



ROYAL CANADIAN ARMY CADETS

MASTER CADET INSTRUCTIONAL GUIDE

(ENGLISH)

Supersedes A-CR-CCP-705/PF-001 dated 2010-11-01.

Cette publication est disponible en français sous le numéro A-CR-CCP-705/PF-002.

Issued on Authority of the Chief of the Defence Staff

Canada



NOTICE

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

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

MASTER CADET INSTRUCTIONAL GUIDE

(ENGLISH)

Supersedes A-CR-CCP-705/PF-001 dated 2010-11-01.

Cette publication est disponible en français sous le numéro A-CR-CCP-705/PF-002.

Issued on Authority of the Chief of the Defence Staff

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

2015-06-01

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 originalement 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Insert latest changed pages and dispose of superseded pages in accordance with applicable orders.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	2015-06-01	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 589 consisting of the following:

Page No.	Change No.	Page No.	Change No.
Cover page.....	0	M503.02D-1 to M503.02D-6.....	0
Title.....	0	M503.03-1 to M503.03-14.....	0
A to C.....	0	M503.04-1 to M503.04-6.....	0
i to x.....	0	M503.04A-1 to M503.04A-2.....	0
C501.01-1 to C501.01-4.....	0	C503.01-1 to C503.01-6.....	0
C501.01A-1 to C501.01A-20.....	0	C503.01A-1 to C503.01A-20.....	0
C501.02-1 to C501.02-4.....	0	C503.01B-1 to C503.01B-2.....	0
C501.02A-1 to C501.02A-14.....	0	C503.01C-1 to C503.01C-8.....	0
C501.03-1 to C501.03-4.....	0	M504.01-1 to M504.01-6.....	0
C501.03A-1 to C501.03A-8.....	0	M504.01A-1 to M504.01A-2.....	0
C501.03A1-1 to C501.03A1-6.....	0	M504.01B-1 to M504.01B-2.....	0
C501.03A2-1 to C501.03A2-8.....	0	C504.01-1 to C504.01-4.....	0
C501.03A3-1 to C501.03A3-10.....	0	C504.01A-1 to C504.01A-26.....	0
C501.03A4-1 to C501.03A4-8.....	0	C504.01A1-1 to C504.01A1-4.....	0
M502.01-1 to M502.01-12.....	0	C504.01A2-1 to C504.01A2-4.....	0
M502.01A-1 to M502.01A-2.....	0	C504.01B-1 to C504.01B-2.....	0
M502.01B-1 to M502.01B-2.....	0	M507.01-1 to M507.01-16.....	0
M502.01C-1 to M502.01C-2.....	0	M507.01A-1 to M507.01A-2.....	0
M502.01D-1 to M502.01D-2.....	0	C507.01-1 to C507.01-4.....	0
M502.01E-1 to M502.01E-2.....	0	C507.01A-1 to C507.01A-22.....	0
M503.01-1 to M503.01-12.....	0	C507.01B-1 to C507.01B-4.....	0
M503.01A-1 to M503.01A-2.....	0	C507.02-1 to C507.02-4.....	0
M503.01B-1 to M503.01B-2.....	0	C507.02A-1 to C507.02A-14.....	0
M503.02-1 to M503.02-20.....	0	C507.02B-1 to C507.02B-2.....	0
M503.02A-1 to M503.02A-2.....	0	C507.02C-1 to C507.02C-2.....	0
M503.02B-1 to M503.02B-8.....	0	C507.03-1 to C507.03-4.....	0
M503.02C-1 to M503.02C-4.....	0	C507.03A-1 to C507.03A-20.....	0

LIST OF EFFECTIVE PAGES (Cont)

Page No.	Change No.	Page No.	Change No.
C509.01-1 to C509.01-4.....	0	C525.01A-1 to C525.01A-24.....	0
C509.01A-1 to C509.01A-14.....	0	C525.01B-1 to C525.01B-4.....	0
C509.01B-1 to C509.01B-2.....	0	C525.02-1 to C525.02-4.....	0
C509.01C-1 to C509.01C-2.....	0	C525.02A-1 to C525.02A-18.....	0
C509.01D-1 to C509.01D-4.....	0	C525.02B-1 to C525.02B-4.....	0
C521.01-1 to C521.01-4.....	0	C525.03-1 to C525.03-4.....	0
C521.01A-1 to C521.01A-18.....	0	C525.03A-1 to C525.03A-24.....	0
C521.01B-1 to C521.01B-4.....	0	C525.03B-1 to C525.03B-2.....	0
C522.01-1 to C522.01-4.....	0	C527.01-1 to C527.01-4.....	0
C522.01A-1 to C522.01A-18.....	0	C527.01A-1 to C527.01A-30.....	0
C522.01B-1 to C522.01B-8.....	0	C527.01B-1 to C527.01B-2.....	0
C522.01C-1 to C522.01C-2.....	0		
C525.01-1 to C525.01-4.....	0		

Contact Officer: D Cdts 3-2-5 – Army Cadet Program Development Staff Officer

© 2015 DND/MDN Canada

THIS PAGE INTENTIONALLY LEFT BLANK

FOREWORD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-705/PF-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this IG was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, *Canadian Forces Individual Training and Education System*, with modifications to meet the needs of the Cadet Organization.
3. **Purpose of the IG.** The IG to be used by Royal Canadian Army Cadet Corps in conjunction with other resources to conduct Master Cadet training. The IG provides instructors with the base means from which to deliver training. Individual IGs are to be reviewed in conjunction with the Lesson Specifications (LSs) found in Chapter 4 of A-CR-CCP-705/PG-001, *Royal Canadian Army Cadet Master Cadet Qualification Standard and Plan*, before instructing, so that each instructor can adequately plan for and prepare each lesson. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, eg, posters, videos, handouts, models, etc, supplemental to training control and support documents. Suggested instructional activities are included in most IGs to maximize learning and fun. Instructors are also encouraged to modify and / or enhance the activities, as long as they continue to contribute to enabling objective achievement.
4. **Use of the IG.** Throughout these IGs, a series of information boxes are used to highlight information; they include:



Note to the Instructor.



Key information to pass along to cadets.



Refer to the following CF regulations and policies.



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



Introduction of material to be presented in the section.



Personal question to which a written answer is expected.



Did you know?

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



Activate Your Brain

Confirmation question to which a written answer is expected.

An answer key is provided at the end of each self-study package.



Instructions on where to get more information on the subject.



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



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



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



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

5. **Suggested Changes.** Suggested changes to this document may be sent directly to cadettraining@canada.ca.

ADDITIONAL REFERENCES USED DURING DEVELOPMENT

EO M504.01

About.com (2013). *Corpse pose – yoga poses*. Retrieved from: <http://yoga.about.com/od/yogaposes/a/savasana.htm>

About.com. (2013). *Step by step – cardio exercises for home workouts*. Retrieved from: <http://exercise.about.com>

About.com (2013). *Yoga poses*. Retrieved from:<http://yoga.about.com/od/yogaposes/a/childspose.htm>

Answers Corporation. (2013). *Curl up*. Retrieved from: <http://www.answers.com/topic/curl-up>

Beth Israel Deaconess Hospital-Milton. (2012). *Best shoveling tips from BID-Milton rehabilitation services*. Retrieved from: <http://www.miltonhospital.org/images/stretch2.jpg>

Blogger. (2012). *#55 – Jumping Jack Flash*. Retrieved from: <http://4.bp.blogspot.com/-B8uBAc3uoC8/Tw4rJWuAMAI/AAAAAAAAAC8I/bZcwxuQvQ6Q/s1600/jumping+jack.jpg>

Competitor Group Inc. (2013) *Five Technique Drills For Better Running*. Retrieved from: http://triathlon.competitor.com/2010/09/training/five-technique-drills-for-better-running_12964/attachment/buttknicks

Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.

Covey, Stephen (2004). *The 7 Habits of Highly Effective People*. Free Press.

Exercise.com. (2013). *Leg sloop*. Retrieved from: http://d3vs5ss8iow0ry.cloudfront.net/video-library/thumbnail/leg-sloop_-_step_1.max.v1.png

Farmers of Canada. (2013) *What's in an egg?* Retrieved from: <http://www.eggs.ca/egg-nutrition/whats-in-an-egg>

Finger Lakes Fitness Center. (2011). *Perform the Perfect Push up*. Retrieved from: <http://fingerlakesfitness.com>

Fitness Perks LLC. (2012). *Focus on donkey kicks*. Retrieved from: <http://www.pbfingers.com/wp-content/uploads/2012/02/donkey-kicks.jpg>

Health Canada. (2011). *Eating well with Canada's food guide*. Retrieved from http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/print_eatwell_bienmang-eng.pdf

Healthwise Incorporated. (2012). *Spondylolysis and spondylolisthesis: exercises*. Retrieved from: <https://healthy.kaiserpermanente.org/health/care>

HealthyFridge.org. (2009). *Kids' quiz!*. Retrieved from <http://www.healthyfridge.org/kids1.html>

Health4y. (2011). *One exercise to lose your thigh fat*. Retrieved from: <http://www.health4y.com/1-exercise-to-lose-your-thigh-fat/>

how2muscleguide.com. (2013). *Shoulder Workout Routine*. Retrieved from: <http://www.how2muscleguide.com/shoulder-workout-routine.html>

Johnson, Brian (2010). *A Philosopher's notes*. Fountain Valley, CA: entheos Enterprises.

Lau Gar Kung Fu. (2013) *Part 3 – Preparing to stretch*. Retrieved from: <http://www.stafford-lau-gar.org/part3.html>

Physical Arts. (2000). *Front kick (Right Stance)*. Retrieved from: http://www.physical-arts.com/training/techniques/mn_front_kick_right.html

- Popsugar Inc. (2013). *The best core exercises for runners*. Retrieved from: <http://www.fitsugar.com/Best-Core-Exercises-Runners-7102627>
- Ratey, J. MD. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Company.
- Ron Johnson. (1996). *Office training exercises*. Retrieved from: http://www.hockeyschoolonline.com/Jumping_running.htm
- Scott, E. (2007). *25 More of the top stress relievers*. Retrieved from http://stress.about.com/od/tensiontamers/a/25_reliefers.htm
- Spark People. (2012). *Portion distortion quiz*. Retrieved from http://www.sparkpeople.com/resource/quizzes_start.asp?quizid=32
- Sharma, Robin (2009). *The greatness guide 2*. Scarborough, ON: Harper Collins.
- Snapguide. (2013). *How to lose weight! BESTWORKOUTS From a personal trainer*. Retrieved from: <http://snapguide.com/guides/lose-weight-best-workouts-from-a-personal-trainer/>
- Stack. (2013). *The Michael Jordan tested core workout*. Retrieved from: <http://basketball.stack.com/wp-content/uploads/2011/06/MJ-Core-Anterior-Reach-on-One-Leg.jpg>
- Sun Key Publishing. (2013). *APFT calisthenics exercises*. Retrieved from: http://www.militaryspot.com/enlist/apft_calisthenics_exercises/
- Tolle, Eckhart (2004). *The power of now*. Oakland, CA:New World Library
- Ultimate Franchises Ltd. (2012). *Benefits and proper execution of squats*. Retrieved from:<http://www.ukbkickboxing.com/benefits-and-proper-execution-of-squats>
- Weider Publications, LLC. (2013). *Bikini-belly bootcamp sculpt flat abs for summer with these fat-melting moves*. Retrieved from: http://www.google.ca/imgres?imgurl=http://www.shape.com/sites/shape.com/files/imagecache/gallery_full_image/photo_gallery_picture_images
- Women's Health. (2013). *Work out at home*. Retrieved from: <http://www.womenshealthmag.com>
- 60 Days with Nat Jones. (2013). *FITNESSBUILDER*. Retrieved from: <http://www.60dayswithnatjones.com>

EOs M504.02 and M504.03

Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

		PAGE
CHAPTER 1 PO 501		
Section 1	EO C501.01 – REFLECT UPON WHAT IT MEANS TO BE A GOOD CANADIAN CITIZEN.....	C501.01-1
Annex A	CANADIAN CITIZENSHIP	C501.01A-1
Section 2	EO C501.02 – REFLECT UPON INDIVIDUAL GLOBAL CITIZENSHIP.....	C501.02-1
Annex A	GLOBAL CITIZENSHIP – YOUR PLACE IN THE WORLD.....	C501.02A-1
Section 3	EO C501.03 – ANALYZE A GLOBAL ISSUE.....	C501.03-1
Annex A	ANALYZE A GLOBAL ISSUE.....	C501.03A-1
Appendix 1	UN BRIEFING PAPER ON CHILD LABOUR	C501.03A1-1
Appendix 2	UN BRIEFING PAPER ON BIODIVERSITY	C501.03A2-1
Appendix 3	UN BRIEFING PAPER ON POVERTY	C501.03A3-1
Appendix 4	UN BRIEFING PAPER ON HUMAN RIGHTS	C501.03A4-1
CHAPTER 2 PO 502		
	EO M502.01 – PERFORM 45 HOURS OF INDIVIDUAL COMMUNITY SERVICE.....	M502.01-1
Annex A	CASE STUDY: “SERGEANT KAYE AND GREEN NARROWS PARK”	M502.01A-1
Annex B	PERSONAL INVENTORY	M502.01B-1
Annex C	INVESTIGATION PLAN	M502.01C-1
Annex D	FOUR SQUARE REFLECTION TOOL	M502.01D-1
Annex E	COMMUNITY SERVICE CHECKLIST	M502.01E-1
CHAPTER 3 PO 503		
Section 1	EO M503.01 – CREATE A PROPOSAL.....	M503.01-1
Attachment A	CREATE A PROPOSAL	M503.01A-1
Attachment B	CREATE A PROPOSAL AIDE-MÉMOIRE	M503.01B-1
Section 2	EO M503.02 – PREPARE AN EXERCISE.....	M503.02-1
Attachment A	.....	M503.02A-1
Attachment B	EXERCISE PLAN EXAMPLE	M503.02B-1
Attachment C	EXERCISE PLAN TEMPLATE	M503.02C-1
Attachment D	GUIDED DISCUSSION WORKSHEET	M503.02D-1
Section 3	EO M503.03 – CONDUCT AN EXERCISE.....	M503.03-1
Section 4	EO M503.04 – CONCLUDE AN EXERCISE.....	M503.04-1
Attachment A	AFTER ACTION REPORT	M503.04A-1
Section 5	EO C503.01 – EXAMINE MEETING PROCEDURES.....	C503.01-1
Attachment A	EXAMINE MEETING PROCEDURES.....	C503.01A-1
Attachment B	ACTIVATE YOUR BRAIN ANSWER KEY.....	C503.01B-1
Attachment C	EXERCISE PLAN EXAMPLE	C503.01C-1

TABLE OF CONTENTS (Cont)

	PAGE
CHAPTER 4	PO 504 – PERSONAL FITNESS AND HEALTHY LIVING
Section 1	EO M504.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT AND IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS..... M504.01-1
Annex A	STRATEGIES TO IMPROVE MY PERSONAL PHYSICAL FITNESS. M504.01A-1
Annex B	PHYSICAL ACTIVITIES CADETS CAN DO TO IMPROVE THEIR PERSONAL FITNESS M504.01B-1
Section 2	EO C504.01 – REFLECT ON PERSONAL FITNESS AND HEALTHY LIVING..... C504.01-1
Annex A	REFLECT ON PERSONAL FITNESS AND HEALTHY LIVING..... C504.01A-1
Appendix 1	CANADIAN PHYSICAL ACTIVITY GUIDELINES..... C504.01A1-1
Appendix 2	EATING WELL WITH CANADA'S FOOD GUIDE..... C504.01A2-1
Annex B	SOLUTIONS C504.01B-1
CHAPTER 5	PO 507
Section 1	EO M507.01 – DEVELOP A PERSONALIZED SCHEDULE..... M507.01-1
Attachment A	MASTER CADET POS AND EOS..... M507.01A-1
Section 2	EO C507.01 – IDENTIFY SERVICE OPPORTUNITIES FOR A CADET INSTRUCTORS CADRE (CIC) OFFICER..... C507.01-1
Attachment A	IDENTIFY SERVICE OPPORTUNITIES FOR A CADET INSTRUCTORS CADRE (CIC) OFFICER..... C507.01A-1
Attachment B	ACTIVATE YOUR BRAIN ANSWER KEY..... C507.01B-1
Section 3	EO C507.02 – IDENTIFY VOLUNTEER OPPORTUNITIES WITH THE ARMY CADET LEAGUE OF CANADA (ACLC)..... C507.02-1
Attachment A	IDENTIFY VOLUNTEER OPPORTUNITIES WITH THE ARMY CADET LEAGUE OF CANADA (ACLC)..... C507.02A-1
Attachment B	SELF STUDY PACKAGE ANSWER KEY..... C507.02B-1
Attachment C	SPEAKER'S NOTES / AGENDA..... C507.02C-1
Section 3	EO C507.03 – REFLECT UPON THE CADET EXPERIENCE..... C507.03-1
Attachment A	REFLECT UPON THE CADET EXPERIENCE..... C507.03A-1
CHAPTER 6	PO 509
	EO C509.01 – MONITOR INSTRUCTION..... C509.01-1
Attachment A	MONITOR INSTRUCTION..... C509.01A-1
Attachment B	SELF STUDY PACKAGE ANSWER KEY..... C509.01B-1
Attachment C	ASSESSMENT CHECKLIST C509.01C-1
Attachment D	ASSESSMENT RUBRIC C509.01D-1
CHAPTER 7	PO 521
	EO C521.01 – RECOGNIZE THE IMPACT OF HUMAN ACTIVITY ON ECOSYSTEMS..... C521.01-1

TABLE OF CONTENTS (Cont)

		PAGE
Attachment A	RECOGNIZE THE IMPACT OF HUMAN ACTIVITY ON ECOSYSTEMS.....	C521.01A-1
Attachment B	ACTIVATE YOUR BRAIN ANSWER KEY.....	C521.01B-1
CHAPTER 8	PO 522	
	EO C522.01 – ANALYZE MAP TOPOGRAPHY.....	C522.01-1
Attachment A	ANALYZE MAP TOPOGRAPHY.....	C522.01A-1
Attachment B	.....	C522.01B-1
Attachment C	ACTIVATE YOUR BRAIN ANSWER KEY.....	C522.01C-1
CHAPTER 9	PO 525	
Section 1	EO C525.01 – EXAMINE ELEMENTS OF SAFETY AND RISK MANAGEMENT.....	C525.01-1
Attachment A	SAFETY AND RISK MANAGEMENT.....	C525.01A-1
Attachment B	ACTIVATE YOUR BRAIN ANSWER KEY.....	C525.01B-1
Section 2	EO C525.02 – RECOGNIZE INDIVIDUAL BEHAVIOUR DURING AN EXPEDITION.....	C525.02-1
Attachment A	INDIVIDUAL BEHAVIOUR DURING EXPEDITION.....	C525.02A-1
Attachment B	FINAL EXERCISE.....	C525.02B-1
Section 3	EO C525.03 – ANALYZE SITUATIONS USING RISK MANAGEMENT STRATEGIES.....	C525.03-1
Attachment A	ANALYSE SITUATIONS USING RISK MANAGEMENT STRATEGIES.....	C525.03A-1
Attachment B	ACTIVATE YOUR BRAIN ANSWER KEY.....	C525.03B-1
CHAPTER 10	PO 527	
	EO C527.01 – EXAMINE CANADIAN ARMY AND OUTDOOR-RELATED EDUCATIONAL AND CAREER OPPORTUNITIES.....	C527.01-1
Attachment A	CANADIAN ARMY AND OUTDOOR-RELATED EDUCATIONAL AND CAREER OPPORTUNITIES.....	C527.01A-1
Attachment B	ACTIVATE YOUR BRAIN ANSWER KEY.....	C527.01B-1

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 1

EO C501.01 – REFLECT UPON WHAT IT MEANS TO BE A GOOD CANADIAN CITIZEN

Total Time:

One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO C501.01 (Reflect Upon What it Means to be a Good Canadian Citizen) located in A-CR-CCP-705/PG-001, *Royal Canadian Army Cadets Master Cadet Qualification Standard and Plan*, Chapter 4.

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected upon their role as a Canadian citizen.

IMPORTANCE

It is important for cadets to reflect upon citizenship to improve their understanding of what it means to be Canadian, and to guide them in becoming active and responsible citizens.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

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

RESOURCES

- Recent edition of a national newspaper or a printout of online national and international news,
- Self-study package,
- Pen / pencil, and
- Markers / pencil crayons.

ACTIVITY LAYOUT

- Provide the cadet with a classroom or training area suitable to complete the self-study package.
- Highlight news stories related to Canadian issues, identity, values, and citizenship (such as Canadian achievements, public opinion research, or activities of local elected officials) for the cadets to use.
- If the cadet has access to the Internet through a smartphone or tablet, you may permit them to use these items for the activity if they wish (for instance, to look up the names of local Members of Parliament). However, Internet access is not a requirement.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Annex A and a pen / pencil.
2. Provide the cadet with the newspaper or news printout.
3. Allow the cadet 90 minutes to complete the self-study package.
4. Provide assistance to the cadet as required.
5. Collect the self-study package once the cadet has finished.
6. Correct the self-study package. Check to see that the cadet's responses show an understanding of the subject and evidence of genuine reflection.
7. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
8. Return the completed self-study package to the cadet for their future reference.
9. Upon the completion of the self-study package, record the result in the cadet's logbook and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being a good citizen is about being informed, being actively involved, and helping contribute to the improvement of life in Canada. This is the responsibility of every Canadian, and is especially important for the young adults who will shape Canada's future.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

Nil.

THIS PAGE INTENTIONALLY LEFT BLANK

Canadian Citizenship



SECTION 1: WHAT DOES IT MEAN TO BE CANADIAN?
SECTION 2: DEFINE GOOD CITIZENSHIP
SECTION 3: BEING A GREAT CANADIAN

Instructions

Read over some of the news stories you have been given. Then read each section of this exercise and answer the questions in the space provided. You don't have to write out your answers in full sentences—you may answer in point form, by drawing a chart, or by making a mind map. You can also include appropriate illustrations with labels to help convey your ideas if you wish. See examples below.

Q. What do you like about cadets and why?

Point form:

- *Summer training and activities, because I get to meet new friends.*
- *Travelling, because I get to see different places.*
- *Mess food 😊 - it tastes good (usually) and it's free.*
- *New experiences because I get to tell my friends at school about it.*
- *Marksmanship because it's something I couldn't do anywhere else.*
- *Sports – I can stay in shape and I like the teamwork.*

Mind Map:

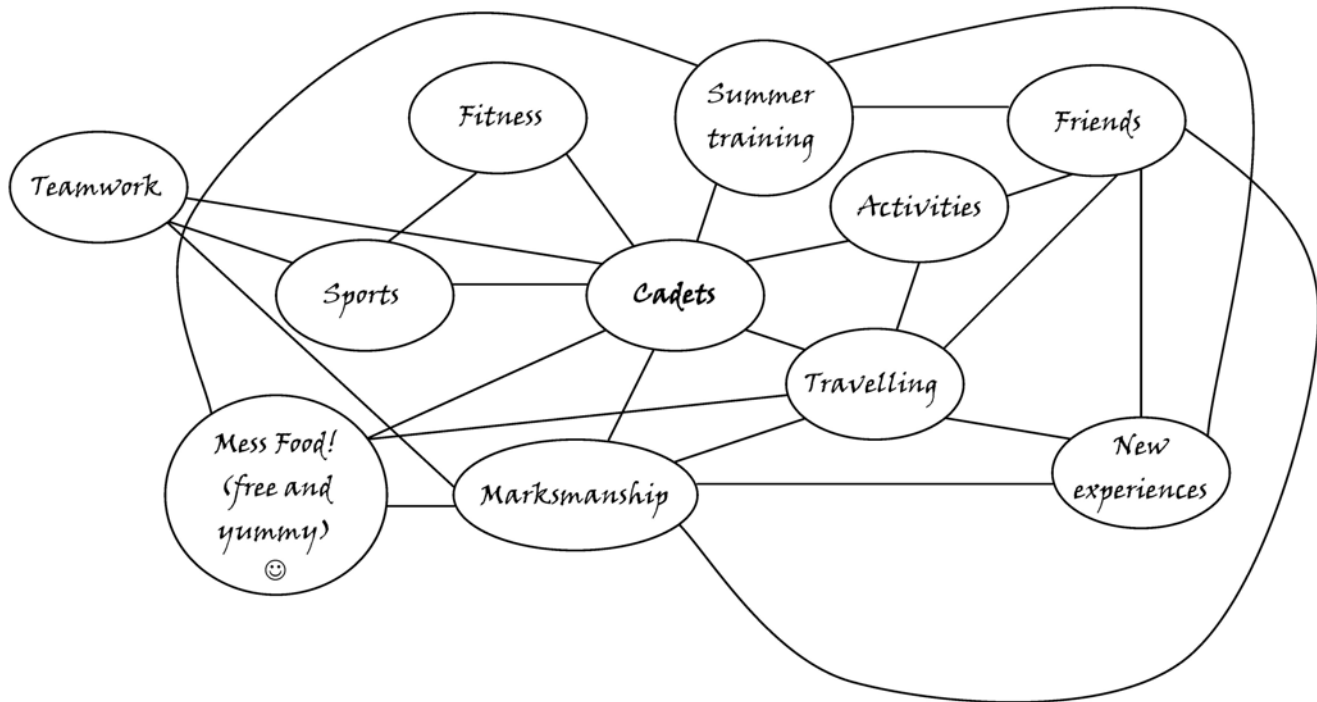


Table:

<i>What I like</i>	<i>Why</i>
<i>Travelling</i>	<i>New friends and experiences</i>
<i>Summer Training</i>	<i>New friends and experiences</i>
<i>Sports</i>	<i>Fitness, teamwork</i>
<i>Marksmanship</i>	<i>Can't do it anywhere else</i>
<i>Mess food</i>	<i>Free and tasty</i>

SECTION 1
WHAT DOES IT MEAN TO BE CANADIAN?

Part A: Canadian Identity – So, you drive a dogsled, right?

Read the quotations below and answer the questions. There is no “right” answer; however, your ideas must be thoughtful and well-supported. You can refer to the news stories you have read to support what you write.

Quotations about Canadians:

“There are no limits to the majestic future which lies before the mighty expanse of Canada with its virile, aspiring, cultured, and generous-hearted people.”

- Sir Winston Churchill, former Prime Minister of England

“In a world darkened by ethnic conflicts that tear nations apart, Canada stands as a model of how people of different cultures can live and work together in peace, prosperity, and mutual respect.”

- Bill Clinton, former U.S. President

“It's going to be a great country when they finish unpacking it.”

- Andrew H. Malcom, Canadian-born journalist living in the U.S.



Do you feel these quotations reflect how Canadians are usually seen by others? Explain.



Do you believe these quotations are accurate descriptions of Canadians as we really are? Why or why not?



List some stereotypes commonly applied to Canadians. These can be positive or negative, or neutral. Do you feel these stereotypes are accurate or justifiable? Explain.



If you could create new generalizations about Canadians, what would they be? What could you do to change people's perceptions about Canadians?

Part B: What Canada means to you

Read the quotations below and answer the questions. There is no “right” answer; however, your ideas must be thoughtful and well-supported. You can refer to the news stories you have read to support what you write.

Quotations about being Canadian:

"The Canadian Identity, as it has come to be known, is as elusive as the Sasquatch and Ogopogo. It has animated—and frustrated—generations of statesmen, historians, writers, artists, philosophers, and the National Film Board... Canada resists easy definition."

- Andre Cohen, journalist

"Canada has never been a melting-pot; more like a tossed salad."

- Arnold Edinborough, Canadian writer and broadcaster

"Canada is the essence of not being. Not English, not American, it is the mathematic of not being. And a subtle flavour - we're more like celery as a flavour."

- Mike Myers, Canadian actor



Are these quotations accurate reflections of Canadian identity? Support your opinions.



Write your own explanation of Canadian identity.

"I am a Canadian, free to speak without fear, free to worship in my own way, free to stand for what I think right, free to oppose what I believe wrong, or free to choose those who shall govern my country. This heritage of freedom I pledge to uphold for myself and all mankind."

- John Diefenbaker, former Prime Minister



List and explain at least five things that make you proud or happy to be Canadian.

"The tragedy of Canada today is that just when we need a country that's pulling together in common cause, we have one that keeps finding new ways to pull itself apart."

- Angus Reid, CEO of Vision Critical



List at least five improvements you would like to make to life in Canada. Explain.

SECTION 2
DEFINE GOOD CITIZENSHIP



Who are some contemporary or historical Canadians you admire? What qualities do these individuals have that made you choose them?



If you could choose one image, colour, sound, song or word to symbolize how you feel about being Canadian, what would it be? Why? You can draw a picture or write a few lines of a song here if you wish.

Part A: What does it mean to be a good citizen?

Read the quotations below and answer the questions. There is no “right” answer; however, your ideas must be thoughtful and well-supported. You can refer to the news stories you have read to support what you write.

Quotations about citizenship:

“The first requisite of a good citizen... is that he shall be able and willing to pull his own weight.”

- Theodore Roosevelt, former U.S. President

“If the undocumented have to work hard to attain citizenship, those of us who already are citizens should have to work hard to sustain it. We should all have to serve more, build more, and do more for our country.”

- Eric Liu, Asian-American writer

“Citizenship is an attitude, a state of mind, an emotional conviction that the whole is greater than the part... and that the part should be humbly proud to sacrifice itself that the body may live.”

- Robert Heinlein, author of *Starship Troopers*



In what ways would a citizen “pull their own weight?” Do you agree that this is a prerequisite for citizenship? Why or why not?



Eric Liu points out that while immigrants must work hard to attain citizenship, many people who are born citizens take it for granted. Do you agree or disagree? Explain.



What responsibilities do you believe should come with citizenship? Do you agree with Liu's point of view? What about Robert Heinlein's? Explain.

“The test of good citizenship is loyalty to country.”

- Bainbridge Colb, former U.S. Secretary of State

“The subject who is truly loyal to the Chief Magistrate will neither advise nor submit to arbitrary measures.”

- Junius, 18th-century British political writer



In what ways would a citizen be loyal to their country? Think of the ways in which you are loyal to other people.



Is loyalty a matter of unquestioning obedience, or does loyalty call for people to question the government? What do you think? Explain.

Part B: What about being a citizen of Canada?

Read the quotations below and answer the questions. There is no “right” answer; however, your ideas must be thoughtful and well-supported. You can refer to the news stories you have read to support what you write.

“Above everything, we are Canadian.”

- Sir George Etienne Cartier, French-Canadian statesman and Father of Confederation

“If you don’t think your country should come before yourself, you can better serve your country by livin’ someplace else.”

- Stompin’ Tom Connors, Canadian singer and songwriter



Is being a Canadian citizen a major part of your identity? Explain.



In what ways could Canadians put their country ahead of themselves? Do you think they should? Why or why not?

SECTION 3 BEING A GREAT CANADIAN

“It is the task of the rising generation of Canadians to create a new confidence and a new sense of cultural and civic duty in Canada.”

- Mitchell Sharp, Canadian politician

As a young Canadian, you have a chance to shape the future of the country for the better. Who knows what great innovations and improvements your generation may be able to introduce. But to be prepared to meet the challenges along the way, you need be **informed**, **involved** and **responsible**.

Part A: Being informed

In order to make good decisions as a citizen, you need to know what’s going on. Some echo the opinions of friends, family members or public figures without taking the time to learn all the facts or think things through.

Part of being an adult is forming your own individual opinions, and as a citizen and a leader, it’s your responsibility to make sure your opinions are informed.

Chances are you’ve heard people make comments like, “Oh, I’m voting for this party because my dad says they’re the best,” or “This guy online says people should be opposing the changes the government wants to make, so I’m going to a protest!”

You wouldn’t let somebody else tell you to like a band you’ve never heard, or a movie you’ve never seen. Apply the same reasoning to the issues and decisions facing Canadians.

Here are some ways to become better informed:

1. **Keep up with the news** to stay informed about local, national, and international current events. You can read the news, watch it, listen to it, or even have updates sent to your communications devices from reputable online news sources.
2. **Make sure your sources are reliable.** The Internet, in particular, can be a haven for misconceptions and prejudice, but other sources of information can be biased, as well. Avoid forming an opinion based on just one or two sources, and always think critically about where the information is coming from and what goals the people disseminating it might have.
3. **Be familiar with government departments, policies and programs.** It takes only a few minutes to do an online search, or stop into a Service Canada office to pick up a pamphlet. Gaining an understanding of how government departments work and what services each offers will help you make sound decisions about political issues, and you may also discover a program to help you find a good job or pay for post-secondary education!
4. **Know your local municipal councilors, provincial / territorial representatives and Members of Parliament.** You don’t have to hang out with them, but you should know their priorities, party affiliation, and any roles they’ve been assigned (eg, if they’ve been appointed to Cabinet or made a critic of a portfolio). Their offices can also assist you in understanding municipal, provincial, and federal programs, services, and laws.

How informed are you? Answer the questions below to find out!



List three provincial, national or international issues that are currently in the news, and explain how each affects you. You can use the news stories you have been given, or include news from other sources (and no, your favourite celebrity getting a new Chihuahua does *not* count as news).



What are some reliable sources of information you can think of? What are some unreliable ones? Explain.



List as many government departments as you can and explain how each could be important to you (hint: the Cadet Program is supported by a federal government department!).



What is the name of your local:

- Member of Parliament? (your federal representative)

- Provincial / territorial representative?

- Municipal councilors? (your representatives in your community)

How many of these people have you met in person? _____

If you had trouble answering some of these questions, don't worry—many people do!
And even if you were able to answer them easily, there's always room to grow.



List at least three things you can change in your routine to become better informed about current events, governance in Canada, and your democratic representation.

Part B: Being involved

As you know from your experiences in the Cadet Program, part of good citizenship is being an active member of your community and the country.

Most people are happy to complain about the way things are, but only a few will put in the effort to try to change things for the better. As a leader, you can inspire people to work together, but you can also contribute on your own.

Here are some easy things you can do to get involved:

- **Vote.** Voting is a responsibility of every Canadian over 18, but it's also a chance to have your say. Every vote matters, so take this duty seriously!
- **Volunteer.** Most communities have plenty of volunteer opportunities, and there are also organizations that let you volunteer in other parts of the country. If you lead a program at a Boys and Girls Club, or help out at an animal shelter, you're making a positive difference in your community and gaining valuable work experience that may make it easier for you to get a good job.
- **Get out there!** Attend community events, especially ones that support charity. Shop at local businesses when you can. Get to know your neighbours, and help them if you have a chance. If a government representative is giving a presentation or holding a "town hall" meeting, you can also attend these events, which are a way for citizens to interact with their representatives and find out more about issues that affect them.

How are you involved? Answer the questions below.



What are some ways you contribute to improving your community or the country?



Give some other examples of things you could potentially do to get more involved or encourage other people to do so.



Name someone whose involvement has made life better in Canada or in your community. What sorts of things did this person do?

Part C: Being Responsible

As a Canadian citizen, you have responsibilities—everyone has something to contribute, and things are better when we all help out.

Here are some of the things responsible Canadians are expected to do:

1. **Work hard.** Do your best to get a good job, and work hard to keep it. There are government programs available to help people who lose their jobs or can't find work, but when these programs are abused, it affects everyone.
2. **Obey the law.** Laws exist to protect people, even if they may sometimes seem inconvenient. Respecting the speed limit might make you late for class, but it will prevent you from hitting another car and hurting yourself or someone else.

3. **Be respectful.** Canadians are known around the world for diplomacy and friendliness. Maintain our positive image by treating everyone in a respectful manner. Respect yourself, too, by maintaining a healthy lifestyle and by taking ownership instead of blaming your problems on somebody else.
4. **Preserve Canada.** Look after our natural and cultural treasures so that future generations can enjoy them.



What are five responsible things you have done recently that would reflect the items in the list of things responsible Canadians are expected to do?



How does responsible citizenship factor into your plans for the future? Give some examples.

Final Assignment:

Use this space to summarize your reflections on being a good Canadian citizen. You can make a mind map, write a short essay, or draw a collage of images.



Congratulations, you have completed your self-study package on EO C501.01 (Reflect Upon What it Means to be a Good Canadian Citizen). Hand the completed package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 2

EO C501.02 – REFLECT UPON INDIVIDUAL GLOBAL CITIZENSHIP

Total Time:

One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO C501.02 (Reflect Upon Individual Global Citizenship) located in A-CR-CCP-805/PG-001, *Royal Canadian Army Cadets Master Cadet Qualification Standard and Plan*, Chapter 4.

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

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

Gather the required resources:

- a copy of the self-study package located at Annex A for each cadet;
- a globe or a digital or hard-copy world map;
- a national newspaper or printout of current international news stories; and
- a pen or pencil.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

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

RESOURCES

- Self-study package,
- A globe, or a digital or hard copy world map,
- A national newspaper or a printout of current international news stories, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Annex A, a map of the world or globe, a national newspaper or printout of current international news, and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self-study package.
3. Provide assistance to the cadet as required.
4. Collect the self-study package once the cadet has finished.
5. Correct the self-study package. There is no “right” answer—look for evidence of reflection and understanding of the subject, and be prepared to correct any misconceptions.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self-study package to the cadet for their future reference.
8. Upon the completion of the self-study package, record the result in the cadet's log book and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

Byers, M. (2005). *Are you a 'global citizen'?* Retrieved October 5, 2009, from <http://thetyee.ca/Views/2005/10/05/globalcitizen/#>

Fairtrade Foundation. (2009). *What is fair-trade?* Retrieved December 4, 2009, from http://www.fairtrade.net/what_is_fairtrade.html

Fairtrade Mossley. (2012). Image of Fairtrade symbol. Retrieved March 24, 2012, from <http://fairtrademossley.org.uk/wp-content/uploads/2012/07/Hi-Res-ColFM-Rblk-international-MARK1-JPEG.jpg>

Global Policy Forum. (2009). *Globalization*. Retrieved October 25, 2009, from <http://www.globalpolicy.org/globalization.html>

MyLearning. (2009). *Global citizens—Make an impact*. Retrieved November 15, 2009, from <http://www.mylearning.org/jpage.asp?jpageid=2015&journeyid=441>

Reuters. (2012). *Bangladesh's Worst-Ever Factory Blaze Kills Over 100*. Retrieved March 23, 2013 from <http://www.reuters.com/article/2012/11/25/us-bangladesh-fire-idUSBRE8AN0CG20121125>

Tapscott, D. (2009). *Grown up digital: How the net generation is changing your world*. New York: McGraw Hill.

Transfair Canada. (2009). *Transfair Canada*. Retrieved December 4, 2009, from <http://transfair.ca>

UN Focal Point on Youth. (2011). *How does globalization have positive and negative effects on you – and your friends' – efforts to secure a job?* Retrieved March 24, 2013 from http://www.unworldyouthreport.org/index.php?option=com_k2&view=item&layout=item&id=39&Itemid=147

WiseGEEK. (n.d.). *What is Globalization?* Retrieved March 23, 2013 from <http://www.wisegeek.org/what-is-globalization.htm>

THIS PAGE INTENTIONALLY LEFT BLANK

Global Citizenship

Your place in the world



SECTION 1: WHAT'S GLOBALIZATION, AGAIN?
SECTION 2: BECOMING A GLOBAL CITIZEN

Instructions

Read over some of the news stories you have been given. Then read each section of this exercise and answer the questions in the space provided. You don't have to write out your answers in full sentences—you can answer in point form, by drawing a chart, or by making a mind map. You can also include appropriate illustrations with labels to help convey your ideas if you wish. See below for examples.

Point form:

Q. What do you like about cadets and why?

Point Form:

- *Summer training and activities, because I get to meet new friends.*
- *Travelling, because I get to see different places.*
- *Mess food 😊 - it tastes good (usually) and it's free.*
- *New experiences because I get to tell my friends at school about it.*
- *Marksmanship because it's something I couldn't do anywhere else.*
- *Sports – I can stay in shape and I like the teamwork.*

Mind Map:

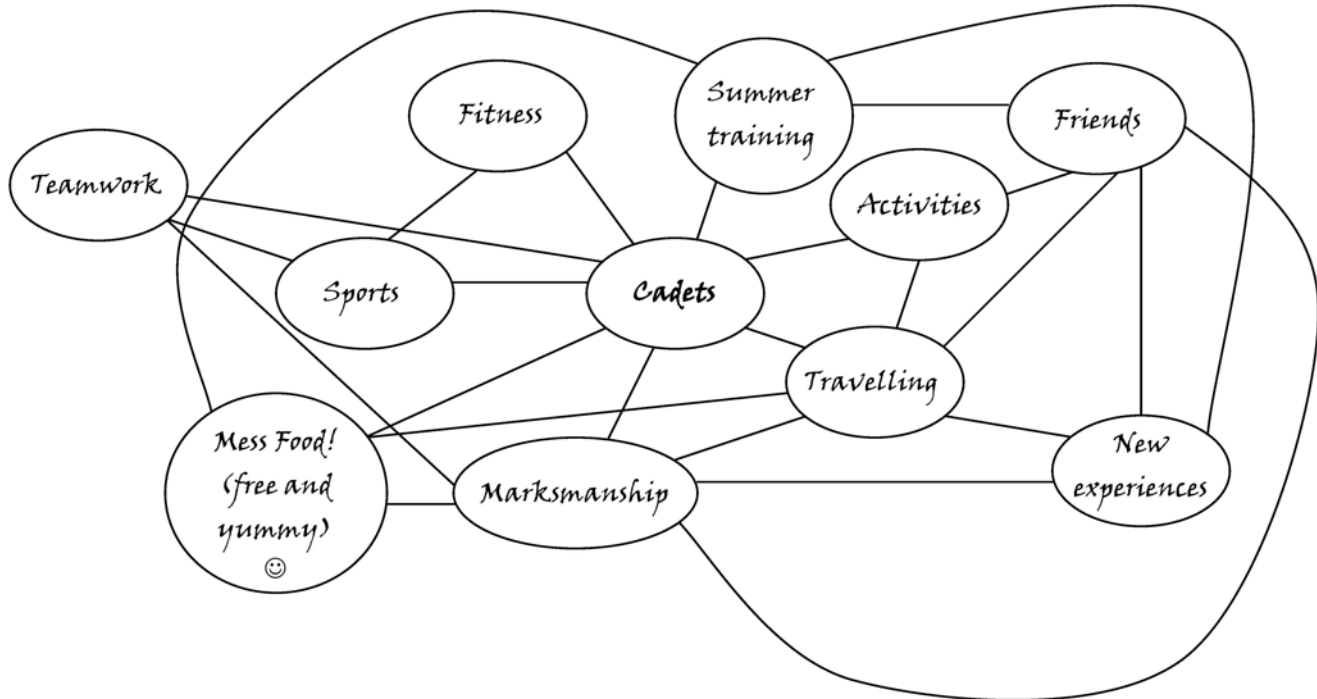


Table:

What I like	Why
Travelling	New friends and experiences
Summer Training	New friends and experiences
Sports	Fitness, teamwork
Marksmanship	Can't do it anywhere else
Mess food	Free and tasty

SECTION 1 WHAT'S GLOBALIZATION, AGAIN?

INTRODUCTION

There was a time, not that long ago, when it took days to travel between one community and the next, when the only way to deliver a message was in person or in a letter, and when almost all the food people ate and the things they used came from their immediate geographic area.

Things have changed.

Today people can communicate instantly even if they're hundreds of miles apart, retrieve information from international online libraries and databases, and buy songs recorded on the other side of the globe—all with a tiny gadget that fits in a pocket. We can travel from Toronto to China in a matter of hours, and bring in fresh food and other products from almost anywhere on Earth.

Knowledge and ideas are shared more easily than ever before, across great distances and cultural barriers that would have once made such sharing impossible. Education is available to more people—a teacher can deliver a lesson to students in another country via new communications technology, and even check their homework afterwards!

We are also becoming more interdependent with other countries around the world. We rely on them for goods and services, and they rely on us. As a result, what happens in one country can affect people everywhere.

All of this is part of a phenomenon called **globalization**.

"[G]lobalization refers to the trend toward countries joining together economically, through education, society and politics, and viewing themselves not only through their national identity but also as part of the world as a whole. Globalization is said to bring people of all nations closer together, especially through a common medium like the economy or the Internet."

- WiseGeek.org

Specifically, globalization refers to the efficient movement across international borders of:

- goods, services and money,
- people (labour), and
- knowledge (technology).

People talk about three aspects of globalization: economic, political and cultural. Each has an impact on us.

Like it or not, we're not just Canadian citizens anymore. We're global citizens, part of a much bigger picture. But not everyone is a responsible global citizen.

As a leader, you can inspire other people to become better citizens of the world. This package will help you get started.

So... what's globalization got to do with me?

Most young adults in Canada have grown up surrounded by digital media that provide easy access to the world around us. Every day we use products from countless other countries without even realizing it, and embrace cultural influences from around the globe. It's not at all unusual for a Canadian teen to read Japanese manga, listen to Korean pop music, watch television shows from Europe, the U.S. or Australia, wear clothes made in China and eat food from India or South America, all in a single day.

Even as we become more connected to the world, however, Canadians—especially young Canadians—are often accused of being disconnected, from the world and from our role in it.

Technology brings us closer together, but it also sometimes serves to isolate us. Have you ever been on a bus or in a crowded place, totally in your own world because you were listening to music, playing a game or communicating with a friend? It's nice to be able to tune out what's around us, but do we sometimes tune out too much?

Teens and young adults are often criticized for being out of touch, absorbed with ourselves or with pointless trivia. This line of thought holds that young people don't keep up with the news, and have no idea what's going on in the rest of the world, or even in their own country. Young people are major consumers, yet have no real concept of where their food, clothing, gadgets, fuel and ideas come from. They want to ride in the canoe, but they don't help paddle, and they don't pay attention to where they're headed.



Do you believe these opinions about youth and globalization are accurate? Why or why not?

ECONOMIC GLOBALIZATION: WHERE IN THE *WORLD* DID YOU GET THOSE SHOES?

Do you know where your stuff comes from? Chances are you have a man in the Caribbean to thank for your morning pastry, a child in Pakistan to thank for your running shoes, and a woman in Bangladesh to thank for those stylish jeans. Economic globalization means that goods and services (and the money to pay for them) are exchanged readily between different nations, even those that are far apart. It also means that we depend on other nations far more than we once did, and they depend on us.



Make a list of things that you use or eat on a regular basis that are made here in Canada.

How long is your list? Was it difficult to make? Sometimes even things we consider to be Canadian are actually made from ingredients that come from somewhere else. Check out the list below—you might be surprised! As you read, try to pinpoint each country on your map or globe.

Clothing

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

Breakfast

- **Orange juice.** **Brazil**, with its warm climate, is the world's largest producer of oranges.
- **Tea.** Many types of tea come from **Sri Lanka**, where tea plants are grown in plantations called tea estates. "Pickers" take the green leaves off the plant and then let them dry, so that they can be ground down into tea.
- **Cereal.** Cereals are made mainly from rice and maize (corn). **Argentina** is a major provider of cereal to Canada.
- **Coffee.** Coffee is really the seed of a fruit called the coffee cherry. Cherries are picked from a coffee plant, which grows in warm, humid climates. The fruit is removed by drying or fermenting, and the green coffee beans are roasted, ready to be brewed into the drink we know and love. The five biggest coffee producers are **Columbia, Vietnam, Kenya, Cote d'Ivoire (Ivory Coast)** and the U.S. State of **Hawaii.**

Treats

- **Chocolate.** Most chocolate comes from the **Ivory Coast** in West Africa.
- **Sugar.** Sugar comes mainly from countries in the Caribbean like **Jamaica.**

Lunch

- **Bananas.** Many of the bananas Canadians eat are grown in **Ecuador.**
- **Grapes.** Grapes are grown all over the world, but those from **Greece** are most popular.
- **Potato crisps.** Many varieties of crisps are made from dehydrated or dried potatoes. Some of the companies that produce dehydrated potatoes are in **Belgium.**

Dinner

- **Rice.** Rice is grown from seed in "paddy" fields in Asian countries such as **Vietnam.**
- **Chicken.** Many frozen chicken products, such as chicken nuggets, are made with chicken from **Thailand** and **Brazil.**
- **Beef.** **Argentina** is a major supplier of beef to Canada.
- **Cheese.** One of the most popular cheese-making countries is **France.**

Activities

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



Based on the list above and your own experience, list the countries you have depended on today and what you got from each country.

China makes more than just wheat and pencils. In fact, China is the largest exporter of clothing in the world, and of countless other items, as well. Canadians would have a hard time getting through a whole day without using anything from China!

China has long had a strong relationship with American corporation Wal-Mart, producing millions of dollars worth of stock for Wal-Mart shelves each year. Next time you visit a Wal-Mart, check to see how many of the items you buy have made the journey here from China.

It's not all sunshine and butterflies...

Economic globalization has made life better in a lot of ways, but it has its downsides, too.

For one thing, the interdependence between nations means that if something like a war or a natural disaster strikes a supplier country, all the countries it normally exports to will also be affected. Prices for items like fuel or bread will rise in Canada if our suppliers of oil and wheat experience problems.



Look at the news stories you have been given, and think of others you have heard of recently. Which stories might have an international or global impact on the economy?

Another drawback to economic globalization is that because the corporations that buy the product are so far away from the people who produce it, they may have little control over how workers are treated by their suppliers.

While factories and plantations provide jobs for people in developing countries, they're not always good jobs. A product that is quite expensive in Canada may have been made by a factory employee thousands of miles away who is being paid very little and working in unsafe conditions.

In 2012, there was a fire at a factory in Bangladesh that, through an unscrupulous supplier, provided clothing to department stores like Sears and Wal-Mart. Unbeknownst to the corporations that would eventually sell the clothes, the factory had no emergency exits and no working fire extinguishers—conditions that would never be acceptable in North America. Over 100 people died in the fire, most of them women. This tragedy prompted a movement for corporations to ensure their suppliers were treating workers properly, and providing them with safe places to work.



If you were the head of a major corporation, what steps would you take to ensure workers in developing countries were treated properly?

Since the early 1990s, the fair trade movement, including the organization Fairtrade International, has worked to ensure that producers and workers in developing countries get a better deal.

FINE, an informal association of four international fair trade networks, has developed a widely-used definition of fair trade:

Fair trade is a trading partnership, based on dialogue, transparency and respect, that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in the South. Fair trade organizations, backed by consumers, are engaged actively in supporting producers, awareness raising and in campaigning for changes in the rules and practice of conventional international trade.



Did you know?

One way for you to act as a global citizen is to support companies that conduct business responsibly in developing countries. Look for this symbol on products in stores in your neighbourhood:



Figure A-1 Fairtrade Symbol

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

- **Certification.** TransFair Canada is responsible for certifying that Canadian products bearing the Fair Trade certification marks meet international Fair Trade standards. It also monitors products once they enter Canada to ensure that what is sold as Fair Trade Certified meets that standard.
- **Licensing.** TransFair Canada licenses Canadian companies to use the Fair Trade certification marks on their products, and ensures that these marks are not used in a way that is misleading to the public.
- **Promotion.** TransFair Canada works alongside community groups, companies, and individual citizens to promote and build momentum for Fair Trade certified products through media campaigns and promotional materials.

Economic Globalization and Employment

Sure, economic globalization is good for people in a lot of ways, but will it help you land a good job? Young adults from around the globe were asked that same question as part of the United Nations World Youth Report in 2011. Some said globalization was positive for employment, because governments are opening up their borders and creating programs that encourage students to travel abroad and gain valuable international experience, or to move to another country if they can't find a good job in their own. As well, globalization has encouraged the setup of new industries and businesses—particularly information technology—in countries where good employment was desperately needed.

On the other hand, some youth felt globalization created even more competition for already-scarce jobs, since experienced workers could move in and take jobs that might otherwise have gone to young local workers. Others felt that globalization hurts developing countries, who are losing all their skilled workers to jobs in developed nations.



What do you think? What effect does globalization have on employment for young Canadians? You can elaborate on the points above or explain your own.

POLITICAL GLOBALIZATION

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

Citizens normally pay attention to political activities within their own country, but globalization means that we need to be aware of politics on an international level. One consequence of living in a global world is that the decisions and actions of international organizations affect countries and people all over the world. Some of these include the following:

- **The World Bank Group** is a source of financial and technical assistance to developing countries around the world. It is not really a bank, but an organization made up of 186 member countries. Together, they provide low-interest loans and interest-free grants to developing countries for education, health, public administration, infrastructure, financial and private sector development, agriculture, and environmental and natural resource management;
- **The International Monetary Fund (IMF)** is the world's central organization for international monetary cooperation. Its primary purpose is to ensure the stability of the system of currency exchange rates and international payments that enable countries to buy goods and services from each other; and
- **The World Trade Organization's (WTO)** primary purpose is to open trade for the benefit of all. The WTO helps negotiate agreements aimed at reducing obstacles to international trade, and helps implement and monitor these agreements as well as settle trade disputes between countries. The WTO currently has 153 members, of which 117 are developing countries.



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

Non-Governmental Organizations

Political globalization has also brought about the creation of non-governmental organizations (NGOs). These are groups and institutions entirely or largely independent of government, whose objectives are mainly humanitarian rather than commercial.

NGOs include charitable and religious associations that raise private funds for development, distribute food, offer family planning services, and promote community organization, to help people in developing countries. As well, they include independent cooperatives, community associations, water-user societies, women's groups and pastoral associations. Citizen groups that raise awareness and influence policy are also considered NGOs.

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

NGOs are always in need of support and volunteers, and some also offer employment opportunities abroad. Be sure to do your research before becoming affiliated with an NGO, however, because like anyone else, they can sometimes have their own agendas. Stick to NGOs that are internationally recognized and supported. Some examples of NGOs include Doctors without Borders, UNICEF, World Wildlife Fund, and Oxfam.

GLOBALIZATION OF CULTURE

With all our advancements in communications technology, the world is well on its way to developing a global culture. It is easier than ever for people to share cultural traditions, values and ideas across geographic barriers, and to seek out others with shared interests. Cultural boundaries are disappearing as people learn about and adopt new ways of thinking and acting.



Think of your interests and hobbies. Consider things like music, dance, art, sports, books, movies, and even food. Which cultural influences do you see?

A global culture has its upsides, but it may have its downsides, too. While we may be on the verge of a global culture, the spread of values and behavioural norms in that culture tends to be tilted strongly in favour of Western ideals. Over 80% of all websites in the world are in English and the majority of published material, including educational publications, on the Internet is in English. Small cultures and languages may be in danger of disappearing due to the competition in the international marketplace, where only the biggest international publishing and entertainment companies are able to produce high quality electronic materials. Global entertainment companies and other major corporations also influence culture through their marketing, which tends to lean towards Western traditions.



