml](http://www.coolrunning.com/engine/2/2_3/181.shtml).
- i. C0-085 Daisy Outdoor Products. (2006). *AVANTI Competition Pellet Rifle: Operation Manual: AVANTI Legend Model 853*. Rogers, AR: Daisy Outdoor Products.
- j. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- k. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Shooting mats;



- c. Cadet air rifle; and
- d. Cadet air rifle sling.

9. **Learning Aids:**

- a. Cadet air rifle;
- b. Biathlon air rifle target (BART);
- c. Safety glasses/goggles;
- d. Target frames; and
- e. Cadet air rifle sling.

10. **Test Details:** N/A.

11. **Remarks:** EO C206.01 (Practice Holding Techniques) must be completed prior to this lesson.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C211.04**

1. **Performance:** Participate in a Competitive Summer Biathlon Activity
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle sling;
    - (3) safety glasses/goggles;
    - (4) air rifle pellets;
    - (5) biathlon air rifle target (BART);
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001; and
    - (2) Running route of approximately 500-1000 m on alternating terrain.
3. **Standard:** In accordance with specified references, the cadet shall participate in a recreational summer biathlon activity, to include:
  - a. running a route of 500-1000 m;
  - b. firing five to eight rounds in an effort to activate all five targets of the BART;
  - c. running a second route of 500-1000 m;
  - d. firing five to eight rounds in an effort to activate all five targets of the BART;
  - e. running a final route of 500-1000 m; and
  - f. finishing the race.
4. **Teaching Points:**
  - a. Explain the components of the competitive summer biathlon activity, to include:
    - (1) course layout;
    - (2) rules and regulations;
    - (3) scoring;
    - (4) penalties; and
    - (5) out of bounds areas.

- b. Conduct a warm-up session, composed of light cardiovascular activities, meant to:
  - (1) stretch the muscles;
  - (2) gradually increase respiratory action and heart rate;
  - (3) expand the muscles' capillaries to accommodate the increase in blood circulation; and
  - (4) raise muscle temperature to facilitate reactions in muscle tissue.
- c. Conduct a competitive summer biathlon activity in accordance with paragraph 3. Details on course/ range set-up are included in A-CR-CCP-702/PF-001.
- d. Conduct a cool-down session, composed of light cardiovascular activities, meant to:
  - (1) allow the body time to slowly recover from physical activity and to help prevent injury;
  - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
  - (3) stretch the muscles.

5. **Time:**

- |                               |         |
|-------------------------------|---------|
| a. Introduction / Conclusion: | 10 min  |
| b. Interactive Lecture:       | 15 min  |
| c. Practical Activity:        | 155 min |
| d. Total:                     | 180 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to illustrate the application of rules, principles and concepts of a summer biathlon.
- b. A practical activity was chosen for TP2-4 as it is an interactive way to introduce cadets to summer biathlon. This activity contributes to the development of these skills and knowledge in a fun and challenging setting.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-032 Cadets Canada. (2002). *Biathlon Competition Rules And IBU/Cadet Disciplinary Rules*. Ottawa, ON: Department of National Defence.
- c. A0-036 Cadets Canada. (ND). *Canadian Cadet Movement: Biathlon Championship Series*. Ottawa, ON: Department of National Defence.
- d. C0-002 (ISBN 0-88962-630-8) LeBlanc, J. and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, And Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- e. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- f. C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.

- g. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- h. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- i. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching For Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>.
- j. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- k. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun And Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#1>.

#### 8. **Training Aids:**

- a. Cadet air rifle (one per firing point);
- b. Cadet air rifle sling (one per firing point);
- c. Safety glasses/goggles (one per firing point);
- d. Shooting mat (two per firing point);
- e. Target frame (one per firing point);
- f. BART (one per firing point);
- g. Biathlon scoresheets located at A-CR-CCP-702/PF-001, Chapter 9, Annex D;
- h. Course control sheets located at A-CR-CCP-702/PF-001, Chapter 9, Annex D;
- i. Range recording sheets located at A-CR-CCP-702/PF-001, Chapter 9, Annex D;
- j. Notice board; and
- k. Stopwatches.

#### 9. **Learning Aids:**

- a. Cadet air rifle;
- b. Cadet air rifle sling;
- c. Safety glasses/goggles;
- d. Shooting mats;
- e. Target frame;
- f. Air rifle pellets;
- g. Container to hold pellets;

- h. Target frame; and
- i. BART.

10. **Test Details:** N/A.

11. **Remarks:**

- a. Results should be posted for cadets to review. PO 211 is a complementary training activity. It is designed to provide an opportunity for the cadets to participate in a competitive summer biathlon activity.
- b. EOs C111.01 (Participate in a Biathlon Briefing), C111.02 (Run Short Wind Sprints), C111.03 (Introduction to Summer Biathlon Marksmanship Skills Using the Cadet Air Rifle), C211.01 (Identify Civilian Biathlon Opportunities), C211.02 (Run on Alternating Terrain), and C211.03 (Fire the Cadet Air Rifle Using the Cadet Air Rifle Sling Following Physical Activity) shall be taught prior to instructing this lesson.

**CANADIAN ARMED FORCES (CAF) FAMILIARIZATION**

**1. PO X20 – Participate in CAF Familiarization**

This PO and its associated EOs are located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK



**PO 221**

1. **Performance:** Perform the Duties of a Team Member During an Overnight Field Training Exercise
2. **Conditions:**
  - a. Given:
    - (1) pot set;
    - (2) Individual Meal Pack (IMP);
    - (3) two-burner naphtha stove;
    - (4) dual-generator naphtha lantern;
    - (5) naphtha fuel;
    - (6) first aid kit;
    - (7) supervision; and
    - (8) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting, during daylight hours.
3. **Standard:** The cadet will perform the duties of a team member during an overnight field training exercise, to include:
  - a. lighting a two-burner naphtha stove;
  - b. lighting a dual-generator naphtha lantern;
  - c. cooking an IMP; and
  - d. applying basic first aid treatments, as required, for:
    - (1) abrasions;
    - (2) cuts; and
    - (3) first degree burns.
4. **Remarks:**
  - a. Army Cadet Expeditions combine skills developed in the areas of Field Training, Trekking, Navigation, and Outdoor Leadership. Field Training contributes to Army Cadet Expeditions by developing the ability of cadets to live comfortably in a bivouac site.
  - b. This PO will be confirmed in conjunction with PO 224 (Identify Immediate Actions to Take When Lost) during a weekend bivouac FTX.
  - c. EOs M221.06 to M221.08 are to be conducted during the weekend bivouac FTX. Time has been allocated for these periods; however, training staff may schedule more training during the weekend bivouac FTX, as required.

**5. Complementary Material:**

- a. Complementary material associated with PO 221 is designed to enhance the cadet's experience in the field, to include:
  - (1) EO C221.01 (Participate in a Discussion on Canada's Environmental Conservation Efforts). This complementary training allows the cadet to discuss ways to conserve the environment; and
  - (2) EO C221.02 (Construct Field Amenities). This complementary training allows the cadet to practice skills required to tie knots.
  - (3) EO C221.03 (Identify Species of Trees). This complementary training allows the cadets to learn more about their environment.
- b. Some complementary training offered in the Green Star Program may be selected as complementary training in the Red Star Program, specifically:
  - (1) EO C121.02 (Participate in a Discussion on Cold Climate Exposure);
  - (2) EO C121.03 (Select Cold Weather Clothing);
  - (3) EO C121.04 (Recognize the Effects of Cold Weather); and/or
  - (4) EO C121.05 (Participate in Cold Weather Training).
- c. When selecting complementary material from Green Star, training staff will review the applicable performance objective, lesson specification, and instructional guide.

**EO M221.01**

1. **Performance:** Perform the Duties of a Section Member in the Field
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, during a bivouac FTX, the cadet shall perform the duties of a section member, to include:
  - a. setting up shelter;
  - b. maintaining a safe site;
  - c. practicing individual and group hygiene; and
  - d. receiving, caring for, and returning equipment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss environmental considerations when setting up a bivouac site, to include: <ol style="list-style-type: none"> <li>a. environmental risks, such as:               <ol style="list-style-type: none"> <li>(1) fallen trees/branches;</li> <li>(2) dead trees; and</li> <li>(3) poisonous plants;</li> </ol> </li> <li>b. insect risks, such as:               <ol style="list-style-type: none"> <li>(1) beehives and hornet's nests; and</li> <li>(2) ant hills; and</li> </ol> </li> <li>c. animal risks, such as:               <ol style="list-style-type: none"> <li>(1) small trails;</li> <li>(2) dens; and</li> <li>(3) watering holes.</li> </ol> </li> </ol>	Interactive Lecture	5 min	C0-011 (p. 94 and 397)
TP2	Discuss maintaining a safe site throughout a weekend bivouac FTX, to include: <ol style="list-style-type: none"> <li>a. ensuring that shelters have suitable distance between them;</li> </ol>	Interactive Lecture	8 min	A2-036 (pp. 3-58 to 3-60) C2-016 (p. 122)

TP	Description	Method	Time	Refs
	<p>b. clearly marking the bivouac layout, to include:</p> <ul style="list-style-type: none"> <li>(1) headquarters (HQ) and supply;</li> <li>(2) the first aid point;</li> <li>(3) the supply area;</li> <li>(4) the toilets;</li> <li>(5) the wash-up site;</li> <li>(6) the mess/eating area;</li> <li>(7) the fire pit, if any;</li> <li>(8) the fire point;</li> <li>(9) the in/out route for the safety vehicle;</li> <li>(10) the form-up area;</li> <li>(11) the food hang area;</li> <li>(12) the vehicle parking area;</li> <li>(13) the drinking water point;</li> <li>(14) the POL point;</li> <li>(15) the female/male quarters; and</li> <li>(16) the garbage point;</li> </ul> <p>c. knowing applicable fire procedures; and</p> <p>d. assisting other cadets follow camp routine, when applicable, by ensuring that:</p> <ul style="list-style-type: none"> <li>(1) all cadets know the bivouac layout;</li> <li>(2) drinking water comes from drinking water points;</li> <li>(3) garbage is stored and disposed of properly; and</li> <li>(4) safe behaviour is being practiced individually and as a group.</li> </ul>			
TP3	<p>Discuss the importance of individual and group hygiene during a weekend bivouac FTX, to include:</p> <ul style="list-style-type: none"> <li>a. changing clothing regularly;</li> <li>b. properly disposing of waste water by: <ul style="list-style-type: none"> <li>(1) placing all waste water in a container;</li> <li>(2) digging a small hole at least 60 m away from any water source;</li> </ul> </li> </ul>	Interactive Lecture	7 min	C0-011 (p. 200) C2-016 (pp. 32-33, pp. 88-90 and p. 122)

TP	Description	Method	Time	Refs
	(3) pouring the waste water into the hole; and (4) filling in the hole with natural minerals; and c. washing regularly; d. using designated ablutions sites; and e. treating injuries as soon as they occur.			
TP4	Discuss receiving, caring for, and returning equipment during a weekend bivouac FTX, to include: a. signing out equipment from the designated quartermaster; b. keeping equipment clean; c. storing equipment, when not in use; d. reporting any loss/damage as soon as it occurs; and e. returning equipment to the designated quartermaster.	Interactive Lecture	5 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | Interactive Lecture:       | 25 min |
| c. | Total:                     | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to give direction on procedures to take as a section member on a weekend bivouac FTX.7. **References:**

- a. A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2000). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- b. C0-111 (ISBN 978-0-9740820-2-3) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. (2<sup>nd</sup> ed.). Lebanon, NH: Leonard Paul Tawrell.
- c. C2-016 (ISBN 0-517-88783-5) Curtis, R. (1998). *The Backpackers Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.

8. **Training Aids:** N/A.9. **Learning Aids:** N/A.10. **Test Details:** This EO will be confirmed by the cadets' performance as a section member in a field environment during a weekend bivouac FTX.11. **Remarks:** This lesson shall be conducted prior to the weekend bivouac FTX.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M221.02**

1. **Performance:** Identify Section Equipment
2. **Conditions:**
  - a. Given:
    - (1) stoves;
    - (2) pot set;
    - (3) lantern;
    - (4) mantles;
    - (5) naphtha;
    - (6) fuel storage vessels;
    - (7) 4-lb axe (36-inch handle);
    - (8) 24-inch bow saw;
    - (9) first aid kit;
    - (10) water carriers;
    - (11) environmental spill kit;
    - (12) fire safety equipment;
    - (13) supervision; and
    - (14) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall, prior to the weekend bivouac FTX, identify section equipment, to include:
  - a. stoves;
  - b. lanterns;
  - c. axes;
  - d. bow saws;
  - e. first aid kits;
  - f. fuels;
  - g. fuel storage vessels; and
  - h. water carriers.

## 4. Teaching Points:

TP	Description	Method	Time	Refs
TP1	Identify types of stoves and lanterns, to include: <ul style="list-style-type: none"> <li>a. types of fuel burning systems, to include:               <ul style="list-style-type: none"> <li>(1) liquid fuel;</li> <li>(2) compressed gas; and</li> <li>(3) solid fuel;</li> </ul> </li> <li>b. camping stoves, to include:               <ul style="list-style-type: none"> <li>(1) single-burner; and</li> <li>(2) two-burner; and</li> </ul> </li> <li>c. lanterns, to include:               <ul style="list-style-type: none"> <li>(1) single-mantle;</li> <li>(2) dual-mantle; and</li> <li>(3) battery-powered.</li> </ul> </li> </ul>	Interactive Lecture	15 min	C2-016 (pp. 55 to 58) C2-010 (pp. 601 to 604)
TP2	Identify types of field tools, to include: <ul style="list-style-type: none"> <li>a. a single-bit axe; and</li> <li>b. a bow saw.</li> </ul>	Interactive Lecture	10 min	C0-111 (p. 500)
TP3	Identify liquid storage vessels for: <ul style="list-style-type: none"> <li>a. stove and lantern fuel, to include:               <ul style="list-style-type: none"> <li>(1) aluminium; and</li> <li>(2) plastic; and</li> </ul> </li> <li>b. water, to include:               <ul style="list-style-type: none"> <li>(1) a water carrier;</li> <li>(2) a water carrier bag; and</li> <li>(3) a jerry can.</li> </ul> </li> </ul>	Interactive Lecture	10 min	C2-042 (p. 92) C2-010 (pp. 342 to 344)
TP4	Identify the contents of a first aid kit, to include: <ul style="list-style-type: none"> <li>a. the instruments, to include:               <ul style="list-style-type: none"> <li>(1) one pair of bandage scissors;</li> <li>(2) one pair of forceps-splinter type;</li> <li>(3) 12 safety pins (assorted sizes);</li> <li>(4) two splints; and</li> <li>(5) one respirator with valve;</li> </ul> </li> </ul>	Interactive Lecture	15 min	A2-001 (p. 10D-1/10D-2)



TP	Description	Method	Time	Refs
	<p>b. the dressings (or the equivalent sizes), to include:</p> <p>(1) 25 separately wrapped sterile adhesive bandages (25 mm x 75 mm);</p> <p>(2) 25 separately wrapped sterile gauze compresses (101.6 mm x 101.6 mm);</p> <p>(3) four separately wrapped rolls of sterile gauze bandages (50 mm x 9 m);</p> <p>(4) four separately wrapped rolls of sterile gauze bandages (101.6 mm x 9 m);</p> <p>(5) six triangular bandages,</p> <p>(6) two rolls of 75 mm wide elastic bandages;</p> <p>(7) four separately wrapped sterile compress bandages (101.6 mm x 101.6 mm);</p> <p>(8) a roll of adhesive plaster (25 mm x 9 m); and</p> <p>(9) two rolls of 50-g cotton batting;</p> <p>c. 25 separately wrapped antiseptic pads;</p> <p>d. sugar (dextrose monoject); and</p> <p>e. the equipment, to include:</p> <p>(1) one blanket of wool or a moisture-proof insulating material;</p> <p>(2) one water-proof lighter or matches; and</p> <p>(3) two pairs of latex gloves.</p>			

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 50 min |
| c. | Total:                     | 60 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to identify section equipment, introduce a new subject and to present the different types of equipment available when participating in a weekend bivouac FTX.