What do you think? Would a global culture, common to everyone in the world, be a good thing? Explain.

SECTION 2

BECOMING A RESPONSIBLE GLOBAL CITIZEN

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

As citizens of the global society, many young Canadians have a keen desire to give and volunteer, especially with hands-on ways of improving the lives of people, domestically and internationally. We believe that we can change the world one donation, one voluntary activity, or one purchase at a time.

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

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

There are numerous examples of young people who have done great things. Canadian Michael Furdyk is one of them.



Did you know?

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

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

1. Join a social networking site or even create your own. It's an easy way to connect with old friends or meet new ones who share your interests. Promote your cause online.

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



Based on what you have read in this section, develop a plan for being a better global citizen. You can include ideas from the chapter or come up with your own.

If you were to explain global citizenship to a junior cadet or a random person at the mall, what sort of things would you tell them? Sum up the information in this package in a way they could understand. Remember, you can make a mind-map, write a short essay, or even draw appropriate illustrations.



Congratulations, you have completed your self-study package on EO C501.02 (Reflect Upon Individual Global Citizenship). Hand the completed package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 3

EO C501.03 – ANALYZE A GLOBAL ISSUE

Total Time:

One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO C501.01 (Reflect Upon What it Means to be a Good Canadian Citizen) located in A-CR-CCP-705/PG-001, *Royal Canadian Army Cadets Master Cadet Qualification Standard and Plan*, Chapter 4.

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

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

Gather the required resources:

- a copy of the self-study package located at Annex A for each cadet,
- a national newspaper,
- a pen or pencil, and
- an Internet-enabled computer terminal / smart phone / tablet, if one is available.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to develop the ability to analyze an issue and understand it within the local, national, and international context as these are key skills necessary for being a good global citizen.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

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

RESOURCES

- Self-study package,
- National newspaper,
- Internet-enabled computer terminal / smart phone / tablet, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Annex A, a national newspaper, a pen / pencil, and, if available, access to an Internet-enabled computer terminal / smart phone / tablet.
2. From the following list, have the cadet select either two United Nations (UN) briefing papers, or one UN briefing paper and one Canadian Armed Forces (CAF) current international operation to read and analyze:
 - a. UN briefing papers located at Appendices 1–4 of Annex A,
 - b. UN briefing papers located at www.un.org/cyberschoolbus/briefing, and / or
 - c. CAF current international operations located at www.forces.gc.ca > OPERATIONS (www.forces.gc.ca/site/operations/index-eng.asp).
3. Allow the cadet 90 minutes to complete the self-study package.
4. Provide assistance as required to the cadet.
5. Collect the self-study package once the cadet has finished.
6. Correct the self-study package. Look for evidence of thought and reflection and substantiated ideas.
7. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
8. Return the completed self-study package to the cadet for their future reference.
9. Record the result in the cadet's logbook and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The world continues to face a number of global issues. Being able to analyze these issues and understand them within the context of Canada are key components of being a good global and Canadian citizen.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

United Nations (n.d.). *Briefing Papers for Students*. Retrieved March 26, 2013, from <http://cyberschoolbus.un.org/briefing/index.asp>

Canadian Forces (2013). *Canadian Forces Operations*. Retrieved March 26, 2013, from <http://www.forces.gc.ca/site/operations/index-eng.asp>

THIS PAGE INTENTIONALLY LEFT BLANK

Analyze A Global Issue



SECTION 1: PARAMETERS OF A GLOBAL ISSUE
SECTION 2: GLOBAL TO LOCAL
SECTION 3: REFLECTION

SECTION 1
PARAMETERS OF A GLOBAL ISSUE

RESPONSIBILITIES OF GLOBAL CITIZENS

Some issues are of such a scale that they either involve the entire international community directly or have implications for the entire world.



Do global citizens, such as yourself, have a responsibility for knowing about international issues? If so, what type of information should an informed global citizen know about international issues? Record five points below:

READ ABOUT TWO GLOBAL ISSUES

1. Select and read either two United Nations (UN) briefing papers, or one UN briefing paper and a current international Canadian Armed Forces (CAF) operation overview.



The UN briefing papers provided are:

- Child Labour located at Appendix 1,
- Biodiversity located at Appendix 2,
- Poverty located at Appendix 3, and
- Human Rights located at Appendix 4.

Additional UN briefing papers are located at www.un.org/cyberschoolbus/briefing.

Information regarding a current international CAF operation may be found at www.forces.gc.ca > OPERATIONS (www.forces.gc.ca/site/operations/index-eng.asp) (be sure to review the related links at the bottom of the operation's page).

2. Review a provided national newspaper (hard copy or online) to search for articles related to the global issues you have selected.
3. Complete the Key Facts sheets and answer the questions on the following pages. Include information / make reference to the newspaper article when answering the questions.

IDENTIFY THE PARAMETERS OF TWO GLOBAL ISSUES

Key Facts

ISSUE:
Who Identify those most affected by the issue and those involved in addressing it.
What Summarize the issue in two or three short sentences.
Where Identify locations where the issue is occurring.
When Identify when the timeline on the issue starts and when it can be predicted to end.
Why List some of the main causes of the issue.

Key Facts

ISSUE:
Who Identify those most affected by the issue and those involved in addressing it.
What Summarize the issue in two or three short sentences.
Where Identify locations where the issue is occurring.
When Identify when the timeline on the issue starts and when it can be predicted to end.
Why List some of the main causes of the issue.

SECTION 2
GLOBAL TO LOCAL

Place the issues in your local context by responding to the following questions:



To what extent do the global issues you looked at exist in your community?



If they do not exist, or exist very limitedly, why is that? What strategies to address the issues have been used? If one or both of the issues does exist in your community, what efforts are being made to address it or them?

Even the most distant issue can have some connection to Canada and your hometown. For example, extreme weather events, such as flooding, can be due to changing climate patterns, which is linked to the level of carbon dioxide in the air. Ensuring that there are viable alternatives to driving, such as public transit, is then connected to prevention of events such as flooding. This is not to say that Canadians are responsible for weather catastrophes around the world, but there is nonetheless a connection between communities here and effects there.



Are there causal connections between your community and the issues you reviewed? If so, what are they?

SECTION 3
REFLECTION

Now that the issue has been placed in the national and local context, discuss your personal connection to the issue by answering the following questions:



How did reading about the issues make you feel?



How do you feel about Canada's / your local community's connection to these issues?



Do you now plan to take any action regarding these issues? If so, what? If not, why not?



Congratulations, you have completed your self-study package on EO C501.02 (Analyze a Global Issue). Hand the completed package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

UN Briefing Paper on Child labour

Overview

"...to enable families living in poverty to survive, a quarter of a billion children aged 14 and under, both in and out of school, now work, often in hazardous or unhealthy conditions...Having approved the International Labour Organisation convention on the worst forms of child labour, Member States must now implement it fully."

Secretary-General Kofi Annan in the *Millennium Report*

Vital Statistics

- Some 250 million children between the ages of 5 and 14 work either full time or part time.
- Almost half, some 120 million work full time, every day, all year round.
- Some 61 per cent of them live in Asia; 32 per cent in Africa and 7 per cent in Latin America.
- 70 per cent of them work in agriculture.
- 70 per cent work in dangerous environments.
- Of the 250 million children concerned, some 50-60 million are between five and 11 years and work, by definition, in hazardous circumstances, considering their age and vulnerability.
- Child labour is also common in developed countries. For example, in the United States, more than 230,000 children work in agriculture and 13,000 in sweatshops.

The story of Iqbal

Iqbal was only four when he was sold into slavery. He was a child of bondage, sold by his family to pay for a debt. Though very small and very weak, he was forced to work at a carpet factory for 12 hours a day. He was constantly beaten, verbally abused and chained to his loom for six years. Severe malnutrition and years of cramped immobility in front of a loom stunted his growth.

All this changed in 1992, when Iqbal and some of his friends from the carpet factory stole away to attend a freedom day celebration organized by a group working to help end bonded labour. With their help, Iqbal, too, became free and soon became a well known critic of child labour. His campaign scared many, especially those who used children as bonded labour. In December 1994, Iqbal visited the United States to receive a human rights award. Soon after his return, Iqbal was killed by a gunman hired by factory owners.

Iqbal was just one of over 250 million child labourers worldwide, but his story has inspired many to act for change.

What is Child Labour?

Among adults the term 'child labour' conjures up a particular image: children chained to looms in dark mills and sweatshops, as if in a long nightmarish line running from Lancashire in the 1830s right through to the South Asia of today.

In reality, children do a variety of work in widely divergent conditions. This work takes place along a continuum, from work that is beneficial, promoting or enhancing a child's development without interfering with schooling, recreation and rest to work that is simply destructive or exploitative. There are vast areas of activity between these two poles.

It is at the most destructive end, where children are used as prostitutes or virtual slaves to repay debts incurred by their parents or grandparents or as workers in particularly hazardous conditions, that efforts are focused to stop such abuse.

Who is a child labourer?

The term "child labour" generally refers to any economic activity performed by a person under the age of 15, defined by the International Labour Organisation (ILO) of the United Nations. On the beneficial side of the continuum, there is "light work" after school or legitimate apprenticeship opportunities, such as helping out in the family business or on the family farm. At the destructive end is employment that is:

- preventing effective school attendance; and
- hazardous to the physical and mental health of the child.

Many countries make a distinction between light and hazardous work, with the minimum age for the former generally being 12, for the latter usually varying between 16 and 18.

Are age limits for work the same in all countries?

Almost everywhere, age limits formally regulate children's activities - when they can leave school; marry; vote; be treated as adults by the criminal-justice system; join the armed forces; and when they can work.

But age limits differ from activity to activity and from country to country. The legal minimum age for all work in Egypt, for example, is 12; in the Philippines 14, in Hong Kong, 15. Peru adopts a variety of standards: the minimum age is 14 in agriculture; 15 in industry; 16 in deep-sea fishing; and 18 for work in ports and seafaring.

Many countries make a distinction between light and hazardous work, with the minimum age for the former generally being 12, for the latter usually varying between 16 and 18. ILO conventions adopt this approach, allowing light work at age 12 or 13, but hazardous work not before 18. The ILO establishes a general minimum age of 15 years, provided 15 is not less than the age of completion of compulsory schooling. This is the most widely used yardstick when establishing how many children are currently working around the world.

What is hazardous work?

Most child labour, 71 per cent, is found in agriculture and fishing. The main tasks in agriculture include working with machinery, agrochemicals, picking and loading crops. Hazards may include unsafe machinery, hazardous substances (insecticides, herbicides) heavy lifting and extreme temperatures. In deep sea fishing, children might be diving to depths of up to 60 metres to attach nets to coral reefs, risking exposure to high atmospheric pressure and attacks by carnivorous and poisonous fish.

In manufacturing where 8.3 per cent of child labour is found, items such as glass bangles, matches, fireworks or bricks might be made. Hazards occur in the form of noxious fumes and radiant heat from the molten glass; stepping on or handling hot broken glass; exposure to hazardous chemical mixtures; stuffing cracker powder into fireworks, risking fire and explosion; exposure to silicate, lead and carbon monoxide, carrying excessive weights; and burns from ovens through the processing of clay in the making of bricks.

A legal framework against child labour

Two UN agencies have directed their attention to the prevention of child labour worldwide: the United Nations Children's Fund (UNICEF) and the International Labour Organisation (ILO). They have helped define the problems and develop international legal frameworks to correct them. As a result of their work, we now have several international treaties (or Conventions), banning child labour and identifying concrete measures for Governments to take. Once a country ratifies a convention, UN bodies monitor compliance and hold countries accountable for violations.

1919: The first ILO child labour convention, the Minimum Age (Industry) Convention No. 5, adopted within months of the creation of the International Labour Organisation, prohibited the work of children under the age of 14 in industrial establishments.

1930: The ILO Forced Labour Convention No. 29 protected children from forced or compulsory labour, such as victims of trafficking, children in bondage, *like Iqbal*, and those exploited by prostitution and pornography.

1966: The International Covenant on Civil and Political Rights, reemphasizing issues of slavery and forced or compulsory labour, was adopted by the General Assembly, along with the International Covenant on Economic, Social and Cultural Rights calling for the protection of young people from economic exploitation and work hazardous to their development.

1973: The key instrument of the ILO was adopted: Convention No. 138 on the minimum age for admission to employment (15 or the age reached on completion of compulsory schooling)

1989: UN adopted Convention on the Rights of the Child specifying the right of the child to be protected from economic exploitation and hazardous work, and the refraining of states from recruiting any person under 15 into the armed forces.

1999: ILO unanimously adopts the Convention Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour Convention No. 182. It calls for states to prevent the most damaging child exploitation practices or the worst forms that currently exist.

Are making laws enough to prevent child labour?

Though the United Nations has already created a large number of international conventions, setting legal standards to prohibit the exploitation of child labour, the problem remains widespread. After all, laws mean very little if they are not enforced. Besides, specific measures attacking child labour must be taken at the national level.

According to the ILO, national strategies to address child labour issues should, at minimum, encompass the following five elements:

1. **National plan of action:** Single action or isolated measures against child labour will not have a lasting impact. Actions must be part of an overall national plan.
2. **Research:** To develop effective national (and international) policies and program, extensive research must be undertaken to determine the state of child labour.
3. **Awareness:** Child labour is often viewed as an unavoidable consequence of poverty. Without greater awareness about the extent and exploitative nature of child labour, the conditions for change will not occur.
4. **Broad social alliance:** Government action against child labour often ends with making laws. Initiatives against child labour traditionally come from non-Governmental organisations that have limited resources. Both need to work together. Other segments of civil society – the media, educators, artists and parliamentarians – should also be enlisted in the fight.
5. **Institutional capacity:** To formulate and execute a national policy, an institutional mechanism (such as a ministry or a department) within the Government must be created to monitor enforcement.

Signs of progress

- **Legal framework:** With over 20 international treaties against child labour in place, the world now has a legal framework. What is needed is its implementation at the national level.
- **International action:** ILO created the International Programme for the Elimination of Child Labour (IPEC) in 1992. It works toward eliminating child labour by helping developing countries strengthen their capacity to deal with the problem and create their own national action plans. So far it has helped implement more than 1,100 programmes in some 20 countries
- **Joining hands:** The United Nations wants to bring the Governments, factory owners and international donors together to work against child labour. Such initiatives as one between ILO, UNICEF and the Bangladesh Garment Manufacturers and Exporters Association were undertaken to remove underage workers from 2,000 garment factories, place them in school and provide family income supplements. UNICEF also pioneered a policy of not buying any products made by child labour in their operations. Some Governments have followed this example.
- **International solidarity:** Children, youth, concerned citizens and Government leaders in Asia, Africa, Europe, North and South America in 1998 took part in a march against child labour. This march travelled through 56 countries, gathered supporters and raised greater awareness, putting new pressure on Governments to ratify conventions on child rights.
- **Student advocacy:** More and more students are getting involved, raising funds to build schools and treatment centers for child workers. For example, Free the Children, a Canadian based student organisation advocating the elimination of child labour, formed by then 13-year old activist, Craig Kielberger, has raised funds to build schools in South Asia. The Kids

Campaign to Build A School for Iqbal, a Massachusetts based grass roots student campaign initiated by a school in the United States, has drawn worldwide support to build a school for Pakistani children of bonded labour in honour of Iqbal Masih.

- **Corporate responsibility:** Growing concern has been shown by corporations to address this issue and develop corporate codes of conduct to reduce their numbers of underage employees / provide work to other members of the family or schooling to supplement work. For example, all major soccer ball manufacturers have developed a voluntary programme to eliminate use of children under 14 in factories in Sialkot, Pakistan, where 75 per cent of the world's hand-stitched soccer balls are produced. Supported by ILO, UNICEF and Pakistani manufacturers, a programme was launched to provide schooling for these child workers and instead give their jobs to other family members. In addition, many clothing manufacturers now hire outside companies to inspect working conditions in their factories. While some companies fund their investigators directly, others have agreed to independent monitors from human rights offices not employed by the corporations.
- **Advocacy by trade unions:** In Brazil, trade unions in cooperation with IPEC have managed to secure child labour clauses in contracts with employers in over 88 municipalities in over 8 federal states. In addition, employers have signed pledges to eliminate child labour from production chains of the charcoal, citrus and footwear sectors. Trade unions help by monitoring working conditions, denouncing abuses and reaching large numbers of adult members through education programmes, collective bargaining and campaigning for policy change at all levels.
- **Anti-sweatshop movement:** Campaign by labour rights groups has helped improve working conditions in "sweat shops". In several instances, multinational companies now put pressure on their contractors to ban or reduce child labour.

What are the areas needing attention?

UNICEF recommends the following:

- Immediately end hazardous and exploitative child labour -- including bonded labour, commercial sexual exploitation and work that hampers the child's development.
- Provide free and compulsory education - ensuring that children attend primary education full time until completion.
- Expand legal protection - ensure consistency and implementation in mutually supportive ways.
- Register all children at birth -- to protect the child's right to have evidence of the child's age.
- Extend data collection/ monitoring -- gather and analyse globally comparable child labour data.
- Develop codes of conduct and procurement policies -- Corporations should adopt codes of conduct guaranteeing that neither they nor their subcontractors will employ children in conditions that violate their rights and then abide by those codes.

Ratify ILO Convention No. 182 now!

The ILO Convention No. 182 is considered by many as perhaps the most significant legal instrument to tackle child labour. It defines the worst forms of child labour and asks all Governments to ban them. These are:

- All forms of slavery;
- Child prostitution;
- Using children for illicit activities, especially drug trafficking;
- Work exposing children to grave health and safety hazards.

Once Governments have ratified the Convention they must apply it in law and in practice. Among other things, Governments should:

1. Introduce action programs to remove and prevent the worst forms of child labour;
2. Provide direct assistance for rehabilitation of children and their social integration;
3. Ensure access to free education;
4. Identify children at special risk; and
5. Take account of girls and their special situation.

Governments must also report regularly to the ILO regarding the application of the Convention and be accountable for all allegations of violations.

UN Briefing Paper on Biodiversity

Overview

"Environmental sustainability is everybody's challenge....Our goal must be to meet the economic needs of the present without compromising the ability of the planet to provide for the needs of future generations."

Secretary-General Kofi Annan in the *Millennium Report*

Vital Statistics

- Species have been disappearing at 50-100 times the natural rate, and this is predicted to rise dramatically.
- Based on current trends, an estimated 34,000 plant and 5,200 animal species – including one in eight of the world's bird species – face extinction.
- About 30 per cent of the main farm animal breeds are currently at high risk of extinction.
- Some 65 million hectares of forest have been lost in the developing world because of over-harvesting.
- Plant-based medicines provide more than 3 billion people with their primary health care.
- Fish catches have increased nearly fivefold during the last half-century, but almost 70 per cent of ocean fisheries are either fully exploited or over-fished.
- More than half the world's coral reefs are currently at risk.

Biodiversity – the web of life

Biological diversity – or biodiversity – is the term given to the variety of life on Earth and the natural patterns it forms. The biodiversity we see today is the fruit of billions of years of evolution, shaped by natural processes and, increasingly, by the influence of humans. It forms the web of life of which we are an integral part and upon which we so fully depend.

This diversity is often understood in terms of the wide variety of plants, animals and micro-organisms. So far, about 1.75 million species have been identified, mostly small creatures such as insects. Scientists reckon that there are actually about 13 million species, though estimates range from 3 to 100 million. Biodiversity also includes genetic differences within each species – for example, between varieties of crops and breeds of livestock. Yet another aspect is the variety of ecosystems such as those that occur in deserts, forests, wetlands, mountains, lakes, rivers and agricultural landscapes. It is the combination of life forms and their interactions with each other and with the rest of the environment that has made Earth a uniquely habitable place for humans.

We are changing life on Earth

Protecting biodiversity is in our self-interest. Nature's products support such diverse industries as agriculture, cosmetics, pharmaceuticals, pulp and paper, horticulture, construction and waste treatment. The loss of biodiversity threatens our food supplies, opportunities for recreation and

tourism, and sources of wood, medicines and energy. It also interferes with essential ecological functions.

Just consider the many goods and services provided by ecosystems:

- Provision of food, fuel, fibre and shelter and building materials.
- Purification of air and water, detoxification and decomposition of wastes.
- Stabilization and moderation of the Earth's climate.
- Moderation of floods, droughts, temperature extremes and the forces of wind.
- Generation and renewal of soil fertility, including nutrient cycling.
- Pollination of plants, including many crops; control of pests and diseases.
- Maintenance of genetic resources as key inputs to crop varieties and livestock breeds and medicines.
- Cultural and aesthetic benefits.

While the loss of such charismatic animals as pandas, tigers, elephants, rhinos, whales and various species of birds catches our attention, it is the fragmentation, degradation and outright loss of forests, wetlands, coral reefs and other ecosystems that poses the gravest threat to biological diversity.

Our cultural identity is also deeply rooted in our biological environment. Plants and animals are symbols of our world, preserved in flags, sculptures and other images that define us. We draw inspiration just from looking at nature's beauty and power.

While loss of species has always occurred as a natural phenomenon, the pace of extinction has accelerated dramatically as a result of human activity. We are creating the greatest extinction crisis since the natural disaster that wiped out the dinosaurs 65 million years ago. These extinctions are irreversible and, given our dependence on food crops, medicines and other biological resources, pose a threat to our own well-being.

An Agreement for Action

While concern for the environment is constant in history, heightened concern about environmental destruction and loss of species and ecosystems in the 1970s led to concerted international action. In 1972, the United Nations Conference on the Human Environment (Stockholm) led to the establishment of the United Nations Environment Programme (UNEP). In the following years, Governments, often under UNEP auspices, signed a number of regional and international agreements to tackle specific issues, such as protecting wetlands and migratory species and regulating the international trade in endangered species.

Twenty years later, in 1992, the largest-ever meeting of world leaders took place at the United Nations Conference on Environment and Development in Rio de Janeiro, Brazil. An historic set of agreements was signed at the "Earth Summit", including two binding agreements, the Convention on Climate Change, which targets industrial and other emissions of greenhouse gases such as carbon dioxide, and the Convention on Biological Diversity, the first global agreement on the

conservation and sustainable use of biological diversity. Over 150 Governments signed the treaty at the Rio Conference, and since then more than 175 countries have ratified it.

The Convention has three main goals:

- the conservation of biodiversity;
- sustainable use of the components of biodiversity; and
- sharing the benefits arising from the commercial and other utilization of genetic resources in a fair and equitable way.

The Convention recognizes – for the first time – that the conservation of biological diversity is "a common concern of humankind" and is an integral part of the development process. It also covers the rapidly expanding field of biotechnology, addressing technology development and transfer, benefit sharing and biosafety. The Convention also offers decision-makers guidance based on the precautionary principle that where there is a threat of significant reduction or loss of biological diversity, lack of full scientific certainty should not be used as a reason for postponing measures to avoid or minimize such a threat.

Some of the many issues dealt with under the Convention include:

- Measures and incentives for the conservation and sustainable use of biological diversity.
- Regulated access to genetic resources.
- Access to and transfer of technology, including biotechnology.
- Technical and scientific cooperation.
- Impact assessment.
- Education and public awareness.
- Provision of financial resources.
- National reporting on efforts to implement treaty commitments.

National Action

The Convention on Biological Diversity, as an international treaty, identifies a common problem, sets overall goals and policies and general obligations, and organizes technical and financial cooperation. However, the responsibility for achieving its goals rests largely with the countries themselves. At the national level, private companies, landowners, fishermen and farmers take most of the actions that affect biodiversity. Governments need to provide the critical role of leadership, particularly by setting rules that guide the use of natural resources, and by protecting biodiversity where they have direct control over the land and water.

Under the Convention, Governments are required to develop national biodiversity strategies and action plans, and to integrate these into broader national plans for environment and development. This is particularly important for such sectors as forestry, agriculture, fisheries, energy, transportation and urban planning.

Other treaty commitments include:

- Identifying and monitoring the important components of biodiversity that needs to be conserved and used sustainably.
- Establishing protected areas to conserve biodiversity while promoting environmentally sound development around these areas.
- Rehabilitating and restoring degraded ecosystems and promoting the recovery of threatened species in collaboration with local residents.
- Respecting, preserving and maintaining traditional knowledge of the sustainable use of biological diversity with the involvement of indigenous peoples and local communities.
- Preventing the introduction of, controlling and eradicating alien species that could threaten ecosystems, habitats or species.
- Controlling the risks posed by organisms modified by biotechnology.
- Promoting public participation, and educating people and raising awareness about the importance of biological diversity and the need to conserve it.
- Reporting on how each country is meeting its biodiversity goals.

Taking action

The conservation of each country's biodiversity can be achieved in various ways. "In-situ" conservation – the primary means of conservation – focuses on conserving genes, species and ecosystems in their natural surroundings, for example by establishing protected areas, rehabilitating degraded ecosystems, and adopting legislation to protect threatened species. "Ex-situ" conservation uses zoos, botanical gardens and gene banks to conserve species. There are many examples of country-level initiatives to integrate the objectives of conservation and sustainable use:

- In 1994, Uganda adopted a programme under which protected wildlife areas shared part of their tourism revenues with local people -- an approach now being used in several African countries.
- Costa Rica's 1996 Forestry Law includes provisions to compensate private landowners and forest managers who maintain or increase the area of forest within their properties.
- Through weekly "farmer field schools", some 2 million rice farmers in several Asian countries have enhanced their understanding of the tropical rice ecosystem – including the interactions between insect pests of rice, their natural enemies, fish farmed in the rice paddies, and the crop itself – in order to improve their crop management practices. As a result, they have increased their crop yields, while at the same time almost eliminating insecticide use.
- Clayoquot Sound on the western coast of Vancouver Island, Canada, encompasses forests and marine and coastal systems. The establishment of adaptive management to implement the ecosystem approach at the local level is currently under development with the involvement of indigenous communities, with a view to ensuring rational use of the forest and marine resources.

The Convention's success depends on the combined efforts of the world's nations. The responsibility to implement the Convention lies with the individual countries and, to a large extent, compliance will depend on informed self-interest and peer pressure from other countries and from public opinion. The Convention Secretariat in Montreal regularly organizes global and regional meetings – where Governments, nongovernmental organizations, the academic and scientific communities, the private sector and other interested groups or individuals share ideas and compare strategies.

Sharing the benefits of genetic resources

An important part of the biodiversity debate involves access to and sharing of the benefits arising out of the commercial and other use of genetic material, such as pharmaceutical products. The treaty recognizes a country's sovereignty over its genetic resources, and provides that access to valuable biological resources be carried out on "mutually agreed terms" and subject to the "prior informed consent" of the country of origin. When a micro-organism, plant or animal is used for a commercial application, the country from which it came has the right to benefit through cash, samples of what is collected, the participation or training of national researchers, the transfer of biotechnology equipment and know-how, and shares of any profits. Work has begun to translate this concept into reality and there are already examples of benefit-sharing arrangements, such as:

- In 1995, the Philippines required bio-prospectors to get "prior informed consent" from both the Government and local peoples.
- Costa Rica's National Institute of Biodiversity (INBIO) signed a historic bio-prospecting agreement with a major drug company to receive funds and share in benefits from biological materials that are commercialized.

The Biosafety Protocol

Since the domestication of the first crops and farm animals, we have altered their genetic makeup through selective breeding and cross-fertilization. The results have been greater agricultural productivity and improved human nutrition.

In recent years, advances in biotechnology techniques have enabled us to cross the species barrier by transferring genes from one species to another. We now have transgenic plants, such as tomatoes and strawberries that have been modified to protect the plants from frost. Some varieties of potato and corn have received genes from a bacterium that enables them to produce their own insecticide. Other plants have been modified to tolerate herbicides sprayed to kill weeds. Living Modified Organisms (LMOs) are becoming part of an increasing number of products, including foods and food additives, beverages, drugs, adhesives, and fuels. Agricultural and pharmaceutical LMOs have rapidly become a multi-billion-dollar global industry.

Biotechnology is being promoted as a better way to grow crops and produce medicines, but it has raised concerns about potential side effects on human health and the environment. In some countries, genetically altered agricultural products have been sold without much debate, while in others, there have been vocal protests against their use, particularly when they are sold without being identified as genetically modified.

In response to these concerns, Governments negotiated a subsidiary agreement to the Convention to address the potential risks posed by cross-border trade and accidental releases of LMOs. Adopted in January 2000, the Cartagena Protocol on Biosafety allows Governments to signal whether or not they are willing to accept imports of agricultural commodities that include LMOs by communicating their decision to the world community via a Biosafety Clearing House, a mechanism set up to facilitate the exchange of information on, and experience with, LMOs. In addition, commodities that may contain LMOs are to be clearly labelled as such when being exported.

Exporters must also provide detailed information to each importing country in advance of the first shipment of seeds, live fish and other LMOs that are to be intentionally introduced into the environment, and the importer must then authorize the shipment. The aim is to ensure that recipient countries have both the opportunity and the capacity to assess any risks involving the products of modern biotechnology. The Protocol will enter into force after it has been ratified by 50 Governments.

Secretary-General Kofi Annan, in his *Millennium Report* has proposed convening a high-level global policy network to address these and related controversies concerning the risks and opportunities associated with the increased use of biotechnology and bioengineering.

A new initiative for assessing ecosystems

During the past three decades we have become increasingly aware that the natural ecosystems on which human life depends are under threat. But we still lack detailed knowledge of the extent of the damage – or its causes. Secretary-General Kofi Annan, in his Millennium Report, has underscored the need to develop a truly comprehensive global evaluation of the condition of the five major ecosystems: forests, freshwater systems, grasslands, coastal areas and agroecosystems. This proposed the Millennium Ecosystem Assessment seeks to produce just such an evaluation.

An initiative of the World Resources Institute, the World Bank, the United Nations Development Programme and the United Nations Environment Programme, among others, will draw on and collate existing sources of data and promote new research to fill the missing knowledge gaps.

The Secretary-General has called on the Member States to help provide the necessary financial support for the Millennium Ecosystem Assessment and to become actively engaged in it. Both developed and developing country Governments will benefit from the research work. The private sector will also benefit by being able to make more informed forecasts. And it will provide civil society with the information they need to hold corporations and Governments accountable for meeting their environmental obligations.

Joining hands

While Governments should play a leadership role, other parts of society need to be actively involved. After all, it is the choices and actions of billions of individuals that will determine whether or not biodiversity is conserved and used sustainably.

In an era when economics is a dominant force in world affairs, it is more important than ever to have business willingly involved in environmental protection and the sustainable use of nature. Fortunately, a growing number of companies have found ways to make a profit while reducing

their environmental impacts, thus increasing goodwill from their business partners, employees and consumers.

Local communities play a key role since they are the true "managers" of the ecosystems in which they live. Many projects have been successfully developed in recent years involving the participation of local and indigenous communities in the sustainable management of biodiversity.

Finally, the ultimate decision-maker for biodiversity is the **individual citizen**. The small choices that individuals make add up to a large impact because it is personal consumption that drives development, which in turn uses and pollutes nature. By carefully choosing the products they buy and the government policies that they support, the general public can begin to steer the world towards sustainable development. Governments, companies and others have a responsibility to lead and inform the public, but, finally, it is individual choices, made billions of times a day, that count the most.

On a practical level, one can join others in:

1. Beautifying school grounds and parks, using local plant species.
2. Reclaiming abandoned lots into community gardens; adopting a local park.
3. Educating one another about local species of animals and plants.
4. Forming wildlife and gardening organizations, or joining existing ones.

THIS PAGE INTENTIONALLY LEFT BLANK

UN Briefing Paper on Poverty Overview

"I call on the international community at the highest level ... to adopt the target of halving the proportion of people living in extreme poverty, and so lifting more than 1 billion people out of it, by 2015."

Secretary-General Kofi Annan in the *Millenium Report*

Vital Statistics

- More than 2.8 billion people, close to half the world's population, live on less than the equivalent of \$2/day. More than 1.2 billion people, or about 20 per cent of the world population, live on less than the equivalent of \$1/day.
- South Asia has the largest number of poor people (522 million of whom live on less than the equivalent of \$1/day). Sub-Saharan Africa has the highest proportion of people who are poor, with poverty affecting 46.3 per cent or close to half of the regions' population.
- Nearly 1 billion people are illiterate; more than 1 billion people do not have access to safe water; some 840 million people go hungry or face food insecurity; about one-third of all children under five suffer from malnutrition.
- The estimated cost of providing universal access to basic social services and transfers to alleviate income poverty is \$80 billion, which is less than 0.5 per cent of global income.
- The top fifth (20 per cent) of the world's people who live in the highest income countries have access to 86 per cent of world gross domestic product (GDP). The bottom fifth, in the poorest countries, has about one per cent.
- The assets of the world's three richest men exceed the combined Gross Domestic Products of the world's 48 poorest countries.

The poverty trap

Until recently, poverty was understood largely in terms of income—or a lack of one. To be poor meant that one could not afford the cost of providing a proper diet or home. But poverty is about more than a shortfall in income or calorie intake. It is about the denial of opportunities and choices that are widely regarded as essential to lead a long, healthy, creative life and to enjoy a decent standard of living, freedom, dignity, self-esteem and the respect of others.

People don't live in the squalor of the slums, squatter communities, low-rent districts or beside garbage dumps because they want to. They have no other choice. Possessing little money, little education, few skills for the marketplace and a multitude of health problems, nearly half of all the people in the world live in poverty, without much opportunity to improve their lives.

Poverty has multiple dimensions, and many of them are inter-related, making for a vicious cycle:

- Poor health, disease and disability can prevent people from working full time, limiting their income and their ability to work to move out of poverty. Health problems for the breadwinner

mean income problems, but an illness in the family can ruin an entire household. Not only is income lost, but expenses go up due to the need for medicines and health care and the need for family members to care for the sick person.

- Those with less formal education tend to be disproportionately represented in the ranks of the poor, perhaps because they are more likely to hold poorly paid jobs or to be unemployed. Poor families often face enormous difficulties in keeping their children in school due to the costs, as well as to the pressure to have as many household members, including children, out working. The next generation, being poorly educated, could in turn end up holding similar poorly paid jobs.
- Women with children constitute the majority of the poor in many countries. Where women can move out of poverty their children appear to face a brighter future, but where their chances are limited, poverty is transmitted inter-generationally. In many cases, girls have higher dropout rates as they are the first to be pulled out of school to help with household work and childcare. Yet, experience has shown that investment in girls' and women's education not only makes for greater equity but also tends to translate directly into better nutrition for the family, better health care, declining fertility and potentially greater economic empowerment.
- Poverty has been identified as a major factor in the spread of HIV/AIDS in many parts of Africa. From simply being a cause of individual suffering, HIV/AIDS has become a major economic and social crisis for entire economies, as it affects the economically productive sections of society and makes it harder to eradicate poverty. It is estimated that at the end of 1999, nearly 34 million people worldwide were infected with HIV and by that by 2010 in Africa alone there will be 40 million orphans from the epidemic.
- As United Nations Secretary General Kofi Annan points out in his *Millennium Report*, "poor countries -- especially those with significant inequality between ethnic and religious communities -- are far more likely to be embroiled in conflicts than rich ones." In fact, twenty of the world's 38 poorest countries are either in the middle of an armed conflict or have recently emerged from it, according to other UN sources.

The roots of poverty

Poverty exists in many of the industrialized countries and characterizes whole regions of the developing world. The roots of poverty lie in a tangled web of local situations combined with national and international circumstances. It is the product of economic processes occurring at a variety of levels, as well as a range of particular social and economic conditions that appear to structure the possibilities of the individual.

Consider the following:

Some countries have to pay more to finance their debt than they can spend on health and education: An obligation to repay debt incurred by past regimes—sometimes due to bad advice from developed countries, sometimes due to corrupt regimes—has severely curtailed the ability of many countries' efforts to break the poverty cycle. Sub-Saharan Africa pays over 14 per cent of export revenue in debt service. South Asia, another very poor region, pays 22 per cent. The Latin American and the Caribbean region must devote almost one-third of its export revenue to debt servicing.

- In recent years, Tanzania's debt service payments have been nine times its expenditure on primary health care, and four times as much as that spent on primary education.
- The value of Honduras's debt is 208 per cent of its exports; its debt service accounts for 55 per cent of Government expenditures.

In 1999, the IMF and the World Bank adopted the Enhanced Heavily Indebted Poor Countries Initiative, aimed at providing debt relief to 41 heavily indebted poor countries (HIPC). The plan is expected to relieve up to 70 per cent of the approximately \$170 billion debt that these countries owe. But so far, few countries have been able to qualify for relief and debt servicing has not always been sustainable. i.e. even after debt relief, the cost of servicing the debt has been greater than the amount spent on basic health and education, leave alone allowing for increased investment levels necessary for economic growth.

Trade-related factors and structural adjustment policies have had unfavourable effects:

Many developing countries must rely on exporting unprocessed agricultural commodities to earn income overseas, but the prices of these agricultural products have been relatively unfavourable and have continued to fall. At the same time, world market prices for fuel and for manufactured and processed goods have risen. Furthermore, many developed countries have imposed steep trade restrictions on agricultural products from developing countries, making it harder for them to sell their goods. With depressed earnings, many countries have been unable to break out of the poverty cycle through a focus on exports. At the same time, depressed export prices but a rising import bill made for balance of payment problems, a rise in borrowing and in the current context, higher debt levels. Some estimates of the loss on account of declining prices in the year 1992, find it to be higher than the total aid budget of the OECD for that year (\$65 billion compared to \$58 billion). The situation was often compounded by structural adjustment policies which encouraged depreciation of the currencies.

- Indonesia, once self sufficient in food, more recently had come to depend on imported food – 20 million tonnes of rice a year. This had disastrous consequences in the late 1990s, when in the wake of the Asian crisis, the currency was severely devalued (500%) and local conditions made for inadequate supplies of domestically produced food. The price of imported rice skyrocketed and according to one estimate, more than 100 million Indonesians joined the ranks of the poor as a consequence.

Owning few assets, the poor have little access to capital or credit: In many countries, a majority depend upon agriculture and inadequate access to land is one of the primary causes of rural poverty. Most of the world's poor either own no land or own land not worth owning. The land they live on is generally of poor quality for farming, and often subject to damage from storms and other natural disasters. Or they are subject to century-old land-owning systems that perpetuate an almost feudal-like system of land tenure, such as in the *hacienda* system in the Philippines. Caught in a trap between marginal incomes and little chance to obtain funds for improvements, there is little opportunity for advancement. Land reforms, public investment in rural infrastructure, technology and marketing services along with increased credit and price stability are necessary to remove the multiple constraints restricting the possibilities of the rural poor.

Lack of sufficient employment opportunities: Escaping the poverty of the rural areas, many people head toward the cities – in their own and in foreign countries -- to find a job. But in most countries, there aren't enough decent jobs—the kind that pays a living wage—to go around. Poor

people then tend to try to eke out a living at the margins—in what has become known as the informal sector. The pressure on this sector is heightened with labour displacing technical change, declining growth of the economy and formal sectors, and by budget cuts. However, people in the informal sector barely scrape by, and enjoy little or no social protection. Globally, it is estimated that of a workforce of a three billion people, 140 million are unemployed, and between a quarter and a third are underemployed.

Inadequate infrastructure and lack of access to basic social services in relation to education, health and reproductive health: Often living in areas that have no sewage or clean water, poor people are much more susceptible to illness and disease. They also often lack the means to obtain the health care they need. At the same time, people living in poorer areas lack information on health and reproductive health issues, and consequently, are often uninformed on measures they can take to avoid risks.

Social exclusion: There are biases and prejudices in every country, and in some cases policies that exclude people of a certain race, religion, or sex from attaining positions of power or from getting good jobs. Often the bias has no basis in the law but is active nevertheless as in the case of gender discrimination or marginalisation of indigenous peoples. In such cases, affirmative action policies may need to be adopted for a period of time to improve the conditions of the excluded and to make for more equitable access to job opportunities.

Re-defining poverty

In the early days of the UN, poverty was measured in terms of the ability to meet a minimum number of calories or to have a minimum level of income to satisfy needs (income poverty). A "poverty line" defined this minimum level and the poor constituted the actual number of people whose incomes or calorie intake is less than this. A commonly used measure for purposes of international comparisons of income poverty is the \$1 or \$2 per day measure (purchasing power equivalent to \$1 or \$2 in the United States in 1993). There have been changes in thinking as to how to measure poverty with attempts at incorporating some of its various dimensions, as well as its circular connections that we talked about earlier.

In the 1970s the International Labour Organization (ILO) broadened the focus, and poverty came to be seen as the inability to meet basic needs. In the 1980s and 90s, the concept underwent further change by considering non-monetary aspects such as isolation, powerlessness, vulnerability and lack of security, as well as an individual's capacity and capability to experience well being.

Inspired by the work of Amartya Sen, a world famous economist who won the Nobel Prize for Economics in 1999, the United Nations Development Programme (UNDP) introduced measures for progress and for deprivation that focus on poverty from a human development perspective. It now views poverty as a denial of choices and opportunities for living a tolerable life. The human poverty index (HPI) constructed for each country provides a country-by-country picture of deprivation in terms of longevity, education and economic factors. Considering poverty in a different way leads to new observations. For example, an elevated level of the United States population experiences acute "human poverty" despite its high average income levels.

A strategy to fight poverty

In programmes aimed at tackling poverty, specific goals have been created and efforts concentrated or focused on meeting those targeted goals. Through this approach there has been some progress in poverty reduction since 1970, although it has not been spread equally over the different parts of the world. Most of the decline in poverty took place in East Asia, notably in China. In developing countries, infant mortality was cut by more than 40% and adult illiteracy by 50%. A newborn baby can expect to live 10 years longer, and combined net primary and secondary school enrolment has increased by nearly 50%. But there have also been reversals over the last few years, and huge problems remain.

Based on the experience of the past years, there is now a growing consensus among national and international policy makers on what works and what does not in fighting poverty. Policies that are part of the successful poverty reduction package of different countries include the following:

Inclusive and broad-based economic growth: Economic growth is one of the most important factors in helping to reduce poverty, but it is not sufficient. The effectiveness of economic growth in reducing poverty depends upon the structure of growth, existing levels of inequality and on how the benefits of growth are distributed.

Inequality in income is a function of the distribution of economic assets (land, industrial and financial capital), and so-called "human capital" in the form of education and skills. Governments need to work on creating more equity in the distribution of income and assets.

The effectiveness of growth in reducing poverty also depends on the extent of growth and employment opportunities created, and whether it takes place in areas and sectors where the poor are located. In most cases, with the exception of the South East Asian countries (Republic of Korea, Taiwan Province of China, Malaysia, etc.) in their high growth phase, there has not been sufficient employment generation in the formal sector of the economy. Attention now needs to be paid to the informal sector of the economy.

- According to the Secretary-General's *Millennium Report*, a 1 per cent increase in a country's gross domestic product can bring about an increase in the incomes of the poorest 20 per cent of the population. But this cannot happen where inequalities in society do not permit growth to benefit the poor.
- China is an example of what could be achieved by rapid economic growth built on investment in people: the gap in average income between China and the rest of the world has decreased by over 50 % compared to 40 years ago.

However, prospects for growth in the world economy currently are rather bleak. The world economy appears to be growing too slowly to create enough jobs or to make a real impact on poverty. Even the industrialized countries appear to be stuck with high unemployment, a major cause of poverty. This suggests that economies cannot rely on growth to pull them out of poverty, but must take specific steps to target poverty reduction directly.

Growth, if it is achieved at the cost of environmental degradation, can also undermine the livelihoods of the poor who are dependent upon these resources. Hence, development policies need to be sensitive to the social and economic environments of the poor.

- After the 1992 Earth Summit (Rio de Janeiro, Brazil), the Philippines was the first country to establish a council for sustainable development with partners from Government, civil society and private business. Key businesses worked to implement sustainable development initiatives – reusing by-products, controlling pollution levels and including environmental provisions in collective bargaining agreements with labour unions.

Realizing Globalization's Potential: The phenomenon of large corporations operating in many countries, in the hands of private individuals who make decisions about opening/closing and reorganizing operations that affect the lives of many people, is a reality of this new millennium. The process called globalization and increased economic integration offer countries many positive market and employment opportunities. But there are also risks and problems associated with it. The poor in poor countries at this time are often victims of this process. (See *Briefing Paper on Globalization* for a more comprehensive discussion of its pros and cons.) Countries need to prepare themselves for globalization by:

- building up the competitive advantage of their industries.
- addressing the problems of those who will lose out from global competition; and
- improving technology and increasing productivity so as to avoid competing on the basis of low wages, poorly regulated working conditions and exploitation of the environment.

Even after they have done all this, nothing is guaranteed. Markets may be saturated and despite globalization, many industrialized countries also still protect their markets with tariffs and quotas and discriminate against the products of developing countries. Better trade policies, fairer rules and terms that allow poor countries to enter developed country markets need to be put in place. The United Nations Secretary-General has urged all industrialized countries to consider granting duty-free and quota-free access for essentially all exports from the least developed countries. Governments and international agencies also need to work on preparing countries assisting them in developing regulatory policies that will soften the negative impact of volatile financial flows.

Promoting good governance, accountability and participation: Honest and fair government practices, free of corruption; decision making open to the input of the public; and follow-up actions in accordance with decisions made, are measures needed to eradicate poverty. Of prime importance are:

- good governance - the conduct of a government that is honest and fair; see briefing on governance
- transparency - decision making can be open to public input and scrutiny; and
- accountability - ensuring that follow-up actions are in accordance with decisions openly arrived at, and that they can help ensure that the benefits of growth and poverty reduction policies actually reach the poor.

Key in bringing this about is the role that civil society can play, as is the process of allowing and encouraging the participation of the poor themselves in the making of policies, especially those that affect them directly. There is a clear link between empowering the poor and overcoming poverty. According to the UNDP Poverty Report 2000:

- In Andhra Pradesh, India, women organized themselves into self-help groups (SHG), which mobilized community savings, created opportunities for income generation for women via the increased access to credit and through a focus on skill formation and improved the status of women. The groups mobilized the community to make recommendations about loan priorities, and also tried to reduce or eliminate child labor and improve the condition of girls.
- Similarly, in Cambodia, local communities developed their own anti-poverty projects. Villagers brainstormed about their problems, they asked questions of officials and expressed their opinions about how best to do things.
- In Bulgaria, self-governing civic organizations increasingly provided vocational training, fostering new businesses, protecting the environment and resolving conflicts.

Provision of basic services and budgetary policies: The way in which public resources are mobilized and spent determines the kind of impact that it has on poverty. A fair and equitable public budgetary policy (relating to expenditure, taxation and government fiscal priorities) can also help to promote economic growth, reduce inequality and make development more pro-poor. Examples of success in pro-poor and participatory budgetary policies can be found in India, Brazil and Uganda.

Bringing about improvements in the quality of life, or reducing the level of deprivation, is a function not only of the resources available but also of the economic and social priorities and policies of government. Reducing the impact of the various dimensions of poverty is possible, even at low levels of income. Government spending on health and education, in combination with other policies that promote equitable growth, is particularly important in addressing poverty. Such social provisioning policies can help:

- reduce the experience of deprivation and poverty;
- increase peoples' productive capacities and possibilities; and
- reduce the amount that government must spend on dealing with the impacts of health or other crises and deprivation.

Countries such as Costa Rica, Cuba, Sri Lanka and Viet Nam and the state of Kerala in India have secured better health conditions, greater reductions in mortality and improvements in literacy over others with similar or greater economic resources. Viet Nam, with a per capita income of \$350, has a lower infant mortality (31 as compared to 60 per 1,000 live births) and higher adult literacy (92.9% as compared to 84.6%) than South Africa, which has a per-capita income of \$3,310.

Mauritius, a small island nation in the Indian Ocean cut its military budget and invested heavily in health and education. Today, all Mauritians have access to sanitation, 98 per cent to safe water and 97 per cent of births are attended by skilled health staff.

Achieving Gender Equity: More women than men live in absolute poverty. Economic crises have often hit them harder. Few of them tend to get fewer skilled jobs, and in situations of growing unemployment they are often the first to lose their jobs. This increases their vulnerability and makes them more susceptible to falling into poverty, a phenomenon referred to as the feminization of poverty. Yet, as mentioned earlier, experience has shown that investment in girls' and women's education translates directly into better nutrition for the family, better health care and declining fertility. It has also been widely acknowledged that poverty is unlikely to be overcome without specific immediate and sustained attention to girls' education and women's empowerment. According to one estimate, closing the gender gap in education adds 0.5 percentage points to annual growth in GNP per capita.

National and International targets for poverty reduction: Throughout the 1990s, a series of international conferences on global development issues was held, with the eradication of poverty as a central goal. The World Summit for Social Development in 1995 expanded the context of poverty eradication to include such factors as:

- access to basic services
- productive employment
- sustainable livelihoods
- sense of human security
- reduction of inequalities
- elimination of discrimination
- participation in the life of the community.

At the summit, 117 nations pledged that their countries would take steps to eradicate poverty. Following the summit, countries were expected to establish national targets and policies to eradicate poverty.

The five-year follow-up review conference in Geneva in June 2000 recognized that "Since the Summit, globalization has presented new challenges for the fulfillment of the commitments made and the realization of the goals of the Summit ... The growing interdependence of nations, which has caused economic shocks to be transmitted across national borders, as well as increased inequality, highlights weaknesses in current international and national institutional arrangements and economic and social policies, and reinforces the importance of strengthening them through appropriate reforms."

As of now, it appears that with the slow growth in the world economy, and with countries struggling to revive economic growth, there is no prospect for their reaching their poverty targets any time soon.

Targets for a new millennium: In his Millennium Report, Secretary-General Kofi Annan lists ensuring freedom from want as the top-most priority facing humanity today. "We must spare no effort to free our fellow men and women from the abject and dehumanizing poverty," he declares. In the report, he identifies the following seven goals:

- halving the proportion of people living on less than a dollar a day;
- halving the proportion of people who suffer from hunger;
- halving the proportion of people who are unable to obtain safe drinking water;
- providing primary education to all girls and boys on an equal basis;
- halting—or even reversing—the spread of HIV/AIDS and the scourge of malaria;
- reducing maternal mortality by three-quarters and child mortality by two-thirds; and
- improvement in the lives of at least 100 million slum dwellers.

But how are such goals to be achieved?

The Secretary-General proposes very specific actions that affluent Governments should undertake:

- Grant free access to their markets for goods produced in poorer countries;
- Write off foreign debts;
- Grant more generous development assistance; and
- Work with pharmaceutical companies to develop an effective and affordable vaccine against HIV.

THIS PAGE INTENTIONALLY LEFT BLANK

UN Briefing Paper on Human rights

Overview

"As Secretary General I have made human rights a priority in every programme the United Nations launches and in every mission we embark upon. I have done so because the promotion and defence of human rights is at the heart of every aspect of our work and every article of our Charter. Above all, I believe human rights are at the core of our sacred bond with the peoples of the United Nations.

Kofi Annan, "The Question of Intervention," 1999

Vital Statistics

- The Universal Declaration of Human Rights, adopted unanimously in 1948 and translated into over 300 national and local languages, is the best known and most cited human rights document in the world.
- More than 80 international human rights instruments have been created since then.
- The office of the High Commissioner for Human Rights, the UN official with principal responsibility for human rights activities, receives reports of over 200,000 violations per year.
- A statute creating an International Criminal Court was adopted. Over 100 Member States signed it.
- The Office of the High Commissioner for Human Rights has set up a fax hot line for receiving complaints of violations of human rights. The fax number in Geneva is 41-22-917-9018.

A small step...

There are some 200,000 Guarani Indians living in Bolivia, Argentina, Brazil and Paraguay. For many years, schools in these countries taught only in Spanish and did not allow the use of Indian languages. Guarani children were unable to cope with the new language and lagged behind. Many thought they were stupid and backward. Then in 1989, two United Nations agencies, UNICEF and UNESCO, started a new school programme for the Guarani children, allowing them to learn two languages, Spanish and Guarani.

The initiative soon paid off. Guarani children began getting higher grades in all subjects. As a result, fewer children left schools before finishing. Thanks to the United Nations, the Guarani Indians will no longer be punished for speaking their own language.

...toward a giant leap

Now, more than a decade later, the world's indigenous peoples, including the American Indians, have won another significant recognition. For the first time, the United Nations has established a permanent forum to discuss issues important to the indigenous peoples. This forum, which will be a sub-group of the UN's Economic and Social Council, will deal with human rights, environmental, educational and development issues affecting indigenous people around the world.

"It is an exhilarating, historic day," said a spokesman for the indigenous peoples. This was another important step for the United Nations in its quest for establishing universal recognition of all

rights for all peoples, a principle enshrined in the Universal Declaration of Human Rights. The explanation and articulation of the rights defined by the Universal Declaration has now achieved virtually universal acceptance. Today the Universal Declaration, translated into over 300 national and local languages, is the best-known and most cited human rights document in the world. It has served as a model for numerous international treaties and declarations as well as the constitutions and laws of many countries. The Declaration has inspired more than 80 international human rights instruments, which together constitute a comprehensive system of legally binding treaties for the promotion and protection of human rights.

There is now international recognition that respect for human rights includes:

- the right of political choice;
- the freedom of association;
- the freedom of opinion and expression;
- the right to express and enjoy one's own culture;
- the right to be free from arbitrary arrest and detention;
- the right to an adequate standard of living, including health, housing and food;
- the right to be free; and
- the right to work.

During the past five and a half decades, the list of rights clarified and articulated by International Law has expanded dramatically to include new issues, such as the right to development, capital punishment, children in armed conflicts, compensation of victims, disability, discrimination based on HIV/AIDS, enforced or involuntary disappearances, environment, impunity, indigenous peoples, migrant workers, peacekeeping operations, sale of children, terrorism, human rights defenders, war crimes and many more.

But assuring human rights for all people remains a daunting challenge, especially given the impunity with which they continue to be violated in all parts of the world. In a survey conducted in 1999, the world's largest ever public opinion poll survey conducted by Gallup International, respondents showed widespread dissatisfaction with the level of respect for human rights. In one region, fewer than one in 10 citizens believed that human rights were being fully respected, while one-third believed they were not observed at all. Discrimination by race and gender were commonly expressed concerns.

The building blocks

The major advances in human rights and human development came after the horrors of the Second World War. The 1945 Charter of the United Nations, followed by the Universal Declaration of Human Rights in 1948, ushered in a new era of international commitment to human freedoms. Among other things, they:

- emphasized the universality of rights, centered on the equality of all people;
- recognized the realization of human rights as a collective goal of humanity;

- identified a comprehensive range of all rights -- civil, political, economic, social and cultural -- for all people;
- created an international system for promoting the realization of human rights with institutions to set standards, establish international laws and monitor performance (but without powers of enforcement); and
- established the State's accountability for its human rights obligations and commitments under international law.

Work on international human rights legislation continued. But polarized by the cold war, the rhetoric of human rights was often reduced to a weapon in official propaganda for geopolitical interests. The West emphasized civil and political rights, pointing the finger at socialist countries for denying these rights. The socialist (and many developing) countries emphasized economic and social rights, criticizing the richest Western countries for their failure to secure these rights for all citizens. In the 1960s this led to two separate covenants -- one for civil and political rights; the other for economic, social and cultural rights.

The 1980s brought a strong renewal of international interest and action, propelled by a surge of activity by civil society on issues of democracy, women's and children's rights, rights of indigenous peoples and other issues. The two most notable achievements in these areas were: the Convention on the elimination of All Forms of Discrimination Against Women (1979) and the Convention on the Rights of the Child (1989). Another milestone was the adoption in 1984 of the Convention against Torture and Other Degrading Treatment or Punishment, which declared torture as an international crime.

In 1986 the Declaration on the Right to Development was adopted. And further strong commitments were made at the World Conference on Human Rights in Vienna in 1993. This was followed by the creation of the position of United Nations High Commissioner for Human Rights and the growing advocacy for rights internationally and nationally. The late 1990s and the turn of the millennium brought other exciting developments:

- The 1998 Rome Statute to establish the International Criminal Court opened up possibility for prosecuting those responsible for crimes against humanity. By April 2000 nearly 100 countries signed it.
- Establishment of the International Tribunals for former Yugoslavia (1993) and for Rwanda (1994) is helping enforce individual accountability for war crimes.
- The optional protocol to CEDAW (1999) has opened the way for individuals to submit claims of violations of women's rights.
- Two new Optional Protocols to the Convention on the Rights of the Child have strengthened the landmark 1989 treaty: one on child soldiers, the other on sale of children.
- Useful stock taking exercises regarding government programs in women' rights and social development was carried out in the Beijing+5 and Copenhagen+5 review conferences.
- The appointment of three new Special Rapporteurs -- on the right to adequate housing, the right to food and the issue of globalization and its impact on the full enjoyment of all human rights -- will help focus on the emerging human rights issues.

Principal human rights instruments

- **International Bill of rights:** The International Bill of Rights consists of the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights (ICCPR) and its two optional protocols and the International Covenant on Economic, Social and Cultural Rights (ICESCER). UDHR is a Declaration adopted by the General Assembly and hence requires no ratification; ICCPR has been ratified by 144 countries and ICESCER by 142 countries.
- **International Convention on the Elimination of All Forms of Racial Discrimination:** Adopted in 1965 and entered into force in 1969, it deals with a particular kind of discrimination – that based on race, colour, descent or national ethnic origin. Ratification: 156 countries.
- **Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).** Adopted in 1979 and entered into force in 1981, this represents the first comprehensive, legally binding international instrument prohibiting discrimination against women and obligating Governments to take affirmative action to advance gender equality. Ratification: 165.
- **Convention Against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment.** Adopted in 1984 and entered into force in 1989, the Convention lays out the steps to be taken by Governments to prevent torture and other cruel or degrading treatment or punishment. Ratification: 119 countries.
- **Convention on the Rights of the Child.** Adopted in 1989 and entered into force in 1991, the Convention recognizes the need for specific attention to protecting and promoting the rights of children. Ratification: 191 countries.

How is compliance monitored once a country ratifies a Convention?

Within each of the six major human rights treaties there is a provision to set up a treaty body to monitor compliance. This treaty body examines report of States which have ratified the treaty. Each year they engage in dialogue with approximately 60 national Governments and issue concluding observations and suggestions by independent experts for improvement. Some of these bodies are:

- The Committee on the Elimination of Racial Discrimination
- The Committee on the Elimination of Discrimination against Women
- The Committee on the Rights of the Child
- The Committee against Torture
- The Human Rights Committee
- The Committee on Economic, Social and Cultural Rights

In addition, mechanisms have been set up beyond the Conventions to address special issues. Such mechanisms include the creation of:

- United Nations Special Rapporteurs
- Special Representatives of the Secretary-General
- Experts
- Working Groups

Human rights and human security

In the 1990s, the world witnessed some of the worst violations of human rights. In country after country, innocent civilians became targets of unprecedented terror, often led by armed groups who demonstrated scant regard for human life and human values. In some cases, the Governments were unable to protect their own civilians; in others, the Governments themselves took part in attacking civilians, especially minority ethnic groups. From Angola and Sierra Leone to Bosnia and Kosovo to East Timor, millions have been killed; over 30 million have been displaced; countless men, women and children have been denied some of the most fundamental human rights.

What should be done when faced with such humanitarian crises?

Secretary-General Kofi Annan says the United Nations – and the international community – cannot accept a situation where people are brutalized behind national boundaries. "A United Nations that will not stand up for human rights is a United Nations that cannot stand up for itself. We know where our mission for human rights begins and ends: with the individual and his or her universal and inalienable rights -- to speak, to act, to grow, to learn and to live according to his or her own conscience," he said.

To address the new humanitarian challenges, in a report to the Security Council submitted in September 1999, the Secretary-General proposed specific recommendations for consideration by the Member States, including:

- **Ratification and implementation of international instruments:** He urged Member States to ratify the major instruments of international humanitarian law, human rights law and refugee law, and to adhere to them.
- **Accountability for war crimes:** When Governments or groups fail to comply with such international humanitarian law, enforcement measures should be considered. He asked the Member States to ratify the Statute of the International Criminal Court.
- **Minimum age of recruitment in the armed forces:** He asked the Member States to support raising the minimum age for recruitment in the armed forces to 18.
- **Intervention in cases of systematic violations of international law:** He asked the Member States to consider appropriate enforcement action in the face of massive and ongoing abuses.

Human rights and development

"Poverty limits human freedoms and deprives a person of dignity," says the *2000 Human Development Report* published by the United Nations Development Programme (UNDP). This statement only re-emphasized what has already been clearly stated by the Universal Declaration of Human Rights (1948), the Declaration on the Right to Development (1986) and the Vienna Declaration adopted at the 1993 Human Rights Conference.

To quote the General Assembly Declaration on Development, "the human person is the central subject of the development process and ...development policy should therefore make the human being the main participant and beneficiary of development." Yet, at a time of unprecedented economic growth, more than a billion people live in abject poverty; almost 800 million people suffer from malnutrition, 140 million school age children do not go to school; and 900 million adults are illiterate. Of a total world labour force of some 3 billion, 140 million workers are out of work altogether, and a quarter to a third are underemployed.

One of the ways the United Nations has tried to respond to this need is by setting specific goals and working towards achieving them. In each of the major world conferences held in the 1990s, the United Nations set such goals and subsequently took stock of progress made. Based on the experience of the past years and through close collaboration with the Organization for Economic Cooperation and Development, the World Bank and the International Monetary Fund, the United Nations has now come up with seven specific goals to be achieved between the years 2000 and 2015. The goals, outlined in a report entitled "*2000: For a better world*," are as follows:

- Reduce the proportion of people living in extreme poverty by half;
- Enroll all children in primary school;
- Make progress towards gender equality and empowering women by eliminating gender disparities in primary and secondary education;
- Reduce infant and child mortality ratios by two-thirds;
- Reduce maternal mortality ratios by three-quarters;
- Provide access for all who need reproductive health services;
- Implement national strategies for sustainable development to reverse the loss of environmental resources.

In the words of Secretary-General Kofi Annan, the goals are not utopian. They are ambitious, but achievable. "To reach them, we will need to work hard."

Signs of progress

- The ratification of the Children's Rights Convention by nearly every country on earth since its adoption by the General Assembly in 1989 has made it the most ratified human rights treaty in history. Marked changes are occurring in its implementation. At least 22 countries have incorporated children's rights in their constitutions. More than 50 countries have a process of law review to ensure compatibility with the Convention's provisions. Parliaments in Brazil, South Africa and Sri Lanka have enacted legislation and national budgets to more clearly

identify allocations for children. Such harmful traditional practice as genital mutilation is now banned in a number of West African states, including Burkina Faso and Senegal. Corporal punishment of children in schools and in the family is prohibited in Austria, Cyprus and the Nordic countries.

- Two new Optional Protocols to the Children's Convention have been adopted. One is on the involvement of children in armed conflict. It raises from 15 to 18 years the age at which participation in armed conflicts will be permitted and establishes a ban on compulsory recruitment below 18 years. The second relates to the sale of children, child prostitution and child pornography. It gives special emphasis to the criminalization of serious violations of children's rights - namely sale of children, illegal adoption, child prostitution and pornography.
- CEDAW's new optional protocol allows individuals to claim remedies for violations of Convention rights.
- Non-governmental organizations can now submit "shadow reports" – alternative statements to supplement State submissions – to all human rights treaty bodies.
- The International Criminal Tribunal for Rwanda found Jean-Paul Akayesu guilty of the crime of genocide, making him the first person ever found guilty of the crime of genocide by an international tribunal.
- Efforts are under way to set up a tribunal to deal with crimes against humanity committed by Khmer Rouge in Cambodia. Secretary-General Kofi Annan has recommended that any such tribunal should have an international character.

Several major multinational corporations have joined with the United Nations in a "Global Compact", agreeing to respect fundamental human rights, labour rights and environmental norms everywhere, including in countries where such rights are not fully upheld.

The Seven Freedoms

In an important contribution to the rights-based approach to development, the *2000 Human Development Report*, prepared by the United Nations Development Programme, lists seven freedoms which all people have the right to enjoy:

- **Freedom from discrimination** - Women, racial and ethnic groups have suffered violent discrimination. While the struggles against deep prejudices have brought many gains in freedom, the war is not yet over for the billions still suffering from discrimination.
- **Freedom from want** - There is enough food, but distribution inequities still account for hunger and malnutrition. National and global economic systems have to honour obligations to those humiliated by want.
- **Freedom for personal development** - Fundamental changes are occurring in the communications and information industries, and at near lightening speed. The opportunities afforded for personal development through technological changes are enormous. But a digital divide still exists in the world. Information is different and must be accessible to those who need and want it. We are all impoverished if the poor are denied opportunities to make a living. And it is within our power to extend these opportunities to all.

- **Freedom from threats to personal security** - The frequency of torture in history provides a tragic indicator of the evil that lurks in the hearts of people. The elimination of torture, and the national and international prosecution of those who engage in it, are central to the continuing struggle for the freedom of personal security. And when rape is the issue, institutions and values that deny dignity and protection to women must be accountable.
- **Freedom for participation** - The global gains in democracy are still very recent. Active involvement in civic institutions and unprecedented access to information and knowledge by all will enhance fundamental political freedoms.
- **Freedom from injustice** - Securing this freedom will require institutions that protect people through transparent rules applied equally to all. Social institutions must be based on legitimacy, consent and rule of law.
- **Freedom for productive work** - Much has been achieved in protecting children and improving the working conditions of adults. Many enjoy this freedom but millions toil in inhumane conditions while others feel socially excluded by lack of work. Dignity demands a commitment to including the ostracized and abolishing oppressive working conditions.



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 1

EO M502.01 – PERFORM 45 HOURS OF INDIVIDUAL COMMUNITY SERVICE

Total Time:

One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO M502.01 (Perform 45 Hour of Individual Community Service) located in A-CR-CCP-705/PG-001, *Royal Canadian Army Cadets Master Cadet Qualification Standard and Plan*, Chapter 4.

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

Gather the required resources:

- One copy of the case study “Sergeant Kaye and Green Narrows Park” located at Annex A for each cadet,
- One copy of the Personal Inventory Handout located at Annex B for each cadet,
- One copy of the Investigation Plan handout located at Annex C for each cadet,
- One copy of the Community Service Checklist located at Annex E for each cadet,
- Pen / pencil and eraser for each cadet, and
- Whiteboard or flipchart and markers.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to orient the cadets to the requirements of PO 502 (Perform Community Service), introduce cadets to the stages of service learning and generate interest.

A case study was chosen for TP 3 to illustrate the application of the community service model and to stimulate thought about the different options available under the model.

A practical activity was chosen for TPs 4 and 6 as it is an interactive way to introduce cadets to the first stages of service learning.

An in-class activity was chosen for TP 5 as it is an interactive way to stimulate thought on needs in the community and introduce cadets to ideas they may not have otherwise considered.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have an understanding of the requirements for 502 PC (Perform Community Service) and the stages of service learning. They will also have begun the first stage of service learning, as required to complete PO 502 (Perform Community Service).

IMPORTANCE

It is important for cadets to perform community service as it contributes directly to supporting part of the aim of the Cadet Program—to develop attributes of good citizenship. Through completing the stages of service learning, cadets can ensure community service is meaningful and successful.

Teaching Point 1**Review the requirements of PO 502 (Perform Community Service).**

Time: 10 min

Method: Interactive Lecture

A requirement of Phase Five / Master Cadet / Proficiency Level Five is the completion of 45 hours of community service. These hours will be tracked by cadets in the Phase Five / Master Cadet / Proficiency Level Five logbook.

The 45 hours of community service shall not consist of activities that directly benefit the corps / squadron or the sponsor, such as fundraising. However, community service activities that the corps / squadron participates in (such as supporting the Royal Canadian Legion Poppy Campaign) may be used to satisfy the 45-hour requirement.

At least one community service activity must be completed using the “community service learning model,” a five-stage process that ensures that the community service has value, purpose, and meaning, offers learning experiences, and uses previously acquired skills and knowledge.

The model’s steps, which are explained thoroughly in the next TP, consist of:

- inventory and investigation,
- preparation and planning,
- action,
- reflection, and
- demonstration.

As part of the PC for PO 502 (Perform Community Service), cadets’ demonstrations of community service (the last stage of the model) will be evaluated. Cadets will showcase one or more community service activity and demonstrate one to three major learning outcomes from the community service.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS:**

- Q1. How many hours of community service must cadets complete in order to successfully complete PO 502 (Perform Community Service)?
- Q2. Why will activities benefiting the corps / squadron not be counted towards the requirements of PO 502 (Perform Community Service)?
- Q3. What is the final stage of the service learning model and what must be done to successfully complete it?

ANTICIPATED ANSWERS:

- A1. 45 hours.
- A2. Cadet community service is intended to be outward focused, benefiting the community rather than the corps / squadron itself. Genuine community service is focused on improving the situation of the community, rather than one’s own situation.
- A3. Demonstration. Cadets must showcase one or more of their community service activities and demonstrate one to three learning outcomes from the service.

Teaching Point 2**Explain the five stages of service learning.**

Time: 20 min

Method: Interactive Lecture



Conduct the interactive lecture using a dynamic method that allows for the engagement of the cadets, such as:

- having the cadets review a handout covering the material, highlighting key points, marking a question mark beside points needing clarification, and making other notes as needed; or
- assigning a stage to each cadet, or pairs of cadets, to read and review and present to the other cadets.

STAGE 1: INVENTORY AND INVESTIGATION**Objective**

The aim of the first stage of service learning is to identify a genuine opportunity for meaningful community service.

Process

A genuine opportunity for meaningful community service is found by identifying a verified need in the community which appeals to the individual's interests and which their skills and knowledge will allow them to fill.

This stage is completed in two steps:

First, a personal inventory is created, identifying the skills, knowledge, and strengths of the volunteer. This simple list will serve as a tool to identify the optimal manner in which the individual can address a community need.

Second, a need in the community is identified. This may be done by:

- identifying an existing program or activity that is addressing a community need;
- observing a need in the community; and / or
- receiving a request from the community for assistance in meeting a need.

The volunteer then investigates the problem and validates the need. The observable need or issue is the manifestation or symptom of the problem. Where possible, the underlying problem should be the target of the community service rather than the visible need. For example, to address the need posed by litter in a park, the volunteer could arrange for the installation of additional garbage cans rather than organizing patrols. This would address the underlying problem, a lack of places to put garbage, rather than the observable issue (the presence of trash).



Even if a need is identified through a request from a community member or organization, an investigation is still conducted to document, authenticate, and understand the underlying problem behind the need.

Research methods that may be used to investigate underlying problems and validate needs include:

- examining the media, such as books, magazines, and newspapers;
- conducting interviews with people who have expertise in the subject matter;
- reviewing past experiences;
- observing relevant situations (eg, investigating homelessness by visiting a local shelter); and
- conducting a survey with people who may have knowledge about the subject matter.

When the investigation is completed, the volunteer will understand the extent of the need and have developed a baseline from which they may monitor progress.

STAGE 2: PREPARATION AND PLANNING

Objective

The aim of the second stage of the service learning process is to prepare the volunteer to complete the service by developing a plan.

Process

The volunteer completes a plan for performing the community service. The plan should draw upon the skills and knowledge identified during the inventory and directly address the need and problem found during the investigation. Collaboration with community organizations, such as government agencies and non-profit organizations, will almost definitely play a prominent role in the plan. If the plan involves multiple volunteers, roles and responsibilities for those involved must be identified. Finally, realistic parameters and objectives will be defined, working off the benchmarks identified in the first stage.

Developing the plan may involve more research using the methods discussed earlier or other methods.

STAGE 3: ACTION

Objective

In this stage, the community service is conducted.

Process

While conducting the community service, it is important that the volunteer monitor progress towards the objectives, conduct more research as needed and alter the plan as required.

STAGE 4: REFLECTION



Stage 4: Reflection may occur both during and after implementation of the community service activity. Reflection during the activity may reveal better ways to complete the community service or a new focus.

Objective

The aim of the fourth stage is to place the service learning experience in the context of the volunteer, the community, and the global community.

Process

Reflection is not simply a process for reviewing the events that have occurred. Rather, it is a method by which the volunteer examines the events within the context of themselves and the community.

Questions that may be answered through reflection include:

- What did I learn from this experience?
- What will I take away from this experience?
- How did I feel when conducting the service? Why?
- Five years from now, how will I remember this service?
- If I could share one message with the community as a result of this service activity, what would it be?
- What would I do differently?

To reflect, volunteers could complete:

- the four square reflection tool located at Annex D,
- a journal, blog, or video blog,
- an analysis of a “day in the life” of those benefiting from the service. How has it changed? How might they feel differently?
- a piece of art that represents the community service activity, or
- another activity that provides a structured avenue to viewing the community service.

STAGE 5: DEMONSTRATION

Objective

The aim of the final stage of the service learning model is to showcase what the volunteer has done and the effect it has had on the volunteer and the community.

Process

Examples of demonstrations include:

- a report to peers, staff, parents / community members,
- an article or letter to a local newspaper,
- a publication or website,
- a video or photo essay,
- a presentation or performance, and
- a public display of art.

Demonstrations share what the volunteer has discovered and learned and may inspire others to become involved.



Consider the volunteer at the beginning of the service learning process, in Stage 1: Inventory and Investigation or Stage 2: Preparation and Planning: a demonstration would be extremely helpful to them as they consider getting involved in the community.

By inspiring and informing other volunteers, demonstrations can leverage one individual's involvement into the involvement of many and contribute to building a culture of community service.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. While conducting the community service, it is important to continually monitor progress and make modifications to the plan as necessary. What types of modifications to the plan might be made?
- Q2. Why create a personal inventory of interests, skills, and knowledge?
- Q3. Where might needs be observed in the community?
- Q4. What may be achieved through the demonstration phase?

ANTICIPATED ANSWERS:

- A1. Extension or shortening of timelines, modification of objectives, involvement of more or fewer volunteers, etc.
- A2. Meaningful service opportunities will put a person's skills to good use. Service will be more enjoyable if it aligns with skills and interests.
- A3. Daily life. The press. City council minutes. Academic reports.
- A4. Inform other individual's plans for community service. Inspire others to perform community service. Raise awareness for the need or issue.

Teaching Point 3

Have the cadets identify the stages of service learning in a case study.

Time: 25 min

Method: Case Study

Have the cadets review the case study located at Annex A.

Conduct a discussion on the stages of the service learning model seen in the case study to identify alternative methods of completing the five stages.



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. How did Sgt Kaye find the underlying problem in Green Narrows? How else could she have researched it?
- Q2. How well did Sgt Kaye's plan reflect her interests, skills, and knowledge?
- Q3. Would you have conducted the community service differently? If so, how?
- Q4. How did Sgt Kaye reflect on her community service? How else could she have reflected?
- Q5. Do you think Sgt Kaye's method of demonstration was a good one? Why or why not?



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



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

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4**Have the cadets complete a personal inventory of skills, talents, and interests.**

Time: 10 min

Method: Practical Activity

OBJECTIVE

The objective of this activity is to provide cadets with the opportunity to identify their skills, talents and interests, beginning the first stage of the service learning model.

RESOURCES

- A copy of the Personal Inventory handout located at Annex B for each cadet, and
- A pen or pencil and eraser for each cadet.

ACTIVITY LAYOUT

Quiet area with table space.

ACTIVITY INSTRUCTIONS

1. Distribute the Personal Inventory handout located at Annex B to each cadet.
2. Provide 10 minutes to complete.
3. Provide assistance as necessary.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5**Have the cadets brainstorm needs in their community.**

Time: 10 min

Method: In-class Activity

OBJECTIVE

The objective of the brainstorming activity is to stimulate thought about needs in the cadets' communities that they may address through community service.

RESOURCES

Whiteboard or flipchart and markers.

ACTIVITY LAYOUT

Classroom with seating arranged in a semi-circle.

ACTIVITY INSTRUCTIONS

1. Have cadets brainstorm different communities (eg, geographic, interest, and cultural) in their area and write them in a list.
2. Have cadets brainstorm different needs within those communities and write them in a list.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

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

Teaching Point 6

Have the cadets complete an initial plan for the investigation process.

Time: 15 min

Method: Practical Activity

OBJECTIVE

The objective of this activity is to provide cadets with the opportunity to create a plan for an investigative process, continuing the first stage of the service learning model.

RESOURCES

- A copy of the Investigation Plan handout located at Annex C for each cadet.
- A pen or pencil and eraser for each cadet.

ACTIVITY LAYOUT

Quiet area with table space.

ACTIVITY INSTRUCTIONS

1. Have the cadets select a need identified during TP 5 or another need.
2. Distribute the Investigation Plan handout located at Annex C to each cadet and have them develop a plan to research that need.
3. Provide 15 minutes to complete.
4. Provide assistance as necessary.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 6

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

END OF LESSON CONFIRMATION**QUESTIONS:**

- Q1. What are the requirements for successfully completing PO 502 (Perform Community Service)?
- Q2. How is community service tracked?
- Q3. What are the five stages of service learning? Are you required to use them for completing PO 502 (Perform Community Service)?

ANTICIPATED ANSWERS:

- A1. 45 hours of community service that may not directly benefit the corps / squadron or the sponsor. One community service activity must utilize the service learning model.
- A2. Through the logbook.
- A3. Inventory and Investigation, Preparation and Planning, Action, Reflection, and Demonstration. The stages must be used for at least one community service activity.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW Chapter 3, Annex B, 502 PC.

CLOSING STATEMENT

The service learning model is designed to ensure a complete process whereby cadets participate in genuine, meaningful service.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

Kaye, Cathryn B. *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, 2010.

THIS PAGE INTENTIONALLY LEFT BLANK

CASE STUDY: “SERGEANT KAYE AND GREEN NARROWS PARK”

On the way to her parade night, Sgt Kaye passes through Green Narrows Park. She always arrives at cadets a little bit annoyed. The path is littered with wrappers, cans, and chip bags left by students at the nearby school. While Sgt Kaye stops to pick up a few pieces of litter every night, it only makes a small dent in the look of the park. There’s always quite a few pieces left.

One night, after she arrived particularly frustrated, 2Lt Hailstone asked her what the matter was. After Sgt Kaye explained, 2Lt Hailstone left Sgt Kaye with a sympathetic nod. “Let me know if you want to do something about it, Sergeant.”

Sgt Kaye considered 2Lt Hailstone’s suggestion. What could she do? She surveyed the scene around her: Sgt Kaye was a Section Commander, a leader. She knew how to organize a team, motivate subordinates, and create a plan. A high school student, she was also a good researcher and writer.

One obvious question still needed to be answered: where was this litter coming from? Sgt Kaye decided to visit the park during her school’s lunch break to see if she could learn something new. Instead of finding a vacant park, like on her walks to the corps, the park was filled with teenagers from the middle school across the street. She watched as students finished their lunches and made their way back to the school. When a boy dropped trash right beside her she couldn’t stop herself: “you dropped something!” she called out. “Ya, where else should I put it?” the student replied over his shoulder. As Sgt Kaye looked around, she realized that the student had a point. There were no garbage bins to be seen.

On the walk back to school, Sgt Kaye made a plan. Rather than lead her cadets in garbage sweeps of the park, she would tackle the underlying issue: the lack of garbage bins. Other parts of the city had garbage bins—perhaps this park was just missed. She would contact her city councilor. And, to make it easier on the city, she could offer her cadets’ help in installing the bins. She bounced the plan off OCdt Patterson, who agreed to edit the letter if Sgt Kaye liked.

A few weeks later, she heard back. The city had indeed forgotten to include garbage bins in its plan for the park. They would arrange for a few to be installed, if only she could suggest where they be placed. The next week she returned to the park with OCdt Patterson and a group of cadets. With the maps from the city in hand, the cadets got to work counting the trash, finding where most of it ended up, and noting the grid references for the best places for garbage bins.

A few weeks later 2Lt Hailstone noticed the difference in Sgt Kaye. Instead of inspecting uniforms with a frown, she was cheerfully greeting cadets as they came in the door. “How’s that park looking?” she asked.

“The park?”

“I was just wondering: you said it was your source of frustration but you seem to be in such a good mood this week.”

“Oh, that’s right! I guess I have been in a different mood lately. My project turned out great, the trash cans seem to be collecting everything and I got a nice note from the City’s planning department commending me and the cadets for the accuracy of the grid references and choices of location.”

“Good to hear, Sergeant. I knew you would figure it out.”

Sgt Kaye saw one more opportunity to make a difference though. When Lt Daley asked for volunteers to put together static displays for the Annual Ceremonial Review, she quickly volunteered. She wanted other cadets to know how easy it was to effect change in their city.

THIS PAGE INTENTIONALLY LEFT BLANK

Personal Inventory

Interests: I like to learn and think about . . .

Skills and talents: I can . . .

Knowledge: I know . . .

THIS PAGE INTENTIONALLY LEFT BLANK

Investigation Plan

Use the questions in the following four categories as guides for planning how to find out more about a community need. Not all methods must be used.

Finding out about

MEDIA

What media (newspapers, TV stations, radio, etc.) in your community might have helpful information? List ways you can use different media to learn about this need in your community.

INTERVIEWS

Think of a person who is knowledgeable about this topic in your area—perhaps someone in a local organization or government office. Write four questions you would ask this person in an interview.

An interview with

Questions:

1.

2.

3.

4.

SURVEY

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—cadets, family members, neighbours? How many surveys would you want completed? Write three survey questions.

Who to survey:

How many surveys:

Questions for the survey:

1.

2.

3.

OBSERVATION AND EXPERIENCE

How can you gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out?

Four Square Reflection Tool

<p>What happened?</p>	<p>How do I feel?</p>
<p>Ideas?</p>	<p>Questions?</p>

THIS PAGE INTENTIONALLY LEFT BLANK

Community Service Checklist

Inventory and Investigation	Identify skills and interests	<input type="checkbox"/>
	Identify a community need to address	<input type="checkbox"/>
	Investigate the underlying problem	<input type="checkbox"/>
	Identify potential community partners	<input type="checkbox"/>
Preparation and Planning	Collaborate with community partners	<input type="checkbox"/>
	Define the goal of the community service	<input type="checkbox"/>
	Describe anticipated results	<input type="checkbox"/>
	Identify how to measure the effects of the community service	<input type="checkbox"/>
	Identify how progress will be monitored	<input type="checkbox"/>
	Define roles and responsibilities of all involved	<input type="checkbox"/>
	Create a timeline for all tasks	<input type="checkbox"/>
	Identify required resources	<input type="checkbox"/>
	Create a budget if required	<input type="checkbox"/>
Action	Monitor progress	<input type="checkbox"/>
Reflection	Describe what happened	<input type="checkbox"/>
	Examine the difference made	<input type="checkbox"/>
	Discuss thoughts and feelings	<input type="checkbox"/>
	Consider activity improvements	<input type="checkbox"/>
	Generate ideas and identify questions	<input type="checkbox"/>
	Receive feedback	<input type="checkbox"/>
Demonstration	Identify an audience	<input type="checkbox"/>
	Identify a time and place to do the demonstration	<input type="checkbox"/>
	Create a demonstration	<input type="checkbox"/>
	Execute the demonstration	<input type="checkbox"/>

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 1

EO M503.01 – CREATE A PROPOSAL

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Create a Proposal worksheet located at Attachment A for each cadet.

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

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

Photocopy the table of contents of A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards* for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

Teaching Point 1**Define project management.**

Time: 5 min

Method: Interactive Lecture

PROJECT

A project always has the following components:

Specific outcomes. Product or result.

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

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

Projects vary:

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

PROJECT MANAGEMENT

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

- planning;
- organizing; and
- controlling.

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

Every project entails five phases:

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

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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

Teaching Point 2

Explain the conceiving phase of a project.


Time: 10 min

Method: Interactive Lecture

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

CHOOSING A PROJECT

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

	<p>Ask the cadets to list the aim of the CCO.</p> <p>The aim of the CCO is to:</p> <ol style="list-style-type: none">1. Develop in youth the attributes of good citizenship and leadership through citizenship and leadership.2. Promote physical fitness.3. Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.
---	--

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


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

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

CHOOSING AN ACTIVITY OR ACTIVITIES

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

A good method to generate ideas is brainstorming.



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

Here are some guidelines:

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

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

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

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

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



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

DETERMINING THE ACTIVITY'S OR ACTIVITIES' GOALS

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

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



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

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

DETERMINING LIMITATIONS

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

Such limitations may include:

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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

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

ANTICIPATED ANSWERS:

A1. The aim of the CCO is to:

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

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

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

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

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

Teaching Point 3

Explain the parameters of cadet activities with reference to policies.

Time: 5 min

Method: Interactive Lecture

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

CADET ADMINISTRATIVE TRAINING ORDERS (CATOs)

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

WATER SAFETY ORDERS



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

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

The document contains information on:

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

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

ROYAL CANADIAN ARMY CADETS ADVENTURE TRAINING SAFETY STANDARDS



Distribute the A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards* table of content to each cadet.

The *Royal Canadian Army Cadets Adventure Training Safety Standards* is a document that gives guidance on the organization of adventure training activities.

The document contains sections on:

- canoeing, kayaking, voyageur canoeing, sea kayaking,
- caving,
- climbing and mountaineering,
- cross-country skiing,
- hiking and backpacking,
- mountain biking,
- orienteering,
- rafting,

- ropes and challenge course, and
- initiative games and problem solving.



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

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

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

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

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

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

ANTICIPATED ANSWERS:

- A1. CATOs.
- A2. Water Safety Orders should be used when planning OTW activities. The *Royal Canadian Army Cadets Adventure Training Safety Standards* should be used when organizing adventure training.
- A3. Information on the activities and the various safety procedures to be followed can be found in those documents.

Teaching Point 4

Explain how to write a proposal.

Time: 5 min

Method: Interactive Lecture

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

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



Distribute the Create a Proposal worksheet to the cadets.

The proposal should include the following information:

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



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

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

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

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

ANTICIPATED ANSWERS:

- A1. A proposal should include the following information:
- project title (type of exercise),
 - activities selected,
 - objective(s) of each activity, and
 - limitations.
- A2. Some examples of limitations include:
- policies,
 - schedule / time,
 - personnel,

- finance, and
- equipment.

A3. Once the proposal is complete, it is submitted to the appropriate authority for approval.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

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

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

A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets adventure training safety standards*. Ottawa, ON: Department of National Defence.

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

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

THIS PAGE INTENTIONALLY LEFT BLANK

CREATE A PROPOSAL

Group members: _____

Date: _____

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

Approximate time needed for planning and preparation: _____

THIS PAGE INTENTIONALLY LEFT BLANK

Create a Proposal Aide-Mémoire

Steps to follow to create a proposal

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

Questions to help you create a proposal and make a plan

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

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

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 2

EO M503.02 – PREPARE AN EXERCISE

Total Time:	60 min
-------------	--------

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

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

Photocopy the Guided Discussion Worksheet located at Attachment D.

PRE-LESSON ASSIGNMENT

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

APPROACH

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

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

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

INTRODUCTION

REVIEW

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

OBJECTIVES

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

IMPORTANCE

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

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

Time: 5 min

Method: Interactive Lecture

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

Knowing your project's audience helps you to:

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

ACTIVITY

Time: 4 min

OBJECTIVE

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

RESOURCES

- Paper, and
- Pen / Pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

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



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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Time: 25 min

Explain defining the plan.

Method: Interactive Lecture

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

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

DEVELOPING A WORK BREAKDOWN STRUCTURE (WBS)

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

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

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

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

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



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



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

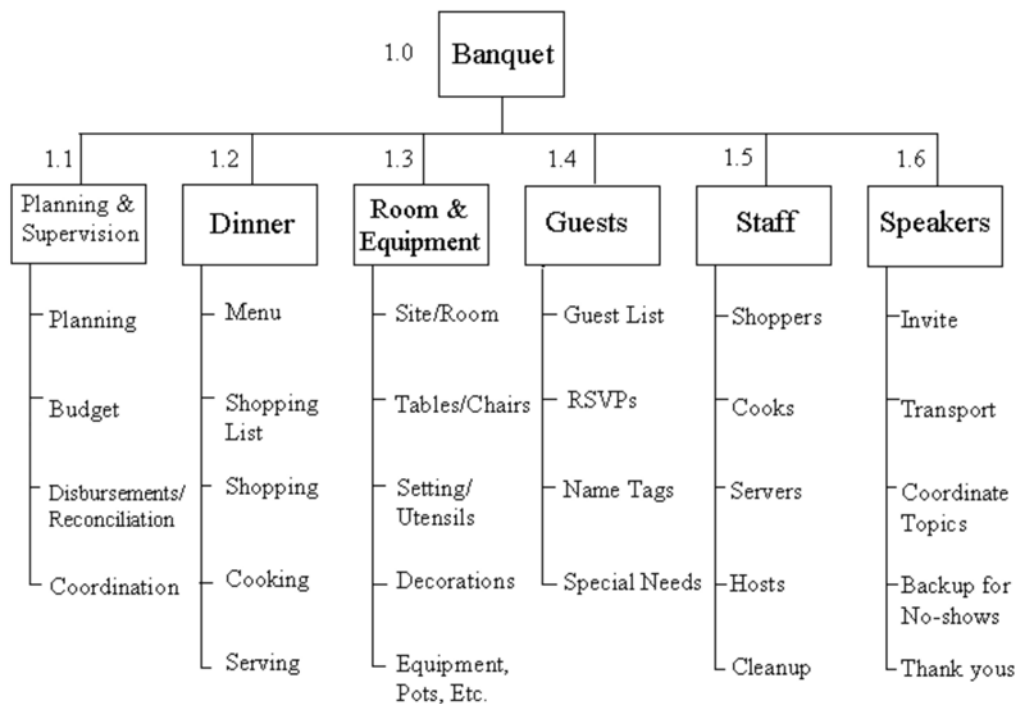


Figure 1 Banquet WBS

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

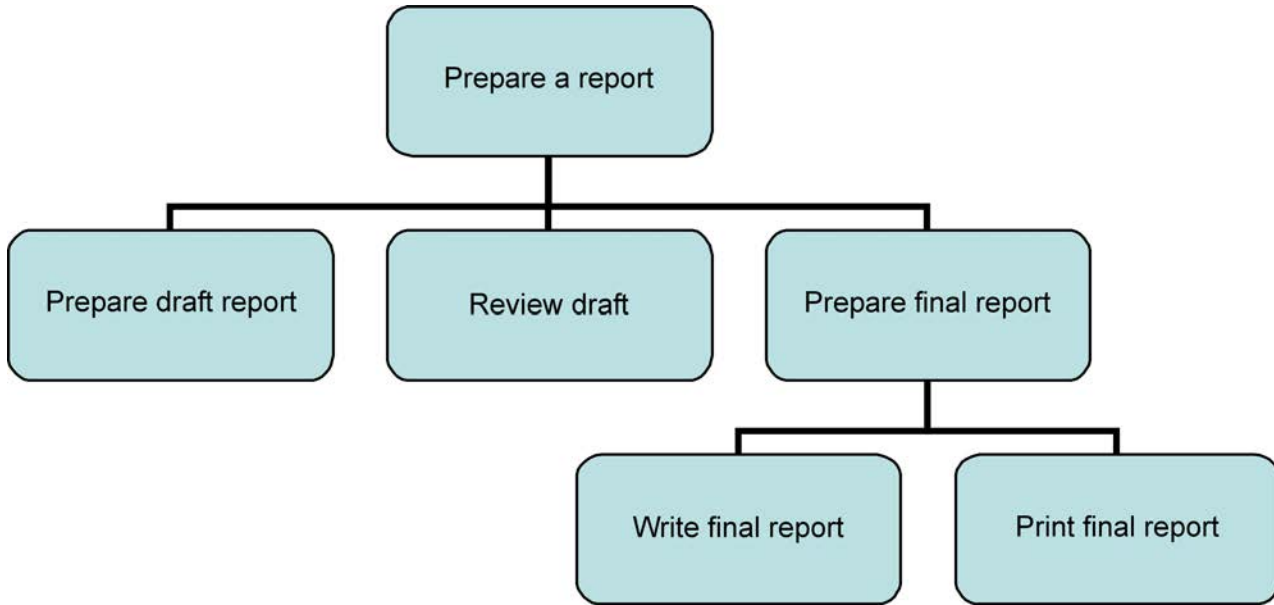


Figure 2 Report Preparation WBS


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

Here is how to develop a WBS:

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

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

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



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

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

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

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

DETERMINING PRECEDENCE

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

DEVELOPING A SCHEDULE

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

The information could be displayed as follows:

	Activity	Required Time	Comments
1			
2			
3			
4			
5			
6			

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

DETERMINING TEAM MEMBERS' SKILLS AND KNOWLEDGE

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

To ensure this happens, leaders should:

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

DEFINING TEAM MEMBERS' ROLES AND RESPONSIBILITIES

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

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

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

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

Delegating is important for three reasons:

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



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

DETERMINING AND PLANNING NON-PERSONNEL RESOURCES

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

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

IDENTIFYING RISK

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

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

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

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

PREPARING A TRACKING SYSTEM

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

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

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

CONFIRMING TEAM MEMBERS' PARTICIPATION

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

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



At this point, it is also important to start the groundwork for the post-project evaluation.

Here are some guidelines to follow:

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



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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

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

Teaching Point 3

Have the cadets create an exercise plan template.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

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

RESOURCES

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

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



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

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Explain starting the team.

Time: 20 min

Method: Interactive Lecture

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



Review the concept of project audience.

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

ANNOUNCING THE EXERCISE

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

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

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

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

PLANNING A SUCCESSFUL PRE-EXERCISE MEETING

The information in a pre-exercise meeting must include:

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

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

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

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

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

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

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

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

Here are essentials for conducting a productive meeting:

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

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

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

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

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

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

When a project runs over a long period of time, regularly scheduled meetings give members an opportunity to share progress and issues. Consulting with team members to develop a meeting schedule is a way to ensure

meeting times are convenient for as many people as possible. For those meetings, it may be beneficial to create a progress report to give everyone a brief overview of how the project is coming together. That should be distributed beforehand with any other background information related to the topics on the agenda.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

Teaching Point 5

Have the cadets discuss sustaining motivation during a project.

Time: 10 min

Method: Guided Discussion



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

BACKGROUND KNOWLEDGE



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

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

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

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

MOTIVATION

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

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

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

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

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

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

Feasibility: Is this project even possible?

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

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

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

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

Progress: How I am doing so far?

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

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



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

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

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

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

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

Rewards can take multiple forms, such as:

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

To make the rewards most effective:

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

GUIDED DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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



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

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



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

INTRODUCTION

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



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



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

PREPARED QUESTION:

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

ANTICIPATED ANSWER:

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

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

Desirability

PREPARED QUESTION:

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

ANTICIPATED ANSWER:

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

Follow-Up Question if Required:

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

Follow-Up Answer if Required:

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

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

Feasibility

PREPARED QUESTIONS:

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

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

ANTICIPATED ANSWERS:

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

Follow-Up Question if Required:

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

Follow-Up Answer if Required:

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

Progress

PREPARED QUESTION:

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

ANTICIPATED ANSWER:

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

Follow-Up Questions if Required:

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

Follow-Up Answers if Required:

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

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

Recognition

PREPARED QUESTION:

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

ANTICIPATED ANSWER:

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

Follow-Up Question if Required:

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

Follow-Up Answer if Required:

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



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

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

SUMMARY



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



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

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

A0-200 B-GL-303-002/FP-000 Canadian Forces. (1995). *Operational staff procedures: Staff duties in the field. (Volume 2)*. Ottawa, ON: Department of National Defence.

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

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

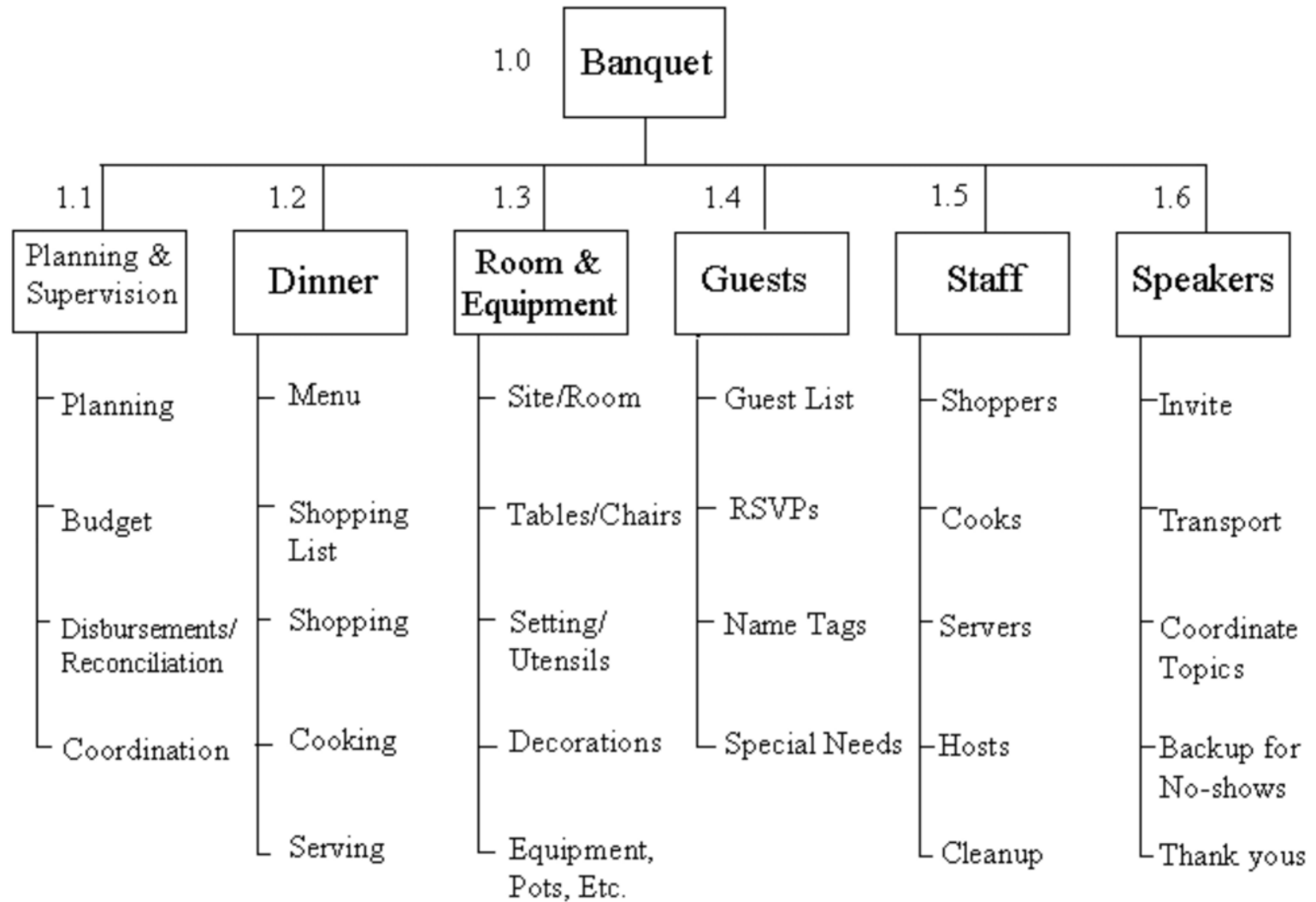


Figure A-1 Banquet WBS

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



Figure A-2 Report Preparation WBS

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

EXERCISE PLAN EXAMPLE

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

WHAT

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

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

WHY

Why is this happening?

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

HOW

A. General Outline

What are the main parts of the exercise?

Example: This exercise will be conducted in four phases:

1. Phase One – Administration

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

2. Phase Two – Preparation of Facilities

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

3. Phase Three – Conduct of the Exercise

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

4. Phase Four– Return of Stores

Return of stores, clean-up of facilities.

5. Phase 5 - Post-exercise meeting

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

B. Groupings

Are there particular groups you need created?

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

C. Tasks

What are the tasks specific to each person?

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

D. Timings

What are the timings of this event?

Example: See timetable in Annex A.

E. Dress

What should people wear to the event?

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

WITH WHAT - RESOURCES

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

Example:

Rations

Rations will be arranged by Lt Nixon.

Accommodations

Arrangements for the school are to be made by Capt Malloy.

Equipment

See Annex B for Equipment List.

See Annex C for Activity Layout.

Transport

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

Emergency Procedures

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

Water

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

Hygiene

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

CHAIN OF COMMAND

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

Example:

Planning: Capt Malloy

Conduct: CWO Mackey

Evaluation: MWO Landry, WO Gagnon

Rations: Lt Nixon

First-Aider: Lt Nixon

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

Capt R. Malloy
TrgO
123 Moncton

Distribution List

Who needs to know about this plan?

Example:

CO
DCO
Capt Malloy
Lt Nixon
CWO Mackey
MWO Landry
WO Gagnon
Sgt Penny
Sgt Randell
Sgt Picard
Sgt Clark
Sgt Belliveau

List of Annexes

What annexes does your plan require?

Example:

Annex A - Timetable
Annex B - Equipment
Annex C - Exercise Layout

Annex A

TIMETABLE

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

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

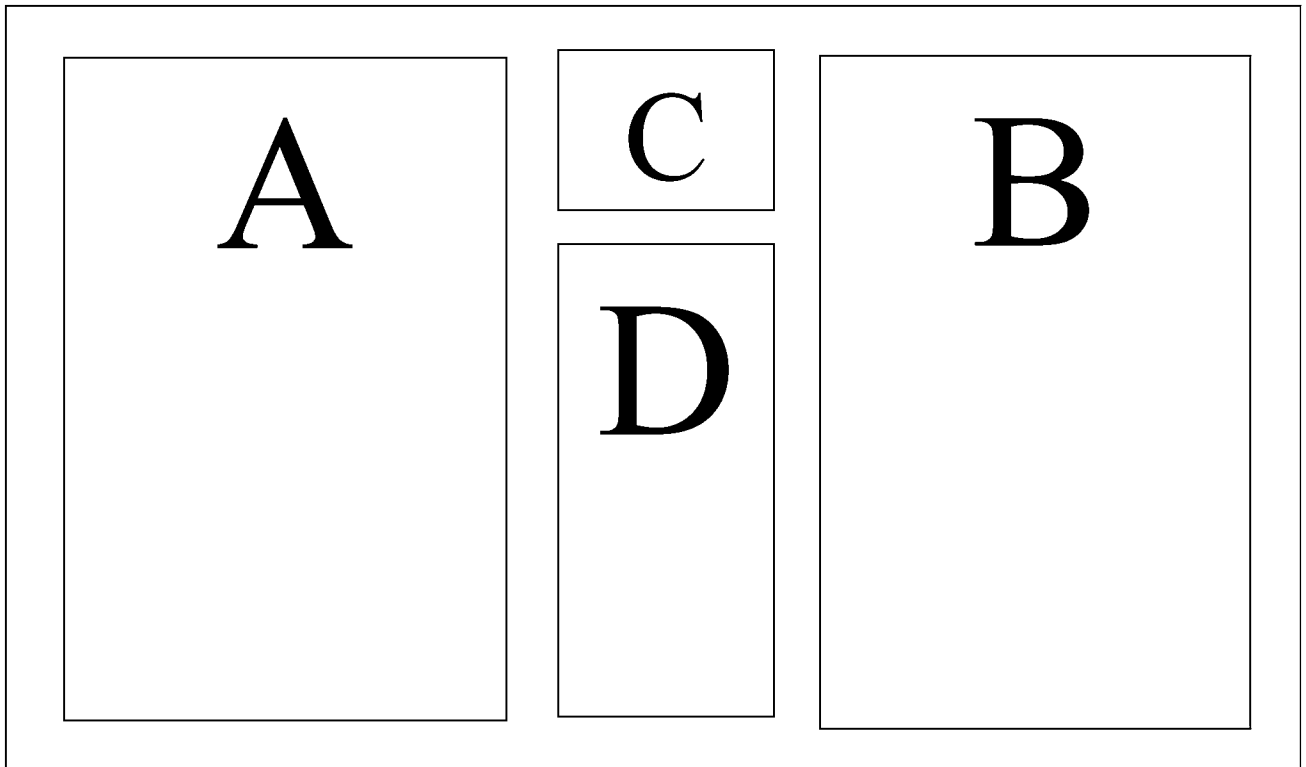
Annex B

EQUIPMENT LIST

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

Annex C

EXERCISE LAYOUT



Legend:

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

THIS PAGE INTENTIONALLY LEFT BLANK

EXERCISE PLAN TEMPLATE

TITLE OF THE PROJECT: _____

WHAT

WHY

HOW

A. General Outline – Main Events

Phase ____ – _____

Phase ____ – _____

Phase ____ – _____

Phase ____ – _____

Phase ____ – _____

B. Groupings

C. Tasks

Who	Tasks	Comments

D. Timings

E. Dress

RESOURCES

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

CHAIN OF COMMAND

By: _____
Position: _____
Unit: _____

Distribution List

List of Annexes

Annex ___ - _____
Annex ___ - _____
Annex ___ - _____
Annex ___ - _____
Annex ___ - _____
Annex ___ - _____

GUIDED DISCUSSION WORKSHEET

TP 5: Discuss sustaining motivation during a project.

INTRODUCTION

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

GUIDED DISCUSSION

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

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

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

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

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

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 3

EO M503.03 – CONDUCT AN EXERCISE

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

INTRODUCTION

REVIEW

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

OBJECTIVES

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

IMPORTANCE

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

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

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

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

ELEMENTS OF AN INTRODUCTION

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

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

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

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

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

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

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

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

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

reason the activity is being performed. The cadets should be informed of this reason and be motivated toward achieving the goal.

ELEMENTS OF A DEBRIEFING

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

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

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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What is the first thing you should do when starting an activity? Why?
- Q2. Should the goal of the activity be explained prior to commencing the activity? Why or why not? How will the activity be affected if the goal is not explained?
- Q3. What other considerations should be passed on during an introduction? Should safety concerns be passed on to the team or should they be left to figure them out as they proceed through the activity?
- Q4. What is the purpose of reviewing the goal of the activity after the completion of the activity?
- Q5. What feedback should be given from the group to the leader? How can this information be obtained? What feedback should the leader give to the group?



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Explain how to begin and end an exercise.

Time: 5 min

Method: Interactive Lecture

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



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

Before cadets arrive, leaders should:

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

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



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

The introductory meeting should include information, such as:

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

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



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

The conclusion meeting should include information, such as:

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



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

After the cadets have left, leaders should:

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

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



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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

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

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

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



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

THE PURPOSES OF SUPERVISION

There are three main purposes of supervision.

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

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

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

HOW TO SUPERVISE

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

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

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

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

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

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

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

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

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



Successful supervisors are usually successful leaders.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What are the purposes of supervision? When does supervision take place?
- Q2. What do you think the responsibilities of an effective supervisor are?
- Q3. Which responsibility do you find the most important? Why?
- Q4. Which responsibility do you find the most difficult to apply? Why?
- Q5. List some examples where you have seen leaders use various responsibilities.



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



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

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Explain how to supervise an exercise.

Time: 5 min

Method: Interactive Lecture

Supervising an exercise is very similar to supervising an activity.



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

There are three main purposes to supervision:

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

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

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

PROVIDING FEEDBACK

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



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

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

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



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

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

The ground rules are:

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



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

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

- planning what to say;
- providing examples of behaviours;
- allowing time for feedback;

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

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

END OF LESSON CONFIRMATION

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

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

A2. Prior to cadets' arrival, leaders should:

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

A3. The five steps for providing feedback are:

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

Nil.



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 4

EO M503.04 – CONCLUDE AN EXERCISE

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Make an OHP of Attachment A.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

INTRODUCTION

REVIEW

QUESTIONS:

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

ANTICIPATED ANSWERS:

A1. The elements in an activity debriefing should include:

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

A2. After the cadets have left, leaders should:

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

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

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

OBJECTIVES

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

IMPORTANCE

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

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

Time: 10 min

Method: Interactive Lecture

CONDUCTING A DEBRIEFING

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

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

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

During the debriefing, the following issues should be discussed:

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

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

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

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

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

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

It can also be done by having personnel:

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



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

CREATING AN AFTER ACTION REPORT (AAR)

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

The AAR should include the following information:

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



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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

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

ANTICIPATED ANSWERS:

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

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

Teaching Point 2

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

Time: 15 min

Method: In-Class Activity

ACTIVITY

Time: 15 min

OBJECTIVE

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

RESOURCES

- Flip chart paper, and
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.



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

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

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

AFTER ACTION REPORT

EVENT: _____

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

By: _____

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 5

EO C503.01 – EXAMINE MEETING PROCEDURES

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

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

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

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

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

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

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

A0-201 United States Army Medical Department Battle Simulation Center (2003). *Military briefings*. Retrieved February 26, 2010 from http://www.cs.amedd.army.mil/simcenter/military_briefings.htm

C0-004 ISBN 1-58062-577-0 McClain, G., & Romaine, D. S. (2002). *The everything managing people book*. Avon, MA: Adams Media.

C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The complete idiot's guide to clear communications*. USA: Pearson Education, Inc.

C0-112 ISBN 0-8407-6744-7 Maxwell, J. C. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson Inc. Publishers.

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, TX: Prufrock Press.

C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.

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

C0-144 Colver, E., & Reid, M. (2001). *Peacebuilder 3: Peer helping participant resource guide*. Ottawa, ON: YouCAN.

C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.

C0-270 Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, Vol. 50(4), 370–396.

C0-271 Farthing, D. (2001). *Peacebuilder 1: Conflict resolution youth reference guide*. Ottawa, ON: YouCAN.