7. **References:**

- a. A2-001 A-CR-CCP-951/PT-002 D Cdt's 3. (2006). *Royal Canadian Army Cadets Adventure Training Safety Standards*. Ottawa, ON: Department of National Defence.

- b. C0-111 (ISBN 0-9740820-2-8) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. (2<sup>nd</sup> ed.). Lebanon, NH: Leonard Paul Tawrell.
- c. C2-010 (ISBN 0-375-70323-3) Rawlins, C., & Fletcher, C. (2004). *The Complete Walker IV*. New York, NY: Alfred A. Knopf.
- d. C2-016 (ISBN 0-517-88783-5) Curtis, R. (1998). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.
- e. C2-042 (ISBN 0-7566-0946-1) Berger, K. (2005). *Backpacking & Hiking*. New York, NY: DK Publishing, Inc.

8. **Training Aids:**

- a. Stove;
- b. Lantern;
- c. Axe;
- d. Bow saw;
- e. First aid kit;
- f. Fuel storage vessels;
- g. Fuel; and
- h. Water carriers.

9. **Learning Aids:**

- a. Stove;
- b. Lantern;
- c. Axe;
- d. Bow saw;
- e. First aid kit;
- f. Fuel;
- g. Fuel storage vessels; and
- h. Water carriers.

10. **Test Details:** N/A.

11. **Remarks:**

- a. Although cadets will not be required to select fire safety equipment for a weekend bivouac FTX, it is important for them to be aware that fire safety equipment must be present during all activities.
- b. The contents of a first aid kit will vary depending on factors such as activity, number of cadets and proximity to medical facilities.

**EO M221.03**

1. **Performance:** Identify Provincial/Territorial Wildlife
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify four species of wildlife, specific to their province/territory, to include:
  - a. general description;
  - b. habitat;
  - c. diet; and
  - d. unique characteristics.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Introduce the cadets to their provincial/territorial wildlife by:</p> <ol style="list-style-type: none"> <li>a. identifying wildlife located in the province of Newfoundland and Labrador:               <ol style="list-style-type: none"> <li>(1) bald eagle (Newfoundland only);</li> <li>(2) black bear;</li> <li>(3) moose;</li> <li>(4) lynx;</li> <li>(5) fox;</li> <li>(6) beaver;</li> <li>(7) caribou; and</li> <li>(8) coyote (western Newfoundland and Labrador only);</li> </ol> </li> <li>b. identifying wildlife located in the province of Prince Edward Island:               <ol style="list-style-type: none"> <li>(1) bald eagle;</li> <li>(2) raccoon;</li> <li>(3) skunk;</li> <li>(4) deer;</li> </ol> </li> </ol>	In-Class Activity	40 min	C0-121 C0-122 C2-064

TP	Description	Method	Time	Refs
	<p>(5) beaver;</p> <p>(6) coyote; and</p> <p>(7) porcupine;</p> <p>c. identifying wildlife located in the provinces of Nova Scotia and New Brunswick:</p> <p>(1) bald eagle;</p> <p>(2) raccoon;</p> <p>(3) skunk;</p> <p>(4) deer;</p> <p>(5) black bear;</p> <p>(6) moose;</p> <p>(7) fox;</p> <p>(8) beaver;</p> <p>(9) coyote; and</p> <p>(10) porcupine;</p> <p>d. identifying wildlife located in the provinces of Quebec, Ontario, Manitoba, and Saskatchewan:</p> <p>(1) bald eagle;</p> <p>(2) raccoon;</p> <p>(3) skunk;</p> <p>(4) deer;</p> <p>(5) black bear;</p> <p>(6) moose;</p> <p>(7) lynx;</p> <p>(8) fox;</p> <p>(9) beaver;</p> <p>(10) caribou;</p> <p>(11) coyote; and</p> <p>(12) porcupine;</p> <p>e. identifying wildlife located in the province of Alberta:</p> <p>(1) wolf;</p> <p>(2) bald eagle;</p> <p>(3) raccoon;</p> <p>(4) skunk;</p> <p>(5) deer;</p> <p>(6) black bear;</p> <p>(7) grizzly bear;</p>			

TP	Description	Method	Time	Refs
	<p>(8) moose;</p> <p>(9) lynx;</p> <p>(10) fox;</p> <p>(11) beaver;</p> <p>(12) cougar;</p> <p>(13) caribou;</p> <p>(14) coyote; and</p> <p>(15) porcupine;</p> <p>f. identifying wildlife located in the province of British Columbia:</p> <p>(1) wolf;</p> <p>(2) bald eagle;</p> <p>(3) skunk;</p> <p>(4) deer;</p> <p>(5) black bear;</p> <p>(6) grizzly bear;</p> <p>(7) moose;</p> <p>(8) lynx;</p> <p>(9) fox;</p> <p>(10) beaver;</p> <p>(11) cougar;</p> <p>(12) caribou;</p> <p>(13) coyote; and</p> <p>(14) porcupine;</p> <p>g. identifying wildlife located in the Yukon territory:</p> <p>(1) wolf;</p> <p>(2) bald eagle;</p> <p>(3) black bear;</p> <p>(4) grizzly bear;</p> <p>(5) moose;</p> <p>(6) lynx;</p> <p>(7) fox;</p> <p>(8) beaver;</p> <p>(9) coyote; and</p> <p>(10) porcupine;</p>			

TP	Description	Method	Time	Refs
	<p>h. identifying wildlife located in the Nunavut territory:</p> <ul style="list-style-type: none"> <li>(1) wolf;</li> <li>(2) black bear;</li> <li>(3) grizzly bear;</li> <li>(4) moose;</li> <li>(5) fox; and</li> <li>(6) polar bear; and</li> </ul> <p>i. identifying wildlife located in the Northwest Territory:</p> <ul style="list-style-type: none"> <li>(1) wolf;</li> <li>(2) black bear;</li> <li>(3) grizzly bear;</li> <li>(4) moose;</li> <li>(5) fox;</li> <li>(6) beaver;</li> <li>(7) polar bear;</li> <li>(8) coyote; and</li> <li>(9) porcupine.</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>1. Instructors shall choose a minimum of four wildlife from the given provincial/territorial list for the in-class activity.</li> <li>2. A minimum of four learning stations shall be set up to include information about the animal's general description, habitat, diet, and unique characteristics.</li> </ul>			
TP2	<p>Lead a discussion on provincial/territorial wildlife, by identifying courses of actions that can be taken to help protect against dangerous animals, to include:</p> <ul style="list-style-type: none"> <li>a. bears;</li> <li>b. wolves;</li> <li>c. coyotes; and</li> <li>d. cougars.</li> </ul>	Interactive Lecture	10 min	C0-111 C2-059 C2-060 C2-061 C2-062 C2-074

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | In-Class Activity:         | 40 min |
| c. | Group Discussion:          | 10 min |
| d. | Total:                     | 60 min |

6. **Substantiation:**

- a. An in-class activity was chosen for TP1 as it is an interactive way to provoke thought and stimulate interest among cadets.
- b. An interactive lecture was chosen for TP2 to orient the cadets to potential risks of animals in the field and present background material.

7. **References:**

- a. C0-111 (ISBN 978-0-9740820-2-8) Tawrell, P. (2006). *Camping and Wilderness: The Ultimate Outdoors Book*. (2<sup>nd</sup> ed.). Lebanon, NH: Leonard Paul Tawrell.
- b. C0-121 Canadian Wildlife Service & Canadian Wildlife Federation. (2007). *Hinterland Who's Who – Species*. Retrieved 26 February 2007, from <http://www.hww.ca/hww.asp?id=1&pid0>.
- c. C0-122 (ISBN 0-618-15313-6) Bowers, Nora, Bowers, Rick, and Kaufman, Kenn. (2004). *Kaufman Focus Guides: Mammals of North America*. New York, NY: Houghton Mifflin Company.
- d. C2-059 Parks Canada. (2007). *Bears and People: A Guide to Safety and Conservation on the Trail*. Retrieved 5 March 2007, from [http://www.pc.gc.ca/pn-np/inc/PM-MP/visit/visit12a\\_e.pdf](http://www.pc.gc.ca/pn-np/inc/PM-MP/visit/visit12a_e.pdf).
- e. C2-060 International Wolf Center. (2003). *Wolves and Humans – Are Wolves Dangerous to Humans ?* Retrieved 5 March 2007, from [http://www.wolf.org/wolves/learn/basic/pdf/wh\\_are\\_wolves\\_dangerous.pdf](http://www.wolf.org/wolves/learn/basic/pdf/wh_are_wolves_dangerous.pdf).
- f. C2-061 Waterton Park Information Services. (2007). *Reference Information Section*. Retrieved 5 March 2007, from <http://www.watertoninfo.com/r/pred.html>.
- g. C2-062 International Wolf Center. (2002). *Living With Wolves: Tips for Avoiding Conflicts*. Retrieved 5 March 2007, from [http://www.wolf.org/wolves/learn/basic/pdf/wh\\_avoiding%20\\_conflict.pdf](http://www.wolf.org/wolves/learn/basic/pdf/wh_avoiding%20_conflict.pdf).
- h. C2-064 Minnesota Trappers Association. (2007). *Canadian Lynx*. Retrieved 12 March 2007, from <http://www.mntrappers.com/lynx.html>.
- i. C2-074 Manitoba Conservation. (2007). *Living With Wildlife in Manitoba*. Retrieved 25 April 2007, from [http://www.gov.mb.ca/conservation/wildlife/problem\\_wildlife/pdf/coyote.html](http://www.gov.mb.ca/conservation/wildlife/problem_wildlife/pdf/coyote.html).
- j. C2-180 The Hunting Outfitters. (2007). *The Hunting Outfitters*. Retrieved 9 February 2007, from <http://www.huntingoutfitters.com>.

8. **Training Aids:**

- a. Presentation aids, as applicable; and
- b. Provincial/territorial wildlife information sheets.

9. **Learning Aids:**

- a. Provincial/territorial wildlife information sheets; and
- b. Provincial/territorial wildlife worksheets.

10. **Test Details:** N/A.

11. **Remarks:** The in-class activity will consist of four learning stations, which must be set up prior to beginning this lesson. Cadets will be divided into four groups and will rotate through the stations. A discussion will follow the activity whereby the cadets will share their findings with the other groups.



**EO M221.04**

1. **Performance:** Perform Basic First Aid
2. **Conditions:**
  - a. Given:
    - (1) first aid kit;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall perform basic first aid for:
  - a. minor wounds; and
  - b. first-degree burns.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify: <ol style="list-style-type: none"> <li>a. minor wounds, to include:               <ol style="list-style-type: none"> <li>(1) abrasions and scrapes; and</li> <li>(2) cuts; and</li> </ol> </li> <li>b. treatment for minor wounds.</li> </ol>	Demonstration	5 min	C0-102 (p. 15-1) C0-123
TP2	Identify: <ol style="list-style-type: none"> <li>a. first, second and third-degree burns; and</li> <li>b. treatment for first-degree burns, to include:               <ol style="list-style-type: none"> <li>(1) heat burns; and</li> <li>(2) radiation burns (sunburns).</li> </ol> </li> </ol>	Demonstration	10 min	C0-102 (pp. 19-1 to 19-3, pp. 19-5 to 19-8)
TP3	Perform basic first aid.  <b>Note:</b> Have the cadets participate in first aid scenarios where they will identify injuries and treat them.	Performance	10 min	

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration: 15 min
  - c. Performance: 10 min
  - d. Total: 30 min

6. **Substantiation:**

- a. A demonstration was chosen for TP1 and TP2 as it allows the instructor to explain and demonstrate the skills the cadet is expected to acquire.
- b. A performance was chosen for TP3 as it provides an opportunity for the cadets to practice basic first aid under supervision.

7. **References:**

- a. C0-102 (ISBN 1-894070-56-9) St. John Ambulance. (2006). *First Aid Training: First on the Scene: Student Reference Guide*. Ottawa, ON: St. John Ambulance.
- b. C0-123 St. John Ambulance Canada. (2004). *Seasonal Safety Tips: September 2004 Be Casual, not a Casualty*. Retrieved 27 February 2007 from [http://www.sja.ca/English/safety\\_tips/safety\\_tips/September.asp](http://www.sja.ca/English/safety_tips/safety_tips/September.asp).

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:** This lesson shall be conducted prior to the weekend bivouac FTX.

**EO M221.05**

1. **Performance:** Tie Knots.
2. **Conditions:**
  - a. Given:
    - (1) rope for tying knots;
    - (2) railing or dowel;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall:
  - a. tie and describe the uses of the following knots:
    - (1) bowline;
    - (2) fisherman's knot;
    - (3) double fisherman's knot; and
    - (4) double overhand running knot; and
  - b. coil a rope.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity to review the following knots from Green Star: <ol style="list-style-type: none"> <li>a. thumb (overhand);</li> <li>b. reef (square);</li> <li>c. figure of eight;</li> <li>d. double figure of eight;</li> <li>e. clove hitch; and</li> <li>f. half hitch.</li> </ol>	Practical Activity	20 min	C2-007 (p. 38, 44, 58, 98, 104, and pp. 167–168)
TP2	Explain the uses of, demonstrate, and allow time for the cadets to practice tying the following knots: <ol style="list-style-type: none"> <li>a. bowline;</li> <li>b. fisherman's knot;</li> </ol>	Demonstration and Performance	50 min	C2-007 (p. 116, 117, pp. 162–163, and p. 177)

TP	Description	Method	Time	Refs
	c. double fisherman's knot; and d. double overhand running knot.  <b>Note:</b> Provide cadets with a handout with tying instructions.			
TP3	Explain the uses of, demonstrate, and allow time for the cadets to practice coiling a rope.	Demonstration and Performance	10 min	C2-073 (p. 18)

5. **Time:**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion:     | 10 min |
| b. | Practical Activity:            | 20 min |
| c. | Demonstration and Performance: | 60 min |
| d. | Total:                         | 90 min |

6. **Substantiation:**

- A practical activity was chosen for TP1 as it is an interactive way to allow cadets to experience tying knots. This activity contributes to the development of knot-tying skills and knowledge in a fun and challenging setting.
- Demonstration and performance was chosen for TP2 and TP3 as it allows the instructor to explain and demonstrate knot-tying while providing an opportunity for the cadets to practice knot-tying under supervision.

7. **References:**

- C2-007 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Chartwell Books, Inc.
- C2-073 (ISBN 0-688-01226-4) Bigon, M. and Regazzoni, G. (1982). *The Morrow Guide to Knots*. New York: Quill/William Morrow.