C0-410 The ASPIRA Association. (2009). *Module #5: Defining leadership styles*. Retrieved on February 12, 2009, from http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf

C0-413 University of Arkansas, Division of Agriculture, Cooperative Extension Service. (2006). *4-H volunteer leaders' series: The enabler—A leadership style*. Retrieved February 18, 2009, from http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf

C0-468 ISBN 0-06-091573-0 Hamlin, S. (1989). *How to talk so people listen*. New York, NY: Harper & Row Publishers.

C0-469 ISBN 1-57851-143-7 Argyris, C., Bartolomé, F., Bourgeois, L. J., III, Eisenhardt, K. M., Jay, A., Kahwajy, J. L., et al. (1999). *Harvard business review on effective communication*. Boston, MA: Harvard Business School Publishing.

C3-251 ISBN 978-0-306-81354-2 Robert, H. M., III, Evans, W. J., & Honemann, D. H. (2004). *Robert's rules of order: Newly revised in brief*. New York, NY: Perseus Books Group.

THIS PAGE INTENTIONALLY LEFT BLANK

Examine Meeting Procedures



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

SECTION 1 IDENTIFY TYPES OF MEETINGS

TYPES OF MEETINGS

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

BRIEFING

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

Briefing. A meeting for delivering information or instructions.



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

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

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

Functions of a Briefing

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

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



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

COMMITTEE MEETING

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

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



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

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

Functions of a Committee Meeting

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

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

Objective(s) of a Meeting

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

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

SECTION 2

EXAMINE HOW TO ORGANIZE MEETINGS

HOW TO ORGANIZE A BRIEFING

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



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

Organizing a briefing requires four steps:

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

HOW TO WRITE A BRIEFING

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

The Information Briefing

The information briefing should follow this format:

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

What to Consider When Writing a Staff Briefing

The staff briefing should include:

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



Activate Your Brain #1:

What are the four steps when organizing a briefing?

HOW TO ORGANIZE A MEETING

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



Did you know?

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

Duties of the Chairperson

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

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

Setting the Timings for the Meeting

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

Creating the Agenda

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

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

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

Standard agenda items and their suggested order are:

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

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



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

Running the Meeting

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

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

Debate

Speeches shall conform to the following rules:

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

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

Voting

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

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



Did you know?

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

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

Creating the Minutes

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

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

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

As a guideline, minutes should contain the following information:

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



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

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

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



Principles for effective minute-taking:

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



Activate Your Brain #2:

What are the duties of the chairperson?

SECTION 3

EXAMINE HOW TO FACILITATE MEETINGS

FACILITATING THE MEETING

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

Dealing With the Subject

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

For example, you could:

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

Dealing With the People

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

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

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

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

LEADERSHIP APPROACHES

There are three main leadership approaches discussed in the Cadet Program. They are:

- control,
- coach, and
- empower.

Each leadership approach is based on balancing the concern for the relationship with team members for the concern for accomplishing the goal(s) of the meeting.

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



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

MEETINGS: WHAT CAN GO WRONG AND WHY

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

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

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

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

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

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

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

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

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

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

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

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



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

MEETINGS: WHY THEY ARE IMPORTANT

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

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

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

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

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

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

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

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

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

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



In your opinion, why are meetings important?

THINGS TO WATCH OUT FOR DURING THE MEETING

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

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

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



Activate Your Brain #3:

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

Control the talkative

Draw out the silent

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

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

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

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



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

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



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

**FINAL EXERCISE
PREPARE A BRIEFING**

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

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

INTRODUCTION

Greeting: _____

Purpose and Scope:

Give the big picture first. _____

Explain the purpose and scope of your briefing. _____

Outline or Procedure:

Briefly summarize the key points and your general approach. _____

Explain any special procedures (eg, demonstrations). _____

BODY

Point #1: _____

Visual Aid? No Yes Description: _____

Possible Questions: _____

Transition: _____

Point #2: _____

Visual Aid? No Yes Description: _____

Possible Questions: _____

Transition: _____

Point #3: _____

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

Possible Questions: _____

Transition: _____

Point #4: _____

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

Possible Questions: _____

Transition: _____

Point #5: _____

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

Possible Questions: _____

Transition: _____

CLOSING

Ask for Questions

Briefly recap key points:

Point #1: _____

Point #2: _____

Point #3: _____

Point #4: _____

Point #5: _____

Make a Concluding Statement:

Announce What Will Be Happening Next:

THIS PAGE INTENTIONALLY LEFT BLANK

ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

What are the four steps when organizing a briefing?

Analyze the situation.

Construct the briefing.

Deliver the briefing.

Follow-up.



Activate Your Brain #2:

What are the duties of the chairperson?

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



Activate Your Brain #3:

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

Control the talkative **aggressive**

Draw out the silent **passive**

GUIDELINES FOR MARKING THE FINAL EXERCISE

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

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

INTRODUCTION

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

BODY

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

CLOSING

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

EXERCISE PLAN EXAMPLE

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

WHAT

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

WHY

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

HOW

A. General Outline

This exercise will be conducted in four phases:

1. Phase One – Administration

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

2. Phase Two – Preparation of Facilities

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

3. Phase Three – Conduct of the Exercise

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

4. Phase Four– Return of Stores

Return of stores, clean-up of facilities.

5. Phase 5 - Post-exercise meeting

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

B. Groupings

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

C. Tasks

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

WHO	TASKS
All members	<ul style="list-style-type: none"> • All members are to look after safety. • Anything deemed unsafe should be stopped right away and rectified.

D. Timings

See timetable in Annex A.

E. Dress

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

F. Rations

Rations will be arranged by Lt Nixon.

G. Accommodations

Arrangements for the school are to be made by Capt Malloy.

H. Equipment

See Annex B for Equipment List.

See Annex C for Activity Layout.

I. Transport

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

J. Emergency Procedures

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

K. Water

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

L. Hygiene

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

CHAIN OF COMMAND

Planning: Capt Malloy

Conduct: CWO Mackey

Evaluation: MWO Landry, WO Gagnon

Rations: Lt Nixon

First-Aider: Lt Nixon

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

Capt R Malloy

TrgO

123 Moncton

A-CR-CCP-705/PF-001
Attachment C to EO C503.01
Instructional Guide

Distribution List

CO
DCO
Capt Malloy
Lt Nixon
CWO Mackey
MWO Landry
WO Gagnon
Sgt Penny
Sgt Randell
Sgt Picard
Sgt Clark
Sgt Belliveau

List of Annexes

Annex A - Timetable
Annex B - Equipment
Annex C - Exercise Layout

Annex A

TIMETABLE

Period	Time	What	Who	Comments
1	0810–0840 hrs	Set-up	All Sergeants	
2	0840–0900 hrs	Cadets arrival	All senior cdt's	
3	0900–0905 hrs	Attendance		
4	0905–0920 hrs	Exercise briefing	**YOU**	CWO to divide teams at this time.
5	0920–0930 hrs	Warm up	Sgt Belliveau	
6	0940–1010 hrs	Game 1	Sgt Randell Sgt Penny	Soccer (Teams 1 vs 2) Volleyball (Teams 3 vs 4)
7	1010–1030 hrs	Break		
8	1030–1100 hrs	Game 2	Sgt Penny Sgt Randell	Soccer (Teams 1 vs 3) Volleyball (Teams 2 vs 4)
9	1100–1120 hrs	Break		
10	1120–1200 hrs	Game 3	TBD*	Soccer (Teams 3 vs 4) Volleyball (Teams 1 vs 2)
11	1200–1300 hrs	Lunch		
12	1300–1330 hrs	Game 4	Sgt Picard Sgt Clark	Hockey (Teams 1 vs 2) Badminton (Teams 3 and 4)
13	1330–1350 hrs	Break		
14	1350–1420 hrs	Game 5	Sgt Clark Sgt Picard	Hockey (Teams 3 vs 4) Badminton (Teams 1 and 2)
15	1420–1440 hrs	Break		
16	1440–1510 hrs	Game 6	TBD*	Hockey (Teams 1 vs 4) Badminton (Teams 2 and 3)
17	1510–1535 hrs	Tug of war	Sgt Belliveau	
18	1535–1545 hrs	Cool down	Sgt Belliveau	
19	1545–1600 hrs	Debriefing	Capt Malloy	
20	1600 hrs	Departure	All senior cdt's	

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

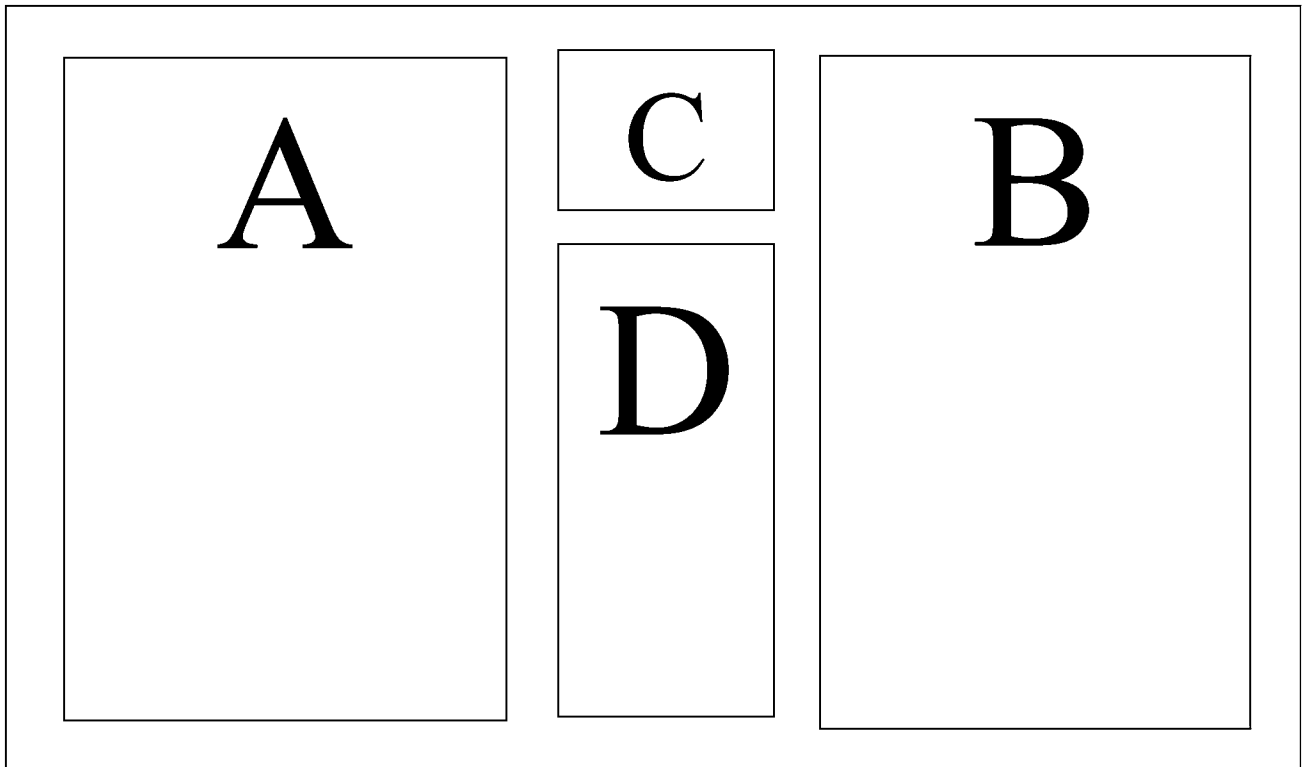
Annex B

EQUIPMENT LIST

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

Annex C

EXERCISE LAYOUT



Legend:

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

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 1

**EO M504.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT AND
IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS**

Total Time:

One session (3 periods) = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO M504.01 (Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness) located in A-CR-CCP-705/PG-001, *Royal Canadian Army Cadets Master Cadet Qualification Standard and Plan*, Chapter 4.

Review CATO 14-18, *Cadet Fitness Assessment and Incentive Program* and become familiar with the material prior to delivering the lesson.

Photocopy the *Individual Score Sheet for the 20-m Shuttle Run Test* located at CATO 14-18, Annex A, Appendix 1 for each cadet.

Photocopy the *Cadet Fitness Assessment and Incentive Level Results* located at CATO 14-18, Annex B, Appendix 3 for each cadet.

Photocopy the Strategies to Improve my Personal Physical Fitness handout located at Annex A for each cadet.

Photocopy Annex B for each assistant instructor.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities) for TP 1.

Gather cadets' previous CFA results for use in TP 2.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to participate in the CFA in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in the CFA, identified which component of fitness needs the most improvement, identified strategies to improve that component of physical fitness, and set a SMART goal to help improve their personal physical fitness.

IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to measure their personal fitness as this will allow them to identify their strengths and their weaknesses. That information will allow cadets to identify strategies and set goals that will guide them towards a healthier lifestyle.

Teaching Point 1**Supervise while the cadets participate in the Cadet Fitness Assessment.**

Time: 60 min

Method: Practical Activity



If cadets have not already received their Physical Activity Tracker, distribute one copy to each cadet and explain the requirements for Phase Five / Master Cadet / Proficiency Level Five: achieve a minimum of 60 minutes of MVPA daily for at least 24 days over four consecutive weeks.

ACTIVITY

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

OBJECTIVE

The objective of this activity is to have the cadets participate in the Cadet Fitness Assessment.

RESOURCES

- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Leger 20-m Shuttle Run Test CD,
- Measuring tape,
- CD player,
- Pylons,
- Gym mats,
- 12-cm measuring strips,
- Stopwatches,
- Paper,
- Pens / pencils,
- Metre sticks,
- *Back-saver sit and reach* test apparatuses, and
- *Individual Score Sheet for the 20-m Shuttle Run Test*.

ACTIVITY LAYOUT

Set up the activity IAW CATO 14-18.

ACTIVITY INSTRUCTIONS

1. Have the cadets participate in a warm-up session as per Annex A of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
2. Have the cadets perform and score the Cadet Fitness Assessment IAW CATO 14-18.



Have the cadets complete the Cadet Fitness Assessment in pairs. Conduct the 20-m Shuttle Run Test first; conduct the remaining stations as a circuit.

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

SAFETY

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets throughout this activity.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

Teaching Point 2

Conduct an activity where the cadets identify how to improve their personal physical fitness.

Time: 30 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify how to improve their personal physical fitness.

RESOURCES

- Cadet Fitness Assessment and Incentive Level Results from EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the CFA), and
- Strategies to Improve My Personal Fitness handout located at Annex A.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Strategies to Improve My Personal Fitness handout located at Annex A to each cadet.
2. Have each cadet review their Cadet Fitness Assessment and Incentive Level Results and complete the Strategies to Improve My Personal Fitness handout.

- With the help of assistant instructors, discuss each cadet's individual results with them and assist them with completing the handout.



A list of example physical activities cadets can do to improve their personal fitness is located at Annex B.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The Cadet Fitness Assessment is a great tool that can help you determine how physically fit you are in the three components of physical fitness (cardiovascular endurance, muscular strength, and muscular flexibility). Knowing where you need to improve will help you target your efforts.

INSTRUCTOR NOTES / REMARKS

The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

Assistant instructors will be required for this lesson.

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18.

REFERENCES

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

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

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



STRATEGIES TO IMPROVE MY PERSONAL PHYSICAL FITNESS

1. Based on CFA results, which component of fitness do I need to improve the most?

Cardiovascular Endurance?

Muscular Strength?

Muscular Flexibility?

2. What physical activities could I do on a regular basis to help me improve that component of fitness?

3. Set a SMART goal to help improve that component of fitness.

THIS PAGE INTENTIONALLY LEFT BLANK

PHYSICAL ACTIVITIES CADETS CAN DO TO IMPROVE THEIR PERSONAL FITNESS

Examples of physical activities that can help to improve the **cardiovascular endurance component**:

- aerobics,
- basketball,
- cross-country skiing,
- dancing,
- floor hockey,
- hiking,
- ice skating,
- lacrosse,
- orienteering,
- ringette,
- rollerblading,
- running,
- skipping rope,
- snowshoeing,
- soccer, and
- ultimate Frisbee.

Examples of physical activities that can help improve the **muscular strength component**:

- balance ball exercises,
- Pilates,
- resistance exercises using bands,
- resistance exercises using the body,
- weighted ball exercises,
- weighted bar exercises, and
- yoga.

Examples of physical activities that can help improve the **muscular flexibility component**:

- stretching,
- tai chi, and
- yoga.

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 2

EO C504.01 – REFLECT ON PERSONAL FITNESS AND HEALTHY LIVING

Total Time:

One session (3 periods) = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This self-study package supports EO C504.01 (Reflect on Personal Fitness and Healthy Living) located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4.

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

Photocopy the self-study package located at Annex A for the cadet.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect on and examine in greater detail the key concepts related to physical fitness and healthy living, at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected on and examined in greater detail the key concepts related to physical fitness and healthy living.

IMPORTANCE

It is important for cadets to have a solid understanding of the components of healthy living as they move into further life stages.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet reflect on and examine in greater detail the key concepts of physical fitness and healthy living.

RESOURCES

- Self-study package, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's participation in reflecting on and examining in greater detail the key concepts of physical fitness and healthy living will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

As cadets move from organized activities provided by cadet training to future education / work, the awareness of and actions related to healthy lifestyles become the individual's responsibility. With the greater examination of key concepts related to physical fitness and healthy living reviewed in the self-study package, cadets can be better prepared to pursue life-long habits of healthy living.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

Canadian Mental Health Association (2013). *Your mental health*. Retrieved from <http://www.cmha.ca/mental-health/your-mental-health/>

Dieticians of Canada (2013). *Eat right Ontario: physical activity*. Retrieved from <http://www.eatrightontario.ca/en/Articles/Physical-Activity/>

Health-and-Fitness Source.com. (2012) *3 Ways your body is burning calories*. Retrieved March 15, 2013 from <http://www.health-and-fitness-source.com/burning-calories.html>

Health Canada (2011). *Estimated energy requirements*. Retrieved from http://hc-sc.gc.ca/fn-an/food-guide-aliment/basics-base/1_1_1-eng.php

Larson, Christian (2007). *Your forces and how to use them: The promise*. Retrieved from <http://www.goodreads.com/work/quotes/2208816-your-forces-and-how-to-use-them>

Mobile & Persuasive. (2008). *A brief survey of physical activity monitoring devices*. Retrieved from <http://www.icta.ufl.edu/projects/publications/chao08a.pdf>

Public Health Agency of Canada (2011). *Obesity in Canada. Determinants and contributing factors*. Retrieved from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/oic-oac/determ-eng.php>

United States Department of Agriculture. (2011). *How many calories does physical activity use?* Retrieved from http://www.choosemyplate.gov/food-groups/physicalactivity_calories_used_table.html

World Health Organization. (2013). *Physical activity and adults*. Retrieved from http://www.who.int/dietphysicalactivity/factsheet_adults/en/index.html

THIS PAGE INTENTIONALLY LEFT BLANK



**REFLECT ON PERSONAL FITNESS AND
HEALTHY LIVING**

- Section 1: *Physical Fitness***
- Section 2: *Nutritional Fitness***
- Section 3: *Mental Fitness***

SECTION 1 PHYSICAL FITNESS

According to CATO 11-03, *Cadet Program Mandate*, the Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enables them to meet challenges.

Throughout your participation in the Cadet Program, you have regularly participated in the Cadet Fitness Assessment (CFA), which has provided you with feedback on your level of fitness, allowing you to set goals to improve your fitness levels based on the results. In setting your goals, you used the SMART principles:

S	Specific	What specific activity can you do to help you reach your goal?
M	Measureable	How often will you do this? How much will you do? What will you track and how?
A	Achievable	What behaviour will you change and is the goal related to it achievable? What might hinder you as you progress towards the goal?
R	Relevant	What will you get out of this?
T	Timed	How long will it take you to reach your goal?

Example	This goal will be hard to measure (what do you mean by “more”?) and needs a time frame (when will you start and finish?).
Goal: To be more active.	
SMART Goal: To do vigorous physical activity for 60 minutes, 3 times a week for the next month.	This goal is specific, measureable and has a specific timeframe. This will help determine if you have reached your goal.

You have also used physical activity trackers for periods of time, to determine if you were meeting the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines*.

You will recall that vigorous-intensity physical activities will cause teens to sweat and be ‘out of breath’. (eg, activities like running and rollerblading), while moderate-intensity physical activities will cause teens to sweat a little and to breathe harder (eg, activities like skating and bike riding).

Sedentary behaviour is time when you are doing very little movement. Some examples include: sitting for long periods, using motorized transportation, watching television, playing passive video games, and playing on the computer.

COMPONENTS OF PHYSICAL FITNESS

You have learned that there are 3 components of physical fitness, and that being physically fit requires you to include activities in each of the components on a regular basis. The three components of physical fitness are:

- cardiovascular endurance,
- muscular strength, and
- muscular flexibility.



Review your Cadet Fitness Assessments, from the first one to the current one. Based on your results, what changes can you observe in each of the 3 components of fitness?

Component	Decrease	No Change	Some Improvement	Substantial Improvement
Cardiovascular endurance				
Muscular strength				
Muscular flexibility				



List the physical activities you currently participate in under the correct component of physical fitness.

Cardiovascular Endurance	Muscular Strength	Muscular Flexibility

Are you participating in activities involving each of the components of physical fitness?

If your answer is YES – keep up the involvement!

If your answer is NO – what can you do to balance your physical activity?

ACTIVITY GUIDELINES FOR YOUTH

Examine the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* located at Appendix 1 to answer the following questions:



Q1. What are the physical activity guidelines for Youth ages 12–17years?



List the physical activities you participated in to meet this guideline requirement, indicating (√) if they were moderate or vigorous intensity activities.

Activity	Moderate	Vigorous



Q2. What are the sedentary behaviour guidelines for youth ages 12–17 years?



List the sedentary activities you have reduced in order to meet these guidelines.

Remember that being active for at least 60 minutes daily can help teens:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

ACTIVITY GUIDELINE CHANGES FROM YOUTH TO ADULT

Overall, strong evidence demonstrates that compared to less active adult men and women, individuals who are more active:

- have lower rates of all-cause mortality, coronary heart disease, high blood pressure, stroke, type 2 diabetes, metabolic syndrome, colon and breast cancer, and depression;
- are likely to have less risk of a hip or vertebral fracture;
- exhibit a higher level of cardio respiratory and muscular fitness; and
- are more likely to achieve weight maintenance, have a healthier body mass and composition.




The World Health Organization publishes interesting research and documents that can provide you with facts and statistics: <http://www.who.int>

The Mayo Clinic is an excellent source for many of the questions you may have related to exercise and adulthood: <http://www.mayoclinic.com>


There are many changes and challenges that you can look forward to as you move into your adult life. Such things as education, living conditions, relationships, children, finances, and career will all affect your ability to maintain your level of physical fitness.

Use the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* to answer the following question:



Q3. What are the physical activity requirements for adults (18–64 years)?
 Compare this answer to your answer for Question 1 (Youth guidelines).

In adults aged 18–64, physical activity includes leisure time physical activity (eg, walking, dancing, gardening, hiking, swimming), transportation (eg, walking or cycling), occupational (eg, work), household chores, play, games, sports or planned exercise, in the context of daily, family, and community activities. Keep in mind that levels of intensity (moderate to vigorous) are still important components to consider as an adult.




List activities in which you would like to participate to meet the requirements of the adult category, indicating (✓) if they would be moderate- or vigorous-intensity activities.

Activity	Moderate	Vigorous

CHALLENGES TO YOUR FUTURE PHYSICAL ACTIVITY OPPORTUNITIES

Information and available data from the Public Health Agency of Canada show that many Canadians get less than the recommended amount of physical activity for their age group. It is suggested that, in addition to an obesity epidemic, there is also an epidemic of lack of cardio-respiratory fitness.



Did you know?

The Canadian Health Measures Survey of 2007–2009 showed that the proportion of adults whose aerobic fitness was categorized as “fair” or “in need of improvement” increased with age, from 32% of males and 20% of females aged 15 to 19 years to 59% of males and 92% of females aged 60 to 69 years.

There are several reasons why the activities you participate in to achieve the recommended guidelines may change as you get older. These include, but are not limited to, such things as:

- finishing high school where team sports are readily available;
- your focus on new living arrangements depending on your post high school pursuits (college, university, employment);
- the financial costs of joining clubs, teams, fitness facilities;
- your ability to manage your time; or
- your motivation level.

Getting and staying in shape doesn't need to be expensive. You don't need a gym or special equipment for an aerobic workout. Even such activities as taking a brisk walk every day or making a full workout of using stairs can become part of your fitness routine. Don't get caught up in gym memberships or equipment purchases you can't afford. Instead, concentrate on your fitness goals and brainstorm ways you can meet them without breaking your budget. Here are a few ideas:

- check out your local recreation department;
- consider where you can buy used equipment (eg, dumbbells, exercise DVDs and apps, fitness balls, jump ropes, resistance tubing, hoola hoops); and
- share costs with a friend.



What challenges do you think you may face to meet the activity guidelines in the future?



List strategies that would help you overcome the challenges you have identified?

Practice setting a SMART goal by completing the following activity.



Q4. Set a SMART goal for one of the strategies you have listed above.

SELECTING YOUR PHYSICAL ACTIVITIES



Did you know?

High caloric intake and low physical activity are recognized as key contributors of obesity, diabetes and other chronic health conditions.

In selecting your method of physical activity, being aware that different activities result in different expenditures of energy will help you make better choices when you are managing your time.

For example: A 69 kg man (who is 177 cm tall) will use up about the number of calories listed doing each activity below. Generally, those who weigh more will use more calories, and those who weigh less will use fewer. The calorie values listed include both calories used by the activity and the calories used for normal body functioning.

Approximate calories used by a 69 Kg man	
Moderate physical activities:	In 1 hour
Hiking	370
Light gardening/yard work	330
Dancing	330
Golf (walking and carrying clubs)	330
Bicycling (less than 16 kms per hour)	290
Walking (5.6 kms per hour)	280
Weight training (general light workout)	220
Stretching	180
Vigorous physical activities:	In 1 hour
Running/jogging (8 kms per hour)	590
Bicycling (more than 16 kms per hour)	590
Swimming (slow freestyle laps)	510
Aerobics	480
Walking (7.2 kms per hour)	460
Heavy yard work (chopping wood)	440
Weight lifting (vigorous effort)	440
Basketball (vigorous)	440

Figure A-1 Calories Used by a 69 Kg Man During Physical Activity



Q5. Based on the example above, if the time frame available for an activity was 60 minutes, and if this person's goal was to exercise at a vigorous intensity by bicycling, how fast would he have to bicycle? Circle the correct answer.

- a. Less than 16 kms per hour
- b. More than 16 kms per hour
- c. 8 kms per hour
- d. 7.2 kms per hour



Use the chart below to determine approximately how much energy (calories) you use up with your favourite activity.

Type of Exercise	Calories/hour
Housework	160
Golf	240
Gardening	250
Walking, 4.8kph	280
Tennis	350
Swimming	400
Rollerblading/Skating	420
Aerobic Dance	420
Aerobics	450
Bicycling	450
Jogging, 8kph	500
Swimming	500
Cross Country skiing	500
Hiking	500
Step Aerobics	550
Rowing	550
Power Walking	600
Stationary Bike	650
Jumping Rope	700
Running	700

Figure A-2 Energy expenditure of different exercises




There are energy values for over 500 different activities available at your fingertips simply by doing a google.com search or by visiting <http://www.health-and-fitness-source.com/burning-calories.html>

SELECTING YOUR EXERCISE EQUIPMENT

While moderate- to vigorous-intensity physical activity can be readily practiced without the use of extra equipment (eg, walking, running, etc), there are alternate activities involving equipment for indoor use in the form of full-size machines. To intensify the workout, most of these machines come with electronic controls and built-in exercise programs that vary speed and intensity during a workout.

Treadmill	<ul style="list-style-type: none"> • Most natural form of exercise as it allows you to walk or run at your own pace. • Provides low to intense workouts. • More versatile for home gyms as some can be folded for storage.
Elliptical trainer	<ul style="list-style-type: none"> • Provides exercise workouts similar to combining biking, stair-climbing and cross-country skiing workouts. • Provides moderate to intense low-impact workouts for your legs and to a lesser degree, your arms. • If the machine has reverse motion, you then exercise your buttock muscles.


Exercise bike	<ul style="list-style-type: none"> • Popular form of exercise as they are simple to operate. • Comes with preprogrammed biking routines to provide various workouts. • Some bikes can be plugged into televisions and video games to let you interactively pedal through the visual courses.
Rowing machine	<ul style="list-style-type: none"> • Machine allows you to burn calories in a low-impact workout. • Areas exercised include arms, legs, and torso. • Can have a built-in PC interface to support software accessories.

 For calorie-burning workouts, the treadmill and elliptical trainer are your best choices.

SELECTING PERSONAL DEVICES

Personal devices can be small, such as pedometers, accelerometers and multi-sensor activity tracking devices.

Basic Pedometer	<ul style="list-style-type: none"> • Used to count steps while an individual walks or runs. • Works by pendulum movement as the balanced weight activates to vertical motion which records steps and shows a digital record. • Most are clipped to the belt for use during low-impact exercise (eg, walking).
Pedometer Watches	<ul style="list-style-type: none"> • Come in three different varieties (separate sensor, GPS, watch sensor)
Accelerometer	<ul style="list-style-type: none"> • Use a precision motion sensor to measure calories burned during activity. • Provides a quantitative measurement which counts steps and the force of a person's stride.

 Advanced pedometers and accelerometers have been incorporated into modern cellular telephones and everyday devices including watches. These require you to stream the data to other sources.

SELECTING YOUR MONITORING METHOD

To support and encourage continuous fitness activity, you may want to continue using a form of tracker, journal or log book. Technology also provides numerous avenues to record and monitor physical activity. Multi-sensor tracking devices such as arm bands and heart rate monitors record different physiological measurements and provide a record of physical activities.

Whether you use paper and pencil, physical activity devices, or online monitoring tools that promote physical fitness, each has benefits to assist the user to achieve and maintain a level of fitness.

The exercise heart rate belt is used for an active individual to monitor the heart rate during exercise. The belt has a sensor but is not a stand-alone device. The wireless transmitter sends information to a receiver plugged into the interface box on the machine being used.

The opportunity for personal fitness training continues to grow with the development of more apps for the personal devices and DVDs. With continued development, the consumer options and needs provide more choices.



It is important to collect activity data over multiple days and even weeks to get an accurate record of your exercise program and results.



If you are planning to document and analyze your daily physical activity, first check the device you are using for online support or software compatibility with your PC.

Most equipment can be linked to online or software programs which allow you to monitor your exercise program on a PC. The end result of the exercise program depends on the program you are using. The programs come in various workouts for all fitness levels and goals including:

- cardio,
- strength training,
- circuit training,
- fitness journals, and
- activity calorie calculators.



Fitness music programs can be obtained from online suppliers such as iTunes® or cadencerevolution.com. Other sources can be found online.



Visit www.cadencerevolution.com/index.php/2009/11/weekly-workout-142/ to see a cycling workout with music.

Numerous programs are available online. Whether you want to store the information with the organization or get assistance with your fitness activity, this information is found online. Online services include:

- workout training,
- fitness training,
- weight loss training,
- calories burned training,
- fitness calculator, and
- diet tracker.



The program you want to use may vary from those discussed here. Review fitness apps online and choose the program best suited for your requirements. Some workouts are free and some require you to purchase the program.



More devices and apps are being created to allow people to exercise and record their progress on electronic devices. List devices or apps that you know of that you might be interested in using in the future.

SECTION 2
NUTRITIONAL FITNESS

CALORIES NEEDED FOR OPTIMAL HEALTH

Healthy eating is important for overall health. Your body needs a certain amount of calories (food energy) every day for optimal health and to function without gaining weight. Weight control and healthy eating is a balancing act. A lot depends on your activity level, body metabolism (the way your body converts food to energy), body size and body composition. Along with physical activity, diet is the most well-studied behavioural factor influencing body weight, and overweight and obesity risk.



Activity levels are described by Health Canada as follows:

1. **Sedentary:** Your typical daily routine requires little physical movement (eg, sitting for long periods, using a computer, relying primarily on motorized transportation) and you accumulate little physical activity in your leisure time.
2. **Low Active:** Your typical daily routine involves some physical activity (eg, walking to the bus, mowing the lawn, shoveling snow) and you accumulate some additional physical activity in your leisure time.
3. **Active:** Your typical daily tasks involve some physical activity and you accumulate at least 2 ½ hours of moderate- to vigorous-intensity aerobic physical activity each week. Moderate- to vigorous- physical activity will make you breathe harder and your heart beat faster.

The values in the table below are approximations calculated using Canadian median heights and weights that were derived from the median normal Basic Metabolic Index for different levels of physical activity. Your individual values may be different.

Estimated Energy Requirements						
Males (calories per day)				Females (calories per day)		
Sedentary	Low Active	Active	Age	Sedentary	Low Active	Active
1900	2250	2600	12-13 y	1700	2000	2250
2300	2700	3100	14-16 y	1750	2100	2350
2450	2900	3300	17-18 y	1750	2100	2400
2500	2700	3000	19-30 y	1900	2100	2350
2350	2600	2900	31-50 y	1800	2000	2250
2150	2350	2650	51-70 y	1650	1850	2100
2000	2200	2500	71 y +	1550	1750	2000

Figure A-3 Estimated Energy Requirements



Using the chart above, determine the estimated energy requirement for your current age and for 15 years from now, in each of the activity categories. What is the difference?

Current age		15 years from now
	Sedentary	
	Low active	
	Active	

QUALITY CALORIES

You obtain the calories (energy) that you require for optimal health from the food that you eat. Canada's Food Guide recommends the number of food guide servings per day, based on your age, in each of the following categories:

- vegetables and fruit,
- grain products,
- milk and alternatives, and
- meat and alternatives.



Review *Eating Well with Canada's Food Guide* located at Appendix 2 and complete the following table based on your food intake yesterday.

Category	Number of servings required	My servings yesterday
Vegetables & fruit		
Grain products		
Milk and alternatives		
Meat and alternatives		



How did you do yesterday compared to the Food Guide's recommendation? Do you need to change any of your eating habits to meet the requirements?

MAKING WISE FOOD CHOICES

While the amount of energy (calories) that your body requires for optimal health changes as you age, the quality of the calories you consume to nourish your body remains high. With proper knowledge, you can make wise choices in your food selections. Making healthy food choices can help reduce your risk of nutrition-related chronic diseases such as cancer, diabetes, heart disease and stroke.

Nutrition Facts. This table, found on food products, includes calories and 13 nutrients: fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, fibre, sugars, protein, Vitamins A and C, calcium and iron. You can use the Nutrition Facts to:


- compare products more easily;
- determine the nutritional value of foods;
- better manage special diets; and
- increase or decrease your intake of a particular nutrient.



All the information in the Nutrition Facts table is based on a specific amount of food. Be sure to compare this amount to the amount you eat.

If the Nutrition Facts table has information based on a piece of meat the size of your hand and you eat a piece of meat twice the size of your hand, then you will need to double the calories and the amount of nutrients listed in order to calculate what your intake would actually be.

% Daily Value. This is included in the Nutrition Facts table and is a benchmark for evaluating the nutrient content of foods quickly and easily. It is based on recommendations for a healthy diet and is also used to determine whether there is a lot or a little of a nutrient in a specific amount of food.




Q6. Use the Nutrition Facts table below to circle the correct answer.

1. What is the serving size of the bread?	1 slice	2 slices	3 slices
2. How many calories are there in one slice of bread?	64	70	140
3. What is the % of sodium in the serving size?	12%	6%	24%
4. How many grams of sugar is in each slice of bread?	1g	2g	4g

Whole Wheat Bread Nutrition Facts Per 2 slices (64 g)			
Amount	% Daily Value		
Calories 140			
Fat 1.5 g	2 %		
Saturated 0.3 g + Trans 0.5 g	4 %		
Cholesterol 0 mg			
Sodium 290 mg	12 %		
Carbohydrate 26 g	9 %		
Fibre 3 g	12 %		
Sugars 2 g			
Protein 5 g			
Vitamin A	0 %	Vitamin C	0 %
Calcium	4 %	Iron	10%

Figure A-4 Whole Wheat Bread Nutrition Facts



Use the Nutrition Facts tables below to compare a sirloin burger and a chicken burger, then check (✓) the correct answer.

	Higher in the sirloin burger	Higher in the chicken burger	Same in both
1. The specific amount of food is			
2. The % Daily Value of iron is			
3. The sugar content is			
4. The % Daily Value of fat is			
5. The % Daily Value of salt is			

Sirloin Burger Nutrition Facts Per 1 burger (130 g)				Chicken Burger Nutrition Facts Per 1 burger (130 g)			
Amount		% Daily Value		Amount		% Daily Value	
Calories 340				Calories 200			
Fat 27 g		42 %		Fat 9 g		14 %	
Saturated 12 g + Trans 2 g		70 %		Saturated 2 g + Trans 1 g		15 %	
Cholesterol 70 mg				Cholesterol 70 mg			
Sodium 330 mg		14 %		Sodium 800 mg		33 %	
Carbohydrate 3 g		1%		Carbohydrate 4 g		1 %	
Fibre 0 g		0 %		Fibre 0 g		0 %	
Sugars 3 g				Sugars 0 g			
Protein 24 g				Protein 25 g			
Vitamin A	0 %	Vitamin C	0 %	Vitamin A	0 %	Vitamin C	0 %
Calcium	2 %	Iron	30 %	Calcium	4 %	Iron	2 %

Figure A-5 Nutrition Facts Table



The % Daily Value is best used as a comparative benchmark when deciding between two food products.

Nutrition Claims. The Government has rules in place that must be met before a nutrition claim can be made on a label or advertisement. The rules for nutrition claims apply to all foods, prepackaged and not prepackaged, no matter where they are sold. There is no current requirement to include nutrition claims on the label or in advertisements, and many nutrition claims highlight a feature of interest to try to get consumers to purchase the product.

In the chart below, there are several examples of Nutrition Claims and what the claim means related to the amount of food specified in the Nutrition Facts table on the food packaging.

Nutrition Claim	What it means
Source of fibre	The food contains at least 2 grams of dietary fibre.
Low fat	The food contains no more than 3 grams of fat.
Cholesterol-free	The product has a negligible amount (less than 2 mg) of cholesterol and it is also low in saturated fat and trans fat.
Sodium-free	Contains less than 5 mg of sodium.
Reduced in calories	Has at least 25% less energy (calories) than the food it is being compared to.
Light	Only allowed on foods that are either reduced in fat or reduced in energy (calories). Can also be used to describe sensory characteristics of a food, provided that the characteristic is clearly identified with the claim (eg, light tasting, light coloured).



Did you know?

- Most Canadians get more salt than they need. It's best to limit your sodium intake.
- Most sodium comes from sodium chloride better known as table salt or sea salt.
- Salt is a common ingredient in processed and prepared foods, such as canned soups and processed meats.
- Sodium, without chloride, may also be added to foods through additives such as disodium phosphate, sodium nitrate, or sodium gluconate.

Health Canada's recommendation for people aged 14 and over is to not eat more than 2300 mg sodium per day. If you want to know more about sodium intake, visit: <http://www.hc-sc.gc.ca/fn-an/nutrition/sodium/index-eng.php>

The next time you are in the grocery store, challenge yourself to see how many different kinds of canned soup you can find, where the sodium content is less than 15% of the recommended daily value of sodium.



Now that you know what Nutrition Claims are, write down 2 reasons why you think food manufacturers would want to put claims on their food labels.

1. _____
2. _____

List of Ingredients – this is a mandatory list on food product packages. All the ingredients have to be listed in descending order by weight, with the greatest amount in a product listed first.



Q7. In the example given below, which ingredient is present in the greatest amount?

Bran cereal: Ingredients: Whole wheat, wheat bran, sugar / glucose-fructose, salt, malt (corn flour, malted barley), vitamins (thiamine hydrochloride, pyridoxine hydrochloride, folic acid, d-calcium pantothenate), minerals (iron, zinc oxide).



Did you know?

To pick the healthiest breakfast cereals, you need to look at the sugar, fiber, sodium and fat content on the box.

Next time you are at the store, check out the breakfast cereals to see which one has the lowest sugar content.



For more information about Food and Nutrition, check out Health Canada www.hc-sc.gc.ca/fn-an/index-eng.php

THE BALANCING ACT

Eating too much and not getting enough physical activity will result in weight gain. Likewise, eating too little and being very physically active will result in a poorly nourished body and the potential for weight loss. Setting SMART goals related to nutrition is a very positive way to develop and maintain good eating habits throughout your life.

Goal: To start eating more fruit.	This goal would be hard to measure (what do you mean by “more” fruit?) and needs a time frame (when will you start and finish?).
SMART Goal: To eat 1 fruit with lunch 4 times this week.	This goal is specific, measureable and has a specific timeframe. You will be able to determine if you have reached your goal.



Q8. Fill in the box to make the following nutritional goal a SMART nutritional goal.

Goal: To balance my food intake.	SMART Goal: _____ _____
--	--------------------------------------

BUDGET SHOPPING FOR FOOD



Budget Shopping for Food

There are steps that you can take to stay within your budget when you are shopping for groceries.

- Buy only what you need – plan a menu first then make a shopping list.
- Keep a list in your kitchen – jot down items as you need them.
- Pay with cash if you can – spend only the money you have allocated.
- Try not to shop when hungry – it helps keep you from buying food you don't need.
- Buy fewer convenience foods.
- Buy fewer prepared foods – these items usually cost more and are higher in sugar, salt and fat.
- Look for best buys – check store flyers, use coupons, buy store or no-name brands.
- Look at the top and bottom of shelves – higher priced items are usually placed at eye level.
- Compare unit prices – to compare similar foods of different sizes.

COMPARING RECIPES

A great way to fuel your body with higher quality food is to check out the differences in recipe ingredients and select the most nutrient-dense foods. Using the same principles as when you were looking at Nutrition Fact Tables, you would analyze recipes and make informed decisions.



There are many great resources available online to help you plan menus, compare recipes and track your food and activity patterns. Check out provincial and federal government resources.

SECTION 3 MENTAL FITNESS

Mental fitness is an important component of a healthy lifestyle. Just as physical and nutritional fitness helps your body to stay strong, mental fitness helps you achieve and sustain a state of good mental health. Being mentally healthy means striking a healthy balance in all areas of your life:

- social,
- physical,
- spiritual,
- economic, and
- mental.

The benefits of being mentally fit include:

- enjoyment of life, the environment and people in it;
- being creative, learn, try new things and take risks;
- better able to cope with difficult times in your personal and professional life; and
- able to feel strong emotions (sadness, anger) and then get on with and enjoy life once again.

Reaching a balance is a learning process that comes with experience and lots of practice. Sometimes you may tip the balance in one direction more than another and you will need to rebalance yourself. At times you may be able to rebalance on your own while at other times you may need to ask for assistance in getting yourself back on track. Good mental health helps you enjoy life and cope with problems. You have to work to keep your mind healthy.

Stress and how you respond to it will be one of the biggest factors contributing to your mental fitness balancing abilities. It comes from both the good (positive) and bad (negative) things that happen to you and becomes a problem when you are not sure how to handle a situation or are unable to. That's when worry steps in and makes you feel stressed. Stress that is not dealt with properly may result in anxiety, depression or panic attacks.

Along with pressures for you to succeed at school, at home and in social circumstances, there may be many new challenges coming up for you such as:

- leaving home,
- employment,
- education,
- balancing work or school with healthy relationships,
- eating properly, or
- ill family members.




Write down challenges that you think you could face in the future.

Good mental health depends on several things:

- the food you eat – can have a direct effect on your energy level, physical health and mood;
- regular physical activity – your body makes certain chemicals before and after you work out, called endorphins, which relieve stress and improve your mood;
- sleep – your body needs time every day to rest and heal; and
- mental health tools – ways and means that you have to cope with difficult times, stress and challenges.

SELF-ESTEEM



Self-esteem is the value you place on yourself. It is the feeling that you have about all the things you see yourself to be. It is the knowledge that you are loveable, you are capable and you are unique.

Good self-esteem means:

- having a healthy view of yourself;
- having a quiet sense of self worth;
- having a positive outlook;
- feeling satisfied with yourself most of the time; and
- setting realistic goals.

Your self-esteem can be affected by others around you who are feeling down, negative and dissatisfied with school, relationships or life in general. Being aware of conditions or behaviours affecting mental fitness can be of significant help to you or to a friend in need.

	What is it?	Warning Signs	What can you do?
Self-injury	<p>Also known as self-harm and self-abuse it refers to deliberate acts that cause harm to one’s body or spirit.</p> <p>Person may be troubled by frequent intense, painful emotions.</p> <p>Missing ways to cope with handling emotions effectively. This bottleneck of emotions is released by cutting, burning or otherwise hurting themselves.</p> <p>Short term solution with serious consequences.</p>	<p>Unexplained frequent injuries, such as cuts and burns; hair pulling; scratching or picking scabs preventing wounds from healing.</p> <p>Wearing long pants and long sleeved shirts in warm weather.</p> <p>Low self esteem.</p> <p>Problems handling emotions.</p> <p>Problems with relationships.</p>	<p>If it’s yourself – begin talking to someone you trust; your doctor may be able to recommend a therapist or psychologist who can help; look for a support group in your area.</p> <p>If it’s someone else – listen; offer support without judging or criticizing; try not to blame or react as though their behaviour is impossible to understand.</p> <p>In both instances, treatment by a mental health professional is recommended.</p>

	What is it?	Warning Signs	What can you do?
Psychosis	<p>A treatable medical condition that affects the brain and can result in some loss of contact with reality.</p> <p>Ongoing changes in behaviour, personality and day to day functioning.</p> <p>Affects 3% of the population at some point in their lives.</p>	<p>Early on - withdrawn; sullen; won't get out of bed, get dressed or showered; lashes out for no apparent reason; walks around showing no emotion.</p> <p>Person may appear anxious, suspicious, disorientated.</p> <p>If not treated, more serious symptoms develop.</p>	<p>If it's yourself - be aware of the early symptoms; don't ignore the warning signs or take a wait and see attitude; talk to someone you trust.</p> <p>If it's someone else – be aware of the symptoms; be supportive; encourage the person to seek professional help.</p>
Suicide	<p>The intentional taking of one's own life.</p>	<p>Sudden change in behaviour (positive or negative).</p> <p>Apathy, withdrawal, change in eating patterns</p> <p>Unusual preoccupation with death and dying.</p> <p>Giving away valued personal possessions</p> <p>Signs of depression, moodiness, hopelessness.</p> <p>One or more previous suicide attempts.</p> <p>Suicidal thoughts.</p>	<p>If it's you – talk to someone you trust and who can help (parent, teacher, residence supervisor). Call a crisis centre hotline.</p> <p>If it's someone else – talking calmly about suicide, without showing fear or making judgments, can bring relief to someone who is feeling terribly isolated. Don't promise not to tell. Tell someone in a position to help (teacher, parent, a residence supervisor). Encourage the person to call a crisis centre hotline.</p>
Depression	<p>It's common to experience depressed moods or "the blues" at some point in life.</p> <p>Depression is when feelings persist and result in significant distress or dysfunction in daily activities.</p>	<p>Depressed mood.</p> <p>Marked loss of interest or pleasure in things that used to give pleasure.</p> <p>Significant weight loss or gain, or pain.</p> <p>Difficulty falling asleep or staying asleep or sleeping too much.</p> <p>Feelings of apathy or agitation.</p> <p>Loss of energy.</p> <p>Feelings of worthlessness or guilt.</p> <p>Inability to concentrate or make decisions.</p>	<p>If it's yourself – talk to someone you trust and who can help; seek professional help; take good care of yourself through positive lifestyle choices; find time to socialize; manage your stress.</p> <p>If it's someone else – be supportive; suggest they seek professional help; listen; support.</p>

	What is it?	Warning Signs	What can you do?
Alcohol Poisoning	A serious, potential consequence of binge drinking. Binge drinking is considered to be five drinks or more in a row for a man and four drinks or more for a woman – having a six pack or a bottle of wine in one session.	Confusion Vomiting Problems breathing Clammy skin and low body temperature Loss of bladder control Unconsciousness	If it's you – get help. Drinking isn't necessary to fit in with your peers; select positive ways to reduce stress and anxiety. If it's someone else –get help. If there isn't a trusted adult nearby, call 911 or emergency services immediately.



The Canadian Public Health Association has a good site with more information, including an interesting scenario: <http://www.cpha.ca/en/portals/substance/article02.aspx>

HOW TO PRACTICE MENTAL FITNESS

There are many ways for you to practice mental fitness. You can develop your own tools and practices to ensure that your responses to stress, challenges and difficult situations result in a strong, positive outcome.



Beside each of the following suggestions for practicing mental fitness, check off any of the items you think you could do or incorporate into your lifestyle in the future.

	Which activity can you do to practice mental fitness?	✓
1	Wake up each day and be grateful for another lovely day.	
2	TTSP – This Too Shall Pass – with experience, you will come to know that rough times will pass. When something sad or negative happens, remind yourself that you will feel better soon and that will help you get through those difficult first days.	
3	Participate in some form of exercise early in the day, to get you going for the rest of the day.	
4	Sit back, take a few deep breaths and watch the clouds go by.	
5	Join a local league or college group of some sort (hockey, badminton, walking, book club, etc) to keep yourself active and socially connected.	
6	Curl up with a good book.	
7	Take a dog for a walk and watch how they love to run and play.	
8	Listen to your favorite music and sing your heart out.	
9	Spend some time enjoying the great outdoors – enjoy the sunshine; splash in some puddles; hike your favorite trail.	
10	Use motivational quotes – post your favorite motivational quote where you can see it daily.	
11	Take a short break from what you are doing (studying, cleaning, etc), to do the things you enjoy doing. You'll come back refreshed and ready to carry on.	
12	Meditation practice – helps develop perspective, have realistic expectations of others and develop strategies to reduce stress.	
13	Get together with friends for coffee dates, potlucks or gab sessions.	

Which activity can you do to practice mental fitness?		√
14	Do something creative like knitting, painting, drawing, carving, or music lessons.	
15	Bring humor into your life by engaging in funny activities, laughing uncontrollably, telling a funny joke, watching your favorite comedy show, playing a funny joke on a friend.	
16	Practice Pilates or yoga with a group or on your own.	
17	Cook or bake - this can be soothing, creative and productive, plus you get something yummy to eat!	
18	Do something just for you – this can bring much needed balance in your life.	
19	Go for a massage.	
20	Take a power nap.	

How many √ marks do you have? _____

You may be surprised to see that there are many activities that you have identified that you can use to promote your mental fitness.



Q9. True or False? Self-esteem means:

1	Having a healthy view of yourself	
2	Having a quiet sense of self worth	
3	Having a negative outlook	
4	Feeling dissatisfied with yourself most of the time	
5	Setting realistic goals	



For more information on mental health tips, go to the Canadian Mental Health Association http://www.cmha.ca/mental_health/mental-fitness-tips/

MOTIVATIONAL QUOTES

One of the mental fitness activities above (#10) involves the use of motivational quotes. Your outlook can be inspired and charged by having your favorite quote(s) available at your fingertips as positive reminders of goals you have set for yourself.



Read the following motivational quotes and highlight the ones that you like.

“Act as if what you do makes a difference. It does.” William James	“I can therefore I am.” Simone Weil
Life can only be understood backwards; but it must be lived forwards.” Soren Kierkegaard	“Experience is not what happens to you; it’s what you do with what happens to you.” Aldous Huxley
“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.” Helen Keller	“If you want to conquer your fear, don’t sit home and think about it. Go out and get busy.” Dale Carnegie

<p>“Problems are not stop signs, they are guidelines.” Robert h. Schuller</p>	<p>“I’d rather do something great and fail than attempt to do nothing and succeed.” Robert H. Schuller</p>
<p>“The person who has lived the most is not the one with the most years but the one with the richest experiences.” Jean-Jacques Rousseau</p>	<p>“What you get by achieving your goals is not as important as what you become by achieving your goals.” Henry David Thoreau</p>
<p>“I think everything is possible if you put your mind to it and you put the work and time into it. I think your mind really controls everything.” Michael Phelps</p>	<p>“I don’t measure a man’s success by how high he climbs but by how high he bounces when he hits the bottom.” George S. Patton</p>
<p>“Life is a journey not a destination.” Ralph Waldo Emerson</p>	<p>“If you can dream it, you can do it.” Walt Disney</p>
<p>“Even if you fall on your face, you’re still moving forward.” Victor Kiam</p>	<p>“Don’t cry because it’s over, smile because it happened.” Dr. Seuss</p>
<p>“You are never too old to set a new goal, or to dream a new dream.” C.S. Lewis</p>	<p>“In order to succeed, we must first believe that we can.” Nikos Kazantzakis</p>



Write your favourite motivational quote on a large piece of paper and post it at your corps/ squadron. Select from the ones above or use another one that really motivates you.

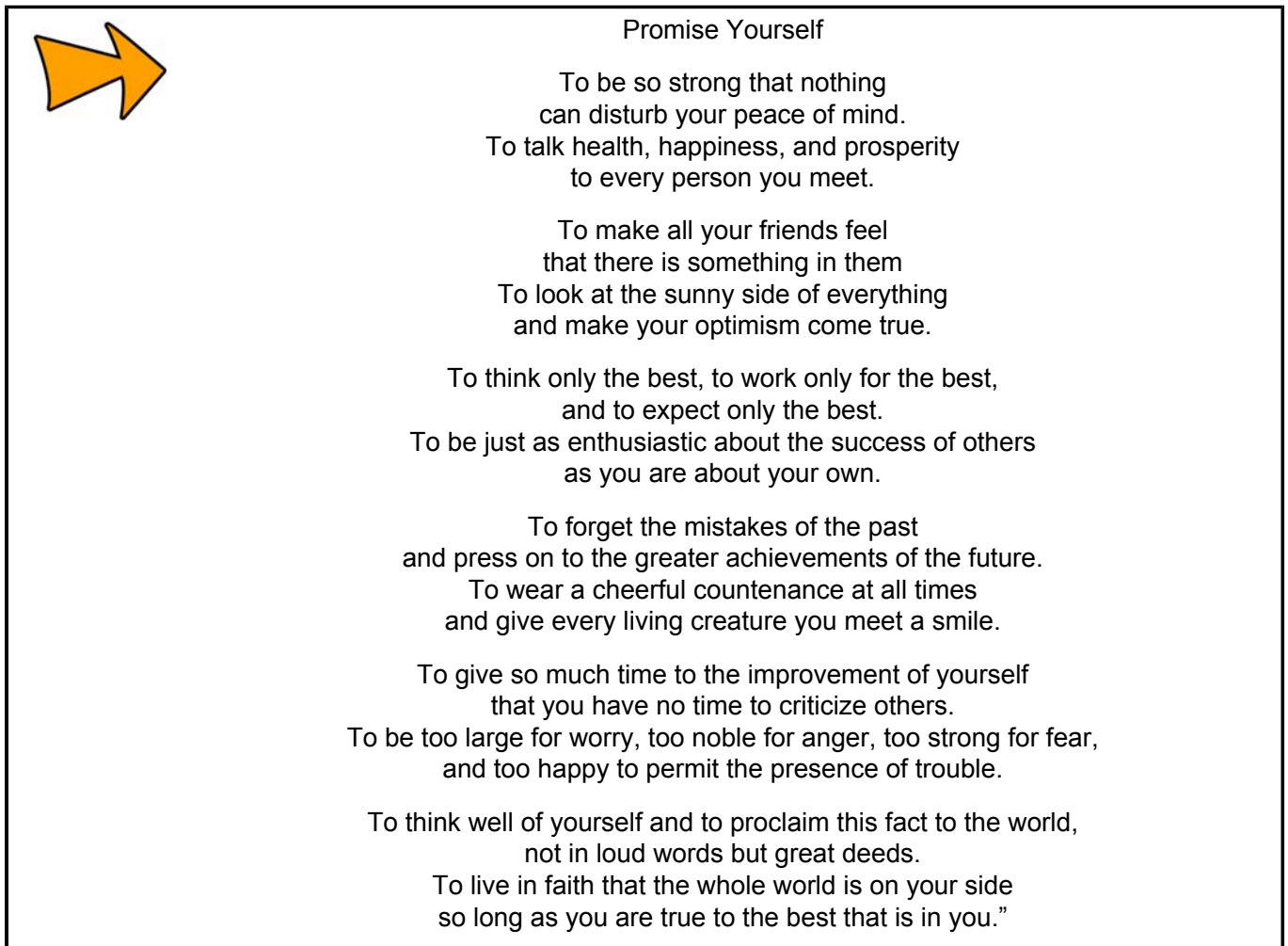


Figure A-6 The Promise, by Christian Larson

CONCLUSION

As you move to future education / work from organized activities provided by cadet training, the planning and scheduling of leisure time for physical fitness, nutritional and mental fitness activities becomes your responsibility. The information, challenges and strategies reviewed in this self-study package have provided you the resources to continue to sustain a healthy lifestyle.

Whether you use exercise equipment, small devices, online programs, individual or group support, it is your responsibility to participate in and adopt a healthy lifestyle. A plethora of resources may be used to address physical, nutritional and mental fitness.

As you progress into future training and education, the benefits of physical, nutritional and mental fitness will help you maintain a healthy lifestyle.



Congratulations, you have completed your self-study package on EO C504.01 (Reflect on Personal Fitness and Healthy Living). Hand your completed package to the Training Officer / Course Officer who will record its completion in your Master Cadet logbook.

THIS PAGE INTENTIONALLY LEFT BLANK

Canadian Physical Activity Guidelines

FOR YOUTH - 12 – 17 YEARS

Guidelines



For health benefits, youth aged 12-17 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. This should include:



Vigorous-intensity activities at least 3 days per week.



Activities that strengthen muscle and bone at least 3 days per week.



More daily physical activity provides greater health benefits.

Let's Talk Intensity!

Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder. Activities like:

- Skating
- Bike riding

Vigorous-intensity physical activities will cause teens to sweat and be 'out of breath'. Activities like:

- Running
- Rollerblading

Being active for at least 60 minutes daily can help teens:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

Parents and caregivers can help to plan their teen's daily activity. Teens can:

- Walk, bike, rollerblade or skateboard to school.
- Go to a gym on the weekend.
- Do a fitness class after school.
- Get the neighbours together for a game of pick-up basketball, or hockey after dinner.
- Play a sport such as basketball, hockey, soccer, martial arts, swimming, tennis, golf, skiing, snowboarding. . .

**Now is the time. 60 minutes
a day can make a difference.**



Canadian Sedentary Behaviour Guidelines

FOR YOUTH - 12 – 17 YEARS

Guidelines

For health benefits, youth aged 12–17 years should minimize the time they spend being sedentary each day. This may be achieved by



Limiting recreational screen time to no more than 2 hours per day; lower levels are associated with additional health benefits.



Limiting sedentary (motorized) transport, extended sitting and time spent indoors throughout the day.

The lowdown on the slowdown: what counts as being sedentary?

Sedentary behaviour is time when teens are doing very little physical movement. Some examples are:

- Sitting for long periods
- Using motorized transportation (such as a bus or a car)
- Watching television
- Playing passive video games
- Playing on the computer

Spending less time being sedentary can help teens:

- Maintain a healthy body weight
- Improve their self-confidence
- Do better in school
- Improve their fitness
- Have more fun with their friends
- Have more time to learn new skills

Cutting down on sitting down. Help teens swap sedentary time with active time!



Now is the time for teens to get up and get moving!



Canadian Physical Activity Guidelines

FOR ADULTS - 18 – 64 YEARS

Guidelines



To achieve health benefits, adults aged 18-64 years should accumulate at least 150 minutes of moderate- to vigorous-intensity aerobic physical activity per week, in bouts of 10 minutes or more.



It is also beneficial to add muscle and bone strengthening activities using major muscle groups, at least 2 days per week.



More physical activity provides greater health benefits.

Let's Talk Intensity!

Moderate-intensity physical activities will cause adults to sweat a little and to breathe harder. Activities like:

- Brisk walking
- Bike riding

Vigorous-intensity physical activities will cause adults to sweat and be 'out of breath'. Activities like:

- Jogging
- Cross-country skiing

Being active for at least 150 minutes per week can help reduce the risk of:

- Premature death
- Heart disease
- Stroke
- High blood pressure
- Certain types of cancer
- Type 2 diabetes
- Osteoporosis
- Overweight and obesity

And can lead to improved:

- Fitness
- Strength
- Mental health (morale and self-esteem)

Pick a time. Pick a place. Make a plan and move more!

- Join a weekday community running or walking group.
- Go for a brisk walk around the block after dinner.
- Take a dance class after work.
- Bike or walk to work every day.
- Rake the lawn, and then offer to do the same for a neighbour.
- Train for and participate in a run or walk for charity!
- Take up a favourite sport again or try a new sport.
- Be active with the family on the weekend!

**Now is the time. Walk, run,
or wheel, and embrace life.**



THIS PAGE INTENTIONALLY LEFT BLANK

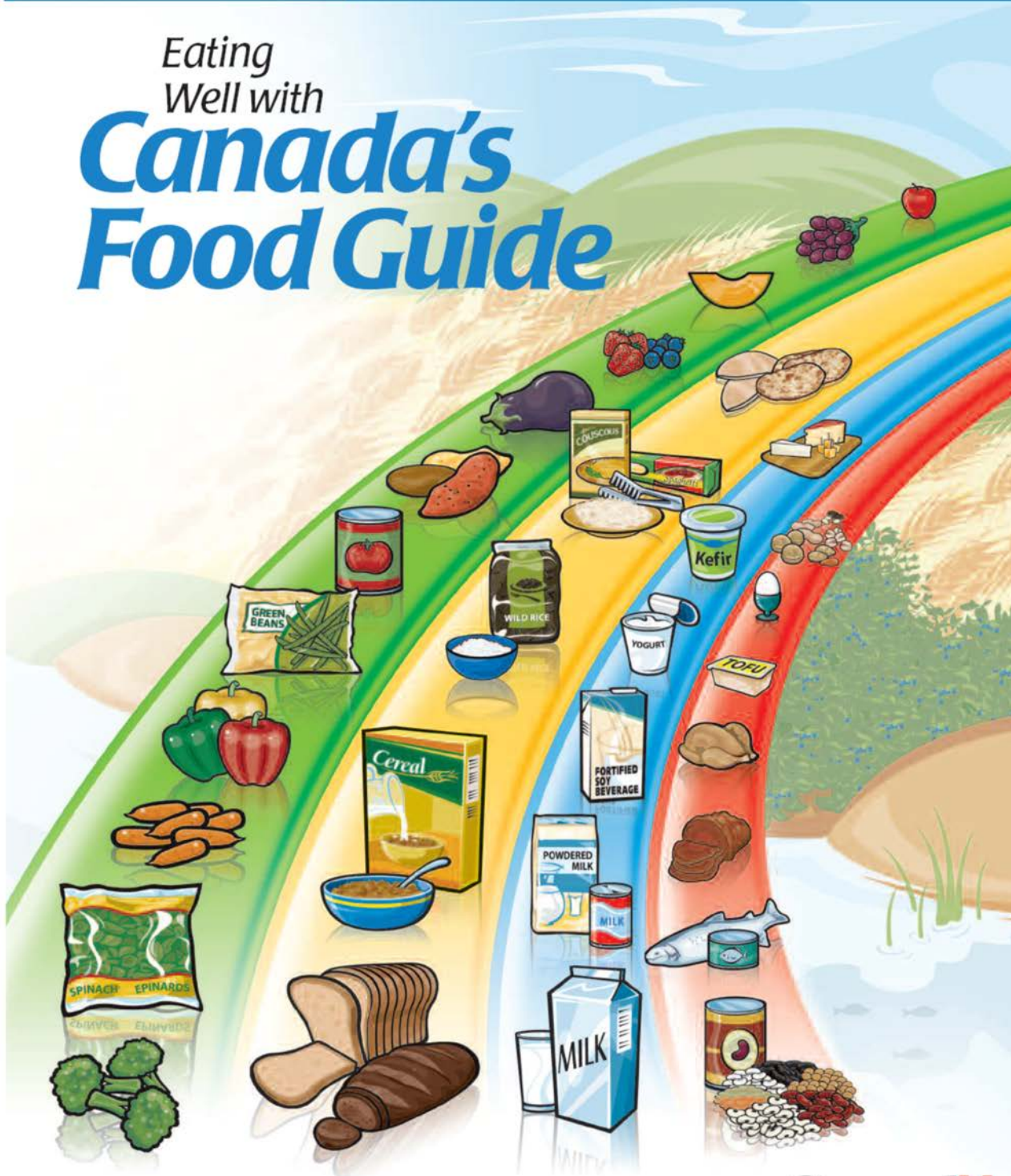


Health Canada Santé Canada

Your health and safety... our priority.

Votre santé et votre sécurité... notre priorité.

Eating Well with Canada's Food Guide



Canada

Recommended Number of Food Guide Servings per Day








Age in Years Sex	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Girls and Boys			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

What is One Food Guide Serving?
 Look at the examples below.

 <p>Fresh, frozen or canned vegetables 125 mL (½ cup)</p>		 <p>Leafy vegetables Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)</p>		 <p>Fresh, frozen or canned fruits 1 fruit or 125 mL (½ cup)</p>		 <p>100% Juice 125 mL (½ cup)</p>					
 <p>Bread 1 slice (35 g)</p>		 <p>Bagel ½ bagel (45 g)</p>		 <p>Flat breads ½ pita or ½ tortilla (35 g)</p>		 <p>Cooked rice, bulgur or quinoa 125 mL (½ cup)</p>		 <p>Cereal Cold: 30 g Hot: 175 mL (¾ cup)</p>		 <p>Cooked pasta or couscous 125 mL (½ cup)</p>	
 <p>Milk or powdered milk (reconstituted) 250 mL (1 cup)</p>		 <p>Canned milk (evaporated) 125 mL (½ cup)</p>		 <p>Fortified soy beverage 250 mL (1 cup)</p>		 <p>Yogurt 175 g (¾ cup)</p>		 <p>Kefir 175 g (¾ cup)</p>		 <p>Cheese 50 g (1 ½ oz.)</p>	
 <p>Cooked fish, shellfish, poultry, lean meat 75 g (2 ½ oz.)/125 mL (½ cup)</p>		 <p>Cooked legumes 175 mL (¾ cup)</p>		 <p>Tofu 150 g or 175 mL (¾ cup)</p>		 <p>Eggs 2 eggs</p>		 <p>Peanut or nut butters 30 mL (2 Tbsp)</p>		 <p>Shelled nuts and seeds 60 mL (¼ cup)</p>	



Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



THIS PAGE INTENTIONALLY LEFT BLANK

SOLUTIONS



Q1. What are the physical activity guidelines for youth ages 12–17 years?

A1. At least 60 minutes of moderate to vigorous activity daily. This should include: vigorous intensity activities at least 3 days per week and activities that strengthen muscle and bone at least 3 days per week.



Q2. What are the sedentary behaviour guidelines for youth ages 12–17 years?

A2. Minimize the time they spend being sedentary each day. This may be achieved by limiting recreational screen time to no more than 2 hours per day; limit sedentary (motorized) transport, extended sitting time and time spent indoors throughout the day.



Q3. What are the physical activity requirements for adults (18–64 years)?

Compare this answer to your answer for Question 1 (Youth Guidelines).

A3. Accumulate at least 150 minutes of moderate-to-vigorous-intensity aerobic physical activity per week, in bouts of 10 minutes or more. Add muscle and bone strengthening activities using major muscle groups, at least 2 days per week. The moderate-to-vigorous activity requirements are less for adults, the sessions shorter, strengthening activities go from 3 days to 2 days.



Q4. Set a SMART goal for one of the strategies you have listed above.

A4. Answers will vary. Goal should include SMART principles.



Q5. Based on the example above, if the time frame available for an activity was 60 minutes, and if this person's goal was to exercise at a vigorous intensity by bicycling, how fast would he have to bicycle? Circle the correct answer.

- a. Less than 16 kms per hour
- b. **More than 16 kms per hour**
- c. 8 kms per hour
- d. 7.2 kms per hour



Q6. Use the Nutrition Facts table below to circle the correct answer.

1. What is the serving size of the bread?	1 slice	2 slices	3 slices
2. How many calories are there in one slice of bread?	64	70	140
3. What is the % of sodium in the serving size?	12%	6%	24%
4. How many grams of sugar is in each slice of bread?	1g	2g	4g



Q7. In the example given below, which ingredient is present in the greatest amount?

A7. Whole wheat.



Q8. Fill in the box to make the following nutritional goal a SMART nutritional goal.

Goal:

To balance my food intake.

SMART Goal:

Answers will vary but should meet SMART goal principles.



Q9. True or False? Self-esteem means:

1	Having a healthy view of yourself	True
2	Having a quiet sense of self worth	True
3	Having a negative outlook	False
4	Feeling dissatisfied with yourself most of the time	False
5	Setting realistic goals	True



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 1

EO M507.01 – DEVELOP A PERSONALIZED SCHEDULE

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review year four CSTC training opportunities found at CATO 40-01 *Army Cadet Program Outline*, as the prerequisites for courses may change.

Review CSTC staff cadet advanced training opportunities found at CATO 13-28, *Advanced Training–Staff Cadets*, as the prerequisites for positions may change.

Photocopy Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 5 to orient the cadets to and generate interest in Master Cadet mandatory and complementary training opportunities as well as the On-the Job Practical Requirements (OJPR) and Master Cadet Logbook.

A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about summer training opportunities, leadership assignments and leadership appointments at the corps.

An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among the cadets as they develop a personalized schedule.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities in Master Cadet and have developed a personalized schedule for the training year(s).

IMPORTANCE

It is important for cadets to know what training will be conducted during Master Cadet training to give them an overview of what the training year(s) will entail. This lesson will help generate interest in the topics and provide a basis on which the cadet will balance school, work, personal and cadet commitments to establish a personalized schedule.

Teaching Point 1**Identify Master Cadet mandatory training common to the sea, army and air elements of the CCO.**

Time: 10 min

Method: Interactive Lecture

OVERVIEW

The training program is broken into performance objectives (POs), which are the overall subjects, and enabling objectives (EOs), which are the topics within each PO. Training is conducted as mandatory and complementary components. Master Cadet also sees the addition of two new topic areas, Professional Development and Personal Development.

MANDATORY TRAINING

Mandatory training encompasses the EOs that all cadets must complete throughout the training year(s). Master Cadet mandatory training is common for sea, army and air cadets. The number of periods allocated for mandatory training is minimal, to allow cadets more free time to tailor their training year(s) to suit their individual circumstances.

Community Service – PO 502 (Perform Community Service)

The aim of Master Cadet community service is to encourage the cadet to be an active citizen through participation in local community service activities. Cadets are expected to complete a prescribed number of hours of community service, with at least one of those activities completed with the community service leaning model, to meet the requirements of this PO.

Leadership – PO 503 (Lead Cadet Activities)

The aim of Master Cadet leadership is to provide the cadet with knowledge and skills to practice leadership during naturally occurring leadership assignments, structured leadership appointments, and a team leadership project. The cadet, as a member of a team, will:

- propose an exercise;
- plan an exercise;
- conduct an exercise; and
- conclude an exercise.

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

The aim of Master Cadet personal fitness and healthy living is to encourage the cadet to set and pursue fitness goals that contribute to an active lifestyle. Cadets are expected to complete the Cadet Fitness Assessment as well as a prescribed number of hours of physical fitness to satisfy the requirements of this PO.

General Cadet Knowledge – PO 507 (Serve in an Army Cadet Corps)

The aim of Master Cadet general cadet knowledge is to provide the cadet with information on the opportunities inherent in the Army Cadet Program and prepare the cadet for Master Cadet assessment of learning requirements. Cadets will identify the training opportunities available in Master Cadet.

Instructional Techniques – PO 509 (Instruct Cadets)

The aim of Master Cadet instructional techniques is to refine the cadet's skills in instructing a 30-minute lesson. Cadets are required to be successful on at least one assessment of their instructional skills during Master Cadet. Since Master Cadet cadets will normally be the primary instructors at the local corps, many opportunities exist

for them to develop their skills. Lessons can also be instructed at other locations, such as at Cadet Summer Training Centres (CSTCs), gliding centres, etc.

Personal Development – PO 513 (Attend a Workshop)

The aim of PO 513 (Attend a Workshop) is to provide the cadet with personal development to enhance common training skills. Workshops are intended to be tri-service and provide the opportunity for cadets to participate in consolidated training with peers from different corps and corps on a variety of topics related primarily to leadership and instructional techniques. Master Cadet cadets are expected to complete four workshops to successfully complete this PO.

Personal Development – PO 514 (Pursue Individual Learning)

The aim of PO 514 (Pursue Individual Learning) is to provide the cadet an opportunity to pursue an Army Cadet Program topic area using a personal learning plan to develop specialist skills. The participation and / or performance requirements are defined through an individual learning plan (ILP) that outlines a series of objectives to be met within the cadet's area of interest. The ILP is developed by the cadet in consultation with the Course Officer and Corps Training Officer and approved by the Commanding Officer (CO). The provision of a goal setting opportunity allows the cadet to pursue an area of personal interest related to the CP.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the aim of Master Cadet citizenship training?
- Q2. What is a cadet expected to complete to satisfy the requirements of PO 504?
- Q3. Will workshops be elemental or tri-service?

ANTICIPATED ANSWERS:

- A1. The aim of Master Cadet citizenship is to introduce the cadet to their roles and responsibilities as a citizen in a globalized world.
- A2. Cadets are expected to complete the Cadet Fitness Assessment as well as a prescribed number of hours of physical fitness to satisfy the requirements of PO 504.
- A3. Workshops are intended to be tri-service and provide the opportunity for cadets to participate in consolidated training with peers from different corps / corps on a variety of topics related primarily to leadership and instructional techniques.

Teaching Point 2

Identify Master Cadet complementary training opportunities.

Time: 10 min

Method: Interactive Lecture

MASTER CADET COMPLEMENTARY TRAINING

Master Cadet complementary training has been designed to be self-directed, self study and three periods (90 minutes) in length. The cadet will complete a minimum of three complementary packages. While the packages are self study, they are not intended to be treated as take home assignments. Instead, cadets shall be given time during a regular training session or day to complete the packages (eg, on a parade night when the cadet is not scheduled to instruct or lead an activity). However, there is nothing precluding a cadet from completing additional self study packages at any time, should they choose to do so.

COMMON COMPLEMENTARY TRAINING

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

Citizenship – PO 501 (Explain Global Citizenship)

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

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

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

Leadership – PO 503 (Lead Cadet Activities)

C503.01 (Examine Meeting Procedures) provides the cadet with an opportunity to learn to organize and facilitate meetings.

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

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

General Cadet Knowledge – PO 507 (Serve in an Army Cadet Corps)

C507.01 (Identify Service Opportunities for a Cadet Instructors Cadre [CIC] Officer) examines the choices available to a senior cadet who, upon leaving the CP, chooses to enroll as a member of the CIC. Service opportunities range from local corps to supervising national activities.

C507.02 (Identify Volunteer Opportunities with the Army Cadet League League of Canada [ACLC]) examines the options available to a senior cadet who, upon leaving the CP, chooses to support it by volunteering with the ACLC. This option may suit youth who cannot or do not wish to enroll in the CIC. This self study package includes the opportunity to meet with a member of the corps sponsoring committee.

C507.03 (Reflect Upon the Cadet Experience) provides the tools for a cadet to discover the skills and experience the CP has provided them. It also examines the need to set goals, both short and long term and how to achieve them using an action plan.

Instructional Techniques – PO 509 (Instruct Cadets)

C509.01 (Monitor Instruction) provides cadets with the knowledge and tools to evaluate instruction. This is accomplished through self study and the practical observation of a class.

ELEMENTAL COMPLEMENTARY TRAINING

Elemental training self study packages are available in four topic areas.

Field Training – PO 521 (Investigate Human Impact on Ecosystems)

C521.01 (Recognize the Impacts of Human Activity on Ecosystems) provides cadets with information to understand the concept of ecosystems and to recognize the changes and impacts on ecosystems from outdoor recreation activities and lifestyle choices.

Navigation – PO 522 (Analyze Map Topography)

C522.01 (Analyze Map Topography) provides cadets with an opportunity to build a relief map and to analyse an important historical battle from a topographical perspective.

Outdoor Leadership – PO 525 (Assess Risk)

C525.01 (Examine Elements of Safety and Risk Management) provides cadets with an opportunity to discover how accidents, safety and risks are related, to understand negative and positive behaviours during expedition and to familiarize themselves with a risk management plan.

C525.02 (Recognize Individual Behaviour During an Expedition) is intended to have cadets recognize how various differences between genders, fear, anxiety and waste management, to name only a few have an impact on cadets' experience in the field. Case studies allow reflection on various situations leaders may have to deal with during outdoor adventure activities (OAAs).

C525.03 (Analyze Situations Using Risk Management Strategies) provides cadets with information on judgment and decision-making. Real-life stories are also presented to allow the cadet to analyze and evaluate their skills and to learn from other people's challenges and successes.

Canadian Forces and Outdoor Community – PO 527 (Identify Canadian Army and Outdoor Leadership Educational and Career Opportunities)

C527.01 (Examine Canadian Army and Outdoor Leadership Educational and Career Opportunities) provides guidance to cadets who may be contemplating a career in the Canadian Army or in the Outdoor Leadership field. It also outlines the subsidized educational opportunities the Canadian Army offers for its careers.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How is Master Cadet complementary training designed?
- Q2. Describe C507.01 (Identify Service Opportunities for a Cadet Instructors Cadre [CIC] Officer).
- Q3. Describe C525.02 (Recognize Individual Behaviour During an Expedition).

ANTICIPATED ANSWERS:

- A1. Master Cadet complementary training has been designed to be self-directed, self study and three periods (90 minutes) in length.
- A2. C507.01 (Identify Service Opportunities for a Cadet Instructors Cadre [CIC] Officer) examines the choices available to a senior cadet who, upon leaving the CP, chooses to enroll as a member of the CIC. Service opportunities range from local corps participation to supervising national activities.
- A3. C525.02 (Recognize Individual Behaviour During an Expedition) is intended to have cadets recognize how various differences between genders, fear, anxiety and waste management, to name only a few have an impact on cadets' experience in the field. Case studies allow reflection on various situations leaders may have to deal with during outdoor adventure activities (OAAs).

Teaching Point 3**Review summer training opportunities.**

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to review summer training opportunities using the tips for answering / facilitating discussion and the suggested questions provided.

STAFF CADET ADVANCED TRAINING

The information below provides a brief introduction of what a staff cadet is and the types of opportunities that exist for them. To obtain more detailed and up-to-date information, CATO 13-28, *Advanced Training—Staff Cadets* should be consulted prior to conducting this lesson.

CATO 13-28, *Advanced Training—Staff Cadets*, defines staff cadets as follows:

- Staff cadets are appointed to such rank as is authorized by the Commanding Officer (CO) of a CSTC established to conduct summer training.
- On the authority of the CO of the CSTC, staff cadets may be requested to participate in advanced training, including instructional, supervisory or administrative functions that are approved by the Regional Cadet Support Unit (RCSU) CO for that training centre.
- Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.
- Staff cadets are not employees. Participation by the staff cadet during authorized CSTC summer training constitutes advanced training.



While staff cadets are not considered employees, they do receive pay during their time at a CSTC. Each position has a designated rank that corresponds to pay incentive. For more details see Annexes B and E of CATO 13-28, *Advanced Training—Staff Cadets*.

Staff cadet classifications are divided into two distinct categories:

- Type 1—provide direct training to cadets (eg, platoon warrant officer and instructor), and
- Type 2—have administrative / support roles (eg, storesman, canteen clerk, and photographer).



Prerequisites are outlined in CATO 13-28, *Advanced Training—Staff Cadets* for each individual position.



A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

CADET SUMMER TRAINING CENTRE (CSTC) COURSES

COMMON COURSES



Common courses are available to sea, army, and air cadets.



Refer to CATO 40-01, *Army Cadet Program Outline* for prerequisites.

Military Band – Advanced Musician. The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training.

Pipe Band – Advanced Musician. The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of pipe band music training.

ELEMENTAL COURSES

Advanced Training Courses and Exchanges. Details on advanced training may be found in CATO 42-05. Courses available include:

- Royal Canadian Army Cadets National Rifle Team (RCAC NRT);
- Canadian Forces Basic Parachuting Course;
- Outward Bound – Scotland
- Outward Bound – Wales
- Maple Leaf – England; and
- Army Cadet Exchanges (ACE) – Various countries.

Leadership and Challenge. The aim of this course is to develop, through the use of unique advanced adventure training leadership and challenge development activities, a self-aware outdoor leader with the skills and subject matter knowledge required to act as an activity leader at a Cadet Corps, Expedition Centre or Cadet Summer Training Centre (CSTC).

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What is the age requirement for staff cadet advanced training?
- Q2. What common CSTC courses are available to Master Cadet candidates?
- Q3. What elemental CSTC courses are available to Master Cadet candidates?



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



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

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4**Review leadership assignment and leadership appointment opportunities at the corps.**

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to review leadership assignment and appointment opportunities in the corps using the tips for answering / facilitating discussion and the suggested questions provided.

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.



Leadership assignments in Master Cadet may be the same as Silver Star or of longer duration / complexity. Each cadet should have already completed at least three leadership assignments during Silver Star and Gold Star.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. These may be organizational appointments (eg, Platoon Warrant Officer), training appointments (eg, Star Level Instructor) or supplementary appointments (eg, Drill Team Commander). These appointments must be based on the frequency and duration of the major duties or tasks. The team leader must meet with their team on a number of occasions. Leadership appointments may be held by a single Master Cadet candidate (eg, Drill Team Commander) or cadets may rotate through a position (eg, canteen clerk).

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

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



During Master Cadet training, each cadet will be assessed at least once on a leadership assignment and once while fulfilling a leadership appointment.



Ensure a list of leadership appointments has been developed by the Training Officer before instructing this class. Below is a sample list of leadership appointments

SAMPLE MASTER CADET LEADERSHIP APPOINTMENTS

Organizational Appointments include:

- Regimental Sergeant Major,
- Company Sergeant Major
- Drill Sergeant Major,
- Platoon 2IC, and
- Flag Party Commander.

Training Appointments include:

- Star Level Instructor,
- Expedition Instructor,
- Air Rifle Marksmanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

Supplementary Appointments include:

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.



Master Cadet candidates will typically be assigned the leadership appointments of Platoon warrant officers or supplementary appointments. As required, Master Cadet candidates may be assigned various other organizational and training appointments.



For the purposes of PO 503 (Lead Cadets), Master Cadet candidates will be required to fulfill a leadership appointment that meets the criteria defined above. This requires that the appointment involves an assigned, established team of cadets outside the Master Cadet candidates's peer group. In some circumstances, some of the examples given may not meet these criteria (eg, a smaller corps may not have a drill sergeant major).

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS

- Q1. What is the difference between a leadership assignment and a leadership appointment?
- Q2. What leadership appointments are available at the corps?
- Q3. Do you have any concerns knowing that you will fill a leadership appointment during this training year?



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



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

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5**Explain the OJPR and Master Cadet Logbook.**

Time: 20 min

Method: Interactive Lecture

On-the-Job Training (OJT)

To provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the CP cannot apply. The cadet participates in authorized sessions and training days / weekends with the corps. Within the 30 sessions and 10-day construct of the Corps Program, all time beyond that required to complete mandatory and complementary training is allocated to OJT and completion of the different components of the Assessment of Learning Plan.

Under the supervision of the Crse O, or designated representative, the cadet completing OJT is responsible for performing a variety of leadership appointments, leadership assignments, leadership projects and instructional responsibilities. Cadets may also be assigned general administrative, support and supervision roles and responsibilities. While the unique nature of each corps dictates the exact OJT experience a cadet will have, at a minimum the cadet shall be provided with suitable assessment for learning and assessment of learning opportunities as outlined in the Assessment of Learning Plan.

On-the-Job Practical Requirements (OJPR)

OJPR are the set of practical requirements needed to satisfy the assessment of learning plan. Practical requirements are a component of the following POs.

PO 502 (Perform Community Service)

The cadet is required to develop a community service plan describing how they will perform community service over the training year(s). The assessment of learning requires that cadets complete at least 45 hours of community service to complete this practical requirement without difficulty. If cadets complete 70 hours or more of community service, they have exceeded the standard.

PO 503 (Lead Cadet Activities)

The cadet is required to complete at least one leadership assignment, leadership appointment and leadership project during the training year(s). The assessment of learning provides details on how each task is evaluated. In addition to the three formal assessments, cadets are provided additional leadership assignments, appointments and projects through the course of their normal duties at the corps.

PO 504 (Adopt an Active Lifestyle)

The cadet is required to complete a minimum of 60 minutes of moderate - to vigorous-intensity physical activity (MVPA) daily for 24 days over four consecutive weeks. If cadets complete a minimum of 60 minutes of MVPA daily for 28 days over four consecutive weeks, they have exceeded the standard.

PO 509 (Instruct Cadets)

The cadet is required to complete at least one formally assessed period of instruction during Master Cadet. The assessment of learning provides details on evaluation. In addition to this formal assessment, cadets will be provided many additional opportunities to instruct through the course of their normal duties at the corps.

PO 513 (Attend a Workshop)

The cadet will complete four regionally facilitated workshops.

PO 514 (Pursue Individual Learning)

Cadets are required to complete a minimum of one ILP over the course of the training year(s). The assessment of learning provides details on evaluation. The cadet's ILP must meet the criteria set out within the assessment activity instructions by identifying learning needs, learning activities, target dates, learning resources, measures of success and a final report description.

Master Cadet Logbook

A-CR-CCP-705/PW-001, *Royal Canadian Army Cadets Master Cadet Logbook*, is provided to the cadet as a tool to help guide and track their progress. The content of the Master Cadet Logbook consists of a summary of pertinent information regarding OJT and requirements of the Assessment of Learning Plan and Assessment Instruments. It is intended that Master Cadet cadets keep their logbook updated and seek guidance from their supervisor(s) to obtain the required signatures. Once completed, the Master Cadet Logbook is retained by the cadet to record future service.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS:

- Q1. Is Master Cadet training scheduled in the same manner as previous years?
- Q2. What are the OJPR for PO 502 (Perform Community Service)?
- Q3. What will cadets do with their Master Cadet Logbook upon completion of Master Cadet?

ANTICIPATED ANSWERS:

- A1. No, to provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the cadet program cannot apply.
- A2. The cadet is required to develop a community service plan describing how they will perform community service over the training year(s). The assessment of learning requires that cadets complete at least 45 hours of community service to complete this practical requirement without difficulty. If cadets complete 70 hours or more community service, they have exceeded the standard.
- A3. Once completed, the Master Cadet Logbook is retained by the cadet to record future service.

Teaching Point 6

Have the cadets develop a personalized schedule.

Time: 30 min

Method: In-Class Activity

ACTIVITY

Time: 30 min

OBJECTIVE

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

RESOURCES

- Master Cadet Logbook,
- Current corps training schedule, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Provide each cadet with a pen / pencil, current corps training schedule and Master Cadet Logbook.
2. Have the cadets complete the agenda section of their Master Cadet Logbook, filling in the dates and months and year.
3. Have the cadets record the date(s) they are required to instruct at the corps for the training year. Remind cadets that this information is subject to changes in the training schedule and should be updated as required.
4. Have the cadets record any other corps commitments where they are required to attend. For example, they may be appointed marksmanship assistant as a leadership appointment and marksmanship practices occur each week on Wednesday evenings.
5. Have cadets record their school, work or extracurricular activities as required.
6. Discuss with the cadets the importance of managing their time effectively and using their agenda to record other commitments as they occur. The date and time of community service commitments, when they will work on their leadership project with their team and milestones of their ILP can all be recorded in the agenda.
7. Allow the cadets the remaining time to add other items to their personalized schedule while providing assistance and guidance as required.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 6

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

END OF LESSON CONFIRMATION

The cadets' production of a personalized schedule will serve as the confirmation of the lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being aware of the topics to be covered during Master Cadet training will help generate interest in the training year. Being aware of the time requirements needed to complete Master Cadet will ensure cadets are able to balance the cadet activities with other activities and achieve success in both.

INSTRUCTOR NOTES / REMARKS

This EO should be scheduled as early as possible in the training year. See the sample schedule located at Chapter 2, Annex C.

REFERENCES

A0-035 CATO 13-28 Director Cadets 2. (2006). *Advanced training–Staff cadet*. Ottawa, ON: Department of National Defence.

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

MASTER CADET POs AND EOs	
Citizenship	
PO 501 (Explain Global Citizenship)	
C501.01	Reflect Upon What it Means to be a Good Canadian Citizen
C501.02	Reflect Upon Individual Global Citizenship
C501.03	Analyze a Global issue
Community Service	
PO 502 (Perform Community Service)	
M502.01	Perform 45 Hours of Individual of Community Service
Leadership	
PO 503 (Lead Cadet Activities)	
M503.01	Create a Proposal
M503.02	Prepare an Exercise
M503.03	Conduct an Exercise
M503.04	Conclude an Exercise
C503.01	Examine Meeting Procedures
Personal Fitness and Healthy Living	
PO 504 (Adopt an Active Lifestyle)	
M504.01	Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness
C504.01	Reflect on Personal Fitness and Healthy Living
General Cadet Knowledge	
PO 507 (Serve in an Army Cadet Corps)	
M507.01	Develop a Personalized Schedule
C507.01	Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer
C507.02	Identify Volunteer Opportunities With the Army Cadet League of Canada (ACLC)
C507.03	Reflect Upon the Cadet Experience
Instructional Techniques	
PO 509 (Instruct Cadets)	
C509.01	Monitor Instruction
Personal Development	
PO 513 (Attend a Workshop)	
Personal Development	
PO 514 (Pursue Individual Learning)	
Field Training	
PO 521 (Investigate Human Impact on Ecosystems)	
C521.01	Recognize the Impacts of Human Activity on Ecosystems
Navigation	
PO 522 (Analyze Map Topography)	
C522.01	Analyze Map Topography

Outdoor Leadership PO 525 (Assess Risk)	
C525.01	Examine Elements of Safety and Risk Management
C525.02	Recognize Individual Behaviour During an Expedition
C525.03	Analyze Situations Using Risk Management Strategies
Canadian Forces and Outdoor Community PO 527 (Identify Canadian Army and Outdoor Leadership Educational and Career Opportunities)	
C527.01	Examine Canadian Army and Outdoor Leadership Educational and Career Opportunities



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 2

**EO C507.01 – IDENTIFY SERVICE OPPORTUNITIES
FOR A CADET INSTRUCTORS CADRE (CIC) OFFICER**

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

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

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail service opportunities for a CIC officer at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have identified service opportunities for a CIC officer.

IMPORTANCE

It is important for cadets to be aware of the various service opportunities for a CIC officer if they choose to enrol as a CIC officer. By being aware of these opportunities, they will be able to make a more informed decision about enrolling and what direction they want their service to take.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet identify service opportunities for a CIC officer.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

A decision to serve in the Canadian Forces (CF) must not be made lightly. A decision to serve as a CIC officer can be made easier by identifying the various ways that CIC officers are employed.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A0-194 CATO 23-01 Director Cadets 6. (2007). *Recruitment / enrollment–Officers of the cadet instructors cadre (CIC)*. Ottawa, ON: Department of National Defence.

A0-195 CATO 21-03 Director Cadets 2. (2007). *Corps / squadron establishments staffing priorities and authorized paid days*. Ottawa, ON: Department of National Defence.

A0-196 CATO 23-11 Director Cadets 6. (2007). *Cadet instructors supporting cadet activities without pay*. Ottawa, ON: Department of National Defence.

A0-197 CATO 23-10 Director Cadets 2. (2006). *Reserve service opportunity selection process*. Ottawa, ON: Department of National Defence.

A0-198 Department of National Defence. (2009). *Reserve service opportunities*. Retrieved October 29, 2009, from <http://www.cadets.ca/employment-emploi.aspx>

A0-199 Department of National Defence. (2009). *CIC–Cadet instructors cadre*. Retrieved October 29, 2009, from <http://www.vcds.forces.gc.ca/cic/index-eng.asp>

A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

A2-031 CATO 40-01 Director Cadets Senior Staff Officer Army Cadets. (2009). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

A3-029 CATO 51-01 Director Cadets Senior Staff Officer Air Cadets. (2009). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer



- SECTION 1: ENROLMENT STANDARDS FOR THE CIC**
- SECTION 2: CORPS / SQUADRON SERVICE OPPORTUNITIES**
- SECTION 3: REGIONAL SERVICE OPPORTUNITIES**
- SECTION 4: CADET SUMMER TRAINING CENTRE (CSTC) SERVICE OPPORTUNITIES**
- SECTION 5: NATIONAL SERVICE OPPORTUNITIES**

SECTION 1
ENROLMENT STANDARDS FOR THE CIC

THE CIC MILITARY OCCUPATION STRUCTURE IDENTIFICATION (MOSID)


The CIC is a Personnel Branch of the Canadian Forces (CF). It celebrated its 100th anniversary in 2009 making it one of the oldest components of the CF. Every member of the CF belongs to an occupation or trade and CIC officers are no exception. Each trade is assigned an identification code. The Cadet Instructors Cadre officers' MOSID is 00232-01 for naval elemental officers, 00232-02 for army elemental officers and 00232-03 for air elemental officers.



Figure A-1 CIC Branch Flag

Note. From Cadets Canada, 2010, *CIC Branch Flag*. Retrieved February 19, 2010, from <http://www.cadets.ca/content-contenu.aspx?id=80615>

The CIC is the largest Personnel Branch of the CF with numbers in excess of 6000 members. Officers of the CIC, as CF members, fall under the authority of the *National Defence Act*, the law which governs Canada's military, and are subject to the same rules and regulations as any other member of the reserve force or regular force. This obligation to maintain a high standard of personal conduct is important as in many communities throughout Canada, the CIC may be the only uniformed members of the CF, and as such, reflect the CF as a whole.

	Have any of your friends enrolled in the CIC?

CADET ORGANIZATIONS ADMINISTRATION AND TRAINING SERVICE (COATS)

The CF is composed of two main forces: the regular force and the reserve force . The regular force (Reg F) consists of full-time members of Canada's military. The reserve force consists of members who, while still

members of the military, serve part-time. The reserve force is composed of the Primary Reserve (P Res), Supplemental Reserve (Supp Res), Canadian Rangers (Rangers) and COATS. Members of the P Res are trained in similar occupations available to Reg F members. The Supp Res acts as a holding list of recently released CF members who may, in the event of a national emergency or as operationally required, be recalled to active service. Rangers provide a military presence in remote, isolated and coastal communities of Canada. Its members are trained to perform their unique roles as the eyes and ears of the CF in those areas. COATS consists of members of the CIC as well as other members of the CF not belonging to the CIC MOSID who work with the Canadian Cadet Organizations (CCO). In addition to the CIC MOSID, COATS includes two other occupations: General Service Officer (COATS GS-OFF) and General Service Non-Commissioned Member (COATS GS-NCM). COATS GS-OFF and COATS GS-NCM MOSIDS exist to allow Reg F and P Res officers and NCMs to transfer to another sub-component for employment in support of the Cadet Program (CP). This ensures the CF that these trained and experienced members can be retained to assist with the management, administration and delivery of the CP.

BASIC ENROLMENT STANDARDS

To be eligible for enrolment within a CIC MOSID, an individual must:

- be a Canadian citizen;
- be of good character and standing in the community and recommended by a cadet organization commanding officer, parent committee or the corresponding provincial league;
- have reached the minimum enrolment age of 18 and be able to complete at least one year of service before reaching the CIC Compulsory Retirement Age (CRA) of 65;
- meet the medical standards prescribed in CANFORGEN 070/07. Normally, the applicant must have a medical category no lower than V4 CV3 H3 G3 O3 A5. An applicant with a medical category below this standard but not lower than V4 CV3 H4 G4 O4 A5 may be accepted if the command surgeon approves the medical limitations and certifies that any medical condition will not be aggravated by military service; and



Did you know?

The Medical Category System in the CF assigns numerical values to Visual Acuity (V), Color Vision (CV), Hearing (H), Geographical Factor (G), Occupational Factor (O) and Air Factor (A). A lower value indicates a higher ability within the category. The CIC Medical Category is therefore less restrictive than, for example, a pilot for which V1 CV2 H2 G2 O2 A1 is the lowest acceptable category.

- have a high school diploma or equivalent. In exceptional circumstances, with the approval of Director Cadets and Junior Canadian Rangers (D Cdts & JCR), an applicant who does not hold a high school diploma may be enrolled. Education waivers shall only be granted in situations where the CCO benefits.



Activate Your Brain #1:

Are CIC officers members of the CF?



Activate Your Brain #2:

What education requirements are needed for enrolment in the CIC?

SECTION 2
CORPS / SQUADRON SERVICE OPPORTUNITIES

CORPS / SQUADRON

Corps / Squadron Establishments

The majority of CIC officers serve within corps and squadrons across Canada. Each corps / squadron has an authorized establishment, a collection of all military and civilian positions within an authorized organizational structure of the Department of National Defence (DND). Corps / squadron establishments are linked to corps / squadron quotas as determined by CATO 12-21, *Cadet Corps / Squadrons Annual Report*. The number of allocated positions on a corps / squadron establishment as determined by corps / squadron quota can be found in CATO 21-03, *Cadet Corps / Squadron Establishments Staffing Priorities and Authorized Paid Days*.

Corps / Squadron Quota as determined by CATO 12-21	Cadet Corps / Squadron Automated Establishment Report (AER)–Authorized Paid CIC Positions by Rank			Total Number of Paid CIC Positions on AER	Authorized Specialist Days
A	B	C	D	E	F
	Maj/LCdr	Capt/Lt(N)	Capt/Lt(N)/ Lt/SLt / 2Lt/ASlt / OCdt / NCdt		
< 30		1	4	5	5 days
30–59		2	4	6	6 days
60–89		2	5	7	7 days
90–119	1	2	5	8	8 days
120–149	1	3	5	9	9 days
150–179	1	3	6	10	10 days
180–209	1	4	6	11	11 days
210–239	1	4	7	12	12 days
240–269	1	4	8	13	13 days
270–299	1	5	8	14	14 days
> 300	1	6	8	15	15 days

Figure A-2 CIC Paid Positions Scale–Corps/Squadron Establishments and Specialist Days

Note. From *Cadet Corps / Squadron Establishments Staffing Priorities and Authorized Paid Pays* (p. A-1/2), by Director Cadets 2, 2007, Ottawa, ON: Department of National Defence.

If a cadet corps / squadron has a vacancy on their establishment, a new CIC officer can be enrolled and fill one of these positions. If no position exists, the new CIC officer may be enrolled and fill a position on a regional / detachment holding list and volunteer with the cadet corps / squadron.



Figure A-3 CIC Corps / Squadron Officer

Note. From Cadets Canada, 2010, *About the CIC*. Retrieved February 19, 2010, from <http://www.cadets.ca/assets/0/121/401/2421/3811/a75e2dac-7cd5-4914-82b6-553ee43f0c80.jpg>

Paid Days

Commanding officers of a corps / squadron can be paid up to 35 days per year with all other officers on strength being eligible for 25 days per year. CIC officers on holding lists / regional establishments that are volunteering at a corps / squadron are only paid when hired for service outside the corps / squadron. As positions on a corps / squadron establishment become available volunteering CIC officers may be transferred to it. In addition to the maximum paid days for corps / squadron training, a CIC officer may be paid for additional Class A or Class B reserve service while attending a course or performing other duties.



Did you know?

There are three classes of reserve service.

- **Class A Service.** Class A service is used for periods of employment not exceeding 12 days. CIC officers are frequently employed on Class A service, for example, corps / squadron pay each month, working two days at a marksmanship competition, etc.
- **Class B Service.** Class B service is used for periods of employment over 13 days. For any Class B Service over 90 days a job posting message must be advertised to allow qualified individuals to express their interest in the position. CIC officers are sometimes employed on Class B service, for example, attending a CIC training course (for 15 days), working at a CSTC (for more than 12 days), working a four-

month temporary position at a regional headquarters, assuming a full-time position of Area Cadet Officer (ACO) at a detachment / region, etc.

- **Class C Service.** Class C service is used when P Res members employed full time in an operational capacity. It may also be used, under exceptional circumstances, when a reservist is serving in a non-operational Reg F position. CIC officers are never employed on Class C service and even P Res members require approval from the Vice-Chief of Defence Staff (VCDS).

TECHNICAL TRAINING ESTABLISHMENTS

Technical training establishments are training centres that are required to augment the corps / squadron program by providing specialized training not available at each corps / squadron. Without technical training establishments, cadets would not be able to satisfy the minimum requirements of mandatory training. Each technical training establishment is run by a coordinator, selected by the region, to plan and deliver training at their centre. Most of these coordinators are also corps / squadron CIC officers. They select and hire other CIC officers on Class A service as staff.

Regional Cadet Sailing Schools (Sail Centres)

Sail centres augment sea cadet phase training by providing sail training and on-the-water opportunities not available at a corps. Opportunities exist at sail centres for CIC officers to be employed as sail centre coordinators or sail centre instructional staff. The maximum number of paid days varies by region and position. Each sail centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre.



Figure A-4 Sail Centre Training

Note. From Regional Cadet Support Unit (Eastern), 2010, *Eastern Region Nautical Training*. Retrieved February 19, 2010, from <http://cms.cadets.gc.ca/assets/0/121/423/427/443/3403/3421/3423/3439/a409501d-5351-4a6c-be4a-952fcfdb5e8f.jpg>

Regional Army Cadet Expedition Centres (Expedition Centres)

Expedition centres augment the army cadet star program by providing navigation training and expedition opportunities not available at a corps. Opportunities exist at expedition centres for CIC officers to be employed as expedition centre coordinators or instructional staff. The maximum number of paid days varies by region and position. Each expedition centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre.



Figure A-5 Expedition Centre Training

Note. From Regional Cadet Support Unit (Prairie), 2010, *Program Description*. Retrieved February 19, 2010, from <http://www.cadets.ca/assets/0/121/379/3617/9166/e1eb1423-e31f-4f23-a707-e0fc93ef52ec.jpg>

Regional Cadet Air Operations (Gliding Centres)

Gliding centres operate year-round in support of the squadron program and summer training. Gliding centres augment the air cadet proficiency level program by providing aviation training and gliding opportunities not available at a squadron. Opportunities exist at gliding centres for CIC officers to be employed as gliding centre coordinators, pilots, ground crew or instructional staff. The maximum number of paid days varies by region and position. Each gliding centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre. During the summer months, the 5 regional centres operate as CSTCs and are responsible for delivering programs which may include Basic Aviation, Advanced Aviation, Glider Pilot Scholarship and Power Pilot Scholarship.



Figure A-6 Gliding Centre Training

Note. From Cadets Canada, 2010, *Air Cadet 2009 CSTC Course Listings*. Retrieved February 19, 2010, from <http://www.cadets.ca/assets/0/121/401/2421/3811/79dc086b-d5f2-4ee6-9526-81c7492440c1.jpg>



Have any of your friends worked at a technical training establishment?



Activate Your Brain #3:

How many paid positions are there on the establishment of a corps / squadron with less than 30 cadets?



Activate Your Brain #4:

What is Class A service?

SECTION 3 REGIONAL SERVICE OPPORTUNITIES

REGIONALLY DIRECTED ACTIVITIES (RDAs)

RDAs are activities that Regional Cadet Support Unit (RCSU) COs conduct annually within their regions. RDAs augment the corps / squadron program by maintaining the cadets' interest in specific areas of cadet training and allow RCSU COs to tailor the overall CP to match regional interests and capitalize on regional opportunities and resources. RDAs fall into two categories: non-discretionary and discretionary. Many RDAs require the support of corps / squadron officers to plan and implement and are hired on Class A service.



Figure A-7 Provincial Biathlon Championships

Note. From Trek Earth, 2010, *Photos*. Retrieved February 19, 2010, from <http://www.trekearth.com/gallery/photo320887>

Non-discretionary

Non-discretionary RDAs include regional activities used to select cadets for national competitions and as such must be funded and conducted. Non-discretionary RDAs include:


- zone, provincial and / or regional marksmanship championships,
- zone, provincial and / or regional biathlon championships,
- inter-provincial exchanges,
- sea cadet program zone, provincial and / or regional regattas, and
- army cadet program regional expeditions.

For regions to facilitate these events, CIC officers are hired on Class A service. In many cases, individuals selected for service are asked to return in future years based on performance, as well as a need to train a base of experienced personnel.

Discretionary

In addition to activities programmed in the corps / squadron program, other activities may be organized, funded and conducted under the supervision of the RCSU, as determined by the RCSU CO. Selected activities must be focused on achieving the CP aim. Possible activities include:

- drill and ceremonial activities, such as ceremonial parades and / or drill competitions;
- leadership training activities, such as senior cadet training concentrations or effective speaking competitions;
- recreational sports activities, such as inter-corps / squadron competitions, tabloid sports, etc;
- air rifle marksmanship activities, such as training sessions, competitions and / or civilian events;
- additional summer / winter biathlon activities, such as training sessions, competitions and / or civilian events;
- music training activities, such as training sessions, honour bands, and / or band competitions for both military bands and pipe bands;
- first aid activities, such as training courses and / or competitions;
- CF familiarization activities, such as visits to CF facilities, C7 rifle firing, attending CF displays or demonstrations, interacting with CF members or units, etc;
- Duke of Edinburgh's Award Program activities, such as briefings or presentations to corps / squadron staff.

	Now that you know what RDAs are, list the ones you've participated in during your cadet training.
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	

As with non-discretionary RDAs, in order for regions to facilitate these events, CIC officers are hired on Class A service. In many cases, individuals selected for service are asked to return in future years based on performance as well as a need to train personnel.



Activate Your Brain #5:

What is the difference between non-discretionary and discretionary RDAs?

CADET DETACHMENT / REGIONAL CADET SUPPORT UNIT (RCSU)

Many of the positions at cadet detachments / RCSUs are filled by CIC officers who perform full-time Class B service. They are selected based on their qualifications and experience with the CP. They assist in the management of CP on behalf of the RCSU CO and work alongside other Reg F and P Res members.

Cadet Detachment

Cadet detachments are found in some regions and serve as a way to better manage cadet corps / squadrons. Detachments are led by a detachment commander who manages a staff of officers and NCMs who are responsible for all the cadet corps / squadrons in that area. The cadet detachments are primarily involved in the implementation of the CP within the region and their staff perform tasks, such as claims, travel arrangements and approving training activities proposed by corps / squadron commanding officers.

Positions at cadet detachments that CIC officers could fill include ACO, Detachment Movements Officer or Detachment Commander. Positions will vary by region and detachment.

Regional Cadet Support Unit (RCSU)

The CP in Canada is delivered by six RCSUs spread across the country.

- RCSU (Atlantic)–RCSU (A) includes all cadet units in the provinces of Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland and Labrador,
- RCSU (Eastern)–RCSU (E) includes all cadet units in the province of Quebec and Air Cadet Squadrons in the Ottawa Valley area,
- RCSU (Central)–RCSU (C) includes all cadet units in the province of Ontario except Air Cadet Squadrons in the Ottawa Valley and all corps / squadrons in northwestern Ontario,
- RCSU (Prairie)–RCSU (Pra) includes all cadet units in the provinces of Manitoba, Saskatchewan and Alberta and all corps / squadrons in northwestern Ontario,
- RCSU (Pacific)–RCSU (P) includes all cadet units in the province of British Columbia, and
- RCSU (Northern)–RCSU (N) includes all cadet units in the territories of Yukon, Northwest Territories and Nunavut).

Regions are led by a CO who manage a staff of officers and NCMs that are responsible for all the cadet corps / squadrons in that region. RCSUs are primarily involved in the management and financial budgeting of the CP within the region and their staff performs tasks, such as pay, human resource management, budgets, staff selections and directing training activities for both the corps / squadron program, as well as the CSTC program.

Positions at RCSUs that CIC officers could fill include Regional Training Officer(s), Regional Common Training Officer, Regional Movements Officer or Regional Administration / Human Resources Officer. Positions will vary by region as each RCSU is organized differently.



Activate Your Brain #6:

What types of positions could a CIC officer fill at an RCSU?

Regional Cadet Instructor School (RCIS)

Each region, with the exception of Northern, has a school for the training of CIC officers: RCIS (A) for Atlantic region, RCIS (E) for Eastern region, etc. Although each school is organized slightly differently, there are many similar positions available to CIC officers. A commandant oversees all aspects of the school and performs full-time Class B service. At most RCISs, a Standards Officer and Administration Officer also perform full-time Class B service. To augment this core staff, CIC officers are hired for either part-time or full-time Class A or Class B service to act as Directing Staff (DS) for courses being conducted.



Figure A-8 RCIS Training

Note. From Regional Cadet Support Unit (Pacific), 2010, *LTQ Course Info*. Retrieved February 19, 2010, from <http://cms.cadets.gc.ca/assets/0/121/381/1607/5120/6830/2bfaa598-e73e-4a55-9ea3-678859fa4159.jpg>

CIC officers selected to serve as DS at an RCIS are chosen for their knowledge and skill in presenting creative and effective lessons to the CIC officers on course. Depending on the course being presented, DS are selected for their specific expertise in an area of the CP (such as orienteering, paddling, abseiling, flying, sailing, etc.) Serving as DS at an RCIS may be a long-term or short-term service opportunity and is an excellent tool to develop as a CIC officer.