8. **Training Aids:**

- Rope for tying knots;
- Flipchart paper/blackboard/chalkboard; and
- Marker/chalk.

9. **Learning Aids:**

- Rope for tying knots;
- Railing or dowel; and
- Knot tying handouts.

10. **Test Details:** N/A.

11. **Remarks:**

- a. The rope used for tying knots should be 6 or 7 mm diameter.
- b. Cadets will require at least 6 m (20 feet) of rope for coiling.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M221.06**

1. **Performance:** Construct a Hoochie Shelter
2. **Conditions:**
  - a. Given:
    - (1) groundsheets;
    - (2) twine;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting, during daylight hours, during a weekend bivouac FTX.
3. **Standard:** In accordance with specified references, in groups of two, the cadets shall:
  - a. select a shelter site, that provides:
    - (1) cover;
    - (2) sufficient room; and
    - (3) drainage; and
  - b. construct a hoochie shelter, by:
    - (1) ensuring there is room for two people to sleep and sit upright;
    - (2) ensuring the lines are secure; and
    - (3) ensuring it is weatherproof.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>There are several factors to consider when selecting a site:</p> <ol style="list-style-type: none"> <li>a. Two trees, approximately six feet apart, will provide adequate space for a shelter.</li> <li>b. Cover will provide protection from the elements.</li> <li>c. An elevated area will allow for water drainage.</li> <li>d. Flat ground will provide a comfortable sleeping surface.</li> <li>e. A sheltered area will provide protection from the wind and direct sunlight.</li> <li>f. Check for dead limbs and trees overhead will reduce potential dangers and risks.</li> </ol>	Interactive Lecture	10 min	C2-004 (pp. 96–97)

TP	Description	Method	Time	Refs
	<b>Note:</b> Instructors are to have a pre-selected site prepared to construct a hoochie shelter. The selected area must exemplify the different factors to consider when selecting a tent site.			
TP2	Explain and demonstrate the procedure for: <ol style="list-style-type: none"> <li>a. constructing a hoochie shelter, to include:               <ol style="list-style-type: none"> <li>(1) checking the groundsheet for holes;</li> <li>(2) zipping the two groundsheets together;</li> <li>(3) tying each end of the groundsheets to trees, ensuring they are at waist height of the tallest person;</li> <li>(4) ensuring the groundsheets are secured firmly between the two trees;</li> <li>(5) pegging each grommet with small twigs, to allow for ventilation; and</li> <li>(6) pulling the bottom edge of the groundsheets taut, approximately 5 cm above the ground; and</li> </ol> </li> <li>b. tearing down a hoochie shelter.</li> </ol>	Demonstration	20 min	C2-004 (pp. 96–97) C2-008 (p. 247)
TP3	Explain and demonstrate setting up personal space, to include the placement of: <ol style="list-style-type: none"> <li>a. the air mattress;</li> <li>b. the sleeping bag;</li> <li>c. the rucksack; and</li> <li>d. boots.</li> </ol>	Demonstration	5 min	
TP4	Have the cadets construct a hoochie shelter, in groups of two.	Performance	45 min	C2-004 (pp. 96–97) C2-008 (p. 247)

5. **Time:**

- |    |                            |                |
|----|----------------------------|----------------|
| a. | Introduction / Conclusion: | 10 min         |
| b. | Interactive Lecture:       | 10 min         |
| c. | Demonstration:             | 25 min         |
| d. | Performance:               | 45 min         |
| e. | Total:                     | 90 min (FIELD) |



6. **Substantiation:**

- a. Interactive lecture was chosen for TP1 to present basic or background material on constructing a hoochie shelter.
- b. Demonstration was chosen for TP2 and TP3 to allow the instructor to explain and demonstrate constructing a hoochie shelter.
- c. Performance was chosen for TP4 as it provides an opportunity for the cadets to practice constructing a hoochie shelter under supervision.

7. **References:**

- a. C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- b. C2-008 (ISBN 0-00-265314-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.

8. **Training Aids:**

- a. Two groundsheets;
- b. Twine or two bungee cords;
- c. Knife;
- d. Twigs;
- e. Small branches or pegs;
- f. Air mattress;
- g. Sleeping bag;
- h. Rucksack; and
- i. Boots.

9. **Learning Aids:**

- a. Groundsheet;
- b. Twine or two bungee cords; and
- c. Small branches or pegs.

10. **Test Details:** Instructors will confirm the cadets' comprehension of the material during TP4 of this lesson. While there is no formal assessment of this EO, every cadet is required to sleep in the hoochie they construct. Cadets should be informally evaluated on their site selection and the quality of the construction of their hoochie.

11. **Remarks:**

- a. Where groundsheets are not available a suitable substitute may be used.
- b. Assistant instructors should be utilized for this lesson, to assist in the construction of the hoochie and for supervision during TP4.
- c. Instructors may use a pre-made hoochie shelter to instruct this lesson.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M221.07**

1. **Performance:** Use Section Equipment
2. **Conditions:**
  - a. Given:
    - (1) fuelled two-burner naphtha stove;
    - (2) fuelled dual-mantle naphtha lantern;
    - (3) 4-lb axe (36-inch handle);
    - (4) 24-inch bow saw;
    - (5) supervision; and
    - (6) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting during an outdoor weekend bivouac FTX.
3. **Standard:** In accordance with specified references, the cadet shall:
  - a. light and extinguish a two-burner stove;
  - b. light and extinguish a dual-mantle lantern; and
  - c. safely handle field tools (axe and bow saw).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the characteristics of the two-burner stove, to include: <ol style="list-style-type: none"> <li>a. operational temperature;</li> <li>b. fuel type;</li> <li>c. parts and accessories; and</li> <li>d. precautions.</li> </ol>	Interactive Lecture	5 min	See Remarks, para. 11e.
TP2	Explain, demonstrate and have cadets practice operating the two-burner stove, to include: <ol style="list-style-type: none"> <li>a. assembling;</li> <li>b. lighting and extinguishing, to include:               <ol style="list-style-type: none"> <li>(1) pumping the fuel tank;</li> <li>(2) lighting the main burner;</li> <li>(3) lighting the auxiliary burner; and</li> <li>(4) extinguishing the burner;</li> </ol> </li> <li>c. storing after use.</li> </ol>	Demonstration and Performance	15 min	See Remarks, para. 11e.

TP	Description	Method	Time	Refs
TP3	Identify the characteristics of the dual-mantle lantern, to include: a. parts and accessories; and b. precautions.	Interactive Lecture	5 min	See Remarks, para. 11e.
TP4	Explain, demonstrate and have the cadets practice operating the dual-mantle lantern, to include: a. assembling; b. lighting and extinguishing, to include: (1) pumping the fuel tank; (2) lighting the lantern; (3) extinguishing the lantern; and c. storing after use.	Demonstration and Performance	10 min	See Remarks, para. 11e.
TP5	Explain, demonstrate and have the cadets practice safely handling field tools, to include: a. an axe, by: (1) determining sharpness; (2) holding; (3) identifying the chopping angle; and (4) identifying direction of fall; and b. a bow saw, by: (1) holding and cutting a log; and (2) identifying direction of fall.	Demonstration and Performance	15 min	C0-111 (pp. 496 to 500)

5. **Time:**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction / Conclusion:     | 10 min |
| b. Interactive Lecture:           | 10 min |
| c. Demonstration and Performance: | 40 min |
| d. Total:                         | 60 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP1 and TP3 to introduce the safe handling of section equipment when participating in a weekend bivouac FTX.
- Demonstration and performance was chosen for TP2, TP4 and TP5 as it allows the instructor to explain and demonstrate the uses of section equipment while providing an opportunity for the cadets to practice operating this equipment under supervision.

7. **References:**

- A2-010 B-GG-302-002/FP-001 FMC (1982). *Basic Cold Weather Training: Arctic and Sub-Arctic Operations* (Vol 2). Ottawa, ON: Department of National Defence.

- b. C0-111 (ISBN 978-0-9740820-2-8) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book* (2<sup>nd</sup> ed.). Lebanon, NH: Leonard Paul Tawrell.

8. **Training Aids:**

- a. Fuelled two-burner naphtha stove;
- b. Fuelled dual-mantle naphtha lantern;
- c. Mantles;
- d. 4-lb axe (36-inch handle); and
- e. 24-inch bow saw.

9. **Learning Aids:**

- a. Fuelled two-burner naphtha stove;
- b. Fuelled dual-mantle naphtha lantern;
- c. Mantles;
- d. 4-lb axe (36-inch handle); and
- e. 24-inch bow saw.

10. **Test Details:** N/A.

11. **Remarks:**

- a. Naphtha appliances are preferred due to their versatility to operate in all temperatures.
- b. Each cadet should be given the opportunity to practice lighting and extinguishing a stove and lantern during the weekend bivouac FTX.
- c. Additional staff may be required to supervise cadets lighting stoves and lanterns.
- d. Additional supervision is imperative when cadets are learning how to use an axe.
- e. Instructors should refer to the owner's manual for the operating instructions of stoves and lanterns.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M221.08**

1. **Performance:** Prepare an Individual Meal Package (IMP)
2. **Conditions:**
  - a. Given:
    - (1) IMP;
    - (2) fuelled two-burner naphtha stove;
    - (3) pot set;
    - (4) water;
    - (5) matches;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting, in daylight hours, during a weekend bivouac FTX.
3. **Standard:** In accordance with A-85-269-001/FP-003, *Food Service Manual: Field Feeding* (Vol. 1), the cadet shall prepare an IMP, to include:
  - a. identifying the characteristics of an IMP;
  - b. organizing the contents of an IMP; and
  - c. cooking an IMP.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss field meals, to include: <ol style="list-style-type: none"> <li>a. the types of field meals, to include:               <ol style="list-style-type: none"> <li>(1) fresh rations;</li> <li>(2) hay boxes;</li> <li>(3) box lunches; and</li> <li>(4) IMPs, to include:                   <ol style="list-style-type: none"> <li>(a) breakfast;</li> <li>(b) lunch; and</li> <li>(c) supper; and</li> </ol> </li> </ol> </li> </ol>	Interactive Lecture	5 min	A2-042 (pp. 2-1 to 2-2)

TP	Description	Method	Time	Refs
	b. water requirements, to include: <ul style="list-style-type: none"> <li>(1) the importance of bringing water on a weekend bivouac FTX;</li> <li>(2) never drinking the water used to cook an IMP; and</li> <li>(3) the importance of boiling or filtering water if water sources are unknown.</li> </ul>			
TP2	Discuss the characteristics and contents of an IMP, to include: <ul style="list-style-type: none"> <li>a. the main meal;</li> <li>b. the dessert; and</li> <li>c. the included supplements.</li> </ul>	Interactive Lecture	5 min	A2-042 (pp. 2-1 to 2-2)
TP3	Explain, demonstrate, and allow time for the cadets, as a group, to prepare and cook IMPs.	Demonstration and Performance	15 min	A2-042 (pp. 2-1 to 2-2)

5. **Time:**

- a. Introduction / Conclusion: 5 min
- b. Interactive Lecture: 10 min
- c. Demonstration and Performance: 15 min
- d. Total: 30 min (FIELD)

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 and TP2 to introduce the cadets to meal preparation in the field and to generate interest.
- b. Demonstration and performance was chosen for TP3 as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:** A2-042 A-85-269-001/FP-003 Canadian Forces. (1986). *Food Service Manual: Field Feeding* (Vol. 1). Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. IMP;
- b. Fuelled two-burner naphtha stove;
- c. Pot set;
- d. Water; and
- e. Matches.



9. **Learning Aids:**

- a. IMP;
- b. Fuelled two-burner naphtha stove;
- c. Pot set;
- d. Water; and
- e. Matches.

10. **Test Details:** N/A.

11. **Remarks:**

- a. This EO should be delivered prior to the first meal in the field. In the event that IMPs are unavailable, the lesson may be delivered with a suitable substitute.
- b. This lesson could be combined as a round-robin activity with EO 221.07 (Use Section Equipment).
- c. Stoves must be lit outside, in an open area.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M221.09**

1. **Performance:** Maintain Section Equipment Following a Field Training Exercise (FTX)
2. **Conditions:**
  - a. Given:
    - (1) two-burner naphtha stove;
    - (2) dual-generator naphtha lantern;
    - (3) pot set;
    - (4) 4-lb axe (36-inch handle);
    - (5) 24-inch bow saw;
    - (6) ground sheet;
    - (7) supervision; and
    - (8) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group, after a weekend bivouac exercise.
3. **Standard:** In accordance with *Camping and Wilderness Survival: The Ultimate Outdoors Book*, the cadet shall clean and store the following:
  - a. stove;
  - b. lantern;
  - c. pot set;
  - d. axe;
  - e. bow saw; and
  - f. groundsheet.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain, demonstrate and have the cadets practice cleaning and storing a two-burner stove, to include:</p> <ol style="list-style-type: none"> <li>a. mixing a cleaning solution consisting of dish soap and water;</li> <li>b. cleaning the following:               <ol style="list-style-type: none"> <li>(1) the inner and outer wind baffle;</li> <li>(2) the fuel tank;</li> </ol> </li> </ol>	Demonstration and Performance	10 min	C0-111 (p. 69)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> <li>(3) the grate; and</li> <li>(4) the stove box;</li> <li>c. inspecting for damage;</li> <li>d. ensuring the fuel tank is empty prior to storage; and</li> <li>e. storing.</li> </ul>			
TP2	<p>Explain, demonstrate and have the cadets practice cleaning and storing a dual-mantle lantern, to include:</p> <ul style="list-style-type: none"> <li>a. mixing a cleaning solution consisting of dish soap and water;</li> <li>b. cleaning, to include: <ul style="list-style-type: none"> <li>(1) the ventilator and bail assembly;</li> <li>(2) the globe; and</li> <li>(3) the fuel tank;</li> </ul> </li> <li>c. inspecting for damage;</li> <li>d. ensuring the fuel tank is empty prior to storage; and</li> <li>e. storing.</li> </ul>	Demonstration and Performance	10 min	
TP3	<p>Explain, demonstrate and have the cadets practice cleaning and storing a pot set, to include:</p> <ul style="list-style-type: none"> <li>a. mixing a cleaning solution consisting of dish soap and water;</li> <li>b. cleaning the pot set;</li> <li>c. drying the pot and cover;</li> <li>d. inspecting for damage; and</li> <li>e. storing.</li> </ul>	Demonstration and Performance	10 min	
TP4	<p>Explain, demonstrate and have the cadets practice cleaning and storing the following field tools:</p> <ul style="list-style-type: none"> <li>a. an axe, to include: <ul style="list-style-type: none"> <li>(1) washing and drying surfaces;</li> <li>(2) applying storage oil;</li> <li>(3) inspecting for damage; and</li> <li>(4) storing; and</li> </ul> </li> <li>b. a bow saw, to include: <ul style="list-style-type: none"> <li>(1) washing and drying surfaces;</li> <li>(2) applying storage oil;</li> </ul> </li> </ul>	Demonstration and Performance	10 min	C0-111 (pp. 497 to 500)

TP	Description	Method	Time	Refs
	(3) inspecting for damage; and (4) storing.			
TP5	Explain, demonstrate and have the cadets practice cleaning and storing groundsheets, to include: a. washing and drying; b. folding; and c. storing.	Demonstration and Performance	10 min	

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Demonstration and Performance: 50 min
- c. Total: 60 min

6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the cleaning and storing of section equipment while providing an opportunity for the cadets to practice these skills.