Did you know?

As a CIC officer, the first training course you complete is the Basic Officer Training Course (BOTC). BOTC provides new CIC officers with the training required to function as a member of the CIC within the CF and covers policies, regulations, drill, etc. RCISs offer the BOTC several times throughout the year.

SECTION 4

CADET SUMMER TRAINING CENTRE (CSTC) SERVICE OPPORTUNITIES

CSTC Service Opportunities

The CSTC program is integral to the overall CP and focuses on giving a portion of the cadet population instruction and opportunities to develop advanced knowledge and skills in specialized activities. It also develops instructors / leaders for these specialized activities for all components of the CP. CSTCs are staffed by CIC officers on Class B service who administer and supervise all aspects of the training centre. Some CSTCs have a small number of full-time staff officers that work during the training year to ensure the CSTC is ready to train cadets during the summer.

Each region selects CIC officers for CSTCs. A list of available positions is published in the fall and applications are sought from CIC officers interested in employment. During the winter, selection boards are held to sort through applications and decide which applicants are best suited for the various positions. In the spring, a list of those CIC officers selected for employment is published.



Figure A-9 CSTC Training

Note. From HMCS ACADIA, 2010, *Photo Gallery*. Retrieved February 19, 2010, from http://www.cadets.ca/cstc/acadia/photogallery.aspx#ctl00_ContentPlaceholder1_ImageGallery1_ImageDirectory

As the requirements of each CSTC are different, positions available will differ. General categories of jobs; however, are universal and may include:

- Divisional Officers / Platoon Commanders / Flight Commanders are responsible for the day-to-day supervision and instruction of cadets attending a course at a CSTC. They deal with a range of issues and they are the first contact for cadets' problems. Most first-year CIC officers are employed as Divisional Officers / Platoon Commanders / Flight Commanders.
- Duty Officers / Accommodations Officers / Barracks Supervisors are responsible for supervising cadets during non-training hours. They are usually organized in shifts and may work days or nights. First-year

CIC officers are commonly employed as Duty Officers / Accommodations Officers / Barracks Supervisors as the experience in supervising develops their abilities and prepares them for further employment in positions of greater responsibility.

- Training Support positions often fall outside the various training departments / companies / squadrons and serve to augment the division / platoon / flight staff when conducting specialized training. Some CSTCs have training support positions in fitness and sports, range, drill and ceremonial, adventure training, canoeing, flight operations, sea operations, etc.
- Service Support positions comprise all the other logistical and administrative jobs required to operate the CSTC. Some examples of Service Support positions include supply, administration, banking / pay, food services, transportation, etc.

Many CIC officers choose to augment their service at a corps / squadron by serving at a CSTC. While not required, it can be an effective way to further one's own knowledge of the CP.



Activate Your Brain #7:

What are some examples of Training Support positions at a CSTC?

SECTION 5
NATIONAL SERVICE OPPORTUNITIES

NATIONALLY DIRECTED ACTIVITIES (NDAs)

NDAs are activities that D Cds & JCR and the elemental program Senior Staff Officers (SSOs) chose to institute at a national level. NDAs augment the corps / squadron program by maintaining the cadets' interest in specific areas of cadet training and allow elemental SSOs to tailor the overall CP to match elemental interests, capitalize on national and international opportunities and resources. Many NDAs require the support of corps / squadron officers to plan and implement and are hired on Class A service.

Established NDAs include, but are not limited to:

- the national cadet air rifle championship;
- the national cadet winter biathlon championship;
- sea, army and air cadet international exchange programs;
- sea cadet deployments on board Her Majesty's Canadian Ships (HMCS), Coast Guard Ships, etc.;
- the national sea cadet regatta;
- the sea cadet national tall ship deployment;
- the sea cadet seamanship concentration;
- the army cadet program national and international expeditions;
- the air cadet program Oshkosh Trip; and
- the air cadet program York Soaring Award.

All CIC officers are eligible for employment on NDAs and are selected based on their knowledge and experience in the NDA's subject material.



Figure A-10 National Marksmanship Championships

Note. From Cadets Canada, 2010, *National Cadet Marksmanship Championship 2009*. Retrieved February 19, 2010, from [http://www.cadets.ca/uploadedImages/Cadet_Websites/National/Competitions/Marksmanship/Daily_Updates/15%20may%20daily%20update\(1\).JPG?n=4681](http://www.cadets.ca/uploadedImages/Cadet_Websites/National/Competitions/Marksmanship/Daily_Updates/15%20may%20daily%20update(1).JPG?n=4681)



Now that you know what NDAs are, have you participated in any during your cadet training? If so, list them.

DIRECTORATE CADETS AND JUNIOR CANADIAN RANGERS (D CDTS & JCR)

D Cdts & JCR is the national organization that administers, designs, coordinates and provides national support to all aspects of the CP in Canada. As well, it decides policy and designs and coordinates training for CIC officers. Its staff are comprised of Reg F, P Res officers and NCMs, as well as many CIC officers. CIC officers within D Cdts & JCR work on full-time Class B service and perform duties ranging from CP development to infrastructure management. At times, the D Cdts and JCR permanent staff are augmented by CIC officers, from across the country, to work on various focus groups, design projects and writing boards. These additional opportunities range from a few weeks to several months in length.



Activate Your Brain #8:

For what is D Cdt's and JCR responsible?



Congratulations, you have completed your self study package on EO C507.01 (Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. What are the basic enrolment standards for members of the CIC?

2. How many paid positions are there on the establishment of a cadet corps / squadron with 100 cadets?

3. Define Class B service.

4. What is the purpose of a gliding centre?

5. What positions are available at a cadet detachment for a CIC officer?

6. List six NDAs.

_____	_____
_____	_____
_____	_____

ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Are CIC officers members of the CF?

The CIC is the largest Personnel Branch of the CF with numbers in excess of 6000 members. Officers of the CIC, as CF members, fall under the authority of the *National Defence Act*, the law which governs Canada's military, and are subject to the same rules and regulations as any other member of the reserve force or regular force.



Activate Your Brain #2:

What education requirements are needed for enrolment in the CIC?

To be eligible for enrolment in the CIC you must have a high school diploma or equivalent. In exceptional circumstances, with the approval of Director Cadets and Junior Canadian Rangers (D Cdts & JCR), an applicant who does not hold a high school diploma may be enrolled. Education waivers shall only be granted in situations where the CCO will benefit.



Activate Your Brain #3:

How many paid positions are there on the establishment of a corps / squadron with less than 30 cadets?

There are five paid positions on the establishment of a corps / squadron with less than 30 cadets.



Activate Your Brain #4:

What is Class A service?

Class A service is used for periods of employment not exceeding 12 days. CIC officers are frequently employed on Class A service, for example, corps / squadron pay each month, working two days at a marksmanship competition, etc.



Activate Your Brain #5:

What is the difference between non-discretionary and discretionary RDAs?

Non-discretionary RDAs include regional activities used to select cadets for national competitions and as such must be funded and conducted. In addition to activities programmed in the corps / squadron program, other activities may be organized, funded and conducted, under the supervision of the RCSU, as determined by the RCSU CO. These activities are considered discretionary.



Activate Your Brain #6:

What types of positions could a CIC officer fill at an RCSU?

Positions at RCSUs that CIC officer could fill include Regional Training Officer(s), Regional Common Training Officer, Regional Movements Officer or Regional Administration / Human Resources Officer. Positions will vary by region as each RCSU is organized differently.



Activate Your Brain #7:

What are some examples of Training Support positions at a CSTC?

Training Support positions often fall outside the various training departments / companies / squadrons and serve to augment the division / platoon / flight staff when conducting specialized training. Some CSTCs have training support positions in fitness and sports, range, drill and ceremonial, adventure training, canoeing, flight operations, sea operations, etc.

FINAL EXERCISE ANSWER KEY

1. What are the basic enrollment standards for the CIC?

To be eligible for enrollment within the CIC MOSID an individual must be a Canadian citizen, of good character and standing in the community and recommended by a cadet organization commanding officer, parent committee or the corresponding provincial league, have reached the minimum enrolment age of 18 and be able to complete at least one year of service before reaching the CIC Compulsory Retirement Age (CRA) of 65, meet the medical standards prescribed in CANFORGEN 070/07 and have a high school diploma or equivalent.

2. How many paid positions are there on the establishment of a cadet corps / squadron with 100 cadets?

There are eight paid positions on a 100-member corps / squadrons' establishment.

3. Define Class B service.

Class B service is used for periods of employment over 13 days. For any Class B Service over 90 days a job posting message must be advertised to allow qualified individuals to express their interest in the position. CIC officers are sometimes employed on Class B service, for example, attending a CIC training course (for 15 days), working at a CSTC (for more than 12 days), working a four-month temporary position at a regional headquarters, assuming a full-time position of Area Cadet Officer (ACO) at a detachment / region, etc.

4. What is the purpose of a Gliding Centre?

Gliding centres operate year-round in support of the squadron program and summer training. Gliding centres augment the air cadet proficiency level program by providing aviation training and gliding opportunities not available at a squadron. Opportunities exist at gliding centres for CIC officers to be employed as gliding centre coordinators, pilots, ground crew or instructional staff. The maximum number of paid days varies by region and position. Each gliding centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre. During the summer months, the 5 regional centres operate as CSTCs and are responsible for delivering programs which may include Basic Aviation, Advanced Aviation, Glider Pilot Scholarship and Power Pilot Scholarship.

5. What positions are available at a cadet detachment for a CIC officer?

Positions at cadet detachments that CIC officers could fill include Area Cadet Officer (ACO), Detachment Movements Officer or Detachment Commander. Positions will vary by region and detachment.

6. List six NDAs.

Established NDAs include but are not limited to:

- the national cadet air rifle championship;
- the national cadet winter biathlon championship;
- sea, army and air cadet international exchange programs;
- sea cadet deployments on board Her Majesty's Canadian Ships (HMCS), Coast Guard Ships, etc.;
- the national sea cadet regatta;
- the sea cadet national tall ship deployment;
- the sea cadet seamanship concentration;
- the army cadet program national and international expeditions;
- the air cadet program Oshkosh Trip; and
- the air cadet program York Soaring Award.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS
MASTER CADET
INSTRUCTIONAL GUIDE



SECTION 3

**EO C507.02 – IDENTIFY VOLUNTEER OPPORTUNITIES
 WITH THE ARMY CADET LEAGUE OF CANADA (ACLC)**

Total Time:	90 min
-------------	--------

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study guide within the section for which they are required.

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

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

No less than 14 days prior to the cadet attempting this self study package, contact the corps sponsoring committee (CSC) chairperson to schedule a 30-minute meeting between a ACLC member and the Master Cadet candidate.

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

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

Photocopy the Speaker's Notes / Agenda located at Attachment C and provide it to the ACLC member prior to the meeting date.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified volunteer opportunities with the ACLC.

IMPORTANCE

It is important for cadets to identify volunteer opportunities with the ACLC to become aware of their potential for meaningful involvement with the CCO after their cadet service concludes.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet identify volunteer opportunities with the ACLC.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 60 minutes to complete Sections 1 and 2 of the self study package.
3. Provide assistance as required to the cadet.
4. Have the cadet attend a 30-minute meeting with a member of the ACLC.
5. Collect the self study package once the cadet has finished.
6. Correct the self study package with the answer key located at Attachment B.
7. Provide feedback to the cadet and indicate whether or not they have completed the enabling objective (EO).
8. Return the completed self study package to the cadet for their future reference.
9. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to identify volunteer opportunities with the ACLC to become aware of your potential for meaningful involvement with the CCO after your cadet service concludes.

INSTRUCTOR NOTES / REMARKS

The 30-meeting between the ACLC member and the Master Cadet candidate should be scheduled for the third period of the training session in which the cadet is attempting this self study package.

REFERENCES

A0-040 2005-113124 Vice-Chief of the Defence Staff. (2005). *Memorandum of understanding between the DND and the leagues*. Ottawa, ON: Department of National Defence.

C2-292 Army Cadet League of Canada. (2009). *Policies manual*. Ottawa, ON: Army Cadet League of Canada.

C2-293 Army Cadet League of Canada. (2010). *Army cadet expeditions–Background*. Retrieved March 1, 2010, from <http://www.armycadetleague.ca/Templates/expedition/eng/program/background.html>

IDENTIFY VOLUNTEER OPPORTUNITIES WITH THE ARMY CADET LEAGUE OF CANADA (ACLC)



- SECTION 1: REVIEW THE RESPONSIBILITIES OF THE ACLC**
- SECTION 2: EXAMPLES OF SUPPORT PROVIDED BY THE ACLC TO ARMY CADETS**
- SECTION 3: ATTEND A MEETING WITH A MEMBER OF THE ACLC**

SECTION 1
REVIEW THE RESPONSIBILITIES OF THE ACLC

ROLE OF THE ACLC

The role of the ACLC is to provide training, support and an organizational framework to the corps sponsoring committee (CSC), which is the group at the local level that fulfills the ACLC's responsibilities in supporting the corps. A CSC is comprised of a chairperson, a vice-chairperson, a secretary, a treasurer and chairs of committees who oversee various activities of the committee such as, fundraising, recruiting, transportation, food services, public relations and special projects. The CSC chairperson is the liaison between the ACLC and the CO. Members of the CSC are usually drawn from the local sponsor, the affiliated unit, the parents committee, and other screened volunteers.

It is the role of the ACLC to ensure their responsibilities are carried out in accordance with the Memorandum of Understanding, for the proper and efficient delivery of the Cadet Program within Canada.



Look online at <http://www.cadets.ca/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=53729> for more information on the Memorandum of Understanding.



The Army Cadet League of Canada is abbreviated as ACLC. The abbreviation ACLC is also used to abbreviate the Air Cadet League of Canada. To avoid confusion within documents that contain references to both leagues, the Air Cadet League of Canada is abbreviated as ACL.



Can you name your CSC Chairperson or any of the members of your corps CSC?

RESPONSIBILITIES OF THE ACLC / CSC

The following are the responsibilities of the ACLC / CSC.

Fundraising


Prior to the start of each training year, the corps will create a plan as to what type of training in which they wish to participate and the support that will be required. Through a series of meetings between the CSC and the CO, a list of support requirements is drafted that outlines what funds are immediately available and what funds need to be raised. It is the responsibility of the CSC to organize fundraising activities in consultation with the CO.



What fundraising activities has your CSC sponsored for your corps?

Recruiting Cadets

The Cadet Program relies on a steady flow of new recruits every training year so that training can run smoothly. When recruitment is low, it creates a void of senior cadets in the future, causing instructor shortages. The CSC is responsible for organizing community campaigns to attract cadets to become members of the corps.

	<p>What kind of recruiting campaigns would you suggest for your community?</p> <hr/> <hr/>
---	--

Recruiting Officers

It is the responsibility of the ACLC to conduct local campaigns to attract potential candidates within the community to become members of the Cadet Instructors Cadre (CIC) and Civilian Instructors / Civilian Volunteers (CI / CV). This is based on the needs as confirmed by the CO of the corps.

Screening Volunteers

The ACLC has a comprehensive screening program for volunteers that helps determine if a person is suitable to work with young people and in what capacity they could best serve. The ACLC has both a legal and moral obligation to provide an environment where the cadets can safely learn and grow.

The screening program features the following elements:

- a police records check,
- a Vulnerable Sector Screening (VSS),
- a local background check,
- a probationary period, including interviews and evaluations,
- a central repository for tracking volunteers working with cadets,
- photo identification for screened members,
- an identification verification system and safety guidelines for volunteer drivers,
- comprehensive harassment, abuse and cadet safety policies,
- the ability to share information with other youth organizations, and
- the requirement to be re-screened every five years.

To apply as a volunteer, an application form must be completed and a photograph supplied to produce a Volunteer Identification Card. The volunteer is briefed on the Harassment and Abuse Policy, the Drug and Alcohol Policy and the Cadet Safety Policy. Completed applications are processed by the Provincial / Territorial Office and stored in accordance with the Information Protection and Privacy Policy. As a final check, applications are sent to the National Office who checks if the volunteer has applied in other jurisdictions and if so, were any concerns raised. Once a volunteer is approved, they are sent their Volunteer Identification Card in the mail. Declined volunteers are notified by letter.

Providing Adequate Office and Training Facilities

The CSC in conjunction with the local sponsor is responsible for providing adequate office and training facilities, where they are not provided by DND. This includes providing insurance as necessary.

Participating in Selection Boards for Senior Cadet Rank Appointments

Prior to promoting a cadet to the rank of Master Warrant Officer (MWO) or higher, the CO shall conduct a merit review board. It is the mandate of a merit review board to make recommendations to the CO regarding the cadets deserving senior rank promotions and to prioritize potential candidates if required. The CSC provides a board member to participate in the merit review board. The final decision for any cadet rank promotion rests with the CO.

Participating in Selections for Army Cadet Summer Training / Exchanges

The CSC is responsible for cooperating with the corps' CO to encourage cadets' participation in summer courses and exchanges. They also participate in the selection process, in accordance with the Memorandum of Understanding.

Participating in Selections for Honours and Awards

The CSC is responsible for participating in the joint selection process for honours and awards from the ACLC and in initiating the selection process for ACLC-specific awards.



Activate Your Brain #1:

What is the role of the ACLC / CSC?



Activate Your Brain #2:

Why must the ACLC screen all volunteers?



Activate Your Brain #3:

What does the ACLC / CSC member provide during a merit review board?



Activate Your Brain #4:

Who initiates the selection process for ACLC-specific awards and recognition?

SECTION 2
EXAMPLES OF SUPPORT PROVIDED BY THE ACLC TO ARMY CADETS

HONOURS AND AWARDS

The ACLC is proud to recognize the contributions that cadets make to their local communities. The following is an overview of the various national awards offered to members of the Army Cadet Program.

Army Cadet Service Medal (ACSM). The ACSM was created to recognize continuous meritorious cadet service of at least four years by deserving Army Cadets.

To qualify for this award, a serving cadet must have successfully completed four calendar years (from enrolment date) of honourable service with no serious infractions, and be recommended by the CO.

Additional years of service shall be marked by the award of a bar. Each additional year is marked by an additional bar. On the undress ribbon, additional years of service shall be marked by a gold maple leaf, one for each additional year of service.



Figure A-4 Army Cadet Service Medal (ACSM)

Note. From The Army Cadet League of Canada, 2010, *Army Cadet Service Medal (ACSM)*. Retrieved February 23, 2010, from <http://www.armycadetleague.ca>

Major-General W.A. Howard Award. TBD



Figure A-5 Major-General W.A. Howard Award

Note. From Cadets Canada, 2010, *Symbols of the Cadet Program —Army Cadets*. Retrieved February 23, 2010, <http://www.cadets.ca>

Walsh Award. The Walsh Award is selected annually by the ACLC on behalf of the Royal Canadian Legion (RCL). At the invitation of the RCL, the RCL Walsh Award recipient is invited by the RCL to act as the youth representative for the annual National Remembrance Day Ceremony held in Ottawa. The cadet is a member of the Vice-Regal Party (along with the RCL Air and Sea Cadet of the Year) for the National Remembrance Day Ceremonies. The cadet accompanies the Vice-Regal party during the ceremonies and assists with laying wreaths. The cadet also receives the Royal Canadian Legion Medal of Excellence, and participates in other ceremonies, events and visits while in Ottawa.

The Walsh Award recipient shall also be awarded a commemorative sword (Commonwealth Officer's pattern) provided by the National Office of the ACLC and suitably engraved on the blade on one side, the year and "Outstanding Army Cadet" and on the reverse side, the cadet's name and cadet corps number.



Figure A-6 Walsh Award

Note. From The Army Cadet League of Canada, 2010, *ACLC-Reference Manual–Walsh Award*. Retrieved February 23, 2010, from <http://www.armycadetleague.ca>

D.W. Fleck Award. Awarded annually to the most proficient army cadet pipe band musician attending the National Army Cadet Pipes and Drums course conducted at the Rocky Mountain National Army Cadet Summer Training Centre (RMNACSTC). The award is known as "The D. W. Fleck Award" and is administered by the National Office of the Army Cadet League of Canada.

The Lieutenant-General C. H. Belzile Trophy for excellence in large bore marksmanship. Awarded annually to the top scoring marksman on the National Rifle Team (army cadet Bisley team). The winning cadet is authorized to wear the "Belzile Rifle Badge" on their uniform.



Figure A-7 LGen C.H. Belzile Trophy

Note. From Cadets Canada, 2010, *Symbols of the Cadet Program—Army Cadets*. Retrieved February 23, 2010, <http://www.cadets.ca>

The Lieutenant-General J.W. Quinn Annual Awards for Excellence in Music. Two awarded annually: one to an outstanding army cadet pipe band musician and one to an outstanding cadet military band musician.

National Marksmanship Awards. Two awarded annually for performance at the national marksmanship competition: one to the top army cadet team (The George V Cup) and one to the cadet with the highest aggregate score. The cadets winning the George V Cup receives keeper plates and the cadet with the highest aggregate score receives a custom-made shooting jacket.



Figure A-8 George V Cup

Note. From The Army Cadet League of Canada, 2010, *ACLCL-Reference Manual-National Marksmanship Awards (Overview)*. Retrieved February 23, 2010, from <http://www.armycadetleague.ca>

The Lieutenant-General J.E. Vance Leadership Award. It is awarded annually to the top Army cadet on Instructor courses (6 weeks – Drill and Ceremonial, Air Rifle Marksmanship, Fitness and Sports, and Expedition) at each Cadet Summer Training Centre.

Parachute Course Award. Awarded annually to the top cadet on the CF Basic Parachutist Course. The top cadet receives a gold watch with the RCAC emblem engraved on the dial.

The Army Cadet League of Canada Awards (Rocky Mountain). Two awarded annually: one to the top male cadet and one to the top female cadet attending the Leadership and Challenge course at RMNACSTC.



Do you know anyone in your corps that has received any of the ACLC awards? If so which one(s)?



Activate Your Brain #5:

What is the criteria for awarding the Army Cadet Service Medal (ACSM)?

ARMY CADET EXPEDITIONS

Since 2000, the ACLC and the Department of National Defence have sent army cadets on international expeditions to Morocco, Australia, Republic of Korea, Costa Rica, the United States, Mont Blanc, Italy, Spain, France, and New Zealand. Army cadets also have the opportunity to explore the Canadian landscape through national expeditions from coast to coast.

Army cadet expeditions are designed to challenge the best army cadets in Canada to push their mental and physical limits. They are the culmination of at least four years of training for the cadets, requiring a high level of fitness and maturity. This travel experience provides cadets the opportunity to put into practice self-reliance, leadership, and the spirit of adventure, as well as a sense of patriotism.

To be selected cadets must:

- be physically fit;
- be dedicated to the Army Cadet Program; and
- love the thrill of adventure.



Look online at www.cadetexpeditions.ca, on the Facebook page, **RCAC Expeditions – Expeditions des CAD RAC** or on Twitter, **RCACexpedition**, for more information on army cadet expeditions.



Figure A-9 Army Cadet Expedition

Note. From The Army Cadet League of Canada, 2010, *ACLC–Army Cadet Expeditions–International*. Retrieved February 23, 2010, from <http://www.armycadetleague.ca/Templates/expedition/links/pix-gallery/>



Activate Your Brain #6:

What are the three general criteria required to be selected for an army cadet expedition?



Activate Your Brain #7:

What volunteer activities are available with the ACLC after concluding your service / membership in the Cadet Program?



Activate Your Brain #8:

What elements does the screening process feature?



Congratulations, you have completed your self study package on EO C507.02 (Identify volunteer Opportunities with the Army Cadet League of Canada). Hand your completed package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

THIS PAGE INTENTIONALLY LEFT BLANK

SELF STUDY PACKAGE ANSWER KEY



Activate Your Brain #1:

What is the role of the ACLC / CSC?

To ensure responsibilities are carried out IAW the Memorandum of Understanding, for the proper and efficient delivery of the cadet program.



Activate Your Brain #2:

Why must the ACLC screen all volunteers?

The ACLC has both a legal and moral obligation to provide an environment where cadets can safely learn and grow.



Activate Your Brain #3:

What does the ACLC / CSC member provide during a merit review board?

Recommendations for the selection process to the CO.



Activate Your Brain #4:

Who initiates the selection process for league-specific awards and recognition?

The ACLC / CSC.



Activate Your Brain #5:

What is the criteria for the awarding the Army Cadet Service Medal (ACSM)?

Be a deserving Royal Canadian Army Cadet with at least four years continuous cadet service.



Activate Your Brain #6:

What are the three general criteria required to be selected for an army cadet expedition?

- be physically fit.
- be dedicated to the Army Cadet Program.
- love the thrill of adventure.



Activate Your Brain #7:

What volunteer activities are available with the ACLC after concluding your service in the Cadet Program?

Volunteer activities include:

- enrolling as a member of the CIC;
- volunteering as a Civilian Instructor / Civilian Volunteer with the corps;
- participating as an ACLC / CSC member;
- participating as a member of an CSC special teams (fundraising, Special Events Committee); and
- participating in any other ACLC / CSC-specific duties.



Activate Your Brain #8:

What elements does the screening process feature?

The screening process features:

- a police records check,
- a VSS,
- a local background check,
- a probationary period, including interviews and evaluations,
- a central repository for tracking volunteers working with cadets,
- photo identification for screened members,
- an identification verification system and safety guidelines for volunteer drivers,
- comprehensive harassment, abuse and cadet safety policies,
- the ability to share information with other youth organizations, and
- the requirement to be re-screened every five years.

SPEAKER'S NOTES / AGENDA

Purpose

To provide a participatory experience for a Master Cadet candidate on a one-on-one basis with a member of the ACLC to explain the role of the volunteer and the current needs and opportunities at the corps.

Time

A maximum of 30 minutes will be allocated for the meeting.

Assumptions

Assumptions are outlined as follows:

1. Cadet participation will be voluntary and part of a fact-finding exercise included in Master Cadet training to broaden the cadet's awareness of options that become available when cadet service concludes.
2. The cadet is approaching a mandatory transition phase of their life regardless of whether or not continued involvement with the cadet program is to be part of it.
3. If there is to be continued involvement with the Cadet Program it will be in an adult role. Communication between the ACLC representative and the cadet will be conducted on an adult-to-adult basis to set an appropriate atmosphere and achieve the desired outcome of the meeting.

The Cadet Perspective

The desired outcome from the cadet's perspective should be:

1. To become aware of their potential for meaningful involvement with the CCO after their cadet service concludes.
2. To appreciate the range of volunteer activities available and the different amount of time commitment that may be required for each.
3. To understand the screening and registration process required of all adult volunteers in the cadet program.

The ACLC / CSC Perspective

The desired outcome from the ACLC perspective should be:

1. To describe and discuss with the cadet participant the options available at the corps, the work involved with each, the competencies needed and the appropriate time required of the volunteer.
2. To illustrate the range and extent of involvement of volunteers at the corps with sufficient detail to cover the main points of each position but tailored to what teams or positions are active or needed to enhance the ACLC / CSC operation.
3. Information on the mandatory screening and registration process.

Meeting Agenda

Discussion Points:

1. Compare the different but complementary roles of the CO's team and the ACLC / CSC. Emphasize the complementary roles of the CIC and ACLC / CSC.
2. Review the guiding principles of the ACLC. Emphasize that a successful year for an ACLC / CSC generates increased resources for the CO to work with and thereby greater benefits and opportunities for the cadets.
3. Encourage the cadet to share some of their experiences, to include:
 - a. summer training,
 - b. leadership and instructional skills acquired, and
 - c. school involvement where applicable.

Emphasize how these are of value to the ACLC / CSC.

4. Outline the varying degrees of involvement open to ACLC / CSC volunteers. The year-round involvement of the executive committee members can be compared to the monthly production of the corps newsletter and to the intermittent activities other member teams.
5. Confirm with the cadet that they have the ability to select an area of involvement that is sufficiently flexible to meet their new routine after their cadet service ends.
6. Explore whether or not working with the ACLC / CSC for an interim period would be beneficial to them prior to joining the CO's team if that has already been agreed to by the CO.
7. Discuss the requirements and process for screening and registration and why this is given such a high priority.
8. Conclude the session with a discussion on what the participant sees as having been the biggest challenge and the greatest achievement so far as an army cadet.

Whether they stay involved or not, it is important the session concludes on a positive note with a projection for their future involvement with the Army Cadet Program. Whatever the future holds for them they will always be part of an exclusive alumni and their support and advocacy for the army cadet program is the best advertisement possible.

Send an appropriate note to the CO confirming the completion of the meeting.



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 3

EO C507.03 – REFLECT UPON THE CADET EXPERIENCE

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect upon how their cadet experience can be used to make a successful transition to adulthood at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected upon the cadet experience.

IMPORTANCE

It is important for cadets to reflect upon the cadet experience because it enables them to pass on their experience and knowledge to the cadets they will be leading and instructing. By having cadets reflect on how the Cadet Program has influenced them, they apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare the cadets as they transition out of adolescence by providing them

an opportunity to develop an action plan that utilizes the transferable skills developed while participating in the Cadet Program.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet reflect upon the cadet experience.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Reflecting upon the cadet experience enables you to pass on your experience and knowledge to the cadets you will be leading and instructing. Reflecting on how the Cadet Program has influenced you, enables you to apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare

you as you transition out of adolescence by providing you an opportunity to develop an action plan that utilizes the skills you have developed while participating in the Cadet Program.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-447 Furstenberg, F. F., Kennedy, S., McCloyd, V. C., Rumbaut, R. G., and Settersten, R. A. (2003). *Between adolescence and adulthood: Expectations about the timing of adulthood*. Retrieved October 28, 2009, from <http://www.transad.pop.upenn.edu/downloads/between.pdf>

C0-448 COMPAS Inc. (2002). *Cadet training focus group study*. Ottawa, ON: Department of National Defence.

C0-449 Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties (Chapter 1)*. Retrieved October 28, 2009, from <http://www.jeffreyarnett.com/EmerAdul.chap1.pdf>

C0-450 Whitehead, S. (2009). *Emerging adulthood*. Retrieved October 27, 2009, from http://www.Parenthood.com/article-topics/emerging_adulthood.html

C0-451 Grossman, L. (2009). *Grow up? Not so fast*. Retrieved October 28, 2009, from <http://www.time.com/time/magazine/article/0,9171,1018089,00.html>

REFLECT

UPON THE CADET EXPERIENCE


SECTION 1: REFLECT UPON THE CADET EXPERIENCE
SECTION 2: THE CADET EXPERIENCE AND ADULTHOOD
SECTION 3: DEVELOP AN ACTION PLAN

SECTION 1
REFLECT UPON THE CADET EXPERIENCE

Circle the number on the scale for each statement below which best describes you. For example, if you are more likely to act toward the statement on the left, then the circled number would be placed closer to the left.

Make your own decisions?	5	4	3	2	1	Let others make decisions for you?
Look for answers to problems?	5	4	3	2	1	Let problems defeat you?
Take risks?	5	4	3	2	1	Play it safe?
Control your moods and thoughts?	5	4	3	2	1	Let someone else's bad mood get you down?
Feel exhilarated when you work hard?	5	4	3	2	1	Feel as if you have not accomplished anything, when you work hard?
Accept responsibility?	5	4	3	2	1	Make excuses, find fault, lay blame?
Measure yourself against your own standards?	5	4	3	2	1	Measure yourself against other's standards?
Speak up, set limits and voice your thoughts honestly?	5	4	3	2	1	Swallow your opinions, thoughts, and wishes?
Stand up straight and look people in the eye?	5	4	3	2	1	Slouch, with downcast eyes, looking sideways at people?
Respond flexibly to changing circumstances?	5	4	3	2	1	Hold on to what you have always done and thought because it is easy and comfortable?
Feel self-confident and self-assured?	5	4	3	2	1	Feel shy, nervous and awkward?

The survey you just completed is very similar to a self-esteem survey completed in year one as part of EO M103.02 (Map Personal Goals for the Training Year). Now that you have several years of cadet training and several more years of life experience, do you think your answers have changed?



Did you think your answers shifted to the left or to the right? What factors do you think contributed to this shift?

The left side of the survey contains statements that would be made by someone who exhibits a high level of self-esteem. Self-esteem is defined as having a good opinion of one's own character and abilities. There are many factors which contribute to one's self-esteem. Thinking back on the cadet experience you have had, do you think that the Cadet Program has contributed to any changes in your self-esteem?



What factors has the Cadet Program contributed to change your self-esteem?

THE CADET EXPERIENCE

The aim of the Cadet Program can be broken down into three parts:

- develop in youth the attributes of good citizenship and leadership;
- promote physical fitness; and
- stimulate the interest of youth in the sea, land, and air activities of the Canadian Forces.

These three aspects of the aim of the Cadet Program have been used a lot to validate the function of the youth program but what do they really mean? Examine the parts of the aim in further detail.

Citizenship. According to CATO 11-03, *Cadet Program Mandate*, citizenship can be defined as when cadets develop an understanding of and appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Inherent in this membership is an acceptance of, and respect for, multiculturalism within Canada and the world. Through their active involvement, cadets will have a positive impact on local communities, contributing to the community strength and vibrancy.



How has the Cadet Program helped you to meet the aim of citizenship? Brainstorm a list of activities in which you have taken part as part of the Cadet Program to meet this aim.

_____	_____
_____	_____
_____	_____

Leadership. According to CATO 11-03, *Cadet Program Mandate*, in the peer-led Cadet Program, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches that conduct themselves in an ethical and socially responsible way.




How has the Cadet Program helped you to meet the aim of leadership? Brainstorm a list of activities that you have taken part in as part of the Cadet Program to meet this aim.


_____	_____
_____	_____
_____	_____

Physical fitness. According to CATO 11-03, *Cadet Program Mandate*, the Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This

understanding combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviors that build resiliency within cadets and enable them to meet challenges.

	How has the Cadet Program helped you to meet the aim of physical fitness? Brainstorm a list of activities that you have taken part in as part of the Cadet Program to meet this aim.	
	_____	_____
	_____	_____

Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces. According to CATO 11-03, *Cadet Program Mandate*, by exposing youth to the sea, land, and air activities of the Canadian Forces they develop elemental skills through introduction to, and interaction with, their respective CF communities. To maximize the elemental experience, the Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of Sea, Army and Air Cadet Organizations, distinguishing each from the other, and the Cadet Program as a whole from other youth development programs.

	How has the Cadet Program helped you to meet the aim of stimulating the interest of youth in the sea, land and air activities of the Canadian Forces? Brainstorm a list of activities in which you have taken part as part of the Cadet Program to meet this aim.	
	_____	_____
	_____	_____

By the end of your participation in the Cadet Program, it is expected that you will have met five participant outcomes. These outcomes are meant to be measurable and are defined within CATO 11-03, *Cadet Program Mandate*.

Emotional and physical well-being. The cadet will:

- optimize the functioning of the body through attitudes and behaviours; and
- understand that physical wellness is not a state of perfection, but rather, a lifelong process of healthy mind and body development.

Social competence. The manner in which a cadet:

- consistently responds to other individuals;
- expects other individuals to respond; and
- interacts with members of groups.


Cognitive competence. The cadet will exhibit intellectual development and integrate information into operational functions.

Proactive citizenship. The cadet will positively impact on and build strong communities.

Understanding the Canadian Forces. The cadet will:

- gain an understanding of the Canadian Forces through:
 - an introduction of the sea, land, or air elements of the Canadian Forces, and
 - an exposure to the sea, land, or air elements of the Canadian Forces; and
- develop a unique identity in each of the cadet organizations.

To demonstrate that a cadet has achieved an outcome of the Cadet Program, underlying competencies were developed. The competencies were specific tasks that a cadet should be able to perform that demonstrated an acceptable level of achievement in the outcome. The 14 competencies of the Cadet Program are detailed in CATO 11-03, *Cadet Program Mandate*.



Competency. An area in which a person is adequately qualified or capable.

The following chart details the 14 competencies of the Cadet Program. Using the scale provided, rate yourself on your ability to complete each task. The higher the number, the more capable you believe you are at completing the task. There are no right or wrong answers but try to be as honest as possible during your self-assessment.

Participant Outcome	Competency	Scale				
Emotional and Physical Well-Being	Display positive self-esteem and personal qualities.	1	2	3	4	5
	Meet physical challenges by living a healthy and active lifestyle.	1	2	3	4	5
Social Competence	Contribute as an effective team member.	1	2	3	4	5
	Accept personal accountability for actions and choices.	1	2	3	4	5
	Exercise sound judgment.	1	2	3	4	5
	Demonstrate effective interpersonal communication skills.	1	2	3	4	5
Cognitive Competence	Solve problems.	1	2	3	4	5
	Think creatively and critically.	1	2	3	4	5
	Display a positive attitude toward learning.	1	2	3	4	5
Proactive Citizenship	Exemplify positive values.	1	2	3	4	5
	Participate actively as a valued member of a community.	1	2	3	4	5
	Commitment to community.	1	2	3	4	5
Understanding the Canadian Forces	Knowledge of the history of the Canadian Forces.	1	2	3	4	5
	Knowledge of the Canadian Forces' contributions as a national institution.	1	2	3	4	5



Of the 14 competencies listed, what do you feel are the most important ones for cadets?
Make a list of your top five competencies.

1. _____
2. _____
3. _____
4. _____
5. _____

Although the Cadet Program has created a specific list of competencies, there are many other competencies that a cadet develops while in the program. These competencies are the hands-on skills and leadership skills that a cadet develops while in the program.



Did You Know?

Hands-on skills are sometimes referred to as hard skills. This is because they usually result in a project or a measurable effect. Hard skills include things like sailing a boat, lighting a stove, or piloting a glider.

Leadership skills are sometimes referred to as soft skills. This is because they result in things which are harder to define. Soft skills include things like communication, teamwork or the ability to adapt.

Skills Chart		
Tying knots	Performing seamanship	Flying
Writing concisely	Sailing	Racing skills
Trekking	Physics	Lighting campfires
Fitness	Meeting goals	Wilderness survival
Canoeing	Instruction	Managing conflict
Kayaking	Performing drill	Enlisting help
Accepting responsibility	Discipline	Supervising others
Marksmanship	Playing a music instrument	Teamwork
Abseiling	Piping boatswain's calls	Co-operating
Stress management	Sight-reading music	Gathering information
Applying and enforcing policies	Dress and deportment	Defining needs
Critical thinking	Leadership	Mentoring
Delegating responsibility	Decision making	Organizing
Being flexible	Professionalism	Reading
Setting goals	Writing music harmony	Gliding
Time management	Biathlon	Sewing
Managing groups	Reporting information	Meteorology
Planning	Posture	Fibreglassing
Anatomy	Respect	Patience
Being responsible	Map and compass	Punctual
Caring	Identifying problems	Prioritizing
Fieldcraft	Motivating others	Self control
Scheduling	Identifying resources	Applying logic
First aid	Iron	Nutrition
Navigation	Cycling	Filing
Public speaking	Use of the chain of command	Understanding music theory
Being service orientated	Teambuilding	Listening attentively
Networking	Situational management	Efficient
Being creative	Dedicated	Consistent
Small craft operations	Coaching	Radio procedure
Taking initiative	Tuning boats	Harassment awareness
Understanding air law	Expressing ideas	Multi-tasking
Conducting an ensemble	Using firefighting equipment	Providing appropriate feedback

SECTION 2

THE CADET EXPERIENCE AND ADULTHOOD

What does it mean to be an adult? The answer is not as easy as you might think. The definition of what it means to be an adult has changed over the last 20 years. The criteria that your parents or grandparents used to establish adulthood is a lot different than the criteria you face as you enter adulthood.

THE FACTORS OF ADULTHOOD

What are the factors to consider when classifying someone as being an adult?

- Completed education?
- Leaving parents' home?
- Being financially independent?
- Being married?
- Having children?
- Having a career?

The importance of each of these factors, and how they are met by youth in the transition of adulthood, has changed dramatically over the last few decades. A comparison can be made of each factor's affect on adulthood—then and now.

Completed Education

Then. Education was usually completed with high school. It was during employment that training was given to the employee to help them advance in their career. It was usually only individuals from high income or privileged families who would attend university or college. In addition, it was only professionals (eg, doctors, lawyers, etc) who were required to gain degrees for employment. Most individuals completed their education at the age of 17 or 18.

Now. Today, more than half of the population attends college or university. Many employers expect potential employees to be well prepared for employment before they are hired. The demand for higher education has increased from only the privileged, to include middle and low income individuals. Individuals are also taking longer to complete their education. Although most universities offer four-year degree programs, many individuals are taking five or more years to complete them. Often times the extension of further education is to accommodate part-time studies so that students can work as they study. This means most individuals now complete their education in their mid-twenties.

Leaving the Parents' Home

Then. In most cases, individuals left home when they got married. Marriage happened at a much earlier age then it does now, so most individuals were only living with their parents one or two years after completing school. Males may have left the home sooner but females would normally have only moved out to move in with their husbands.

Now. Leaving the parents' home takes two different branches in current times. The first branch involves the majority of individuals. These individuals move out of their parents' home as soon as possible. Often they have multiple roommates and move many times. Often times they do not establish a more permanent living situation until after they have completed their education, established a career, or established a family (either with or without marriage). These individuals also have a high likelihood of moving back in with their parents at some point.

The second branch involves the minority of individuals. These individuals stay at home with their parents far longer. Often times they do not move out on their own until after they have completed their education, established a career, or established a family (either with or without marriage). These individuals may live at home with their parents until their late twenties.

Being Married

Then. Marriages occurred earlier in life; often women would be married by the age of 20 and men by the age of 23. Marriage was a big stepping stone on the road to adulthood. Individuals were encouraged to marry so that they could start raising families, or even later, depending on cultural norms.

Now. Marriage is often one of the last steps taken in the progression into adulthood. Many individuals are waiting until they have completed their education or established a career before getting married. For many, the idea of marriage is not considered until they are in their late-twenties or early-thirties. Added to this is the idea that marriage is not seen as mandatory as it once was. It is becoming increasingly normal for individuals live and raise a family together without being married.



Did You Know?

The concept of marriage has different outcomes depending on socio-economic class, geography, or even cultural differences.

Individuals who come from lower socio-economic backgrounds are more likely to marry at a younger age. Also, the average age of marriage varies from country to country. The following chart details the median marriage age of females in selected countries.

Industrial Countries	Age	Developing Countries	Age
United States	25	Nigeria	17
Australia	26	Egypt	19
Canada	26	Ghana	19
France	26	Indonesia	19
Germany	26	India	20
Italy	26	Morocco	20
Japan	27	Brazil	21

Figure A-1 Median Marriage Age of Females in Selected Countries

Note. From *Emerging Adulthood*. Retrieved October 27, 2009, from http://www.Parenthood.com/article-topics/emerging_adulthood.html



Which of the countries listed have the highest and lowest median age for marriage? Why do you think this is the case?

Having Children

Then. After marriage, having children was the next major stepping stone in becoming an adult. In many cases, newly-married couples had a child within one year of being married. The role of the woman was more home-based; fewer women had careers outside of the home. This often made it possible for couples to have larger families. The age for couples to have children was usually between the early-twenties and the mid-twenties.

Now. Having children has dropped from the forefront of adulthood. Again, most individuals are more concerned with completing their education and establishing a career before they have a family. Because many couples are dual working families, it is often more difficult for them to support families. As a result, families are having fewer children than they have had in the past. The age for couples to have children has risen to the late-twenties and the early-thirties.

Being Financially Independent

Then. When an individual moved out of their parent's home, they were expected to be financially independent. Support from parents was usually only expected for adult-establishing events, such as weddings and birth of children. Often times, sacrifices were made (eg, housing, vehicles, etc) so that an individual could live within their means. Most individuals did not start off their adult life with large debt loads.

Now. Parents are often expected to support their children well into their transition into adulthood; individuals remain living at home longer and / or need help paying for additional education and / or getting established on their own (eg, housing, vehicles). Even if an individual moves out of their parents' home, they are more likely to return at some point because they are unable to establish their own household. When parents are unable to financially support their children, the children are often forced to acquire large debts in order to pay for further education or to get established on their own. Individuals are often not able to become financially independent until after they have completed further education; as a result, the milestone of being financially independent is currently one of the top indications of adulthood.

Having a Career

Then. Individuals often entered a career path earlier in life. Often times, an individual would spend twenty or thirty years in the same career (often at the same company). Employers often trained an individual and provided them with avenues of progression. The career was the means to support the family; the concept of a career being enjoyable was not often a major consideration.

Now. There is far more time spent in preparing for a career. That being said, a career has become more than a means to support a family; many individuals look to enjoy their career. In fact, many individuals tie their self-identity very closely to their livelihood. As a result of this, many individuals change jobs within their career field many times. The idea of having a successful career is very important and often other aspects of being an adult are put on hold to establish a successful career.

During a General Social Survey, conducted in March 2002, participants were asked how important they felt each of the factors of adulthood was. The percentage of respondents who answered that the factor of adulthood was somewhat important, or higher, is charted below.

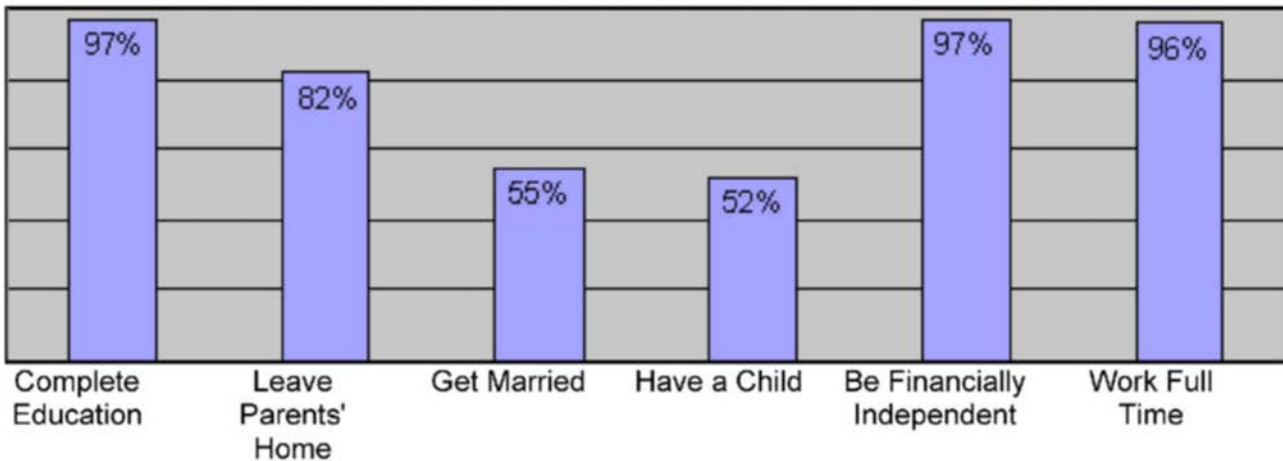



Figure A-2 Percentage Who Feel Event Important for Adulthood


Note. From *Between Adolescence and Adulthood: Expectations About the Timing of Adulthood*. Retrieved October 28, 2009, from <http://www.transad.pop.upenn.edu/downloads/between.pdf>

As you can see, completing an education, working full time, and being financially independent were rated as the most critical factors of adulthood; each of these relates directly to having a career. For youth today, the idea of having a career is one of the most important factors of adulthood.




In your opinion, are the most important factors of adulthood discussed? List the factors of adulthood in order of importance to you.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Are there any other factors of adulthood which you think are important?

PREPARING FOR ADULTHOOD



CATO 11-03, *Cadet Program Mandate*, states:
"The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program."

It is the mission of the Cadet Program to prepare youth for the transition to adulthood. It has been already detailed that the transition to adulthood is more complicated today than it has been in the past. A fundamental

way that the Cadet Program prepares youth for the transition to adulthood is through the skills that youth develop while participating in the program.

Skills can be catalogued into two categories: transferable skills and non-transferable skills.

Transferable skills. These skills can be applied to many areas of adult life. These skills are also highly marketable to employers.



Did You Know?

Sometimes it is necessary to further catalogue transferable skills. Some possible categories of transferable skills are:

Communication. These are the skills of expression, transmission of knowledge, interpretation of knowledge, and the conveying of ideas.

Research and planning. These are the skills of searching for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs.

Human relations. These are the interpersonal skills for resolving conflict, relating to and helping people.

Organization, management, and leadership. These are the skills to supervise, direct and guide individuals and groups in the completion of tasks and fulfillment of goals.

Work survival. These are day-to-day skills that assist in promoting effective production and work satisfaction.

Non-transferable skills. These are often task-specific skills and as a result, do not often transfer from one aspect of adult life to another.



Non-transferable skills may still be highly employable skills. For example, trade skills are non-transferable skills (eg, woodworking, welding, plumbing). These skills are often in high demand.

Refer back to the list of skills you created in the previous section of the self study package. Catalogue the list of skills you created into transferable and non-transferable skill lists.



Can you think of any skills you may have learned outside of the Cadet Program? Add them to the list above, cataloguing them as transferable and non-transferable skills.

Transferable Skills	Non-Transferable Skills

SECTION 3

DEVELOP AN ACTION PLAN

Adulthood has become harder to define. The path to adulthood is much longer than it used to be. Those in transition to adulthood, often take many different paths to reach the end goal. Sometimes, an individual takes multiple paths, starting fresh each time. For many, the transition to adulthood is a phase of self-exploration; more emphasis is placed on determining who they are before they solidify any path to adulthood.

It is important to take time to try and develop an action plan for the future. An action plan has several important aspects:

- an end goal;
- criteria to meet that goal;
- a set of actions to meet the criteria; and
- what skills you possess that will assist you in accomplishing the action.

End goal. The end goal is what you want to achieve. This could relate to a career, education, family, etc. The end goal should be realistic and achievable. For example, in 10 years you might be able to become a doctor but it is unlikely that you will be able to be Prime Minister that soon.

Criteria to meet that goal. The criteria to meet the goal could be a mixture of items. Perhaps the end goal has educational requirements or perhaps it has financial requirements. Some of the criteria will be large in scale and some will be small in scale (eg, graduate university versus getting your driver's license.)

A set of actions to meet the criteria. The actions required to meet the criteria. For example, if one of your criteria was to graduate post-secondary, a set of actions that may be required are:

1. graduate high school,
2. apply and get accepted to post-secondary education,
3. register for classes,
4. apply for and receive financial aid,
5. find a part-time job, and
6. study and do well in school.

The skills you possess that will assist you in accomplishing the action. What transferable and non-transferable skills you already have to help you reach your goal.

An action plan helps to give guidance as you transition into adulthood. That being said, it is very likely that the goals you set in this activity plan will change as you move toward adulthood. As you mature into adulthood and have increased opportunities to explore your interests, your goals may shift or become irrelevant.

Complete the action plan provided. Use this as a tool to help you prepare for your transition into adulthood.

ACTION PLAN	
NAME:	DATE:
RANK:	POSITION:
A. Brainstorm a list of possible goals for your future:	
From your brainstorm list, select three goals and list them in priority to you.	
1. _____ _____ _____	
2. _____ _____ _____	
3. _____ _____ _____	

ACTION PLAN		
B. Brainstorm a list of criteria needed to meet each goal.		
Goal Number One	Goal Number Two	Goal Number Three
C. Create a set of actions needed in order to meet the criteria.		
Goal Number One	Goal Number Two	Goal Number Three

ACTION PLAN		
D. Using your list of transferable and non-transferable skills from the previous section, list the skills that you already have that will help to reach your goal.		
Goal Number One	Goal Number Two	Goal Number Three

CONCLUSION

Reflecting on the cadet experience enables you to pass on your experience and knowledge to the cadets you will be leading and instructing. Reflect on how the Cadet Program has influenced you, enables you to apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare you as you transition out of adolescence by providing you an opportunity to develop an action plan that uses the skills the Cadet Program has given them.



Congratulations, you have completed your self study package on EO C507.03 (Reflect Upon the Cadet Experience). Complete the action plan and then hand your completed package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 1

EO C509.01 – MONITOR INSTRUCTION

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

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

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

Photocopy the self study package located at Attachment A, Assessment Form located at Attachment C and the Assessment Rubric located at Attachment D for the cadet.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have monitored a lesson.

IMPORTANCE

It is important for cadets to monitor instruction as it is the best way to improve the abilities of instructors by providing them with effective and valuable feedback on their instructional capabilities.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadets monitor instruction.

RESOURCES

- Self study package located at Attachment A,
- Assessment Checklist located at Attachment C,
- Assessment Rubric located at Attachment D, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package, Assessment Checklist, Assessment Rubric and a pen / pencil.
2. Allow the cadet 60 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Have the cadet monitor a period of instruction using the Assessment Checklist and Assessment Rubric.



It is preferred that the cadet monitor a period of instruction given by a peer (a cadet in the process of completing or who has completed Phase Five) or a subordinate cadet (a cadet completing Phase Four). If a period of instruction delivered by a peer or subordinate cadet is not available, a period of instruction delivered by an officer may be used providing the officer agrees to act as a training aid for the cadet.



While the cadet monitors a period of instruction, an experienced assessor must be paired with them. The experienced assessor should take notes on the period of instruction in order to provide a comparison for the cadet's evaluation. The experienced assessor will also participate in a role-play with the cadet so the cadet can practice debriefing a period of instruction.

5. After the lesson is complete, have the cadet debrief the period of instruction in a role-play scenario where the instructor is replaced by the experienced assessor.
6. Collect the self study package once the cadet has finished.
7. Correct the self study package with the self study package answer key located at Attachment B.
8. Provide feedback to the cadet and indicate whether or not they have completed the enabling objective (EO).
9. Return the completed self study package to the cadet for their future reference.
10. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to monitor instruction as it is the best way to improve the abilities of your instructors by providing them with effective and valuable feedback on their instructional capabilities.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-056 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of instruction*. Ottawa, ON: Department of National Defence.

A0-191 A-CR-CCP-914/PT-001 Cadet Instructors List Training School. (1978). *CIC instructional supervision*. Ottawa, ON: Department of National Defence.

A0-192 A-P9-000-009/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 9 instructional technique*. Ottawa, ON: Department of National Defence.

A0-193 A-P9-000-010/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 10 instructor supervision*. Ottawa, ON: Department of National Defence.

A0-194 A-P9-050-009/PT-006 Canadian Forces Individual Training and Educational System. (2002). *Volume 6 manual of individual training and education*. Ottawa, ON: Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK

MONITOR

INSTRUCTION



SECTION 1: THE PURPOSE OF MONITORING INSTRUCTION
SECTION 2: THE PROCESS OF MONITORING INSTRUCTION
SECTION 3: MONITOR INSTRUCTION

SECTION 1 THE PURPOSE OF MONITORING INSTRUCTION

THE IMPORTANCE OF MONITORING INSTRUCTION



"By providing direction, encouragement, advice and guidance, the supervisor strives to ensure that both instructors and course members are performing to the best of their ability. Fulfillment of this supervisory role contributes to effective training and the attainment of course objectives."

Canadian Forces Manual of Individual Training

An assessor is important for the development of instructors because they provide direction, encouragement and advice for improvement while ensuring the instructors know they are working toward a common goal. To do this, assessors must be aware of the material being instructed, and the latest methods of instruction.

The assessor's job is important because:

- even good instructors can deteriorate through neglect,
- some technically qualified instructors are not adequately taught how to instruct, and
- most instructors have some weaknesses and may not be aware of them.



When monitoring instruction in the Cadet Program, the instruction monitor is referred to as the assessor.

The overall aim of monitoring instruction is to improve instruction and learning. This is done by:

Promoting Learning Within the Training Environment

All training staff are collectively responsible to ensure that the training environment promotes learning. Areas such as instructor performance, learner achievement, support and administration are monitored to ensure the training goals are met in an effective and efficient manner. An assessor plays a key role in ensuring that learning takes place by monitoring the delivery of instruction.

Assessing Whether Learning is Taking Place

An assessor assesses whether learning is taking place on an ongoing basis by monitoring instruction. Monitoring instruction enables training staff to:

- ensure the content and emphasis of the material is in accordance with the intent of the Qualification Standard and Plan (QSP); and
- confirm the adequacy and appropriate use of instructional materials and training aids as directed in the QSP and Instructional Guide (IG) as required.

Providing Opportunities for Instructors to Improve Their Instructional Technique


Monitoring instruction improves both instruction and learning. Instructors should be provided with opportunities to improve their instructional technique. Assessors are responsible for identifying areas for development in instructional staff.

To develop instructional staff, assessors must monitor the instructional staff in the classroom or other training areas to provide feedback, recognize and reinforce effective performance and identify and correct any problems before they become serious and jeopardize learning.

The development of instructional skills can take place only when the instructional staff have the opportunity to instruct under supervision and receive feedback on their performance. Monitoring and feedback must focus on instructional staff development and improvement and be based on mutual respect between the instructional staff and the assessor.

A monitoring and feedback program based on mutual respect can be fostered when:

- the instructional staff and assessor agree on the specific skills and practices that characterize effective instruction;
- the assessor frequently monitors lessons to verify that the instructional staff use the skills / practices and meets to discuss them afterwards (feedback);
- the instructional staff and the assessor agree on areas for improvement; and
- the instructional staff and the assessor develop a specific plan for improvement together.

	<p>Activate Your Brain #1:</p> <p>The aim of monitoring instruction is to improve instruction and learning. How is this done?</p> <hr/> <hr/> <hr/> <hr/>
--	--

TYPES OF MONITORING

There are three types of monitoring commonly used to assess instruction. They are:

Formal Monitoring

Formal monitoring is specific and exact in nature. The assessor spends a considerable period of time observing the instructional practices of an instructor. This is the most important kind of assessment because it offers detection of specific strong and weak points in the instruction. This type of monitoring is where the assessor can make the biggest impact on an instructor's development. This type of monitoring should be done at least once for every instructor and more frequently for new or weak instructors.


Informal Monitoring

Informal monitoring is a shorter process than formal monitoring. It is the method by which an assessor ensures the general teaching procedures and managerial aspects of an instructor's classroom and training activities. This type of monitoring is useful for checking the progress of individuals who have already received a formal evaluation and determining if further formal evaluation is required.

Spot Checks

Spot checks are an even shorter process than informal monitoring. This type of assessment gives the assessor a general overview of the teaching situation. It allows them to verify the methods of instruction being employed and that the principles of instruction are being applied. Spot checks apprise the assessor of the general situation

and indicate to the instructor that they are interested in their work. The corrective measures taken from spot checks will probably be limited to cases where poor instructional situations are repeatedly evident. However, this type of monitoring is useful for keeping instructors on their toes, as they will never know when the assessor may be around to conduct a spot check.



Activate Your Brain #2:

What are the three types of monitoring?

1. _____

2. _____

3. _____

ASSESSMENT

An assessor assesses an instructor using various forms of assessment. Each form of assessment has advantages and disadvantages which give them a better fit for certain types of evaluation. The three main types of assessment used are assessment by scale, assessment by rating, and assessment by rubric.

Assessment by Scale

An assessment by scale uses a series of numbers to represent a level of achievement. This form of assessment is quick to use but does not adequately define what each number means. It is common for higher numbers to represent more proficiency; lower numbers represent less proficiency.

Criteria	Rating				
Tie a Figure 8 knot.	1	2	3	4	5

Figure 1 Example of Assessment by Scale

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

Assessment by Rating

An assessment by rating uses a series of words to represent a level of achievement. This form of assessment is almost as quick to use as assessment by scale, but it defines the level of achievement more clearly. This form of assessment is used often in the Cadet Program.

Criteria	Rating			
Adopt the prone position.	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard

Figure 2 Example of Assessment by Rating

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


Assessment by Rubric

An assessment rubric is the final form of commonly used assessment. It uses a set of word pictures to represent a level of achievement. Rubrics are specific to a task and describe levels of performance for individual criteria needed to complete that task. This gives an assessor a clearer understanding of what is required to attain a specific score. This form of assessment takes longer than scales or ratings, but clearly defines levels of achievement and breaks down a performance into smaller, more assessable, pieces.


	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted. It had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.

Figure 3 Example of Assessment by Rubric

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




The above example of assessment of rubric only uses one criterion. This is not typical when using a rubric; more often, the rubric has a series of criteria, each one using a separate row to define performance.



Activate Your Brain #3:

What are the three types of assessment?

1. _____
2. _____
3. _____



Activate Your Brain #4:

Why would assessment by rating be chosen over assessment by rubric?

Assessment Difficulties

It is rare for two assessors to have the same result when assessing a performance (eg, one assessor might describe the performance as excellent and the other describes the performance as good). This difference in assessment can be related to many factors, which may include:

- one assessor having a better understanding of the topic being assessed;
- one assessor being more familiar with the individual being assessed;
- one assessor being less focused during the assessment;
- one assessor allowing their emotions to affect their assessment; or
- one assessor being more experienced at assessing.



Did you know?

Assessment errors occur for a variety of reasons. Some errors can be caused by the design of the assessment, some occur only with certain groups of assessors, and some with individual assessors. The following are examples of common assessment errors:

1. **Error of central tendency.** Many assessors hesitate to assess either extremely high or extremely low. They tend to group their ratings close to the centre of the scale. If an error of central tendency is taking place, true ability is not reflected on the monitoring form. Therefore, the rating is of little use.
2. **Error of standards.** Some assessors tend to overrate or underrate everyone, as compared to the assessments of other assessors. They do this because of the difference in the standard they expect to see.
3. **Error of narrow criterion.** New assessors may use a narrow representation as the entire range of proficiency. If they have three superior instructors, they begin to assess others lower because they cannot perform quite as well.
4. **Logical error.** An assessor who has made a logical error allows the performance on one item to influence the assessing of another item. An alert assessor should assess each item separately and objectively.
5. **Error of familiarity.** When an assessor is with their instructors every day for a prolonged period, they can lose their assessing objectivity. They become accustomed to some of the instructors' common weaknesses and overlook them as errors. Stepping back and getting a new perspective helps to avoid this type of error.
6. **Error of halo.** Many assessors tend to assess after being influenced by their general impression of the individual. Halo error is so called because the assessment clusters like a halo around the assessor's general impression. An assessor must detach personal feelings about an instructor from the task being assessed. For example, an assessor assesses an instructor as high during a flight safety period because they speak well in a social environment; a quality which has nothing to do with flying an aircraft.
7. **Error of delayed grading.** If assessment occurs long from the actual performance, the information about the performance to be forgotten. If this happens, the assessor

often goes to the central-type rating due to lack of information to justify extreme ratings.



How might you strive to overcome these errors when you monitor instruction?



Take time to examine the Assessment Checklist and the Assessment Rubric for monitoring instruction. It is important to become familiar with these tools prior to using them. If you have any questions, ask your Course Officer or the Training Officer.

SECTION 2

THE PROCESS OF MONITORING INSTRUCTION

The process of monitoring instruction may be broken down into three stages: preparing for a monitoring session; monitoring a period of instruction; and debriefing the instructor.

PREPARING FOR A MONITORING SESSION

When preparing to monitor an instructor, an assessor must:

Advise the instructor. Advise the instructor well in advance that the lesson will be monitored and remind them that the purpose of monitoring a lesson is to give feedback to improve instructional skills.

Review the lesson. Review the lesson specification and determine how the lesson fits into the overall program by examining the lessons that precede and follow it. Consider different approaches to delivering the lesson based on the teaching points, ratio of theory to practical and amount of training activity required.

Review and prepare the assessment tools. Prepare the appropriate assessment tools, by filling in the:

- instructor's name,
- assessor's name,
- date,
- PO / EO,
- time allotted,
- any test details.

MONITOR A PERIOD OF INSTRUCTION

Monitoring a period of instruction can be broken down into three parts: before the lesson; during the lesson; and after the lesson.

Before the Lesson

1. Greet the instructor and request a copy of their lesson plan.
2. Reassure the instructor that the purpose of monitoring is to help the instructor develop their abilities and discuss any questions or concerns.
3. If possible, choose an observation point that is not in the direct line of sight of the learners or the instructor.
4. Verify that the training area has been appropriately arranged and training aids are available and in position.

During the Lesson

1. Observe the instructor's actions and learners' response during the lesson.
2. Use the assessment tools to help record behaviours. Focus on observable behaviours. Take descriptive notes and cite specific examples. The assessment tools allows the assessor to assess that:
 - a. the lesson plans are prepared and complete;
 - b. the training environment, including the layout of the training area and the orientation board, is appropriately prepared;

- c. the instructor uses appropriate instructional techniques and principles of instruction;
 - d. the instructor's ability to accommodate different learning styles in their lesson; and
 - e. the visual / training aids employed are unobstructed and easily viewed, relevant to the subject matter and allow for easy transition throughout the lesson.
3. Do not interfere with the lesson unless there is an emergency or safety violation.

After the Lesson

1. Complete the assessment tools.
2. Review the results of the assessment tools and identify items of the lesson that went well, and items of the lessons upon which the instructor needs to improve.

DEBRIEFING THE INSTRUCTOR

Debriefing sessions are used to let the instructor know of the strengths and weaknesses showed during the delivery of a lesson and develops a specific plan on how to overcome them. It is important that the assessor prepares a comfortable and relaxed atmosphere in the debriefing area by:

1. selecting a site for the debriefing area that is:
 - a. confidential and out of the hearing range of others; and
 - b. away from any potential distractions and interruptions;
2. arranging furniture in an informal manner (eg, not having a desk separate the assessor and the instructor); and
3. removing any physical barriers to the conversation (eg, other furniture, lamps, boxes).

Before meeting the instructor, the assessor must take time to plan the debriefing session. When planning the session, the assessor should:

1. review the notes taken during the lesson;
2. list the instructor's strengths during the lesson and how they contributed to achieving the instructional objective; and
3. list areas of improvement in the instructor's performance and how they detracted from the achievements of goals.

To ensure the efficiency and progression of the debriefing sessions, the assessor should:

1. welcome the instructor and put them at ease. Many instructors will be tense and the assessors are to make every effort to dispel this tension;
2. explain that the purpose of the session is to provide feedback which helps to improve their performance in the classroom;
3. employ active listening skills during the debriefing session. This also includes watching the instructor's body language; and

4. discuss the instructor's performance, to include:
 - a. asking questions that lead the instructor and encourage them to discuss their lesson;
 - b. asking the instructor to analyze their performance by identifying their strengths and areas for improvement;
 - c. responding to the instructor's self-evaluation and confirm areas identified as applicable;
 - d. identifying the strengths and areas for improvement if no areas are identified by the instructor (or if important areas are missed);
 - e. highlighting the effective areas of the instructor's performance and how this contributed to the achievement of the instructional objectives;
 - f. assisting the instructor to develop a plan to improve their instructional abilities;
 - g. having the instructor accept responsibility for the plan and commit to improve; and
 - h. offering further assistance if appropriate (eg, coaching in a particular area); and



It is important to limit the number of areas of improvement to two or three. If an instructor is given too many items to consider, they become overwhelmed. Identify two or three key points upon which the instructor to focus improvement.

5. conclude the session by having the instructor summarize what was discussed and re-motivate the instructor. It is important to allow the instructor to review the assessment tools.

The following is an example of a conversation that may occur during a debriefing session.

Monitor: "Hello Sgt Smith, how are you today?"

Sgt Smith: "I'm great, thank you!"

Monitor: "We're meeting to discuss the lesson you taught earlier. I want to remind you that the reason for this discussion is to help you improve as an instructor. First of all, looking back on the lesson, how do you think it went?"

Sgt Smith: "I think it went OK."

Monitor: "That's good. What do you think were your strengths during that lesson?"

Sgt Smith: "Well, I think I prepared good training aids and that I maintained a high level of class participation."

Monitor: "I agree with you. I also noticed that you created a lot of interest through the games you used to confirm the understanding of teaching points. You also placed emphasis on specific concepts by using very clear examples. I noticed that you had a great understanding of the lesson material. What do you think would be the areas in which you could improve for next time?"

Sgt Smith: "I realized at one point that I forgot a teaching point and had to go back to cover it, but I think in the end, the cadets understood the material because of my explanation. I also think I could have drawn answers from more cadets. I realized I only chose those who had raised their hands."

Monitor: "OK, you're right about those observations. How do you think you can improve on what you just told me?"

Sgt Smith: "Well, I could refer more to my lesson plan during the class to ensure I remain on track and don't forget any teaching points. I could also practice my lesson in advance to have a feel for the material. For my questioning techniques, I could plan different types of questions to ask during the class and write cues on my lesson plan to ensure I allow different people to answer questions and not only those who raise their hand."

Monitor: "That's a very good plan. Why don't you try those ideas during the next class that you'll teach and I could monitor one of your lessons next week. We can then discuss your progress."

Sgt Smith: "That sounds good!"

Monitor: "Can you summarize what we have just agreed upon?"

Sgt Smith: "I have to refer more to my lesson plan during the class to remain on track and not forget teaching points. I also need to practice my lesson in advance. And when I plan my lesson, I should incorporate different types of questions so that I don't always have the ones who raise their hand answer."

Monitor: "Very good. Feel free to drop by at any time if you need advice or help on anything. I'll look at the schedule tonight and let you know by tomorrow which lesson I'll monitor next week. Thanks for your time and your good work. Do you have anymore questions or comments?"

Sgt Smith: "No, not right now. Thanks very much."

Monitor: "Thank you, and have a good day."



Provide feedback to the Training Officer regarding the instructor's performance and progress.



Activate Your Brain #5:

What are the three stages to monitoring instruction?

1. _____
2. _____
3. _____

SECTION 3 MONITOR INSTRUCTION

PURPOSE

The purpose of this section is to provide an opportunity to monitor a period of instruction.

ACTIVITY INSTRUCTIONS

1. Liaise with your Course Officer / Training Officer to establish which period of instruction you will be monitoring.
2. Using the Assessment Tools located at Attachment C, monitor a period of instruction.
3. Evaluate each item by following the Assessment Rubric and circle the corresponding letter on the Assessment Checklist. Record any strengths and areas for improvement in the comments section.
4. When the period of instruction is complete, finalize the Assessment Checklist.
5. Identify points to be discussed during the debriefing of the instructor.



The purpose of the debriefing is to provide the instructor feedback on their period of instruction.

6. Role-play a debriefing with your Course Officer / Training Officer or the facilitator of this lesson. You will act as the assessor and the Course Officer / Training Officer or the facilitator will act as the instructor.



Congratulations, you have completed your self study package on EO C509.01 (Monitor Instruction). Complete the Assessment Checklist for the period of instruction you monitored and then hand your completed package to the Training Officer / Course Officer who will record your completion in your Proficiency Level Five logbook.

THIS PAGE INTENTIONALLY LEFT BLANK

SELF STUDY PACKAGE ANSWER KEY



Activate Your Brain #1:

The aim of monitoring instruction is to improve instruction and learning. How is this done?

Monitoring instruction improves learning by promoting learning within the training environment, assessing whether learning is taking place, and providing opportunities for instructors to improve their instructional technique.



Activate Your Brain #2:

What are the three types of monitoring?

1. Formal monitoring.
2. Informal monitoring.
3. Spot checks.



Activate Your Brain #3:

What are the three types of assessment?

1. Assessment by scale.
2. Assessment by rating.
3. Assessment by rubric.



Activate Your Brain #4:

Why would assessment by rating be chosen over assessment by rubric?

Assessment by rating would be chosen over assessment by rubric because it is a faster assessment tool or if the task being assessed is simple and does not require additional assessment definitions.



Activate Your Brain #5:

What are the three stages to monitoring instruction?

1. Preparing for a monitoring session.
2. Monitoring a period of instruction.
3. Debriefing the instructor.



Activate Your Brain #6:

When giving a debriefing, how many items should you focus on? Why?

It is important to limit the number of areas of improvement to two or three. If an instructor is given too many items to consider, they will become overwhelmed. Identify two or three key points for the instructor to focus improvement on.

ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	Assessment (circle one)	Notes
Lesson Preparation		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Classroom / training area set-up	I D C	
Lesson Introduction		
Review of previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
Lesson Body		
Method(s) of instruction	I D C	
Learning environment	I D C E	
Effective use instructional aids	I D C	
Satisfaction of learner needs	I D C E	
Accuracy of lesson content	I D C E	
TP confirmation	I D C E	
End of lesson confirmation	I D C E	
Lesson Conclusion		
Lesson summary	I D C	
Re-motivation	I C	
Description of next lesson	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

		Assessment (circle one)	Notes		
Communication					
Voice control	I	D	C	E	
Body language	I	D	C	E	
Questioning techniques	I	D	C		
Time Management					
Time management	I	D	C		

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Feedback:

Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on 7 or more of the criteria:

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally

ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs were to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
Classroom / training area set-up	Set-up of the classroom / training area was not suitable to the lesson.	Set-up of the classroom / training area was suitable to the lesson, however some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: <ul style="list-style-type: none"> • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized. 	N/A
Lesson Introduction				
Review of previous lesson (if applicable)	The cadet did not review the previous lesson	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
Introduction of lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
Lesson Body				
Method(s) of instruction	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A

A-CR-CCP-705/PF-001
 Attachment D to EO C509.01
 Instructional Guide

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Learning environment	The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.
Effective use of instructional aids	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
Satisfaction of learner needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of lesson content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The cadet creatively used questions or an activity to confirm the understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of lesson confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Conclusion				
Lesson summary	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivation	The cadet did not attempt to re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A
Description of next lesson	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A
Communication				
Voice control	The cadet did not speak clearly or consistently spoke too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body language, dress and deportment	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).	N/A
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient, however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	N/A

Score overall assessment on the Assessment Checklist as:

1. **Incomplete.** If the cadet received an “incomplete” on more than three of the criteria listed on the assessment checklist;
2. **Completed With Difficulty.** If the cadet received an “incomplete” on not more than three of the criteria and a minimum of “completed with difficulty” or better on all other criteria;
3. **Completed Without Difficulty.** If the cadet received a minimum of “completed with difficulty” on all criteria and “completed without difficulty” or better on 10 or more of the criteria;
4. **Exceeded Standard.** If the cadet received a minimum of “completed without difficulty” on all criteria listed on the checklist and “exceeded standard” on seven or more of the criteria:



ROYAL CANADIAN ARMY CADETS
MASTER CADET
INSTRUCTIONAL GUIDE



SECTION 1

EO C521.01 – RECOGNIZE THE IMPACT OF HUMAN ACTIVITY ON ECOSYSTEMS

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

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

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have recognized the impact of human activity on ecosystems.

IMPORTANCE

It is important for cadets to examine the impact of human activity on ecosystems. By knowing the impacts of various activities, cadets will be able to counsel their subordinates and peers. That knowledge will give them the tools to minimize their impact on the environment.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVES

The objective of this self study package is to have the cadet recognize the impact of human activity on ecosystems.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The information in this package should enable the cadet to recognize the impacts of some of their actions either when leading groups during outdoor activities or when faced with personal decisions. The cadets will

have awareness that all actions have varying impacts and they will also be able to create that awareness in younger cadets.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C2-151 ISBN 0-7360-4709-3 Gilbertson, K., Bates, T., McLaughlin, T., & Ewert, A. (2006). *Outdoor education: Methods and strategies*. Windsor, ON: Human Kinetics.

C2-253 Jope, K. (2001). *An approach to identifying "vital signs" of ecosystem health*. Retrieved October 19, 2009, from <http://www.georgewright.org/69jope.pdf>

C2-254 ISBN 978-1-59486-637-1 Gore, A. (2006). *Earth in the balance*. New York, NY: Rodale.

C2-260 Environment Canada. (2008). *Quickfacts*. Retrieved October 19, 2009, from http://www.eg.gc.ca/water/en/e_quickfacts.htm

C2-261 Agriculture and Agri-Food Canada. (2007). *Healthy and diverse ecosystems*. Retrieved October 19, 2009, from <http://www4.agr.gc.ca/AAFC-AAC/display-afficher.do?id=1186599306068&lang>

C2-264 ISBN 0-412-26630-X Liddle, M. (1997). *Recreation ecology*. London, England: Chapman & Hall.

C2-283 ISBN 978-0-385-52782-8 Goleman, D. (2009). *Ecological intelligence*. New York, US: Broadway Books.

C2-284 Wikipedia. (n.d.). *Ecological footprint*. Retrieved February 02, 2010, from http://en.wikipedia.org/wiki/Ecological_footprint

C2-285 Carbon Trust. (2009). *Carbon footprinting*. Retrieved February 09, 2010, from <http://www.carbontrust.co.uk/cut-carbon-reduce-costs/calculate/carbon-footprinting/pages/carbon-footprinting.aspx>

C2-286 The Wall Street Journal. (2009). *Six products, six carbon footprints*. Retrieved February 09 2010, from <http://online.wsj.com/article/SB122304950601802565.html>

C2-287 Wikipedia. (n.d.). *Decomposition*. Retrieved February 15, 2010, from <http://en.wikipedia.org/wiki/Decomposition>

C2-288 The Good Human. (2008). *How long does litter take to disintegrate?* Retrieved February 15, 2010, from <http://www.thegoodhuman.com/2008/04/23/how-long-does-litter-take-to-disintegrate/>

C2-289 The University of Arizona. (2010). *Biosphere 2 - where science lives*. Retrieved February 16, 2010, from <http://www.b2science.org>

C2-290 Wikipedia. (n.d.). *Biosphere 2*. Retrieved February 16, 2010, from http://en.wikipedia.org/wiki/Biosphere_2

C2-291 Canadian Encyclopedia. (2010). *Ecosystem*. Retrieved February 16, 2010, from <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002519>

THIS PAGE INTENTIONALLY LEFT BLANK

RECOGNIZE THE IMPACT OF HUMAN ACTIVITY ON ECOSYSTEMS



- SECTION 1: THE CONCEPT OF ECOSYSTEMS**
- SECTION 2: THE CHANGES IN ECOSYSTEMS DUE TO OUTDOOR RECREATION**
- SECTION 3: THE IMPACT OF PERSONAL ACTIVITIES AND LIFESTYLE CHOICES**

SECTION 1
THE CONCEPT OF ECOSYSTEMS



How much do you know about the environment surrounding you?

First, let's look at ecology. What is ecology? Ecology is the branch of biology that studies the interactions of living things with each other and their physical environment. All living things on Earth may be arranged into various levels of organization. One of these levels is the ecosystem, which represents the highest level in a hierarchical organization of biological systems (which ranges from the cell to organism to population to ecosystem).

Think of the last time you were outdoors. Do you remember seeing living things like grass and people? Do you remember seeing non-living things like concrete, soil, or maybe puddles or snowbanks?

An ecosystem contains all of those parts that you can see (eg, soil, water, insects, rocks, birds, trees, and people), and also parts you cannot see (eg, microscopic organisms like bacteria and fungi, or molecules of food and nutrients that are in water, soil, and air).

Often, ecosystems are confused with habitats.



Do you know the difference between habitat and ecosystem? If so, write it down.

Habitat describes the conditions a particular organism needs to live (eg, a whale needs salt water and fish to eat, gophers need plants to eat and soil to burrow in, and giant sequoias (a tree) need lots of water and soil nutrients.)

Ecosystems include much more than just the requirements needed for a particular type of organism to live. Ecosystems include interactions among many types of organisms and abiotic (non-living) parts of the environment too. A healthy ecosystem shows a pattern of organization in the functional relationships between its components.

Etymologically, the word ecosystem derives from the Greek *oikos*, meaning home, and *systema*, meaning system.



Did you know?

British ecologist A.G. Tansley proposed the word "ecosystem" in 1935.

American Raymond L. Lindeman offered the now classic definition in 1942.

Very geographically large ecosystems (eg, arctic or tall-grass prairie) are often called biomes.



Do you think it is possible to artificially create a closed ecosystem?

Do you think we could create a functional ecosystem?

Are humans capable of such a thing?

Well one thing is sure... You bet we have tried!

Between 1987 and 1991, Project "Biosphere 2", a man-made, materially-closed ecological system in Oracle, Arizona (USA) was constructed. It allowed the study and manipulation of a biosphere without harming the Earth's, and the exploration of the possible use of closed biospheres in space colonization.



Figure 1 Biosphere 2, Arizona

Note. From *The Call of the Biosphere: Dangerous Diminishment*, by The Call of the Land, 2009. Retrieved February 17, 2010, from <http://thecalloftheland.wordpress.com/2009/03/01/the-call-of-the-biosphere-dangerous-diminishment/>

At a size comparable to two and a half football fields, it remains the largest closed system ever created.

Biosphere 2 contained representative biomes:

- rainforest,
- ocean with a coral reef,
- mangrove wetlands,
- savannah grassland,
- fog desert, and
- an agricultural system.

Biosphere 2 had two closure experiments in which crews lived in the facility for up to two years.

The name Biosphere 2 comes from Earth's biosphere, Biosphere 1, Earth's life system and the only biosphere currently known.



Look online at <http://www.b2science.org> for more information on Project Biosphere 2.

Aquatic Ecosystems

We can identify two main types of aquatic ecosystems: salt water and freshwater. Aquatic ecosystems usually support a wide variety of life forms, including micro-organisms, bottom dwellers, free-floating and rooted plants, fish, birds, reptiles, and amphibians. Habitat conditions affect the type and number of species present. Wetlands are areas that are permanently or temporarily submerged in water—such as marshes, swamps, bogs, and sloughs.

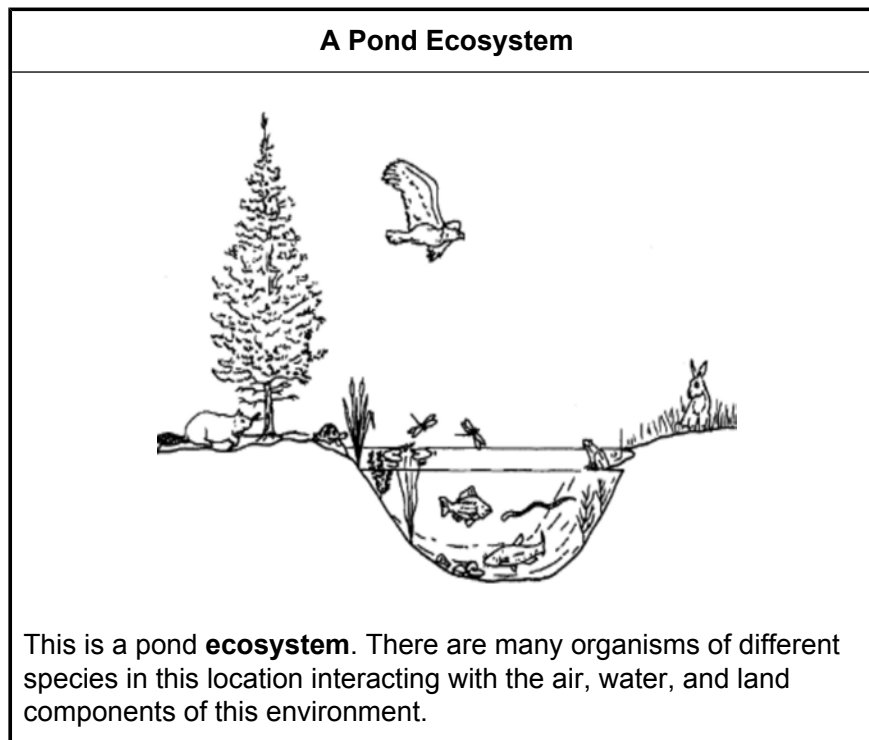


Figure 2 Pond Ecosystem

Note. From *Population Diversity*, by J. M. Buckley, 2003, Oswego City School District Regions. Retrieved February 16, 2010, from <http://regentsprep.org/regents/biology/units/organization/population.cfm>



Did you know?

"Canada contains more than 1.2 million square km of wetlands covering about 14% of its total land area. This represents one quarter of all wetlands in the world. The only ecosystem designated for conservation by international convention, wetlands are highly valued as wildlife habitats and as natural water filters."

- Environment Canada (<http://www.ec.gc.ca/default.asp?lang=En&n=E7F27BBB-1>)

All ecosystems must have three basic kinds of nutritional interactions in order to be stable and self-sustaining. These nutritional interactions involve producers, consumers, and decomposers.



Do you know the difference between producers, consumers and decomposers? Can you give examples of each?

Producers are capable of using the sun's energy to make glucose (sugar) through the process of photosynthesis. Plants and algae are examples of producer organisms. Sometimes producer organisms are called autotrophs (because they are somewhat "self-sufficient"). Phytoplankton, which is so small it cannot be seen with the naked eye, is a producer found in water. It is at the bottom of the food chain.

Consumers depend upon other organisms for their food (eg, fish, birds). Sometimes consumer organisms are called heterotrophs. Many different categories of consumer organisms exist. A herbivore eats primarily plant material, while a carnivore eats primarily other animals. An omnivore is a consumer that eats both plant and animal material. Humans are an example of an omnivore.

Decomposers are a special category of consumer organism. Decomposers break down dead organic matter and change it to simpler nutrients which can be recycled in the ecosystem. For example, bacteria and fungi (molds and yeast) are decomposers.



Think about the effect that a change in producers would have on an ecosystem. How about the effect from a change in consumers? In decomposers?



Activate your Brain #1

What is another term used to describe geographically large ecosystems?

The greater the number of different populations that interact within an ecosystem, the more stable and self-sustaining the ecosystem becomes. The number of different populations within an ecosystem is sometimes referred to as biodiversity. Biodiversity is also important for providing us with compounds for new medicines, and seeds for new crops. A loss of species or change in species composition can threaten an ecosystem's health and affect our economic and socio-cultural sustainability.



Activate Your Brain #2:

Explain why biodiversity is important to humans.



Define ecosystems in your own words.

In summary, ecosystems are spaces where resources are constantly cycled. An understanding of the dynamics of each ecosystem is essential to the management of land and sea and to the productivity of the environment as a whole.



Did you know?

- Water is the only substance found on Earth naturally in three forms—solid, liquid and gas.
- Once evaporated, a water molecule spends about 10 days in the air.
- 68.9% of Earth's freshwater exists in the form of glaciers and permanent snow cover.
- In Canada, there is more water underground than on the surface.
- The Great Lakes are the largest system of fresh, surface water on Earth, containing roughly 18% of the world's fresh, surface water.

- Environment Canada (www.ec.gc.ca/water/en/e_quickfacts.htm)

SECTION 2

THE CHANGES IN ECOSYSTEMS DUE TO OUTDOOR RECREATION

The axiom "Leave nothing but footprints; take nothing but photographs; kill nothing but time," is an excellent guide for travelling in outdoor environments, but it may not be enough; even footprints can be damaging. Footwear with hard soles, whether boots, shoes or sandals, can tear the fragile surface of a meadow and accelerate erosion on hillsides.



List ways in which you believe outdoor activities may impact ecosystems.

There are many ways in which the activities carried out by humans may impact the surrounding environments. Here are a few examples of some activities that have impacts:

- Pressure on the ground from walking, running, skiing, snow shoeing, etc;
- Power from a boat that must be dissipated in the water (turbulence); and
- Very high speed air movement created by aircraft.



Did you know?

About 70% of the Earth is covered in water.

- Environment Canada (www.ec.gc.ca/water/en/e_quickfacts.htm)

Physiological Reactions of Plants to Touching, Shaking, Bending, Wounding, and Defoliating.

A widespread effect of outdoor recreation is a plant's reaction to the gentle stimulus which may be a very occasional touch, or repeated brushing in more frequently used locations.

Reaction to touching. Most plants respond to contact with a bioelectric change that is essentially the same as the one that occurs in an animal's nervous system. This impulse originates even when stimulus is not injurious. Repeated contact by brushing has been shown to affect some species negatively (eg, affecting growth of seedlings or reducing the length of the stem) and to affect others positively (eg, inducing their resistance to frost and drought by strengthening the stems).




Reaction to shaking. Shaking tends to be more intense than touching, although there is still no disruption of plant tissue. Plants that are put through robust shaking show a reduction in size (eg, length or leaf numbers). However, there are some parameters, linked to plant strength, that increase, such as stems' weight or the weight of the leaves.

Reaction to bending. In addition to triggering the reactions previously discussed, more extensive tissue changes occur when a plant is repeatedly bent. "Reaction tissue" (wood) is created by some plants.

Reaction to wounding. The wounding response appears to be more long-lasting, although of similar magnitude to that produced by touching, bending or shaking. Plants react by creating various substances; some may have healing virtues, while others may have defensive virtues. In other words, a plant may create a

substance that will allow it to heal or a substance that will try and prevent the wounding from happening again by acting like a poison. Creating such substances requires a significant amount of energy from the plant. If the plant is seriously wounded, this demand may be difficult to sustain. It may also affect the plant's growth because energy normally needed for growth goes toward plant repair.


Reaction to defoliating. First, it is important to understand that leaves are important to a plant because they play a role in photosynthesis—the process that allows a plant to take the energy from the sun and turn it into energy. Plants that have a low reserve of energy are more susceptible to adverse conditions such as frost, heat, and drought. Severe defoliation also leads to a reduced root system, which impairs the plant's capacity for absorbing water and nutrients.

	<p>Activate Your Brain #3:</p> <p>What is a plant's first reaction when it is touched?</p> <hr/> <hr/> <hr/>
---	---

In conclusion, damage to plants by recreational activities have various physiological and biochemical consequences.

Changes in Vegetation as a Result of Wear

There is a link between the number of walkers or vehicles driving on vegetation and the resulting reduction in plant cover. The more vulnerable plants are the first ones to be eliminated. Then, with an increase in the amount of visitors, the more resistant plants are eliminated until no living vegetation remains.

	<p>Look at Figure 3. Notice the effects trampling on large plants and on small plants. What are your observations?</p> <hr/> <hr/> <hr/>
---	--

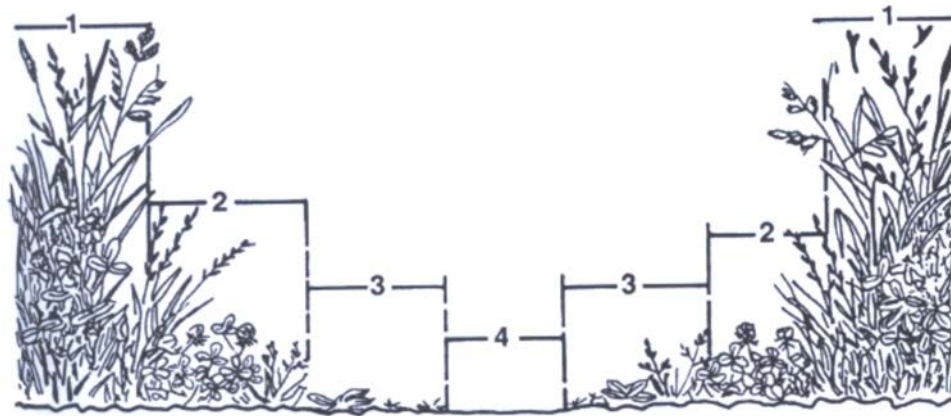


Figure 3 Effects of Trampling

Note. From *Recreation Ecology*. (p.37), by M. Liddle, 1997, London, England: Chapman & Hall.

Figure 3 illustrates how taller plants are affected the most by trampling. Zones 2, 3, and 4 show how taller plants are the first to disappear while zone 3 highlights that the smaller plants are the last ones to do so. It is unfortunate because of the importance the structure of the vegetation has for other plants and animals.

In order to minimize your impact, be aware that the impact of wear is least in the growing season. This is also the time when the fastest recovery can take place.

Another way humans' actions affect vegetation is by a change in diversity.

Look at Figure 4. Do you recognize the plant?



Figure 4 Arctium Lappa, Commonly Called Burdock

Note. From *Pflanzenbilder*, by Imagines Plantarium, 2009. Retrieved February 16, 2010, from <http://www.imagines-plantarum.de/index.html>



Did you know?

In the 1940s, George de Mestral, from Switzerland, went on a hunting trip with his dog during which they both got covered in Burdock. After observing under the microscope how burdock hooked on his dog's hair and his clothes, he had the brilliant idea to invent VELCRO. The name VELCRO is inspired by "velvet" and "crochet".

- About.com (<http://inventors.about.com/library/weekly/aa091297.htm>)

It is possible that you have returned from a hike or an afternoon outdoors with Arctium Lappa stuck to your pants; or dirt on your boots; maybe even branches in your hair.

Outdoor activities often result in seeds being carried in the mud on people's shoes, attached to clothing and in pockets or bags. In addition to the "personal" transport of seeds, seeds may also be carried long distances by adhering to motor vehicles. This results in an increase of diversity. This transport on a global scale is demonstrated by a common path flora existing in nearly all temperate regions. Diversity has been shown to increase with slight wear but decreases as the intensity of wear rises.



Activate Your Brain #4:

How do outdoor activities impact diversity?

Disturbance to Animals

According to Liddle, M. (Recreation Ecology, p. 346), interactions between humans and wildlife can be categorized into three types of disturbance:

Type 1—Interruption of tranquility. The animal sees, hears, smells or otherwise perceives the human but there is no contact or alteration of behaviour. The consequences of this type of disturbance may be positive or negative for the animal. Consequences may include disturbance of essential activities, severe exertion, displacement and sometimes death depending on the severity of the disturbance. Different species of wildlife have different tolerance levels for interactions with humans. Even within a species, tolerance level varies according to the time of the year, breeding season, the animal's age, the habitat type, and the individual animal's experience with humans. In general, the larger the animal, the greater the effect of this disturbance.



Type 2—Change to the habitat. The animal's habitat is changed by the creation of pathways, camping, the presence of food, or the clearing of native vegetation (eg, building rest areas, visitor centres, facilities, or even large tourist complexes). Easy access to food as a result of human action, or an animal adapting to urban living also fit this category. The consequence of this type of disturbance may also be positive (eg, the increase in the numbers of mice or birds around picnic areas and campsites may be attributable to the increase in food supply) or negative for the animal (eg, disappearing of the animal's habitat or the animal's dependency for food). There

are many recorded increases in wildlife population as a result of habitat change. The opposite effect, where the number of animals decreases is often regarded as the usual consequence of this disturbance.

Type 3–Injury or death. The animal is affected by direct and damaging contact, such as hunting and fishing, although it may be extended to stepping on small animals, collisions with vehicles, and other accidental contacts that have the similar results. By definition, this type of disturbance is harmful to wildlife, causing injury or death.



Did you know?

"Living species of animals and plants are now vanishing around the world one thousand times faster than at any time in the past 65 millions years."

- Earth in the Balance. A. Gore (p.24)

Impact of Water-Based Recreation



Did you know?

- The Great Lakes sustain a \$100 million commercial fishing industry.
- The Great Lakes sustain a \$350 million recreational fishing industry.

- Environment Canada (www.ec.gc.ca/water/en/e_quickfacts.htm)

The effects of recreational activities on aquatic animals are less well understood than the effects on plants, partly because animals react to the presence of humans, and to the results of their activities, in very different ways. They may be affected by sight and sound, as well as by any associated pollution or other change in the environment. Furthermore, animals are often strongly dependent on plants for food, shelter, breeding sites, or simply for somewhere to sit, so that they may suffer indirectly if plants themselves are affected. This also applies to zooplankton (tiny invertebrates that live in the water and that are an important source of food for marine organisms), in the open water and to birds and mammals at the margins of a water body.



The physical impacts of water-based recreation include:

- shore vegetation may be destroyed by shore-based fishermen, campers and people gaining access to the water either for swimming or launching boats;
- high speed propellers may act as rotating knives, cutting floating macrophytes (aquatic plants);
- the turbulence created by motor driven craft may increase the suspended material and hence the turbidity (muddiness, cloudiness) of the water column;
- wash from powerboats will erode unprotected banks in lakes and rivers;
- pollution released affects oligotrophic situations (where it is relatively poor in plant nutrients) such as mountain lakes, mangroves and some coral reefs.



Did you know?

- Every year, 1.5 million recreational boaters enjoy the Great Lakes.
- One drop of oil can render up to 25 litres of water unfit for drinking.

- Environment Canada (www.ec.gc.ca/water/en/e_quickfacts.htm)



Activate Your Brain #5:

List the three types of disturbance that may affect animals.



Did you know?

The Rule of Threes states that:

You can survive:

- three minutes without air,
- three hours in extreme weather conditions,
- three days without water, or
- three weeks without food.

It can also be extended to:

- three seconds without thinking, and
- three months without hope.

- Survival and Outdoor (<http://www.suvod.com>)

SECTION 3
THE IMPACT OF PERSONAL ACTIVITIES AND LIFESTYLE CHOICES



Think about all the products you use on a daily basis. Do you know where the products come from? Do you know what they are made of? Do you think about the waste these products generate?

You live in a consumer-driven world. All the products you consume have an impact on the world you live in. As an individual, you should be aware of the impact your personal activities and lifestyle choices have on the environment. You should:

- know your impacts;
- favour improvements; and
- share what you learn.

Humans have developed methods for evaluating their impact on the environment. Some of the terminology associated with this is as follows:

Life Cycle Assessment (LCA). A method that assesses raw material production, manufacture, distribution, use and disposal including all intervening transportation steps necessary or caused by a product's existence: the sum of all those steps or phases is the life cycle of the product. Some categories of assessed damages are ozone layer depletion, habitat destruction and land use.

Carbon footprint. Estimation of the total greenhouse gas emissions (all six of the Kyoto Protocol greenhouse gases) caused directly and indirectly by a person, organization event or product. A carbon footprint is measured in tonnes of carbon dioxide equivalent (tCO₂e) which allows the different greenhouse gases to be compared on a like-for-like basis relative to one unit of CO₂.

Ecological footprint. In simple words, it is the amount of land required from nature to support a typical individual's present consumption. It is measured in land areas called global hectares (gha). The ecological footprint concept demonstrates the material dependence of human beings on nature.



Did you know?

The present ecological footprint of an average Canadian or American demonstrates that if everyone on Earth lived like the average North American, we would need at least three such planets to live in a sustainable manner.

- Wackernagel, M & Rees, W., Our Ecological Footprint - Reducing Human Impact on Earth, 1996



Activate Your Brain #6:

What is the unit of measure for:

- Carbon footprint: _____
- Ecological footprint: _____

Paper Bags versus Plastic Bags

One of the pioneering LCA studies is the analysis of the merits of paper versus plastic. Factors such as the amount of wood or chemicals used, the amount of electricity needed and the gases produced in the process are only a few among all of the factors that are considered. According to Earth News Review, here are some comparisons that can be made between standard plastic bags and paper bags.

Standard Plastic Bags:

- They can take over 500 years to biodegrade.
- An estimated 500 billion to 1 trillion plastic bags are used worldwide annually.
- Over 100 000 birds and marine life die each year due to plastic bags.
- Only 1%–3% of plastic bags are being recycled.

Paper Bags:

- The production of a paper bag generates 70% more air and 50 times more water pollutants than plastic bags.
- It takes more than 4 times the energy to manufacture a paper bag than a plastic bag.
- It takes 91% less energy to recycle a pound of plastic than it does a pound of paper.
- Only 10–15% of paper bags are being recycled.

Resource Conservation Manitoba (http://www.resourceconservation.mb.ca/news/Policy/bags_jan08.html) estimates that Manitobans carry home more than 200 million disposable plastic bags from grocery and retail stores every year.

On the other hand, CHANNAL "Changing Newfoundland and Labrador" (<http://www.channalinc.ca/2009/04/14/paper-vs-platic-no-way-go-reusable>) reports that over 55 million plastic shopping bags are being taken home each day by Canadians.



What do you think about the use of the reusable bags? What if you had to do the LCA for them... Do you think you'd be surprised?



Did you know?

- Approximately 300 L of water is required to produce 1 kg of paper.
- It takes an average of 215 L of water to produce 1 kg of steel.

- Environment Canada (www.ec.gc.ca/water/en/e_quickfacts.htm)

Sunscreen and Its Effects on Coral Reefs

When was the last time you went swimming outside? Did you put sunscreen on to protect your body from the sun? Did you think about the impact that sunscreen would have in the water?

Common ingredients in sunscreen contribute to the growth of a virus in the algae that live inside coral reefs. Researchers estimate between 4000 and 6000 tonnes of sunscreen wash off swimmers each year worldwide,

threatening to turn about 10 percent of coral reefs into bleached skeletons. The dangers are greatest where the most swimmers are drawn to the beauty of those reefs.



Did you know?

African and Asian women walk an average of 6 kilometres each trip in order to fetch water.

- Environment Canada (www.ec.gc.ca/water/en/e_quickfacts.htm)



Did you know?

Water uses and consumption:

- Toilet flush: 15-19L
- Shower (5 min): 100L
- Automatic dishwasher: 40L
- Dishwashing by hand: 35L
- Hand washing (with tap running): 8L
- Brushing teeth (with tap running): 10L
- Washing machine: 225L

- Environment Canada (www.ec.gc.ca/water/en/e_quickfacts.htm)

Cars

According to the Wall Street Journal: "For every 1.6 km (1 mile) it travels, the average car in the United States emits about 0.5 kilogram (1 pound) of CO₂. Given typical driving distances, that translates into about 4500 kg (10 000 pounds) of CO₂ per car per year."

A study by the University of Michigan found that, over its expected life, an American-made midsize sedan emits the equivalent of 57 000 kg (126000 pounds) of CO₂ which includes all emissions, from the making of the car's raw materials, through the shredding of the car once it's junked. The vast majority of those emissions—86 %—came from the car's fuel use.

Laundry Detergent



How can you wash and dry clothes in an environmentally-friendly way?

Ways to make a "low-carbon" load of laundry include:

- using liquid detergent instead of powder—making solid detergent uses more energy than making the liquid variety;
- washing in cold water—doing the wash in cooler water reduces the carbon footprint of each load by 0.66 kg (0.3 pounds); and
- hanging clothes to dry instead of using the dryer—it cuts the carbon footprint of every load by 2 kg (4.4 pounds). This is the best way to reduce the environmental impacts of a load of laundry.

Also, some companies have adapted their products to make the load of laundry more ecologically friendly. They include:

- ecological detergent,
- concentrated detergent (requires less packaging),
- ecological laundry ball,
- highly-efficient laundry machines, and
- low maintenance clothes.



Did you know?

Canada is the largest producer of hydroelectricity, followed by the United States and Brazil.

- Environment Canada (www.ec.gc.ca/water/en/e_quickfacts.htm)

Have you ever wondered how much impact your outdoor activities have? Did you ever consider that the equipment you were wearing may have just as much, if not more impact on the environment as your activities themselves?

Litter in the wild

Have you ever thrown an orange peel in the field thinking, "Animals are going to take care of it"? Have you ever walked past a pop can wondering how long it would take for it to disintegrate? Have you ever picked up a package of Individual Meal Package (IMP) from the ground and wondered for how long it had been there?

Items used by humans disintegrate at a different rate. Some items will take days to disintegrate while some items take much longer. Let's see how much you know about this!



Did you know?

The percentage and types of litter found outdoors:

Fast Food waste: 33%

Paper: 29%

Aluminium: 26%

Glass: 6%

Plastic: 2%

Other: 2%

- The Good Human (www.thegoodhuman.com/2008/04/23/how-long-does-litter-take-to-disintegrate/)



Did you know?

Here is how long litter lasts in the wild:

- Orange peel: 2–5 weeks
- Paper bag: 1 month
- Cigarette butt: up to 5 years
- Leather shoe: 45 years
- Plastic bottle: 430 years
- Aluminium can: 200–500 years
- Disposable diaper: 550 years
- Glass bottle: Approx. 1 million years
- Styrofoam container: 1 million years

- The Good Human (www.thegoodhuman.com/2008/04/23/how-long-does-litter-take-to-disintegrate/)



What are your thoughts about those numbers?



Congratulations, you have completed your self study package on the impact of human activity on ecosystems. Complete the following exercise and hand the completed self study package to the training / course officer who will record your completion in your Master Cadet logbook.

FINAL EXERCISE

Cadet's Name: _____

Date: _____

1. Determine if the following statements are true or false.

		True	False
1	You can survive about a month without food and water.		
2	Habitat describes the conditions a particular organism needs to live.		
3	Etymologically the word ecosystem derives from the Greek <i>oikos</i> , meaning "home," and <i>systema</i> , meaning "system."		
4	All ecosystems must have three basic kinds of nutritional interactions: producers, consumers, and decomposers.		
5	In reaction to defoliating, "reaction tissue" (wood) is created by some plants.		
6	The ecological footprint analysis is a tool that enables us to estimate the resource requirements in terms of productive land area.		
7	The way to most reduce the environmental impacts of a load of laundry is to wash in cold water.		
8	The impact of wear is least in the growing season and this is also the time when the fastest recovery can take place if the area is given a rest period.		

2. List the three types of disturbance that may affect animals and explain one of them.

Type 1 - _____

Type 2 - _____

Type 3 - _____

Explanation: _____

ACTIVATE YOUR BRAIN ANSWER KEY



Activate your Brain #1

What is another term used to describe geographically large ecosystems?

These very large areas are often called biomes.



Activate Your Brain #2:

Explain why biodiversity is important to humans.

Biodiversity is important for providing us with compounds for new medicines, and seeds for new crops. A loss of species or change in species composition can threaten an ecosystem's health and affect our economic and socio-cultural sustainability.



Activate Your Brain #3

What is the first reaction of a plant when it is touched?

Most plants respond to contact with a bioelectric change that is essentially the same as the one that occurs in an animal's nervous system.



Activate Your Brain #4

How do outdoor activities impact diversity?

Outdoor activities often result in seeds being carried in the mud on people's shoes, attached to clothing and in pockets or bags. In addition to the "personal" transport of seeds, seeds may also be carried long distances by adhering to motor vehicles. This results in an increase of diversity.



Activate Your Brain #5:

List the three types of disturbance that may affect animals.

The three types of disturbance that may affect animals are:

- Type 1 - Interruption of tranquility.
- Type 2 - Change to the habitat.
- Type 3 - Injury or death.



Activate Your Brain #6:

What is the unit of measure for:

- Carbon footprint: tCO₂e
- Ecological footprint: gha

FINAL EXERCISE ANSWER KEY

Cadet's Name: _____

Date: _____

1. Determine if the following statements are true or false.

		True	False
1	You can survive about a month without food and water.		X
2	Habitat describes the conditions a particular organism needs to live.	X	
3	Etymologically the word ecosystem derives from the Greek <i>oikos</i> , meaning home, and <i>systema</i> , or system.	X	
4	All ecosystems must have three basic kinds of nutritional interactions: producers, consumers, and decomposers.	X	
5	In reaction to defoliating, "reaction tissue" (wood) is created by some plants.		X
6	The ecological footprint analysis is a tool that enables us to estimate the resource requirements in terms of productive land area.	X	
7	The way to most reduce the environmental impacts of a load of laundry is to wash in cold water.		X
8	The impact of wear is least in the growing season and this is also the time when the fastest recovery can take place if the area is given a rest period.	X	

2. Explain the three types of disturbance that may affect animals.

Answers should include one of the following:

Type 1–Interruption of tranquility. The animal sees, hears, smells or otherwise perceives the human but there is no contact or alteration of behaviour. The consequences of this type of disturbance may be positive or negative for the animal. Consequences may include disturbance of essential activities, severe exertion, displacement and sometimes death depending on the severity of the disturbance. Different species of wildlife have different tolerance levels for interactions with humans. Even within a species, tolerance level varies according to the time of the year, breeding season, the animal's age, the habitat type, and the individual animal's experience with humans. In general, the larger the animal, the greater the effect of this disturbance.

Type 2–Change to the habitat. The animal's habitat is changed by the creation of pathways, camping, the presence of food, or the clearing of native vegetation (eg, building rest areas, visitor centres, facilities, or even large tourist complexes). Easy access to food as a result of human action, or an animal adapting to urban living also fit this category. The consequence of this type of disturbance may also be positive (eg, the increase in the numbers of mice or birds around picnic areas and campsites may be attributable to the increase in food supply) or negative for the animal (eg, disappearing of the animal's habitat or the animal's dependency for food). There are many recorded increases in wildlife population as a result of habitat change. The opposite effect, where the number of animals decreases is often regarded as the usual consequence of this disturbance.

Type 3–Injury or death. The animal is affected by direct and damaging contact, such as hunting and fishing, although it may be extended to stepping on small animals, collisions with vehicles, and other accidental contacts that have the similar results. By definition, this type of disturbance is harmful to wildlife, causing injury or death.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS
MASTER CADET
INSTRUCTIONAL GUIDE



SECTION 1

EO C522.01 – ANALYZE MAP TOPOGRAPHY

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

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

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

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

Photocopy the relief map templates located at Attachment B for the cadet (it is recommended that the templates be printed in colour). The relief map templates may be printed on full page self-adhesive labels.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have analyzed map topography.

IMPORTANCE

It is important for cadets to analyze map topography as it aids them in understanding how the shape of the land can affect moving over terrain.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVES

The objective of this self study package is to have the cadet analyze map topography.

RESOURCES

- Self study package,
- Pen / pencil,
- Relief map templates located at Attachment B,
- Eight foam sheets (soft, flexible, craft-type foam 8.5 X 11 inches, approximately 2 mm thick),
- Glue stick, and
- Scissors.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The ability to analyze map topography is a skill that aids in understanding terrain, allowing you to get the most out of a topographical map.

INSTRUCTOR NOTES / REMARKS

The cadet may keep the created relief map.

REFERENCES

A2-041 B-GL-382-005/PT-001 DAD 8. (2006). *Maps, field sketching, compasses and the global positioning system*. Ottawa, ON: Department of National Defence.