7. **References:** C0-111 978-0-9740820-2-8 Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book* (2<sup>nd</sup> ed.). Lebanon, NH: Leonard Paul Tawrell.

8. **Training Aids:**

- a. Stove;
- b. Pot set;
- c. Lantern;
- d. 4-lb axe (36-inch handle);
- e. 24-inch bow saw; and
- f. Groundsheet.

9. **Learning Aids:**

- a. Stove;
- b. Pot set;
- c. Lantern;
- d. 4-lb axe (36-inch handle);
- e. 24-inch bow saw; and
- f. Groundsheet.

10. **Test Details:** N/A.

11. **Remarks:** Equipment used on the previous weekend bivouac FTX may be used for demonstration.

THIS PAGE INTENTIONALLY LEFT BLANK

**M221.CA/M224.CA**

1. **Performance:** Weekend Bivouac FTX
2. **Conditions:** N/A.
3. **Standard:** N/A.
4. **Teaching Points:**
  - a. The following EOs shall be conducted prior to the weekend bivouac FTX, and confirmed through practical field activities.
    - (1) M221.01 (Perform the Duties of a Section Member in the Field);
    - (2) M221.02 (Identify Section Equipment);
    - (3) M221.03 (Identify Provincial/Territorial Wildlife);
    - (4) M221.04 (Perform Basic First Aid);
    - (5) M221.05 (Tie Knots);
    - (6) M224.01 (Describe Immediate Actions to Take When Lost); and
  - b. The field instruction of the following EOs shall be conducted during the weekend bivouac FTX:
    - (1) M221.06 (Construct a Hoochie Shelter);
    - (2) M221.07 (Use Section Equipment);
    - (3) M221.08 (Prepare an Individual Meal Package [IMP]);
    - (4) M224.04 (Identify Emergency Shelters); and
    - (5) M224.05 (Light, Maintain, and Extinguish a Fire).
    - (6) M224.06 (Identify Methods of Signalling).
  - c. EO M221.09 (Maintain Section Equipment Following a Field Training Exercise [FTX]) shall be conducted after the weekend bivouac FTX.
5. **Time:** This activity will be conducted during a supported weekend as follows:
 

a. Field Instruction of EOs:	330 min
b. Practical Field Activities:	210 min
c. Total:	540 min
6. **Substantiation:**
  - a. The instructional methods for EOs in paragraph 4.a. can be found in the individual lesson specifications.
  - b. The performance method was chosen for practical field activities as it allows an opportunity for the cadets to practice field training and basic survival skills under supervision.
7. **References:** N/A.
8. **Test Details:** N/A.

9. **Remarks:**

- a. No instructional guide will be provided for this activity.
- b. A total of 18 periods are allocated for the weekend bivouac FTX.
- c. Unit training officers are required to produce an exercise instruction to include all EOs outlined in paragraph 4.b.
- d. Resource Requirements:
  - (1) Sleeping bag;
  - (2) Air mattress;
  - (3) Wash basin;
  - (4) Backpack;
  - (5) Ground sheet;
  - (6) Water container;
  - (7) Two-burner stove;
  - (8) Funnel;
  - (9) Naphtha fuel;
  - (10) Dual-generator lantern;
  - (11) Mantles;
  - (12) Pot set;
  - (13) Fire extinguisher;
  - (14) First aid kit;
  - (15) Blanket;
  - (16) Stretcher;
  - (17) Environmental spill kit;
  - (18) Garbage bags;
  - (19) Suitable cutlery and plates as required for field meals;
  - (20) Suitable paper products (toilet paper, paper towel, etc.) as required;
  - (21) Flashlight batteries;
  - (22) IMP;
  - (23) 4-lb axe (36-inch handle);
  - (24) 24-inch bow saw;
  - (25) Shovel;
  - (26) Pail;



- (27) Potato;
- (28) Matches;
- (29) Whistle; and
- (30) Mirror.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C221.01**

1. **Performance:** Participate in a Discussion on Canada's Wilderness Conservation Efforts
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall participate in a discussion on Canada's wilderness conservation efforts, to include:
  - a. defining conservation;
  - b. identifying types of wilderness/park spaces;
  - c. discussing the effects of park and wilderness users on natural spaces;
  - d. discussing Canada's current environmental policies; and
  - e. discussing the role and responsibility of park conservation officials.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define and explain the following environmental terms: <ol style="list-style-type: none"> <li>a. conservation;</li> <li>b. land ethic;</li> <li>c. ecosystem;</li> <li>d. ecological integrity;</li> <li>e. Natural Resources Canada;</li> <li>f. provincial and national parks;</li> <li>g. crown land, and</li> <li>h. protected areas.</li> </ol>	Interactive Lecture	10 min	C2-052 C2-067
TP2	Discuss human impact on park environments, to include: <ol style="list-style-type: none"> <li>a. ecosystem management;</li> <li>b. sustainable development;</li> <li>c. Environment Canada's protected areas; and</li> </ol>	Interactive Lecture	15 min	C2-052 C2-053 C2-054 C2-066 C2-070 C2-071

TP	Description	Method	Time	Refs
	d. local, regional, and global concerns, to include: <ul style="list-style-type: none"> <li>(1) movement of exotic species;</li> <li>(2) air and water pollution;</li> <li>(3) greenhouse gas emissions;</li> <li>(4) solid waste management;</li> <li>(5) wastewater management; and</li> <li>(6) water conservation.</li> </ul>			
TP3	Conduct a conservation activity.	In-Class Activity	15 min	
TP4	Discuss the duties of park conservation officials, to include: <ul style="list-style-type: none"> <li>a. studying, monitoring and managing ecosystems;</li> <li>b. serving as public spokespersons;</li> <li>c. conducting search and rescue operations, as needed;</li> <li>d. maintaining public safety; and</li> <li>e. enforcing park specific laws and regulations, as required.</li> </ul>	Interactive Lecture	10 min	C2-052

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Interactive Lecture: 35 min
- c. In-Class Activity: 15 min
- d. Total: 60 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1, TP2 and TP4 to introduce the cadets to environmental conservation and generate interest.
- b. An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

- a. C2-052 Parks Canada. (2007). *Parks Canada*. Retrieved 22 February 2007, from [http://www.pc.gc.ca/agen/index\\_E.asp](http://www.pc.gc.ca/agen/index_E.asp).
- b. C2-053 Canadian Wildlife Service & Canadian Wildlife Federation. (2007). *Hinterland Who's Who – Environment Canada's Protected Areas Network*. Retrieved 22 February 2007, from <http://www.hww.ca/hww2.asp?cid=4&id=231>.

- c. C2-054 Office of the Auditor General of Canada. (2007). *Office of the Auditor General of Canada*. Retrieved 22 February 2007, from <http://www.oag-bvg.gc.ca/domino/oag-bvg.nsf/html/menue.html>.
  - d. C2-066 Environment Canada. (2007). *Canada's Clean Air Act*. Retrieved 21 March 2007, from <http://www.ec.gc.ca/cleanair-airpur/default.asp?lang=En&n=6EBBF05D-1>.
  - e. C2-067 Natural Resources Canada. (2007). *About Us*. Retrieved 21 March 2007, from [http://www.nrcan-rncan.gc.ca/inter/aboutus\\_e.html](http://www.nrcan-rncan.gc.ca/inter/aboutus_e.html).
  - f. C2-070 Environment Canada. (2004). *Canadian Wildlife Service: Focus on the Canadian Wildlife Service*. Retrieved 23 March 2007, from [http://www.cws-scf.ec.gc.ca/focus\\_e.cfm#targ1](http://www.cws-scf.ec.gc.ca/focus_e.cfm#targ1).
  - g. C2-071 Environment Canada. (2002). *The Unfolding Story of the Zebra Mussel in the St Lawrence River*. Retrieved 23 March 2007, from [http://www.qc.ec.gc.ca/csl/pub/pub004\\_e.html](http://www.qc.ec.gc.ca/csl/pub/pub004_e.html).
8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:**
- a. This EO could be delivered by a local park official or Ministry of Natural Resources representative.
  - b. If being delivered by a guest speaker, this EO may be tailored to be park-specific; however, the human impact theme must remain. The guest speaker should present specific duties for which they are responsible.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C221.02**

1. **Performance:** Construct Field Amenities
2. **Conditions:**
  - a. Given:
    - (1) nylon rope;
    - (2) twine;
    - (3) 4-lb axe (36-inch handle);
    - (4) 24-inch bow saw;
    - (5) diagrams detailing field amenities construction;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting in daylight hours.
3. **Standard:** In accordance with specified references, and in groups of three or four, the cadet shall construct two field amenities from the following list:
  - a. a bench with back rest;
  - b. a camp table;
  - c. a bulletin board; or
  - d. a podium.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate, and allow time for the cadets to practice tying the following knots/ lashings: <ol style="list-style-type: none"> <li>a. sheer lashing;</li> <li>b. square lashing;</li> <li>c. timber hitch;</li> <li>d. diagonal lashing; and</li> <li>e. figure-of-eight lashing.</li> </ol>	Demonstration and Performance	40 min	C2-007 (pp. 180 to 188)
TP2	Provide each group with diagrams of, and challenge cadets to create, two of the following field amenities: <ol style="list-style-type: none"> <li>a. a bench with back rest;</li> <li>b. a camp table;</li> </ol>	Practical Activity	130 min	C2-008 (p. 381) C2-046

TP	Description	Method	Time	Refs
	c. a bulletin board; and d. a podium.			

5. **Time:**

- |    |                                |         |
|----|--------------------------------|---------|
| a. | Introduction / Conclusion:     | 10 min  |
| b. | Demonstration and Performance: | 40 min  |
| c. | Practical Activity:            | 130 min |
| d. | Total:                         | 180 min |

6. **Substantiation:**

- a. Demonstration and performance was chosen for TP1 as it allows the instructor to explain and demonstrate lashings while providing an opportunity for the cadets to practice tying lashings under supervision.
- b. A practical activity was chosen for TP2 as it is an interactive way to allow the cadet to experience building field amenities in a safe, controlled environment. This activity contributes to the development of lashing skills and knowledge in a fun and challenging setting.

7. **References:**

- a. C2-007 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Chartwell Books, Inc.
- b. C2-008 (ISBN 0-00-265314-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.
- c. C2-046 PioneeringProjects.org (2004). *PioneeringProjects.org*. Retrieved 20 February 2007, from <http://www.pioneeringprojects.org/projects/index.htm>.

8. **Training Aids:**

- a. Rope for tying lashings; and
- b. Poles or sticks for tying lashings.

9. **Learning Aids:**

- a. Rope for tying lashings;
- b. Poles or sticks for tying lashings;
- c. 4-lb axe (36-inch handle);
- d. 24-inch bow saw;
- e. Lashing-tying handouts; and
- f. Diagrams detailing field amenities construction.

10. **Test Details:** N/A.



**11. Remarks:**

- a. Natural resources found in the field, such as fallen or dead wood, are to be used for construction. Instructors are to confirm with local authorities that natural resources may be used for this activity.
- b. Each cadet must gather three sticks or poles approximately one inch in diameter prior to this lesson.
- c. If field amenities are being evaluated, they shall be judged on stability, quality of lashings, and overall appearance.
- d. Field amenities may need to be disassembled, depending on the location of construction.
- e. The content of this EO is similar to content in C121.01 (Construct Field Amenities). It is recommended that these lessons be conducted concurrently.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C221.03**

1. **Performance:** Identify Species of Trees
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify one deciduous and one coniferous trees using leaf or bark identification.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify characteristics of deciduous trees, to include: <ol style="list-style-type: none"> <li>a. environment;</li> <li>b. seeds;</li> <li>c. leaf attachment;</li> <li>d. leaf type;</li> <li>e. bark;</li> <li>f. usage; and</li> <li>g. firewood.</li> </ol>	Interactive Lecture	20 min	C2-004 (p. 124) C0-117 (pp. 22 to 35) C2-016 (pp. 213 to 218) C2-068 (p. 79)
TP2	Identify characteristics of coniferous trees, to include: <ol style="list-style-type: none"> <li>a. environment;</li> <li>b. seeds;</li> <li>c. types of needles;</li> <li>d. bark;</li> <li>e. usage; and</li> <li>f. firewood.</li> </ol>	Interactive Lecture	20 min	C0-117 (p. 14) C0-137 C2-004 (pp. 123, 288–289) C2-068 (p. 79)
TP3	Have the cadets participate in an identification activity where they will identify types of trees, to include: <ol style="list-style-type: none"> <li>a. one deciduous; and</li> <li>b. one coniferous.</li> </ol>	Practical Activity	10 min	C0-117 C0-137

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 40 min |
| c. | Practical Activity:        | 10 min |
| d. | Total:                     | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 and TP2 to introduce species of trees and to generate interest.
- b. An practical activity was chosen for TP3 as it is an interactive way to identify species of trees and to confirm the cadet's comprehension of the material.

7. **References:**

- a. C0-117 (ISBN 1-58238-092-9) Brockman F. C. (2001). *Trees of North America: A Guide to Field Identification*. New York, USA: St. Martin's Press.
- b. C0-137 Natural Resources Canada. (2002). *Provincial Trees*. Retrieved 22 March 2007, from <http://cfl.scf.rncan.gc.ca/imfec-idecf/hosttrees.html>.
- c. C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- d. C2-016 (ISBN 0-517-88783-5) Curtis, R. (1998). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.
- e. C2-068 (ISBN 0-425-10572-5) Brown T. with Morgan B. (1993). *Tom Brown Field Guide: Wilderness Survival*. New York, NY: The Bertley Publishing Group.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:**

- a. During the identification activity, if time and resources permit, each cadet may identify more than one tree.
- b. Though the activity may be conducted in-class, it is recommended that it be conducted outside. If the lesson is conducted in-class, it should be reviewed in a field setting.

**PO 222**

1. **Performance:** Navigate Along a Route Using a Map and Compass
2. **Conditions:**
  - a. Given:
    - (1) a prepared route;
    - (2) topographical/military map of the area being used;
    - (3) compass;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting, during daylight hours.
3. **Standard:** In accordance with specified references, the cadet will navigate along a route using a map and compass, to include:
  - a. calculating the distance and magnetic bearing between two points;
  - b. orienting a map using a compass; and
  - c. pacing a route following a magnetic bearing, using a compass.
4. **Remarks:**
  - a. Army Cadet Expeditions combine skills developed in the areas of Field Training, Trekking, Navigation, and Outdoor Leadership. Navigation contributes to Army Cadet Expeditions by developing the ability of the cadet to navigate during travel while on expeditions.
  - b. This PO will be confirmed in conjunction with PO 223 (Hike Along a Route as Part of an Overnight Exercise) during a weekend navigation/trekking FTX.
  - c. EOs M222.04 to M222.07 are to be conducted during the weekend navigation/trekking FTX. Time has been allocated for these periods; however, training staff may schedule more training as required.
5. **Complementary Material:**
  - a. Complementary material associated with PO 222 is designed to provide additional practice using a map and compass during a navigation activity, specifically C222.01 (Practice Navigation as a Member of a Small Group).
  - b. Complementary training in PO 222 is limited to a total of nine periods conducted during sessions or on a supported day. Corps are not required to use all nine periods.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M222.01**

1. **Performance:** Review Green Star Navigation
2. **Conditions:**
  - a. Given:
    - (1) topographical map;
    - (2) romer;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with B-GL-382-005/PT-001 *Maps, Field Sketching, Compasses and the Global Positioning System*, the cadet shall review Green Star Navigation by:
  - a. identifying prominent objects on a map;
  - b. orienting a map by inspection; and
  - c. determining position using a six-figure grid reference (GR) (accurate to within 100 m).
4. **Teaching Points:** The intent of this lesson is to:
  - a. conduct a review of PO 122 (Identify Location Using a Map), to include:
    - (1) maintaining and folding of a map;
    - (2) identifying marginal information;
    - (3) identifying conventional signs;
    - (4) interpreting contour lines;
    - (5) determining a GR; and
    - (6) orienting a map by inspection; and
  - b. conduct a navigation activity, to include:
    - (1) completing an activity sheet;
    - (2) identifying an object/feature on a map at a set GR;
    - (3) orienting a map by inspection; and
    - (4) folding a map.

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 10 min |
| c. | Practical Activity:        | 40 min |
| d. | Total:                     | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to present background material.
- b. A practical activity was chosen for TP2 as it is an interactive way to allow cadets to experience navigation in a safe, controlled environment. This activity contributes to the development of navigation skills and knowledge in a fun and challenging setting.

7. **References:** A2-041 B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field Sketching, Compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Topographical map; and
- b. Romer.

9. **Learning Aids:**

- a. Topographical map; and
- b. Romer.

10. **Test Details:** N/A.

11. **Remarks:** A thorough understanding of Green Star navigation training is required before cadets are taught new navigation skills in Red Star. This EO will provide an opportunity for cadets to practice skills they learned previously in the corps program.



**EO M222.02**

1. **Performance:** Describe Bearings
2. **Conditions:**
  - a. Given:
    - (1) compass rose;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with B-GL-382-005/PT-001, the cadet shall describe bearings by:
  - a. identifying the 16 points of a compass;
  - b. defining mils and degrees;
  - c. identifying true, grid, and magnetic north; and
  - d. defining bearings.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify and explain the 16 points of a compass, to include: <ol style="list-style-type: none"> <li>a. the 4 cardinal points;</li> <li>b. the 4 inter-cardinal points; and</li> <li>c. the 8 intermediate points.</li> </ol>	Interactive Lecture	10 min	A2-041 (p. 47)
TP2	Explain the scales on a compass, to include: <ol style="list-style-type: none"> <li>a. the degree system; and</li> <li>b. the mils system.</li> </ol>	Interactive Lecture	5 min	A2-041 (p. 47)
TP3	Identify and explain the three norths, to include: <ol style="list-style-type: none"> <li>a. true north;</li> <li>b. grid north; and</li> <li>c. magnetic north.</li> </ol>	Interactive Lecture	10 min	A2-041 (pp. 50-51)
TP4	Explain bearings, to include: <ol style="list-style-type: none"> <li>a. the definition of a bearing; and</li> <li>b. the types of bearings.</li> </ol>	Interactive Lecture	10 min	A2-041 (pp. 48-50)

TP	Description	Method	Time	Refs
TP5	Complete a compass rose activity, to confirm: a. the points of a compass; b. degrees and mils for each point.	Practical Activity	15 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 35 min |
| c. | Practical Activity:        | 15 min |
| d. | Total:                     | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to TP4 to present basic material, orient the cadets to bearings, and to generate interest.
- b. A practical activity was chosen for TP5 as it is an interactive way to introduce cadets to bearings. This activity contributes to the development of navigation skills and knowledge in a fun and challenging setting.

7. **References:** A2-041 B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field Sketching, Compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.8. **Training Aids:**

- a. Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Topographical map; and
- c. Compass rose.

9. **Learning Aids:**

- a. Pencil; and
- b. Compass rose.

10. **Test Details:** N/A.11. **Remarks:** N/A.

**EO M222.03**

1. **Performance:** Identify Compass Parts
2. **Conditions:**
  - a. Given:
    - (1) compass;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with B-GL-382-005/PT-001, the cadet shall:
  - a. identify compass parts; and
  - b. set a predetermined declination.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the principles behind the workings of a compass.	Interactive Lecture	5 min	A2-036 (pp. 5-29 and 5-30)
TP2	Identify and describe the parts of the compass, to include: <ol style="list-style-type: none"> <li>a. sight;</li> <li>b. compass cover;</li> <li>c. sighting mirror;</li> <li>d. sighting line;</li> <li>e. luminous index point;</li> <li>f. compass dial;</li> <li>g. dial graduations;</li> <li>h. orienting arrow;</li> <li>i. romer 1:25 000;</li> <li>j. compass base plate;</li> <li>k. declination scale;</li> <li>l. compass meridian lines;</li> <li>m. magnetic needle;</li> <li>n. luminous orienting points;</li> <li>o. luminous index point;</li> <li>p. romer 1:50 000;</li> </ol>	Interactive Lecture	10 min	A2-041 (pp. 66 and 67)

TP	Description	Method	Time	Refs
	q. safety cord or lanyard; r. adjustable wrist lock; s. screwdriver; and t. declination adjustment screw.			
TP3	Explain, demonstrate and have the cadets practice setting declination, to include: a. defining declination; and b. setting declination on a compass.	Demonstration and Performance	10 min	A2-041 (pp. 67 and 68)

5. **Time:**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion:     | 5 min  |
| b. | Interactive Lecture:           | 15 min |
| c. | Demonstration and Performance: | 10 min |
| d. | Total:                         | 30 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP1 and TP2 to present basic material, orient the cadets to the compass, and generate interest.
- Demonstration and performance was chosen for TP3 as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire, while providing an opportunity for the cadets to practice navigation under supervision.

7. **References:**

- A2-036 A-CR-CCP-121/PT-001 D Cdts (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- A2-041 B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field Sketching, Compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for classroom/training area; and
- Compass.

9. **Learning Aids:** Compass.10. **Test Details:** N/A.11. **Remarks:** N/A.

**EO M222.04**

1. **Performance:** Determine Distance Along a Route
2. **Conditions:**
  - a. Given:
    - (1) topographical map;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting during daylight hours, during a navigation/trekking FTX.
3. **Standard:** In accordance with specified references, the cadet shall determine distance along a route, to include:
  - a. determining distance on a map;
  - b. determining distance using individual pacing; and
  - c. identifying factors that affect pacing.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain and demonstrate methods of determining distance on a map, to include: <ol style="list-style-type: none"> <li>a. measuring point to point; and</li> <li>b. measuring along a route between two points.</li> </ol>	Demonstration and Performance	25 min	A2-041 (p. 16 and 18) C2-041 (p. 50)
TP2	Explain, demonstrate and have cadets practice determining distance using the pace counting method.	Demonstration and Performance	40 min	C2-041 (p. 106) C0-011 (pp. 19 to 21)
TP3	Discuss factors that affect pacing, to include: <ol style="list-style-type: none"> <li>a. topography;</li> <li>b. slopes;</li> <li>c. fatigue;</li> <li>d. equipment; and</li> <li>e. weather.</li> </ol>	Interactive Lecture	15 min	C2-045 (pp. 52 and 53)

5. **Time:**

- |    |                                |                |
|----|--------------------------------|----------------|
| a. | Introduction / Conclusion:     | 10 min         |
| b. | Demonstration and Performance: | 65 min         |
| c. | Interactive Lecture:           | 15 min         |
| d. | Total:                         | 90 min (FIELD) |

6. **Substantiation:**

- a. Demonstration and performance was chosen for TP1 and TP2 as it allows the instructor to explain and demonstrate determining distance along a route while providing an opportunity for the cadets to practice these skills under supervision.
- b. An interactive lecture was chosen for TP3 to clarify and emphasize the limitations of individual pacing.

7. **References:**

- a. A2-041 B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field Sketching, Compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.
- b. C0-011 Canadian Orienteering Federation. (1985). *Orienteering Level Two Coaching Certification*. Ottawa, ON: Canadian Orienteering Federation.
- c. C2-041 (ISBN 0-07-136110-3) Seidman, D. and Cleveland, P. (1995). *The Essential Wilderness Navigator*. Camden, ME: Ragged Mountain Press.
- d. C2-045 (ISBN 1-4018-0961-8) Ford, H. L. (2003). *Landscape Surveying*. Florence, KY: Thomson Delmar Learning.

8. **Training Aids:**

- a. topographical map;
- b. measuring tape; and
- c. paper.

9. **Learning Aids:**

- a. Topographical map;
- b. Paper; and
- c. Pencil.

10. **Test Details:** N/A.

11. **Remarks:** N/A.

**EO M222.05**

1. **Performance:** Orient a Map Using a Compass
2. **Conditions:**
  - a. Given:
    - (1) topographical map;
    - (2) compass;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting during daylight hours, during a navigation/trekking FTX.
3. **Standard:** In accordance with B-GL-382-005/PT-001, the cadet shall orient a map using a compass.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have cadets practice orienting a map using a compass by: <ol style="list-style-type: none"> <li>a. setting the magnetic declination;</li> <li>b. setting the compass dial to north;</li> <li>c. laying the compass flat on the map with the cover open;</li> <li>d. pointing the mirror to North (top of the map);</li> <li>e. aligning the compass meridian lines with the map easting lines; and</li> <li>f. turning the map until the magnetic needle lines up with the orienting arrow.</li> </ol>	Demonstration and Performance	25 min	A2-041 (p. 76)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min (FIELD)
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate orienting a map using a compass while providing an opportunity for the cadets to practice this skill under the supervision of an instructor.
7. **References:** A2-041 B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field Sketching, Compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Topographical map; and
- b. Compass.

9. **Learning Aids:**

- a. Topographical map; and
- b. Compass.

10. **Test Details:** N/A.

11. **Remarks:** This lesson will be conducted with PO M223 (Participate in a Two Day Hike With Some Class 2 Terrain and Obstacles).



**EO M222.06**

1. **Performance:** Follow a Magnetic Bearing Point to Point
2. **Conditions:**
  - a. Given:
    - (1) a prepared route;
    - (2) topographical map;
    - (3) compass;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting during daylight hours, during a navigation/trekking FTX.
3. **Standard:** In accordance with B-GL-382-005/PT-001, the cadet shall follow a bearing point to point, to include:
  - a. determining the magnetic bearing of a prominent object;
  - b. plotting and measuring a magnetic bearing on a map; and
  - c. following a set magnetic bearing from point to point.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Practice determining the magnetic bearing of a prominent object, using the following steps:</p> <ol style="list-style-type: none"> <li>a. Check and set the predetermined declination on the compass.</li> <li>b. Hold the compass at eye level, arms length, and turn to face the prominent object.</li> <li>c. Aim at the object using the compass sight, ensuring the sighting line is in line with the index pointer.</li> <li>d. Adjust the compass cover so the compass dial is seen in the sighting mirror.</li> <li>e. Look in the mirror and turn the compass dial until the magnetic needle is over the orienting arrow.</li> <li>f. Read the number on the compass dial at the luminous index pointer.</li> </ol>	Demonstration and Performance	10 min	A2-041 (pp. 69 and 70)

TP	Description	Method	Time	Refs
TP2	<p>Explain, demonstrate and have cadets practice taking a magnetic bearing on a map by:</p> <ul style="list-style-type: none"> <li>a. setting the predetermined declination on the compass;</li> <li>b. identifying and marking the start (point A) and finish (point B) points on a map;</li> <li>c. drawing a plotting ray from point A to point B;</li> <li>d. laying the fully opened compass with the edge of the compass base plate along the plotting ray, and the sighting arrow pointed in the direction of travel (point A to point B);</li> <li>e. holding the compass in place, rotate the compass dial so that the compass meridian lines align with the easting lines on the map, ensuring north on the dial indicates north on the map; and</li> <li>f. reading the bearing at the luminous index pointer.</li> </ul>	Demonstration and Performance	15 min	A2-041 (p. 70)
TP3	Using a map and compass, in groups of four to six, cadets will follow a magnetic bearing point to point during daylight. The course will consist of a minimum of six legs, approximately 100 m apart. Each cadet will take a turn following a magnetic bearing point to point.	Practical Activity	25 min	

5. **Time:**

- |    |                                |                |
|----|--------------------------------|----------------|
| a. | Introduction / Conclusion:     | 10 min         |
| b. | Demonstration and Performance: | 25 min         |
| c. | Practical Activity:            | 25 min         |
| d. | Total:                         | 60 min (FIELD) |

6. **Substantiation:**

- a. Demonstration and performance was chosen for TP1 and TP2 as it allows the instructor to explain and demonstrate following a magnetic bearing point to point while providing an opportunity for the cadets to practice following a bearing point to point under supervision.
- b. A practical activity was chosen for TP3 as it is an interactive way to allow cadets to experience following a magnetic bearing point to point in a safe, controlled environment. This activity contributes to the development of navigation skills and knowledge in a fun and challenging setting.

7. **References:** A2-041 B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field Sketching, Compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**
  - a. Topographical map; and
  - b. Compass.
9. **Learning Aids:**
  - a. Topographical map; and
  - b. Compass.
10. **Test Details:** N/A.
11. **Remarks:** Prior to this lesson, using a topographical map, the instructor shall prepare a navigation route, consisting of a minimum of six legs no greater than 100 m apart in distance.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M222.CA/M223.CA**

1. **Performance:** Weekend Navigation/Trekking FTX
2. **Conditions:** N/A.
3. **Standard:** N/A.
4. **Teaching Points:**
  - a. The following EOs shall be conducted prior to the weekend navigation/trekking FTX and confirmed through practical navigation/trekking activities.
    - (1) M222.01 (Review Green Star Navigation);
    - (2) M222.02 (Describe Bearings);
    - (3) M222.03 (Identify Compass Parts);
    - (4) M223.01 (Prepare for a Trekking); and
    - (5) M223.02 (Participate in a Discussion on Crossing Obstacles While Trekking).
  - b. The following EOs shall be conducted during the weekend navigation/trekking FTX:
    - (1) M222.04 (Determine Distance Along a Route);
    - (2) M222.05 (Orient a Map Using a Compass); and
    - (3) M222.06 (Follow a Magnetic Bearing Point to Point).
5. **Time:** This activity will be conducted during a supported weekend as follows:
 

a. Instruction of EOs:	270 min
b. Practical Activities:	270 min
c. Total:	540 min
6. **Substantiation:**
  - a. The instructional methods for EOs in paragraph 4a can be found in the individual lesson specifications.
  - b. The performance method was chosen for practical activities as it allows an opportunity for the cadets to practice navigation and trekking skills under supervision.
7. **References:** N/A.
8. **Test Details:** N/A.
9. **Remarks:**
  - a. No instructional guide will be provided for this activity.
  - b. A total of 18 periods are allocated for the weekend navigation/trekking FTX.
  - c. Unit training officers are required to produce an exercise instruction to include all EOs outlined in paragraph 4b.

d. Resource requirements:

- (1) Sleeping bag;
- (2) Air mattress;
- (3) Wash basin;
- (4) Backpack;
- (5) Ground sheet;
- (6) Water container;
- (7) Two-burner stove;
- (8) Funnel;
- (9) Naphtha fuel;
- (10) Dual-generator lantern;
- (11) Mantles;
- (12) Pot set;
- (13) Fire extinguisher;
- (14) First aid kit;
- (15) Blanket;
- (16) Stretcher;
- (17) Environmental spill kit;
- (18) Garbage bags;
- (19) Topographical map;
- (20) Compass; and
- (21) Any required optional gear.

**EO C222.01**

1. **Performance:** Practice Navigation Using a Map and Compass
2. **Conditions:**
  - a. Given:
    - (1) a prepared route;
    - (2) topographical map;
    - (3) compass;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting, during daylight hours.
3. **Standard:** In accordance with B-GL-382-005/PT-001, the cadet shall practice navigation using a map and compass.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a safety briefing, to include: <ol style="list-style-type: none"> <li>a. actions to be taken if a cadet becomes lost;</li> <li>b. time limits for the activity;</li> <li>c. boundaries; and</li> <li>d. a narrative of the specific activity being conducted.</li> </ol>	Interactive Lecture	10 min	
TP2	Participate in a navigation activity, chosen from the following: <ol style="list-style-type: none"> <li>a. navigation brain teaser,</li> <li>b. compass work and pacing, and</li> <li>c. puzzle navigation.</li> </ol>	Practical Activity	55 min	A2-041 (p. 124)
TP3	Conduct a debriefing.	Group Discussion	15 min	

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. Interactive Lecture: 10 min
  - c. Practical Activity: 55 min
  - d. Group Discussion: 15 min
  - e. Total: 90 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to give direction on procedures and to illustrate the application of rules for the navigation exercise.
- b. A practical activity was chosen for TP2 as it is an interactive way to allow cadets to experience navigation in a safe, controlled environment. This activity contributes to physical fitness and to the development of navigation skills and knowledge in a fun and challenging setting.
- c. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about navigation training.

7. **References:** A2-041 B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field Sketching, Compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. A prepared route;
- b. A topographical map; and
- c. A compass.

9. **Learning Aids:**

- a. A prepared route;
- b. A topographical map; and
- c. A compass.

10. **Test Details:** N/A.

11. **Remarks:**

- a. The intent of this activity is to give the cadet experience navigating with a map and compass, determine distance and follow a bearing from point to point.
- b. This activity may be conducted using any available map appropriate for this activity.
- c. This complementary activity can be conducted up to three times during supported complementary days or sessions. However, participation is limited to a maximum of nine periods.



**PO 223**

1. **Performance:** Hike Along a Route as Part of an Overnight Exercise
2. **Conditions:**
  - a. Given:
    - (1) water bottles;
    - (2) water supply;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting with some Class 2 hiking terrain, during daylight hours.
3. **Standard:** In accordance with A-CR-CCP-951/PT-002, the cadet will participate in an 8-12 km two-day hike, with some Class 2 terrain.
4. **Remarks:**
  - a. Army Cadet Expeditions combine skills developed in the areas of Field Training, Trekking, Navigation and Outdoor Leadership. Trekking contributes to Army Cadet Expeditions by developing the ability of the cadet to travel during expeditions.
  - b. This PO shall be confirmed in conjunction with PO 222 (Navigate a Route Using a Map and Compass) during a weekend navigation/trekking FTX.
5. **Complementary Material:**
  - a. Complementary material associated with PO 223 is designed to allow cadets to experience alternate methods of travel, and to improve their ability to deal with travel-related obstacles during an expedition.
  - b. Some complementary training offered in the Green Star Program may be selected for complementary training in the Red Star Program specifically:
    - (1) EO C123.01 (Participate in Adventure Training);
    - (2) EO C123.02 (Adhere to Snowshoe March Discipline); and
    - (3) EO C123.03 (Participate in Snowshoeing).
  - c. When selecting complementary material from Green Star, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
  - d. In PO 223, two complementary supported days are allocated to conduct an activity selected by the Commanding Officer from choices provided in A-CR-CCP-951/PT-002.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M223.01**

1. **Performance:** Prepare for Trekking
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall prepare for trekking by:
  - a. reviewing Green Star trekking gear and hiking techniques;
  - b. creating a personal kit list; and
  - c. discussing the physical demands of trekking and how to prepare.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity on trekking gear, to include: <ol style="list-style-type: none"> <li>a. the characteristics of a suitable daypack, to include:               <ol style="list-style-type: none"> <li>(1) types of packs;</li> <li>(2) padding;</li> <li>(3) waist band; and</li> <li>(4) capacity;</li> </ol> </li> <li>b. the characteristics of hiking footwear, to include:               <ol style="list-style-type: none"> <li>(1) the boots; and</li> <li>(2) the socks;</li> </ol> </li> <li>c. the characteristics of water carriers, to include:               <ol style="list-style-type: none"> <li>(1) types of carriers; and</li> <li>(2) capacity; and</li> </ol> </li> <li>d. the characteristics of optional trekking gear, to include:               <ol style="list-style-type: none"> <li>(1) raingear;</li> <li>(2) hat;</li> <li>(3) extra insulation layer;</li> <li>(4) sunglasses;</li> </ol> </li> </ol>	In-Class Activity	15 min	C2-017 (p. 20) C2-042 (pp.70 to 75) C2-051 (pp.36 to 37) C2-042 (pp.62 to 65) C2-051 (pp.34 and 35) C2-042 (p. 92) C2-042 (pp. 55 to 57 and pp. 102–103)

TP	Description	Method	Time	Refs
	(5) sunscreen; (6) insect repellent; (7) camera and film; (8) bathing suit and towel; and (9) binoculars.			
TP2	Conduct an activity where cadets will: a. identify permanent items list, to include: (1) personal items; (2) the six essential items; and (3) a last-minute checklist; and b. create a personal kit list based on the weather forecast, to include: (1) a sunny day; (2) a rainy day; and (3) a cold and snowy day.	In-Class Activity	15 min	C2-042 (pp.104–105, 112–113 and 116–117)
TP3	Discuss the physical demands of a trek, to include: a. cardiovascular endurance; b. strength; and c. balance.	Interactive Lecture	5 min	C2-051 (pp.12 to 14)
TP4	Discuss how to physically prepare for a trek, to include: a. exercises to build body strength, such as: (1) aerobics exercises; and (2) strength building exercises; and b. stretching exercises before and during the trek.	Interactive Lecture	15 min	C2-016 (pp. 169–170) C2-051 (pp. 12 to 14 and pp. 17 to 21) C2-042 (pp. 132-133 and pp. 144-145) C0-089 (pp. 152–153)

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 20 min |
| c. | In-Class Activity:         | 30 min |
| d. | Total:                     | 60 min |

6. **Substantiation:**

- a. An in-class activity was chosen for TP1 and TP2 as it is an interactive way to present a personal kit list.
- b. An interactive lecture was chosen for TP3 and TP4 to introduce preparing for a trek.

7. **References:**

- a. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching 20<sup>th</sup> Anniversary*. (Rev. Ed.). Bolinas, CA: Shelter Publications Inc.
- b. C2-016 (ISBN 0-517-8878-5) Curtis, R. (1998). *The Backpacker's Field Manual: a Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.
- c. C2-017 (ISBN 0-7627-0476-4) Roberts, H. (1999). *Basic Essentials, Backpacking*. Guilford, CT: The Globe Pequot Press.
- d. C2-042 (ISBN 0-7566-0946-1) Berger, K. (2005). *Backpacking & Hiking*. New York, NY: DK Publishing, Inc.
- e. C2-051 (ISBN 978-0-7153-2254-3) Bagshaw, C. (Ed.). (2006). *The Ultimate Hiking Skills Manual*. Cincinnati, OH: David & Charles.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:** Instructors will confirm the cadets' ability to create a personal kit list according to various weather scenarios. Cadets shall compare their pick with the choices of the group.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M223.02**

1. **Performance:** Identify Hiking/Trekking Associations
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall participate in a discussion on the mandate of civilian hiking/trekking organizations.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the following civilian hiking/trekking organizations and their mandate: <ol style="list-style-type: none"> <li>a. national associations, to include:               <ol style="list-style-type: none"> <li>(1) The Alpine Club of Canada;</li> <li>(2) Trails Canada; and</li> <li>(3) Trans Canada Trails; and</li> </ol> </li> <li>b. provincial associations, to include:               <ol style="list-style-type: none"> <li>(1) Kootenay Mountaineering Club (BC);</li> <li>(2) West Coast Trail (BC);</li> <li>(3) Edmonton Outdoor Club (AB);</li> <li>(4) Manitoba Recreational Trails Association Inc. (MB);</li> <li>(5) Hike Ontario (ON);</li> <li>(6) Ontario Trails Council (ON);</li> <li>(7) Toronto Outdoor Club (ON);</li> <li>(8) The Bruce Trail Association (ON);</li> <li>(9) Fédération québécoise de la marche (QC);</li> <li>(10) Le club de montagne Le Canadien (QC);</li> <li>(11) The International Appalachian Trail (QC);</li> <li>(12) New Brunswick Trail Council Inc. (NB);</li> </ol> </li> </ol>	Interactive Lecture	20 min	C0-078 C2-055 C2-056 C2-057

TP	Description	Method	Time	Refs
	<p>(13) The Nova Scotia Trails Federation (NS),</p> <p>(14) Island Trails (PE); and</p> <p>(15) East Coast Trail (NL).</p> <p><b>Note:</b> Instructors may choose from the sample list based on their province or seek out associations within their communities.</p>			
TP2	<p>Identify government hiking/trekking resources, to include:</p> <p>a. Parks Canada; and</p> <p>b. provincial parks.</p>	Interactive Lecture	5 min	C2-052

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | Interactive Lecture:       | 25 min |
| c. | Total:                     | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to give an overview of civilian hiking/trekking organizations, their mandate and the government resources available.

7. **References:**

- C0-078 Mountain Equipment Co-op. (2007). *Connect*. Retrieved 28 February 2007, from <http://www.mec.ca>.
- C2-052 Parks Canada. (2007). *National Parks of Canada*. Retrieved 28 February 2007, from <http://www.pc.gc.ca>.
- C2-055 The Alpine Club of Canada. (2007). *The Alpine Club of Canada Canada's National Mountaineering Organization*. Retrieved 28 February 2007, from <http://www.alpineclubofcanada.ca/index.html>.
- C2-056 Trails Canada. (2007). *Trails Canada*. Retrieved 28 February 2007, from <http://www.trailscanada.com>.
- C2-057 The Trans Canada Trail. (2007). *Welcome to Trans Canada Trail*. Retrieved 28 February 2007, from <http://www.tctrail.ca>.
- C2-058 Hike Ontario. (2007). *Hike Ontario*. Retrieved 28 February 2007, from <http://www.hikeontario.com>.

8. **Training Aids:** N/A.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:** To complete this introduction on hiking/trekking associations, instructors may want to present local trail maps to the cadets.



**EO M223.03**

1. **Performance:** Participate in a Discussion on Crossing Obstacles While Trekking
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall participate in a discussion on employing safe techniques to cross natural obstacles, to include:
  - a. using trekking poles;
  - b. scrambling;
  - c. boulder hopping;
  - d. traversing, climbing and descending a scree; and
  - e. crossing water, snow and ice.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the following: <ol style="list-style-type: none"> <li>a. identifying types of poles and sticks;</li> <li>b. identifying the criteria for choosing poles, to include:               <ol style="list-style-type: none"> <li>(1) telescopic adjustment;</li> <li>(2) grips;</li> <li>(3) an anti-shock system;</li> <li>(4) baskets; and</li> <li>(5) tips; and</li> </ol> </li> <li>c. using trekking poles, to include:               <ol style="list-style-type: none"> <li>(1) trekking uphill; and</li> <li>(2) trekking downhill.</li> </ol> </li> </ol>	Interactive Lecture	15 min	C0-078 C0-145 C2-042 (p. 160) C2-042 (p. 98) C2-051 (p. 80)
TP2	Explain scrambling.	Interactive Lecture	5 min	C2-042 (p. 161)
TP3	Explain boulder hopping.	Interactive Lecture	5 min	C2-042 (p. 162)

TP	Description	Method	Time	Refs
TP4	Explain the methods to cross a scree, to include: a. traversing a scree; b. climbing on a scree; and c. descending on a scree.	Interactive Lecture	15 min	C2-042 (p. 163) C2-051 (pp. 81-82) C0-111 (p. 241)
TP5	Explain crossing water obstacles, to include: a. rivers, to include: (1) choosing a place to cross; (2) identifying the best time to cross; (3) wading across a river; (4) hopping; and (5) crossing using a wooden bridge and ropes; and b. waterlogged ground, to include: (1) using natural hard spots; and (2) using trails; and c. crossing snow and ice, to include: (1) reading the snow for a safe route; (2) ascending on snow; and (3) crossing frozen water.	Interactive Lecture	10 min	C2-042 (pp. 164 to 169) C0-111 (p. 243)

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 50 min |
| c. | Total:                     | 60 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce safe techniques to cross natural obstacles, give direction on procedures and illustrate the application of the concepts.

7. **References:**

- C0-078 Mountain Equipment Co-op. (2007). *Learn Packs and Poles*. Retrieved 28 February 2007, from <http://www.mec.ca>.
- C0-111 (ISBN 978-0-9740820-2-8) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book* (2<sup>nd</sup> ed.). Lebanon, NH: Leonard Paul Tawrell.
- C0-145 OutdoorPlaces.com. (2004). *Buying Guides, Trekking Poles*. Retrieved 17 April 2007, from [http://www.outdoorplaces.com/gear/buying\\_guide.htm](http://www.outdoorplaces.com/gear/buying_guide.htm).
- C2-042 (ISBN 0-7566-0946-1) Berger, K. (2005). *Backpacking & Hiking*. New York, NY: DK Publishing, Inc.
- C2-051 (ISBN 978-0-7153-2254-3) Bagshaw, C. (Ed.). (2006). *The Ultimate Hiking Skills Manual*. Cincinnati, OH: David & Charles.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** The cadets shall participate in a confirmation activity for this EO during the Navigation/Trekking FTX.

THIS PAGE INTENTIONALLY LEFT BLANK

**PO 224**

1. **Performance:** Identify Immediate Actions to Take When Lost
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting.
3. **Standard:** In accordance with specified references, the cadet will describe actions to take when lost, to include:
  - a. sitting, thinking, observing, and planning;
  - b. locating shelter;
  - c. igniting a fire; and
  - d. employing signalling techniques.
4. **Remarks:**
  - a. Army Cadet Expeditions combine skills developed in the areas of Field Training, Trekking, Navigation, and Outdoor Leadership. Wilderness Survival indirectly supports Army Cadet Expeditions through the development of skills to allow the cadet to survive in the wilderness during an emergency, while aiding search and rescue personnel to locate their position.
  - b. This PO will be confirmed in conjunction with PO 221 (Participate as a Member During a Weekend Bivouac FTX).
5. **Complementary Material:**
  - a. Complementary material associated with PO 224 (Identify Actions to Take When Lost) is designed to provide the cadets with a greater knowledge of survival techniques through:
    - (1) EO C224.01 (Cook in the Field); and
    - (2) EO C224.02 (Prepare a Signal Fire).
  - b. Since this is the first time PO 224 has been introduced, there is no previous complementary training from the Green Star Program.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M224.01**

1. **Performance:** Describe Immediate Actions to Take When Lost
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall describe the actions to take when lost, to include:
  - a. sitting, thinking, observing, and planning;
  - b. controlling fear and panic; and
  - c. discussing the five elements of survival.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce the acronym S.T.O.P. as the action to take when lost as: <ol style="list-style-type: none"> <li>a. sitting;</li> <li>b. thinking;</li> <li>c. observing; and</li> <li>d. planning.</li> </ol>	Interactive Lecture	10 min	C2-016 (pp. 238 to 240)
TP2	Discuss how to control fear and panic when lost, to include: <ol style="list-style-type: none"> <li>a. the effects of panic;</li> <li>b. factors that contribute to fear; and</li> <li>c. dealing with fear.</li> </ol>	Interactive Lecture	10 min	C2-004 (p. 7)
TP3	Identify the five elements of survival, to include: <ol style="list-style-type: none"> <li>a. attitude,</li> <li>b. shelter,</li> <li>c. water,</li> <li>d. fire, and</li> <li>e. food.</li> </ol>	Interactive Lecture	10 min	C2-016 (pp. 250-251)

TP	Description	Method	Time	Refs
TP4	<p>Divide the cadets into groups of no more than four. Give a scenario where the cadets have become lost on a weekend bivouac FTX. Have the cadets develop a plan employing the S.T.O.P. acronym and the five elements of survival.</p> <p>Cadets shall present their plan to the other groups.</p>	In-Class Activity	20 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 30 min |
| c. | In-Class Activity:         | 20 min |
| d. | Total:                     | 60 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP1 to TP3 to present basic or background material.
- An in-class activity was chosen for TP4 as it is an interactive way to reinforce the actions to take when lost, to provoke thought and to stimulate interest among cadets.

7. **References:**

- C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- C2-016 (ISBN 0-517-88783-50) Curtis, R. (1998). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training room.9. **Learning Aids:** N/A.10. **Test Details:** N/A.11. **Remarks:** N/A.



**EO M224.02**

1. **Performance:** Identify the Seven Enemies of Survival
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet will participate in a discussion on:
  - a. the psychology of wilderness survival; and
  - b. the seven enemies of survival.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the psychology of wilderness survival and its importance.	Interactive Lecture	5 min	C2-069 (pp. 19-20)
TP2	Identify and explain how to combat the seven enemies of survival, to include: <ol style="list-style-type: none"> <li>a. pain;</li> <li>b. cold;</li> <li>c. thirst;</li> <li>d. hunger;</li> <li>e. fatigue;</li> <li>f. boredom; and</li> <li>g. loneliness.</li> </ol>	Interactive Lecture	20 min	A2-046 (pp.12-13) C2-069 (pp. 21-22)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the seven enemies of survival and present background material.

7. **References:**
  - a. A2-046 B-GA-217-001/PT-001 *Down But Not Out*. (n.d.). Ottawa, ON: National Defence.
  - b. C2-068 (ISBN 0-425-10572-5) Brown, T & Morgan, B. (1983). *Tom Brown's Field Guide to Wilderness Survival*. New York, NY: The Berkley Publishing Group.
  - c. C2-069 Ferri, G. (2000). *The Psychology of Wilderness Survival*. Hanover, ON: Skyway Printing.
8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training room.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** N/A.

**EO M224.03**

1. **Performance:** Predict Weather Using Cloud Formations
2. **Conditions:**
  - a. Given:
    - (1) supervision, and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, cadets will learn to predict the weather using cloud formations.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify clouds, to include: <ol style="list-style-type: none"> <li>a. types of cloud formations, to include:               <ol style="list-style-type: none"> <li>(1) cumulus; and</li> <li>(2) stratus; and</li> </ol> </li> <li>b. four families of clouds, to include:               <ol style="list-style-type: none"> <li>(1) high clouds;</li> <li>(2) middle clouds;</li> <li>(3) low clouds; and</li> <li>(4) clouds of vertical development.</li> </ol> </li> </ol>	Interactive Lecture	15 min	A2-045 (pp. 124-125) C2-016 (pp. 196 to 198)
TP2	Discuss how cloud formations can help to predict approaching weather, to include: <ol style="list-style-type: none"> <li>a. bad weather;</li> <li>b. good weather; and</li> <li>c. thunderstorms.</li> </ol>	Interactive Lecture	10 min	A0-036 (p. 3-87) C2-016 (pp. 99 to 101)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce predicting weather using cloud formations as a new subject and to present basic or background material.

7. **References:**

- a. A0-036 A-CR-CCP-121/PT-001 D Cdts 3 (2000). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- b. A2-045 A-CR-CCP-263/PT-001/(ISBN 0-9680390-5-7) MacDonald, A.F. & Peppler, I.L. (2000). *From the Ground Up*. Millennium edition. Ottawa, ON: Aviation Publishers Co. Limited.
- c. C2-016 (ISBN 0-517-88783-5) Curtis, R. (1998). *The Backpackers Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.
- d. C2-072 (ISBN 1-57990-468-8) Brotak, E. (2004). *Wild About Weather*. New York, NY: Lark Books, A Division of Sterling Publishing Co., Inc.

8. **Training Aids:** Pictures of clouds.

9. **Learning Aids:** Pictures of clouds.

10. **Test Details:** N/A.

11. **Remarks:** N/A.

**EO M224.04**

1. **Performance:** Identify Emergency Shelters
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting, during daylight hours, during a weekend bivouac FTX.
3. **Standard:** In accordance with specified references, the cadet shall identify emergency shelters, to include:
  - a. the factors affecting site selection;
  - b. types of natural shelters; and
  - c. types of improvised shelters.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain the following factors to consider when selecting a site for an emergency shelter:</p> <ol style="list-style-type: none"> <li>a. terrain considerations, to include:               <ol style="list-style-type: none"> <li>(1) selecting an area that is large enough for the planned shelter;</li> <li>(2) selecting an area that is elevated and provides drainage; and</li> <li>(3) identifying sheltered areas that protect from wind, rain and sun; and</li> </ol> </li> <li>b. location considerations, to include:               <ol style="list-style-type: none"> <li>(1) proximity to a water source that provides potable water and food from fishing;</li> <li>(2) proximity to a fuel source for fire during cold weather;</li> <li>(3) proximity to building materials; and</li> <li>(4) proximity to animal trails or holes; and</li> <li>(5) an area that can be seen from aircraft above;</li> </ol> </li> </ol>	Interactive Lecture	15 min	C2-004 (pp. 96-97)

TP	Description	Method	Time	Refs
	<p>(6) the time required to build a shelter before nightfall; and</p> <p>(7) an entrance that is sheltered from the wind and preferably in the direction of the sun.</p>			
TP2	<p>Identify types of natural shelters, to include:</p> <p>a. a tree hollow;</p> <p>b. a cave; and</p> <p>c. a root shelter; and</p>	Interactive Lecture	5 min	C2-042 (p. 203) C2-004 (p. 113) C2-004 (p. 98)
TP3	<p>Identify types of improvised shelters, to include:</p> <p>a. a bough shelter;</p> <p>b. a fallen trunk;</p> <p>c. a lean-to;</p> <p>d. a snow cave; and</p> <p>e. a tepee.</p>	Interactive Lecture	10 min	C2-008 (pp. 244-245) C2-042 (p. 203)
TP4	<p>Divide cadets into groups of three or four. Have the cadets seek out suitable natural or improvised shelters.</p>	Practical Activity	20 min	

5. **Time:**

- |    |                            |                |
|----|----------------------------|----------------|
| a. | Introduction / Conclusion: | 10 min         |
| b. | Interactive Lecture:       | 30 min         |
| c. | Practical Activity:        | 20 min         |
| d. | Total:                     | 60 min (FIELD) |

6. **Substantiation:**

- An interactive lecture was chosen for TP1 to TP3 to introduce factors to consider when identifying emergency shelters as a new subject and to present basic or background material.
- A practical activity was chosen for TP4 as it is an interactive way to allow cadets to seek out emergency shelters in a natural setting.

7. **References:**

- C2-042 (ISBN 0-7566-0946-1) Berger, K. (2005). *Backpacking & Hiking*. New York, NY: DK Publishing, Inc.
- C2-008 (ISBN 0-00-265314-7 0-00-653140-7) Wiseman, J. (1999). *SAS Survival Handbook*. London: HarperCollins Publishers.
- C2-004 (ISBN 1-896713-00-9) Tawrell, P. (2002). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Tawrell.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the field training area.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:**

- a. Prior to conducting this lesson the instructor shall locate examples of each type of shelter.
- b. It is understood that seasonal differences and location may restrict the ability to identify all shelters mentioned; however, cadets should be provided with as many visual examples as possible.
- c. Corps may wish to allocate more practical time during the periods allocated to M121. CA (Participate as a Member of a Section During an Overnight Bivouac Exercise) to allow suitable time for groups to construct an improvised shelter.

THIS PAGE INTENTIONALLY LEFT BLANK



**EO M224.05**

1. **Performance:** Prepare, Light, Maintain, and Extinguish a Fire
2. **Conditions:**
  - a. Given:
    - (1) matches;
    - (2) 4-lb axe (36-inch handle);
    - (3) 24-inch bow saw;
    - (4) shovel;
    - (5) pail filled with sand or water;
    - (6) fire extinguisher;
    - (7) supervision; and
    - (8) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting, during a weekend bivouac field training exercise (FTX), with a low to moderate rating under the Canadian Forest Fire Danger Rating System (CFFDRS).
3. **Standard:** In accordance with specified references, and as a member of a group of no more than four, the cadet shall:
  - a. adhere to fire safety principles;
  - b. prepare a fire;
  - c. light a fire;
  - d. maintain a fire for 10 minutes; and
  - e. extinguish a fire.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss fire safety and the steps to follow when lighting a fire, to include: <ol style="list-style-type: none"> <li>a. reviewing the fire regulations for the area, such as:               <ol style="list-style-type: none"> <li>(1) the Fire Weather Index; and</li> <li>(2) Canadian Forest Fire Danger Rating System (CFFDRS);</li> </ol> </li> </ol>	Interactive Lecture	10 min	See provincial/ national regulations C2-004 (p. 122) C2-068 (pp. 61- 62)

TP	Description	Method	Time	Refs
	<p>b. maintaining a safe fire site ensuring safety equipment is available, to include:</p> <ol style="list-style-type: none"> <li>(1) a shovel;</li> <li>(2) a rake;</li> <li>(3) a pail filled with sand or water; and</li> <li>(4) a fire extinguisher;</li> </ol> <p>c. choosing a fire location that is:</p> <ol style="list-style-type: none"> <li>(1) high and dry;</li> <li>(2) sheltered from wind; and</li> <li>(3) clear of overhanging branches;</li> <li>(4) clear of combustible materials; and</li> <li>(5) four to six feet from shelter entranceway; and</li> </ol> <p>d. preparing a fire barrier, to include:</p> <ol style="list-style-type: none"> <li>(1) a fire ring; and</li> <li>(2) a fire pit.</li> </ol>			
TP2	<p>Identify the characteristics of fire, to include:</p> <p>a. discussing the elements of fire that make up the fire triangle, to include:</p> <ol style="list-style-type: none"> <li>(1) air;</li> <li>(2) fuel; and</li> <li>(3) heat;</li> </ol> <p>b. identifying types of fuel, to include:</p> <ol style="list-style-type: none"> <li>(1) tinder;</li> <li>(2) kindling;</li> <li>(3) wood fuel; and</li> <li>(4) bulk firewood; and</li> </ol> <p>c. identifying types of fires, to include:</p> <ol style="list-style-type: none"> <li>(1) tepee fire;</li> <li>(2) crossbed fire; and</li> <li>(3) crisscross fire/pyramid.</li> </ol>	Interactive Lecture	10 min	C2-068 (p. 64)
TP3	<p>Demonstrate preparing, lighting, maintaining and extinguishing a fire, by:</p> <p>a. preparing a fire, by:</p> <ol style="list-style-type: none"> <li>(1) preparing tinder;</li> <li>(2) preparing kindling;</li> <li>(3) preparing fuel;</li> <li>(4) ensuring ventilation;</li> </ol>	Demonstration	10 min	<p>C2-004 (p. 122)</p> <p>A2-040 (pp. 3-17 to 3-21)</p> <p>C2-042 (pp. 194-195)</p> <p>C0-111 (p. 433)</p>

TP	Description	Method	Time	Refs
	b. lighting a fire using a match; c. maintaining a fire, by: (1) applying fuel; (2) ensuring ventilation; and (3) ensuring the fire is contained to a controllable size; and d. extinguishing a fire, by: (1) ensuring that all sparks have been put out thoroughly by smothering the fire with wet earth, and/or water; and (2) filling the fire pit with wet earth or sand.			
TP4	Have the cadets, in groups of four, prepare, light, maintain, and extinguish a fire.  <b>Notes:</b> <ol style="list-style-type: none"> <li>1. Cadets can attempt the fire of their choice. Each fire shall be maintained for 10 minutes. All fires must be extinguished ensuring no smouldering coals are present.</li> <li>2. Fire safety equipment must be on hand during this activity. Additional supervision is required during the actual lighting of a signal fire by an instructor.</li> </ol>	Practical Activity	50 min	

5. **Time:**

- |    |                            |                |
|----|----------------------------|----------------|
| a. | Introduction / Conclusion: | 10 min         |
| b. | Interactive Lecture:       | 20 min         |
| c. | Demonstration:             | 10 min         |
| d. | Practical Activity:        | 50 min         |
| e. | Total:                     | 90 min (FIELD) |

6. **Substantiation:**

- An interactive lecture was chosen for TP1 and TP2 to introduce fire safety for preparing, lighting, maintaining, and extinguishing a fire.
- Demonstration was chosen for TP3 as it allows the instructor to explain and demonstrate preparing, lighting, maintaining and extinguishing a fire.
- A practical activity was chosen for TP4 as it is an interactive way to introduce cadets to preparing, lighting, maintaining, and extinguishing a fire, while allowing the cadets to experience this activity in a safe and controlled environment.

7. **References:**

- a. A2-040 A-CR-CCP-107/PT-001 Department of National Defence (1978). *Royal Canadian Army Cadets Course Training Plan Adventure Training*. Ottawa, ON: Department of National Defence.
- b. C0-111 (ISBN 978-0-9740820-2-8) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. (2<sup>nd</sup> ed.). Lebanon, NH: Leonard Paul Tawrell.
- c. C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- d. C2-042 (ISBN 0-7566-0946-1) Berger, K. (2005). *Backpacking & Hiking*. New York, NY: DK Publishing, Inc.
- e. C2-068 (ISBN 0-425-10572-5) Brown, T., Jr. with Morgan, B. (1983). *Tom Brown's Field Guide to Wilderness Survival*. New York, NY: The Berkley Publishing Group.

8. **Training Aids:**

- a. Matches;
- b. 4-lb axe (36-inch handle);
- c. 24-inch bow saw;
- d. Shovel;
- e. Pail filled with sand or water;
- f. Tinder; and
- g. Kindling.

9. **Learning Aids:**

- a. Matches;
- b. 4-lb axe (36-inch handle);
- c. 24-inch bow saw;
- d. Shovel; and
- e. Pail filled with sand or water.

10. **Test Details:** N/A.

11. **Remarks:** N/A.

**EO M224.06**

1. **Performance:** Identify Methods of Signalling
2. **Conditions:**
  - a. Given:
    - (1) mirror;
    - (2) whistles;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting, in daylight hours, during a weekend bivouac FTX.
3. **Standard:** In accordance with specified references, the cadet shall:
  - a. identify signalling devices, to include:
    - (1) flares;
    - (2) mirrors;
    - (3) whistles;
    - (4) radios and cell phones; and
    - (5) fire and smoke; and
  - b. identify ground-to-air signals, to include:
    - (1) require assistance;
    - (2) require medical assistance;
    - (3) proceeding in this direction;
    - (4) all is well; and
    - (5) require food and water.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss signalling devices, to include: <ol style="list-style-type: none"> <li>a. flares;</li> <li>b. mirrors;</li> <li>c. whistles;</li> <li>d. radios and cell phones; and</li> <li>e. fire and smoke.</li> </ol>	Interactive Lecture	10 min	C2-016 (p. 240) C2-004 (pp. 231 to 235)

TP	Description	Method	Time	Refs
TP2	Discuss ground-to-air signals employed to communicate with aircraft, to include: a. signal dimensions; b. creating contrasting shades, or colours; and c. signals, to include: (1) require assistance; (2) require medical assistance; (3) proceeding in this direction; (4) all is well; and (5) require food and water.	Interactive Lecture	15 min	C2-044
TP3	Divide the cadets into groups of no more than four. Assign the groups one of the five ground-to-air signals to construct.	Practical Activity	25 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 25 min |
| c. | Practical Activity:        | 25 min |
| d. | Total:                     | 60 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP1 and TP2 to introduce and allow the cadets an opportunity to practice signalling methods.
- A practical activity was chosen for TP3 as it is an interactive way to introduce cadets to methods of signalling. This activity contributes to the development of survival skills in a fun and challenging setting.

7. **References:**

- C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- C2-016 (ISBN 0-517-88783-5) Curtis, R. (1998). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.
- C2-044 Department Of Transportation. (2007). *Ground-to-Air Signals*. Retrieved 9 February 2007, from <http://www.tc.gc.ca/CivilAviation/publications/tp14371/SAS/4-0.htm>.

8. **Training Aids:** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for a field training environment.

9. **Learning Aids:** N/A.

10. **Test Details:** N/A.

11. **Remarks:**

- a. All materials used in the construction of ground-to-air signals will be from the surrounding environment.
- b. Local authorities are to be advised that ground-to-air signal training will be taking place in their jurisdiction.

THIS PAGE INTENTIONALLY LEFT BLANK



**EO C224.01 – COOK IN THE FIELD**

1. **Performance:** Cook in the Field.
2. **Conditions:**
  - a. Given:
    - (1) a potato;
    - (2) tin foil;
    - (3) shovel;
    - (4) matches;
    - (5) water;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting or training area large enough to accommodate the entire group, with a low to moderate rating under the Canadian Forest Fire Danger Rating System (CFFDRS).
3. **Standard:** In accordance with specified references, the cadet shall cook in the field, to include:
  - a. determining a method for cooking, to include:
    - (1) baking;
    - (2) roasting;
    - (3) boiling; or
    - (4) frying; and
  - b. preparing food.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss a method for cooking in the field, to include: <ol style="list-style-type: none"> <li>a. baking in a shallow pit lined with rocks;</li> <li>b. roasting with a stick;</li> <li>c. boiling in a pot; or</li> <li>d. frying.</li> </ol>	Interactive Lecture	15 min	A2-046 (pp. 127 to 130) C0-011 (pp. 440 to 442, 444 and 448)
TP2	Have cadets prepare a potato for baking in a shallow pit lined with rocks. Fire pits should be marked to ensure no pit is forgotten.	Practical Activity	35 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 15 min |
| c. | Practical Activity:        | 35 min |
| d. | Total:                     | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to introduce cooking in the field and to present basic or background material.
- b. A practical activity was chosen for TP2 as it is an interactive way to introduce cadets to cooking in the field. This activity contributes to the development of survival skills in a fun and challenging setting.

7. **References:**

- a. A2-046 B-GA-217-001/PT-001 *Down But Not Out*. (n.d.). Ottawa, ON: Department of National Defence.
- b. C0-111 (ISBN 0-9740820-2-3) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. (2<sup>nd</sup> ed.). Lebanon, NH: Leonard Paul Tawrell.

8. **Training Aids:**

- a. Presentation aids (eg, handouts/flipchart) appropriate for the field training area;
- b. A potato;
- c. Tin foil;
- d. Water;
- e. Shovel; and
- f. Matches.

9. **Learning Aids:**

- a. A potato;
- b. Tin foil;
- c. Water;
- d. Shovel; and
- e. Matches.

10. **Test Details:** N/A.

11. **Remarks:**

- a. The construction of fire pits requires additional supervision and the availability of fire safety equipment. Fire pits are to be marked with flags and must be supervised while baking is in progress.
- b. To ensure the fire pits have enough heat to cook, it is essential to allow enough preparation time.

**EO C224.02**

1. **Performance:** Prepare a Signal Fire
2. **Conditions:**
  - a. Given:
    - (1) matches;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting or training area large enough to accommodate the entire group, with a low to moderate rating under the Canadian Forest Fire Danger Rating System (CFFDRS).
3. **Standard:** In accordance with specified references, and as a member of a group of no more than 15, the cadet shall prepare a signal fire by:
  - a. determining signal type;
  - b. identifying signal location; and
  - c. preparing tinder, kindling, and fuel.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Determine types of emergency signal fires, to include: <ol style="list-style-type: none"> <li>a. a three fire triangle pattern;</li> <li>b. a torch tree; and</li> <li>c. a luminous cone fire,</li> </ol> <b>Note:</b> For demonstration purposes signal fires shall be previously constructed.	Interactive Lecture	5 min	C2-008 (pp. 504 to 507)
TP2	Identify a location to be seen from the air that should be: <ol style="list-style-type: none"> <li>a. on elevated ground;</li> <li>b. highly visible; and</li> <li>c. located near a fuel source.</li> </ol>	Interactive Lecture	5 min	C2-016 (p. 240)
TP3	Prepare a signal fire by: <ol style="list-style-type: none"> <li>a. collecting combustible materials, such as:               <ol style="list-style-type: none"> <li>(1) kindling;</li> <li>(2) tinder; and</li> <li>(3) fuel; and</li> </ol> </li> <li>b. constructing a signal fire.</li> </ol>	Demonstration	20 min	C2-042 (pp. 194-195)

TP	Description	Method	Time	Refs
TP4	<p>As a member of a group of no more than 15, the cadet shall prepare a signal fire. The signal fire that exemplifies the best design will be lit by the instructor.</p> <p><b>Note:</b> Fire safety equipment must be on hand during this activity. Additional supervision is required during the lighting of a signal fire by an instructor.</p>	Practical Activity	20 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 10 min |
| c. | Demonstration:             | 20 min |
| d. | Practical Activity:        | 20 min |
| e. | Total:                     | 60 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP1 and TP2 to introduce and identify locations to prepare signal fires.
- Demonstration was chosen for TP3 as it allows the instructor to explain or demonstrate preparing a signal fire.
- A practical activity was chosen for TP4 as it is an interactive way to allow cadets to prepare a signal fire and witness the lighting of the signal fire in a safe and controlled environment.

7. **References:**

- C2-016 (ISBN 0-517-88783-5) Curtis, R. (1998). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.
- C2-042 (ISBN 0-7566-0946-1) Berger, K. (2005). *Backpacking & Hiking*. New York, NY: DK Publishing, Inc.
- C2-008 (ISBN 0-00-653140-7) Wiseman, J. (1999). *SAS Survival Handbook*. London: HarperCollins Publishers.

8. **Training Aids:**

- A three fire triangle;
- A torch tree; and
- A luminous cone fire.

9. **Learning Aids:**

- a. Kindling;
- b. Tinder; and
- c. Fuel.

10. **Test Details:** N/A.

11. **Remarks:**

- a. For demonstration purposes in TP1, signal fires shall be previously constructed.
- b. The instructor will light the best prepared signal fire.
- c. Permission will be obtained for a signal fire from the local authorities (eg, local police, forestry service, and/or airport authority). The following information will be provided:
  - (1) the organization;
  - (2) a contact name;
  - (3) a contact number,
  - (4) the location including grid reference (GR);
  - (5) the estimated time of lighting; and
  - (6) the duration the fire is expected to be lit.

THIS PAGE INTENTIONALLY LEFT BLANK

## INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

The various methods of instruction commonly accepted as appropriate for cadet training is outlined below.

<b>Method</b>	<b>Developmental Period One Ages 12–14 Experience-Based</b>	<b>Developmental Period Two Ages 15–16 Developmental</b>	<b>Developmental Period Three Ages 17–18 Competency</b>
Case Study	N/A	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game-playing	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	N/A	N/A	Applicable
In-Class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the job Training (OJT)	N/A	N/A	Applicable
Peer Learning	N/A	N/A	Applicable
Practical Activity	Applicable	Applicable	Applicable
Role-play	N/A	Applicable	Applicable
Self-study	N/A	N/A	Applicable
Simulation	N/A	N/A	Applicable
Tutorial	N/A	N/A	Applicable

General information follows on each method for its age-appropriateness, definition, application, advantages and disadvantages.

Method(s)	Applications	Advantages	Disadvantages
<b>DEMONSTRATION AND PERFORMANCE</b>  Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.  <b>Demonstration Method</b>  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 through explanations brings out why, where and when it is done.	<b>Demonstration Method</b>  1. To teach hands-on operations or procedures. 2. To teach troubleshooting. 3. To illustrate principles. 4. To teach operation or functioning of equipment. 5. To set standards of workmanship. 6. To teach safety procedures.	<b>Demonstration Method</b>  1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups.	<b>Demonstration Method</b>  1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids.
	<b>Performance Method</b>  A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.	<b>Performance Method</b>  1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety.	<b>Performance Method</b>  1. Requires tools and equipment. 2. Requires large blocks of time. 3. Requires more instructors.



Method(s)	Applications	Advantages	Disadvantages
<p><b>EXPERIENTIAL LEARNING</b></p> <p>Learning in the CP is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the CP, regardless of methodology chosen.</p> <p><b>Stage 1: Concrete Experience:</b> Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading.</p> <p><b>Stage 2: Reflective Observation:</b> Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals/logs, and graphs.</p> <p><b>Stage 3: Abstract Conceptualization:</b> Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning.</p> <p><b>Stage 4: Active Experimentation:</b> Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork.</p> <p><b>Note:</b> The cycle is ongoing as each learning experience builds on another.</p>	<ol style="list-style-type: none"> <li>1. To teach practical skills.</li> <li>2. To learn how to learn.</li> <li>3. To teach transferable skills.</li> <li>4. To teach a process or principle.</li> <li>5. To teach problem solving.</li> </ol>	<ol style="list-style-type: none"> <li>1. Knowledge is shared and created by collectively by all participants.</li> <li>2. Everyone is actively involved in the teaching – learning process.</li> <li>3. Appeals to many learning styles.</li> <li>4. Student centred.</li> </ol>	<ol style="list-style-type: none"> <li>1. Resource intensive.</li> <li>2. Requires significant planning, preparation and organization prior to activity.</li> <li>3. The instructor must master the subject developed.</li> <li>4. Instructor needs very good pedagogical skills.</li> <li>5. May not be a good process for learning details.</li> <li>6. The instructor must be a good facilitator to carry out an effective reflective session in stage 2 and 3 of this method.</li> </ol>
<p><b>FIELD TRIP</b></p> <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 can include trips to areas of local interest, flying/gliding, hiking or sailing.</p>	<ol style="list-style-type: none"> <li>1. To introduce/illustrate and confirm topics.</li> <li>2. To allow for familiarization activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Immerses cadets in a specific environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. May require additional staff to ensure adequate supervision.</li> <li>2. Requires significant planning, preparation and organization prior to activity.</li> <li>3. May have cost implications.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<p><b>GAME-PLAYING</b></p> <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 the provision of a challenging activity that allows for the skill practice or knowledge confirmation.</p>	<ol style="list-style-type: none"> <li>1. To introduce a topic.</li> <li>2. To discover concepts and principles.</li> <li>3. To review and confirm.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fun and interesting.</li> <li>2. Creates ownership.</li> <li>3. Highly participative.</li> </ol>	<ol style="list-style-type: none"> <li>1. May stratify the group by creating a winner and a loser.</li> <li>2. May be difficult in providing instructor feedback.</li> </ol>
<p><b>GROUP DISCUSSION</b></p> <p>Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to meet a specified goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.</p>	<ol style="list-style-type: none"> <li>1. To develop imaginative solutions to problems.</li> <li>2. To stimulate thinking and interest and to secure cadet participation.</li> <li>3. To emphasize main teaching points.</li> <li>4. To supplement lectures and seminars.</li> <li>5. To determine how well cadets understand the concepts and principles.</li> <li>6. To prepare cadets for application of theory or procedure.</li> <li>7. To summarize, clarify points or review.</li> <li>8. To prepare cadets for instruction that will follow.</li> <li>9. To determine cadet progress and effectiveness of prior instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increases cadet interest.</li> <li>2. Increases cadet acceptance and commitment.</li> <li>3. Utilizes cadet knowledge and experience.</li> <li>4. Results in more permanent learning because of the high degree of cadet participation/ cognitive involvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires highly skilled instructors.</li> <li>2. Time consuming.</li> <li>3. Restricts size of group.</li> <li>4. Requires selective group composition.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<b>IN-CLASS ACTIVITY</b> In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives.	<ol style="list-style-type: none"> <li>1. To reinforce instructional topics.</li> <li>2. To orient cadets to the subject.</li> <li>3. To give direction on procedures.</li> <li>4. To illustrate the application of rules, principles or concepts.</li> <li>5. To review, clarify, and/or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provokes thought and stimulates interest among cadets.</li> <li>2. Appeals to kinaesthetic learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to gauge cadet reaction.</li> <li>2. Takes time to prepare.</li> </ol>
<b>INTERACTIVE LECTURE</b> The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.	<ol style="list-style-type: none"> <li>1. To orient cadets to the subject.</li> <li>2. To give instruction on procedures.</li> <li>3. To illustrate the application of rules, principles or concepts.</li> <li>4. To review, clarify, and/or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Saves time.</li> <li>2. Permits flexibility of class size.</li> <li>3. Requires less rigid space requirements.</li> <li>4. Permits better control over content and sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to gauge cadet reaction.</li> </ol>
<b>LECTURE</b> This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.	<ol style="list-style-type: none"> <li>1. To orient cadets to the subject.</li> <li>2. To give instruction on procedures.</li> <li>3. To illustrate the application of rules, principles or concepts.</li> <li>4. To review, clarify, and/or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Proficient oral skills are required.</li> <li>2. Useful for big groups.</li> <li>3. Saves time because of fewer interruptions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires preparation and a dynamic lecturer.</li> <li>2. Cadets may be passive and uninvolved.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<b>PRACTICAL ACTIVITY</b> Practical 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. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.	1. To introduce a subject. 2. To practice skills. 3. To review and/or reinforce.	1. Encourages participation. 2. Stimulates an interest in the subject. 3. Fun and interesting. 4. Creates ownership.	1. Requires significant planning, preparation and organization. 2. May require additional staff to ensure adequate supervision.