C0-118 ISBN 978-1-55365-209-0 Zuehlke, M. (2001). *Canadian military atlas*. Vancouver, BC: Douglas & McIntyre Ltd.

C2-255 Locke, W. (1998). *Topographic map interpretation*. Retrieved October 19, 2009, from http://www.homepage.montana.edu/~ueswl/topotechs/map_profiles.htm

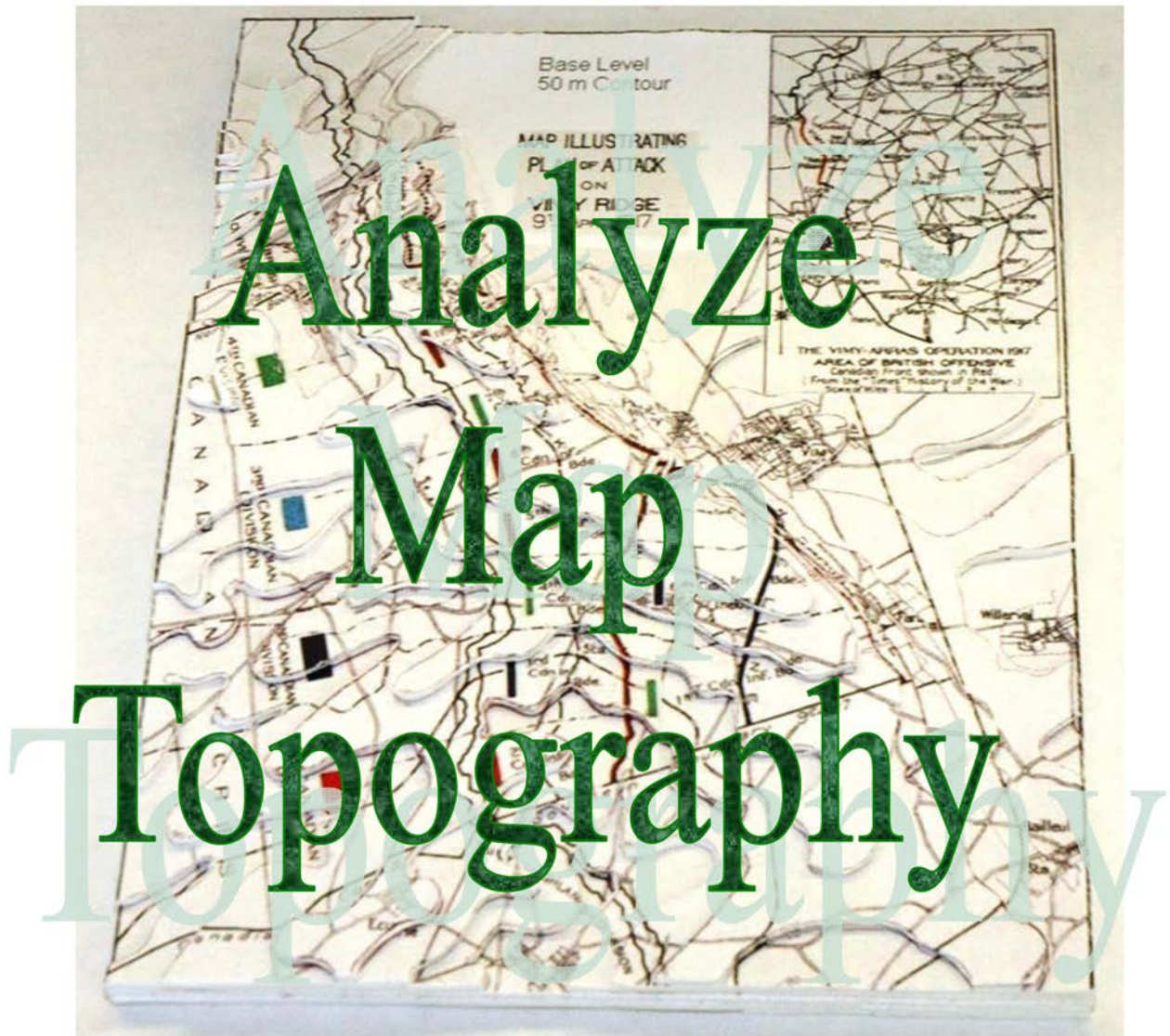
C2-256 New Mexico State University. (2009). *Creating topographic profiles*. Retrieved October 19, 2009, from http://www.cs.nmsu.edu/~jbj/index_auxil/idaho_virtual_campus/topo_profiles.htm

C2-279 ISBN 1-894522-03-6 Davis, D. S. (2001). *Canadians and conflict*. Edmonton, AB: Resource Development Services.

C2-280 ISBN 0-662-42602-9 Canada Remembers Division of Veterans Affairs Canada. (2006). *Canada and the Great War 1914–1918: A nation born*. Canada: Her Majesty the Queen in Right of Canada.

C2-282 Library and Archives Canada. (2008). *Vimy Ridge*. Retrieved January 29, 2010 from <http://www.collectionscanada.gc.ca/premierguerre/025005-1300-e.html>

THIS PAGE INTENTIONALLY LEFT BLANK



SECTION 1: REVIEW TOPOGRAPHY

SECTION 2: CREATE A RELIEF MAP OF THE BATTLE OF VIMY RIDGE

SECTION 3: TOPOGRAPHY AND THE BATTLE OF VIMY RIDGE

The Background of the Battle

Using Topography to Analyze the Battle of Vimy Ridge


SECTION 1
REVIEW TOPOGRAPHY

What is Topography?

According to *Canadian Oxford Dictionary*, topography is defined as:

- a detailed description, representation on a map, etc, of the natural and artificial features of a town, district, etc, and
- such features.

Throughout your time as a cadet, you have learned about topographical maps and how to use them. Knowing the locations of roads, trails, rivers, campsites, forests, etc, allows you to better plan / lead an expedition. One of the difficulties of using a map is that it is a two dimensional representation of three dimensional terrain. Understanding and interpreting the map's contour lines allows you to identify features on the map as they relate to the shape and elevation of the ground. The following activity is a review of material learned during Green Star.



The distance between contour lines indicates the type of slope on the ground.

Define the following slopes in terms of contour lines:

Steep Slope: _____

Gentle Slope: _____

Uniform Slope: _____

Spurs: _____


Re-entrants: _____

Concave Slope: _____

Convex Slope: _____

This information was covered in M122.03 (Interpret Contour Lines).

As the activity shows, understanding contour lines allows you to interpret the shape of the ground. Another way to interpret the shape of the ground is to use a relief map.



Do you remember seeing a relief map?

If so, did it help you to better understand contour lines?

A relief map is one where the heights and shapes of the ground are either represented in the vertical plane or represented by colour.



Figure A-1 Relief Map in the Vertical Plane

Note. From Amazon.ca, 2010, *Relief Map*. Retrieved January 27, 2010, from http://www.amazon.ca/gp/product/images/1906473021/sr=8-4/qid=1264610428/ref=dp_image_0?ie=UTF8&n=916520&s=books&qid=1264610428&sr=8-4

A relief map in the vertical plane shows the hills, valleys, peaks, etc. This type of relief map tends to be bulky, making use and storage more difficult than flat maps. It is common for this type of relief map to exaggerate the vertical scale.

Vertical exaggeration. The vertical scale is not the same as the horizontal scale. For example, a relief map may have a horizontal scale of 1:50 000 and a vertical scale of 1:5 000 making the vertical exaggeration equal 10; that is, the vertical scale is 10 times the horizontal scale making features appear 10 times higher than they actually are.



Did you know?

For a topographical map with a scale of 1:50 000, 2 cm on the map equals 1 km on the ground. If the contour interval for the map is 10 m, then a relief map of the same scale would represent each contour line as 0.2 mm thicker: only the thickness of two pieces of paper!

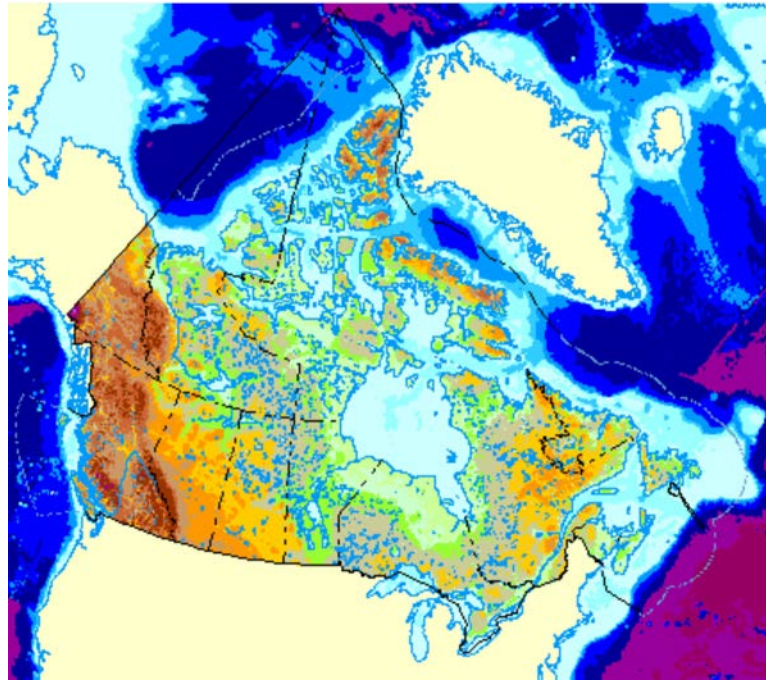


Figure A-2 Relief Map Using Colour

Note. From Natural Resources Canada, 2010, *Interactive Relief Map*. Retrieved January 27, 2010, from <http://atlas.nrcan.gc.ca/site/english/maps/reference/national/reliefinteractive>

Coloured relief maps are more common as it is less expensive to produce than vertical plane relief maps, and since they are flat like other maps, they do not have the bulk of vertical plane relief maps.



An interactive colour relief map of Canada may be found online at <http://atlas.nrcan.gc.ca/site/english/maps/reference/national/reliefinteractive>



Do you remember learning in Green Star how to interpret contour lines? How have you used this knowledge since?

SECTION 2

CREATE A RELIEF MAP OF THE BATTLE OF VIMY RIDGE

INTRODUCTION

A visual aid makes it easier to understand map topography. If you have a topographical map, you can use this method to create your own visual aid.

It is important for the steps to be followed so that one layer is not mistaken for another.

STEPS FOR CREATING A RELIEF MAP OF THE BATTLE OF VIMY RIDGE

1. Organize all resources (relief map templates, foam sheets, glue stick, and scissors).

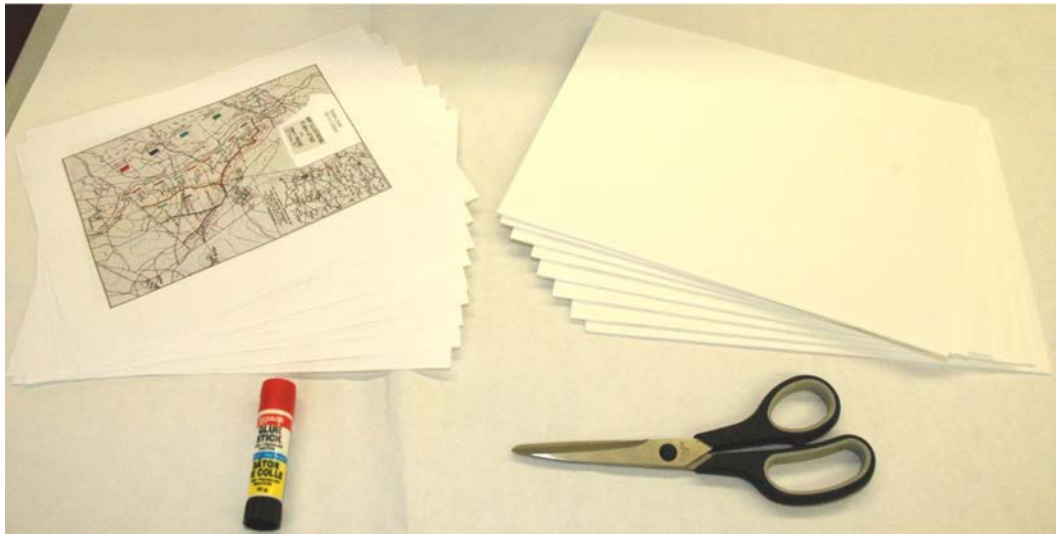


Figure A-3 Resources

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

2. Glue all the templates onto the foam sheets.

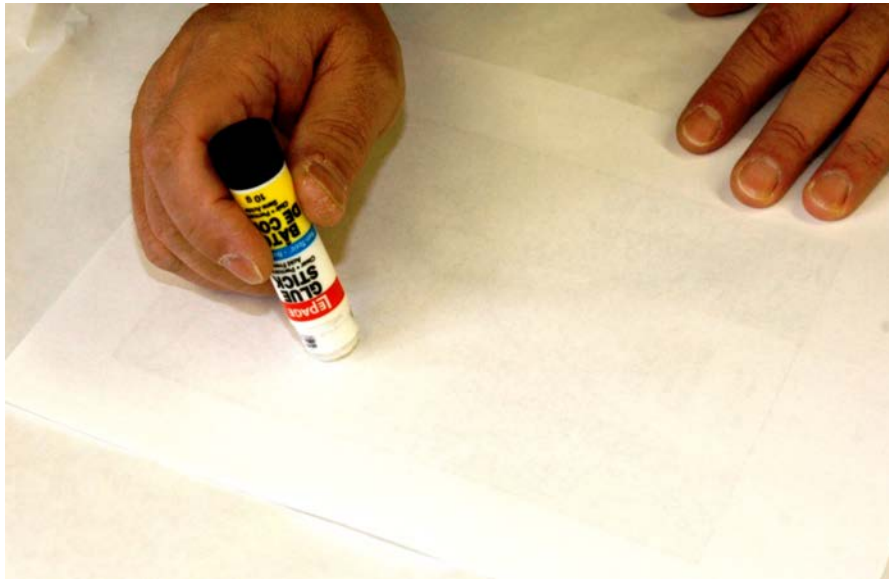


Figure A-4 Gluing the Templates Onto the Foam Sheets

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

3. Cut the Level 1: 60 m Contour map piece from the template.



It is important to cut along the edges of each piece of the template by cutting along the contour line and the straight segments that represent the edge of the map.

Note: All pieces, except Levels 8 and 9, contain a map edge.



Figure A-5 Cutting Out the Level 1 Piece From the Template

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

4. Glue the Level 1: 60 m Contour map piece to the Base Level: 50 m Contour piece, being careful to place the piece correctly. Remember, the contour lines should line up with each other.



Figure A-6 Gluing the Level 1 Piece to the Base Piece

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

5. Cut the Level 2: 70 m Contour map pieces from the template.



Levels 2–6, and Levels 8 and 9 each contain **two** separate pieces to be added to the relief map.

6. Glue the Level 2: 70 m Contour map pieces over previous levels, being careful to place the pieces correctly. Remember, the contour lines should line up with each other.



Figure A-7 Gluing the Level 2 Pieces to the Level 1 Piece

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

7. Repeat Steps 5 and 6 for Levels 3–9.

The completed relief map should resemble Figures A-8 to A-12.

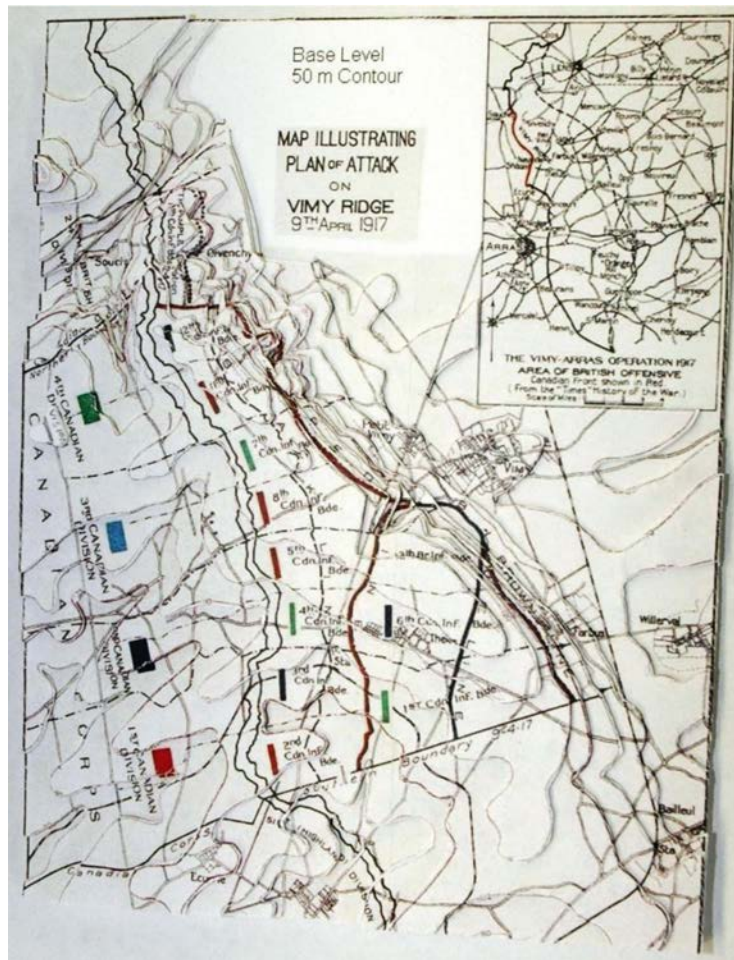


Figure A-8 Finished Relief Map as Seen From Above

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



Figure A-9 Finished Relief Map as Seen From the East (Right Side)
Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of Defence.

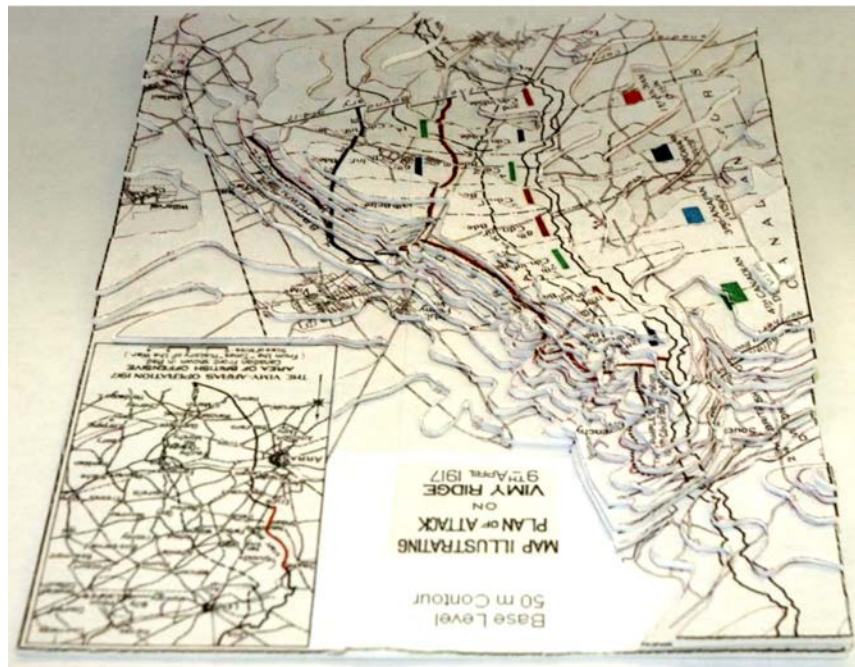


Figure A-10 Finished Relief Map as Seen From the North (Top)
Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of Defence.

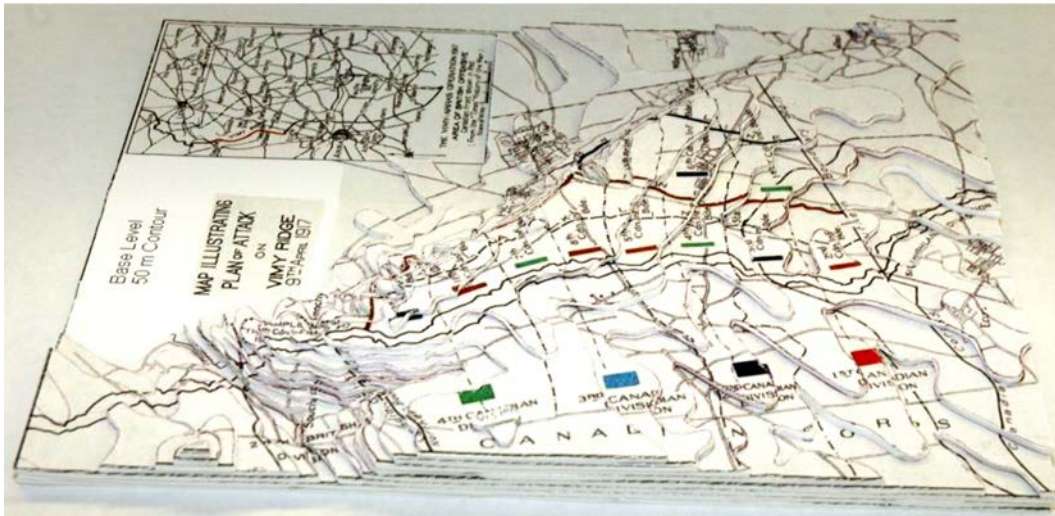


Figure A-11 Finished Relief Map as Seen From the West (Left Side)

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

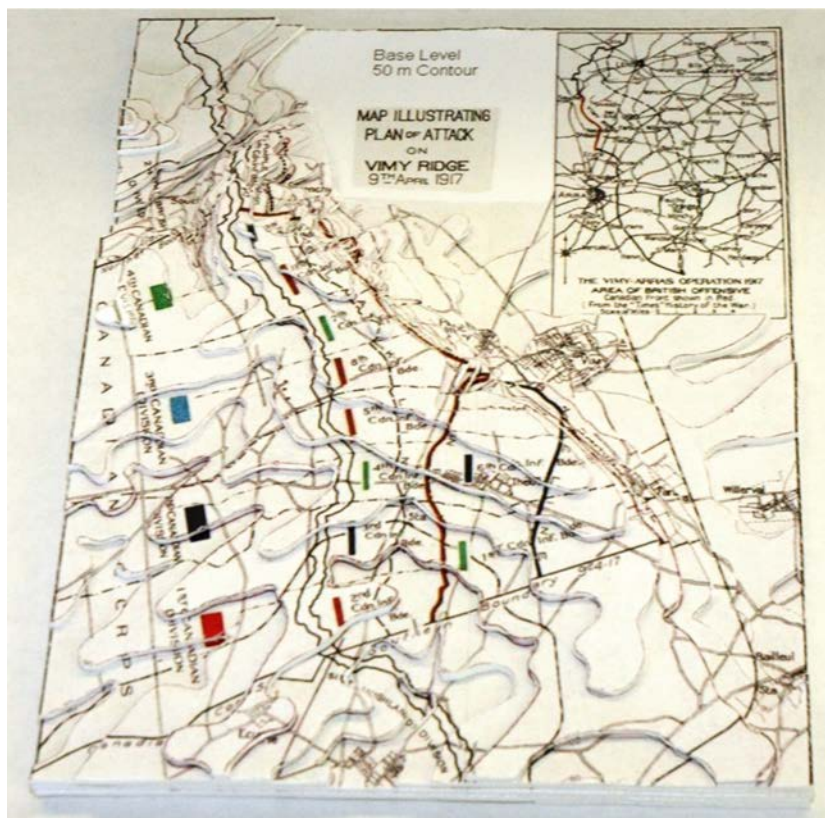


Figure A-12 Finished Relief Map as Seen From the South (Bottom)

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

SECTION 3 TOPOGRAPHY AND THE BATTLE OF VIMY RIDGE

THE BACKGROUND OF THE BATTLE

By the spring of 1917, the Allies were desperate to break through the deeply entrenched German line which zigzagged over 800 km from the North Sea to the Swiss border. Planning began for a new offensive in the Arras (a city to the south of Vimy Ridge) Sector of the western front. Here, the Canadian Corps spent the winter of 1916–1917 below Vimy Ridge, the only significant height of land in northeastern France. Since October 1914, the Germans had transformed the ridge into an impregnable fortress which guarded the valuable Lens coal mines located in the plain to the northeast of the ridge. In 1915, the French suffered an estimated 150 000 casualties attempting to retake the ridge.



Did you know?

The term **casualties** means the number of injured / killed. Normally, most casualties in a battle are injured, not killed.

During the Battle of the Somme on July 1, 1916, at Beaumont Hamel, the Royal Newfoundland Regiment suffered a casualty rate of approximately 90%. Of the 801 members who answered roll call before the battle, only 68 were available for roll call the next day.

The Canadian role in the new Allied action was to secure the ridge and protect the flank of the British 3rd Army which was simultaneously attacking to the south of Vimy. The combined Canadian and British assaults were to provide a diversion for what would prove to be an unsuccessful French drive against the German line some 90 km farther south in the Reims-Soisson area.

The 8-km ridge rose before the Canadian line like the spine of a great beast. Its western shoulder leaned toward the Canadians, gently sloping upward (to a maximum of 145 m) through three lines of German trenches. The forward defences were pockmarked with deep dugouts and a treacherous network of concrete machine-gun emplacements and barbed wire. The ridge's eastern shoulder dropped precipitously into a tangle of forests with hidden German machine gun nests and mortars.

Moving south to north, three crests pushed through the "spine" of Vimy Ridge: Hill 135, named for the number of metres it stood above sea level; Hill 145, the highest and best-defended of the three; and Hill 120, dubbed "The Pimple" at the northernmost tip of the ridge. The unusual presence of buried chalk beds beneath the Ridge created extraordinary tunnelling opportunities for engineering and pioneer units.



Activate Your Brain #1:

Some references state that the "The Pimple" was the highest point on the ridge. Is this correct? What was the height of "The Pimple"?

The Plan: A Four Division Attack

Behind a forward-moving curtain of blistering artillery fire from 850 guns, the Canadian Corps was to fight their way through two main enemy lines (the first, west of the ridge; the second, east) in just under eight hours. Twenty-four hours later, 4th Division's 10th Brigade would storm and secure "The Pimple."

Because the German front line angled southwest from the ridge itself, the northern 3rd and 4th Divisions prepared to fight upward across the 700-m thin edge of the enemy "wedge" to take Hill 145. The southern 1st and 2nd Divisions would be forced to travel nearly six times the distance (4 000 m), albeit over more level ground for the southernmost 1st Division-to the heavily fortified town of Farbus, well east of the ridge.

The Four Keys to Victory: Artillery, Tunnels, Timetables and Intelligence

The first key to success lay in crippling German forward defences with artillery and mortar fire; the second, finding a way to bring Canadian troops unharmed to the forward lines. In what has been described as one of the great engineering feats of the war, tunnelling companies excavated or extended 11 main subways (7.6 m below the surface) to protect men from enemy counter-bombardment as they made their way to the front.



Did you know?

The Canadians reduced the German's high ground advantage through the extensive use of tunnels and underground chambers. The Germans could neither see much of the Canadian's preparations nor engage them with artillery and machine gun fire before the battle.

Men exiting these tunnels were required to follow dangerously close to the moving wall of artillery fire. This was so that at the moment the artillery curtain lifted and the guns began to roll forward, troops were in position to overpower German soldiers who emerged fighting from dugouts. The third key was exceptional co-operation between the infantry and artillery. A strict timetable, specifically addressing position and speed of attack, needed to be rehearsed and learned by every soldier. The Canadian Corps pioneered the distribution of maps to platoon sections. Battalions were rotated to the rear to practice on a full-scale battle course.

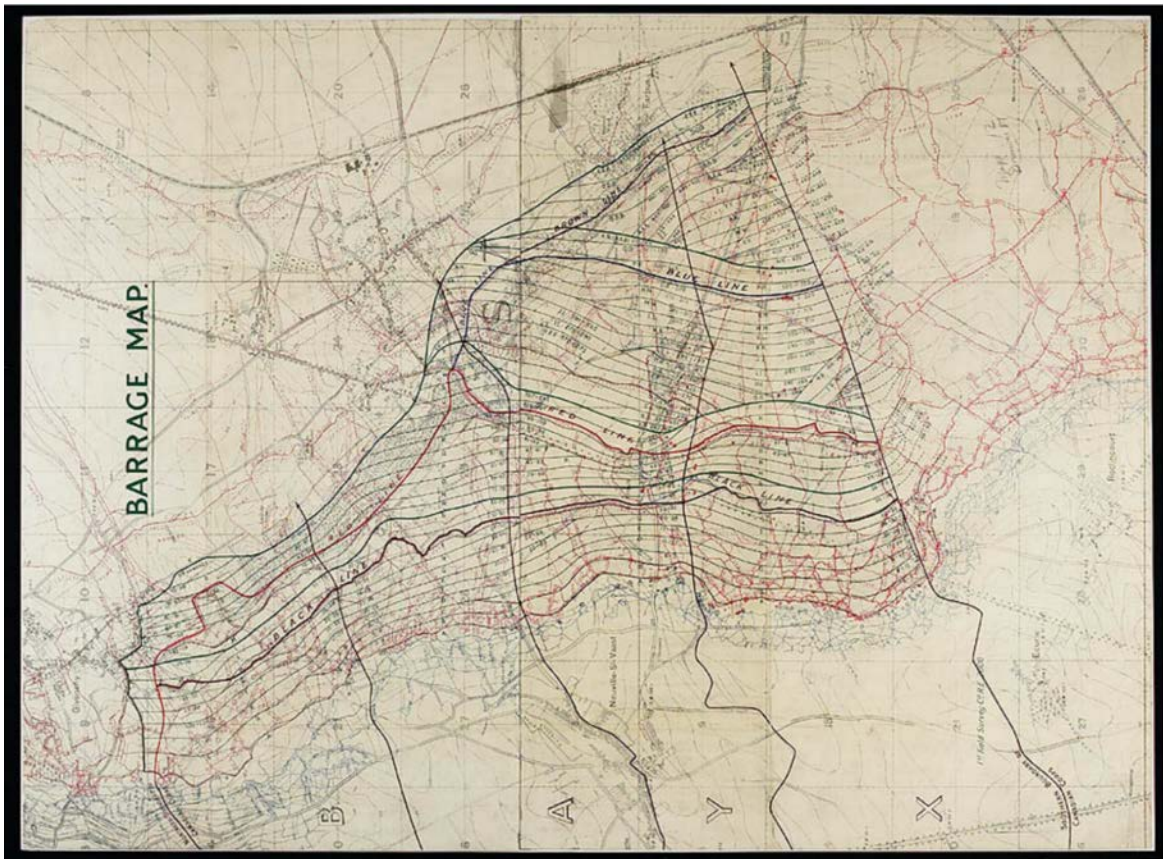


Figure A-13 Barrage Map for the Battle of Vimy Ridge

Note. From "Library and Archives Canada", 2008, *Vimy Ridge*. Retrieved January 29, 2010 from <http://www.collectionscanada.gc.ca/premiereguerre/025005-1300-e.html>

The final key was intelligence. Trench raids were mounted into "No Man's Land" to gain critical intelligence about enemy defences. Aerial photographs from observer balloons and No.16 Flying Squadron assisted the Canadian Corps Counter-Battery officer and the men under his command to destroy 83 percent of German guns prior to the attack.



Did you know?

Lieutenant Colonel McNaughton invented a method to locate German artillery positions hidden by the ridge by having posts along the front record the time and direction of flashes / sounds of the artillery as they fired. By tabulating all this information, most of the German guns were located.



Activate Your Brain #2:

What were the four keys to victory at Vimy Ridge?

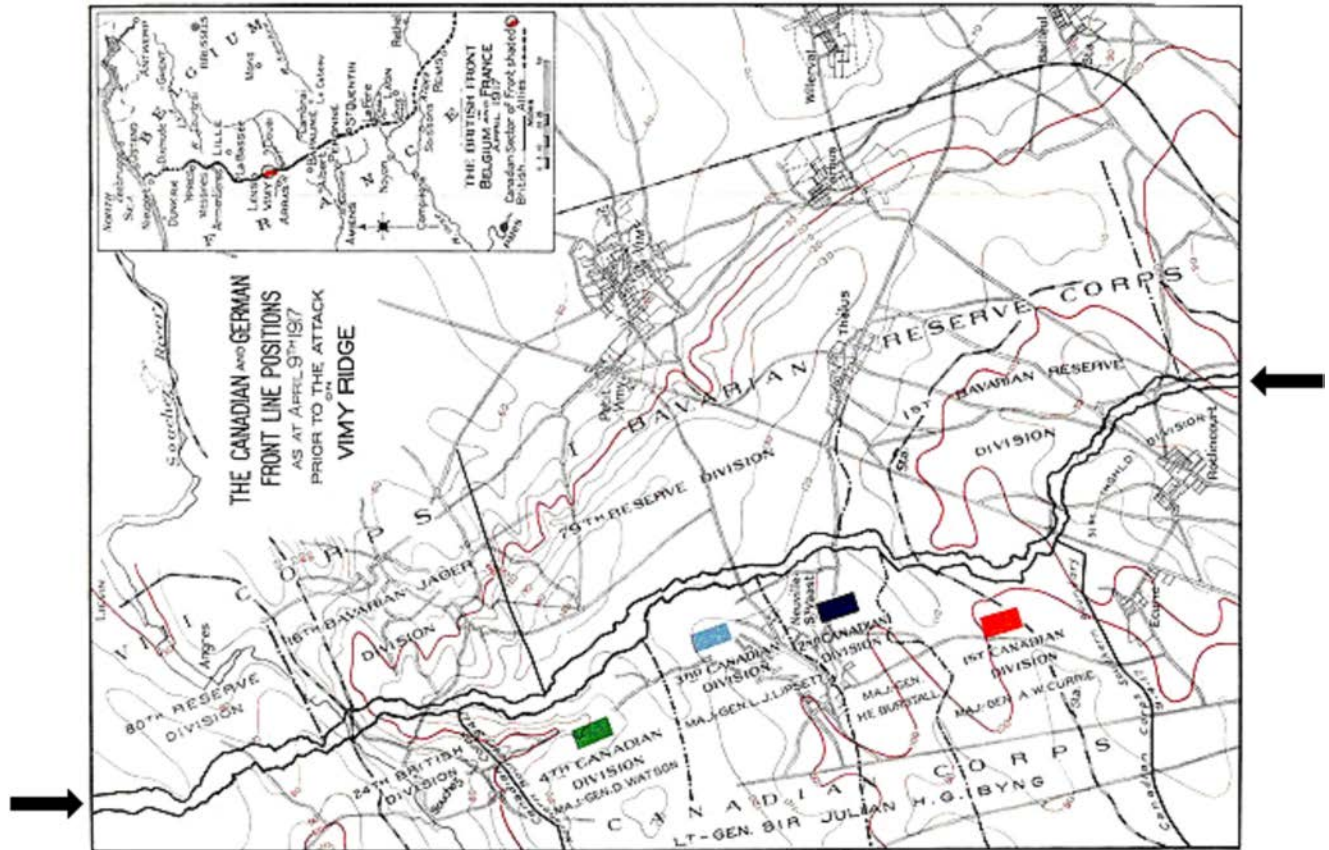


Figure A-14 Canadian and German Positions Before the Battle

Note. From "Wikimedia", 2010, *Defender and Attackers Vimy Ridge*. Retrieved January 29, 2010, from http://en.wikipedia.org/wiki/File:Defender_and_Attackers_-_Vimy_Ridge.jpg



As illustrated in Figure A-14, the front line trenches are the two black lines (as identified by the arrows on the left- and right-sides of the map) between the Canadian (at the bottom of the map) and German units (above the Canadians on the map). The German forces facing the Canadian Corps consisted of the 1st Bavarian Reserve Division and the 79th Reserve Division of the I (1st) Bavarian Reserve Corps and the 16th Bavarian Jager Division of the VIII (8th) Corps.

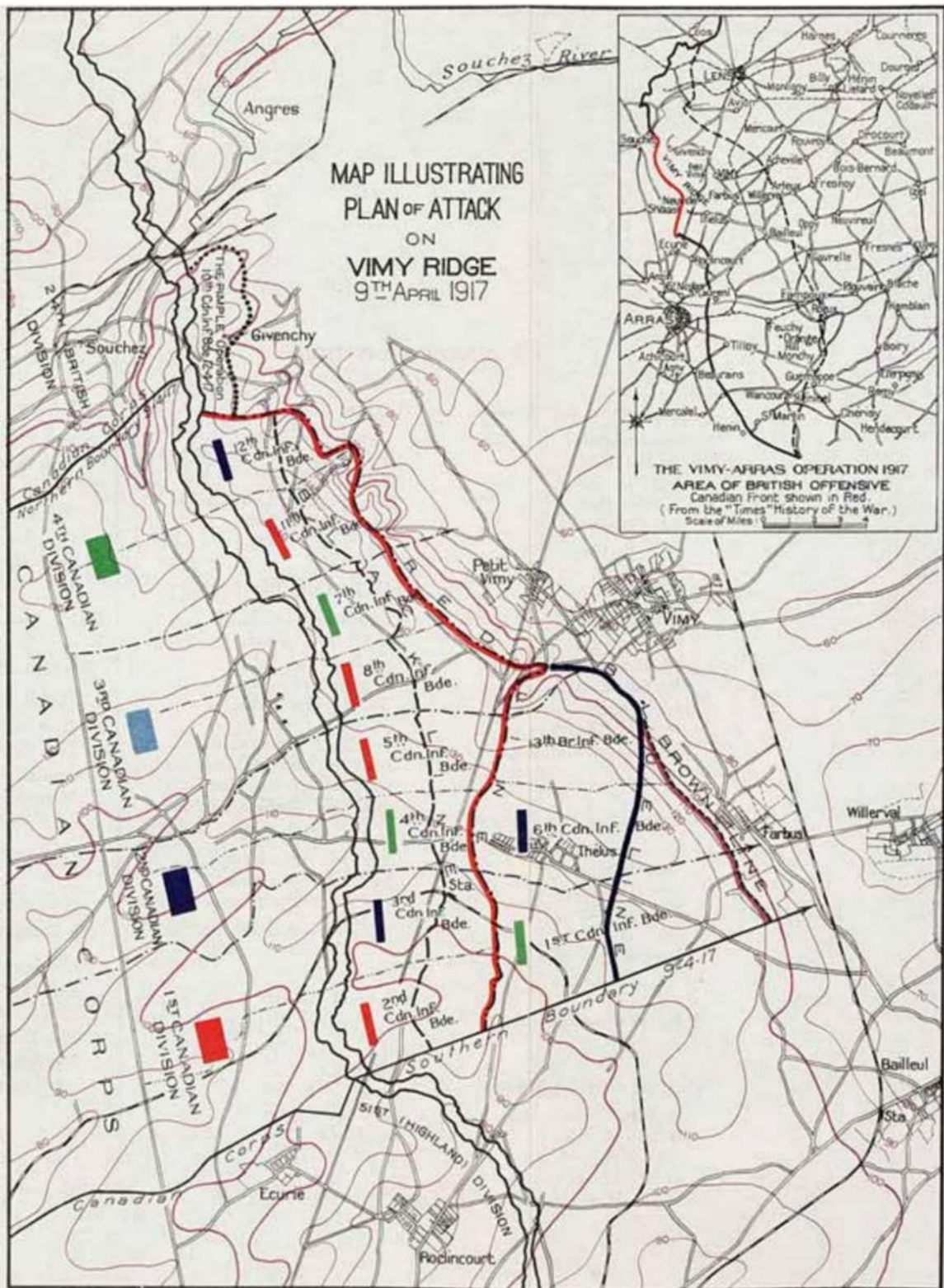


Figure A-15 Map Illustrating Plan of Attack on Vimy Ridge

Note. From "Wikimedia", 2010, *Plan of Attack Vimy Ridge*. Retrieved January 20, 2010, from http://upload.wikimedia.org/wikipedia/commons/d/d3/Plan_of_Attack_Vimy_Ridge.jpg

The Attack

By 4:00 am on Easter Monday, April 9, 1917, all units were in position for the attack to begin at precisely 5:30 am. The attack began amidst a driving northwest storm which favoured the Canadians by sending sleet into the eyes of the German defenders.

Success: 1st Division (Major-General Currie), 2nd Division (Major-General Burstall) and 3rd Division (Major-General Lipsett)

By 6:15 am, the 1st and 2nd Divisions had battled their way to the Black Line, through well-sighted machine gun fire and oftentimes fierce hand-to-hand combat. The 3rd Division's 7th and 8th Brigades reported capture of the Black Line at 6:25 am. During the planned consolidation pause, while the artillery continued lobbing shells and mortars at key enemy gun emplacements, the original rear companies of 1st and 2nd Divisions' forward battalions spearheaded the drive to the Red Line by 8:00 am. An hour later, the 3rd Division, after a bloody struggle, gained its second and final objective, the Red Line. By 2:40 pm, the 1st and 2nd Brigades (in reserve) leapfrogged through the new Canadian line and the capture of the Brown Line was assured. The 1st, 2nd and 3rd Divisions had taken their objectives on schedule.

Setback: 4th Division (Major-General Watson); Hill 145 and Success; "The Pimple"

The 11th and 12th Brigades of the 4th Canadian Division failed to take their objective, Hill 145. The 38th, 72nd, 73rd and 78th Battalions of the 12th Brigade took heavy losses trying to hold their positions, in the face of the 11th Brigade's inability to push forward. While the initial attack of 11th Brigade's 102nd Battalion was successful, the supporting 54th Battalion was forced to retreat. The 11th Brigade's southern battalions collapsed. A section of enemy trench had not been destroyed by Canadian Corps' artillery, and thus blistering fire rained down upon 87th Battalion. Its assaulting company was wiped out in six minutes with 60 percent killed in action. In support, the 75th Battalion retreated.

Even with the combined efforts of the 11th Brigade's 75th, 85th and 87th Battalions and the 10th Brigade's 46th and 47th Battalions, Hill 145 had not been taken by the end of April 9. Before dark, two companies of the 85th Battalion managed to secure the western summit, but the hill's eastern slope remained in German hands. The next afternoon, the 10th Brigade's 44th and 50th Battalions wrested Hill 145 from the Germans. On Thursday, April 12, amidst a driving snowstorm, the 10th Brigade's 44th, 46th and 50th Battalions (two companies), with the 47th Battalion in reserve, captured "The Pimple." The Battle of Vimy Ridge was over. Canadian casualties amounted to 10 602, of which 3 598 were fatal.

USING TOPOGRAPHY TO ANALYZE THE BATTLE OF VIMY RIDGE

Compare the maps located at Figures A-14, A-15 and your new relief map. As many features that could guide the assaulting troops were destroyed by years of shelling, leaving a grey landscape of mud and shell holes, the planners of the battle used prominent topographical features as guideposts to direct the troops toward their objectives.



Activate Your Brain #3:

Analyzing your maps, what topographical features could each brigade use as its guideposts?

Note: Units are listed from south to north.

1st Division:

2nd Brigade: _____

3rd Brigade: _____

1st Brigade: _____

2nd Division:

4th Brigade: _____

5th Brigade: _____

6th Brigade: _____

13th (British) Brigade: _____

3rd Division:

8th Brigade: _____

7th Brigade: _____

4th Division:

11th Brigade: _____

12th Brigade: _____

10th Brigade: _____

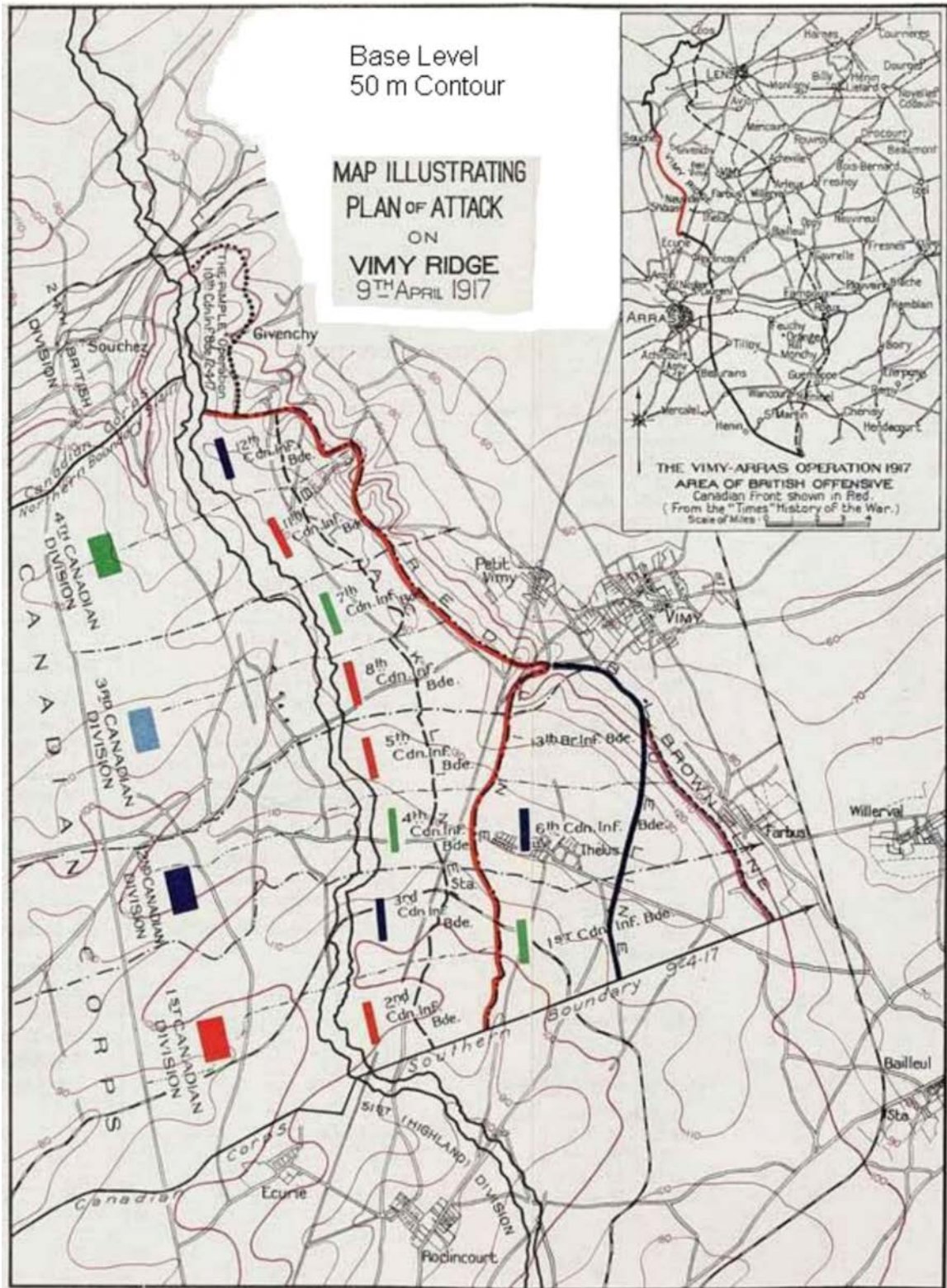


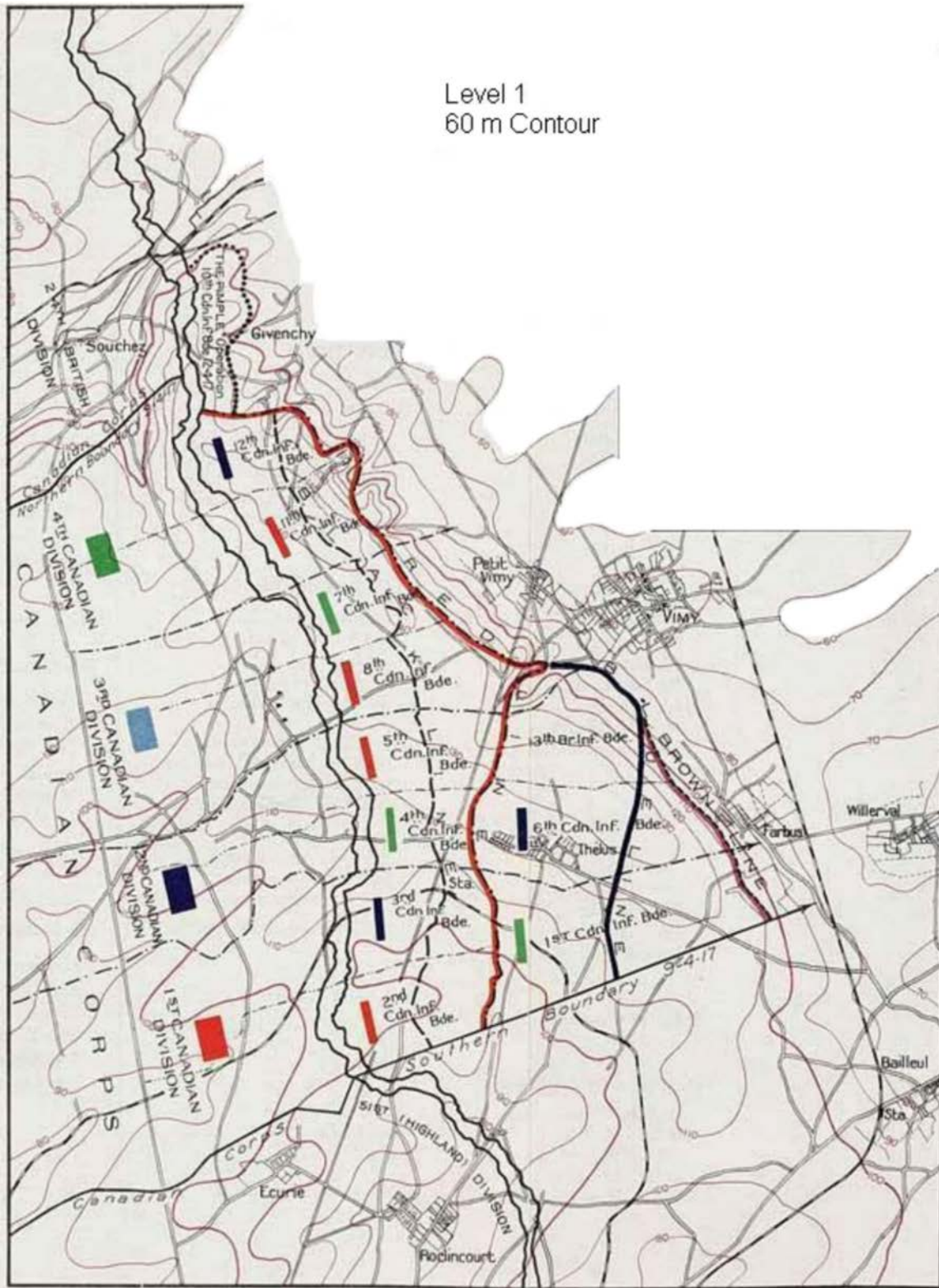
Activate Your Brain #4:

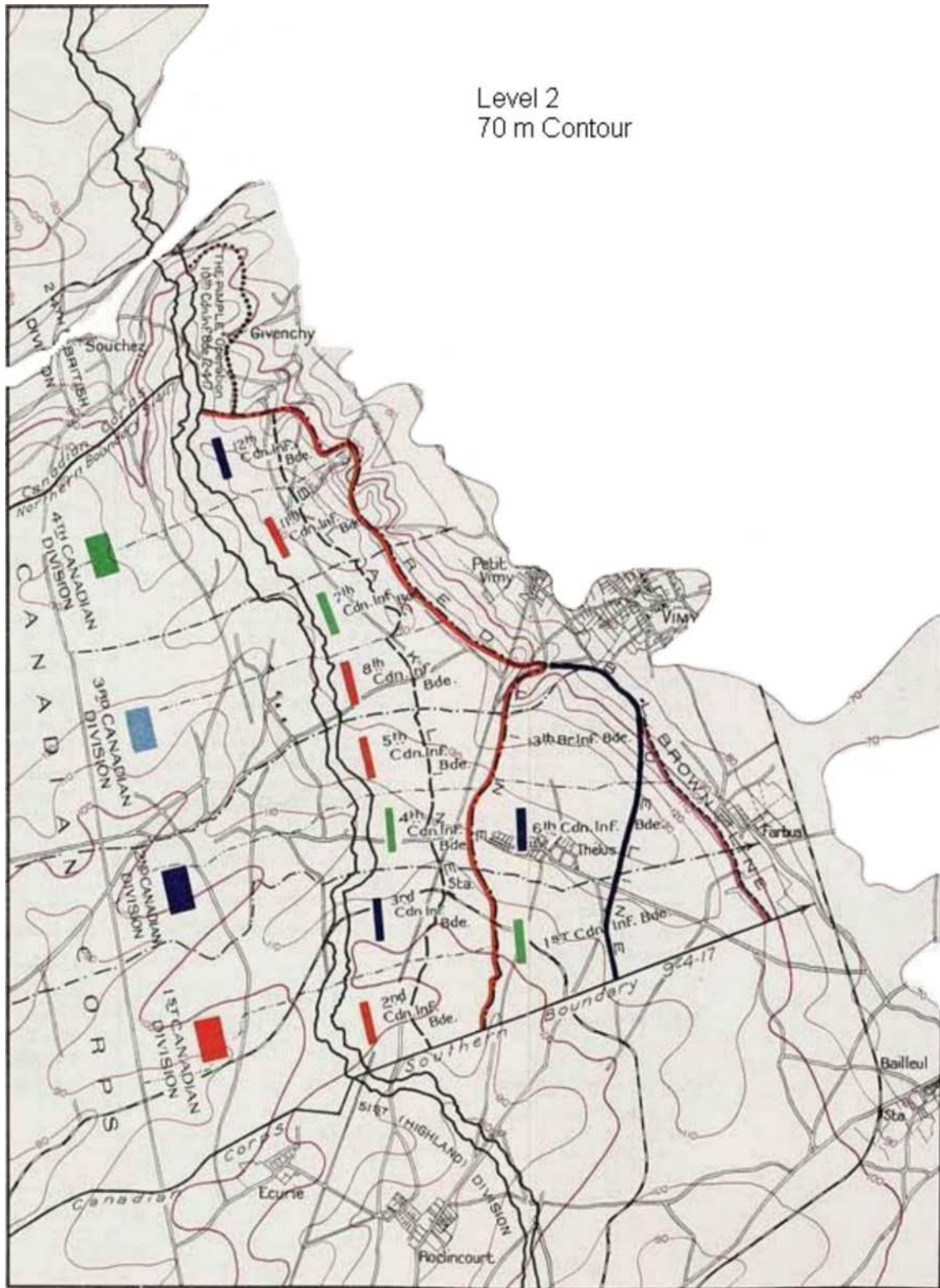
One German tactic against attack was to counterattack; attacking the attacker before they could reinforce their position. However, what topographical feature made this a poor option if the Canadians took the ridge?

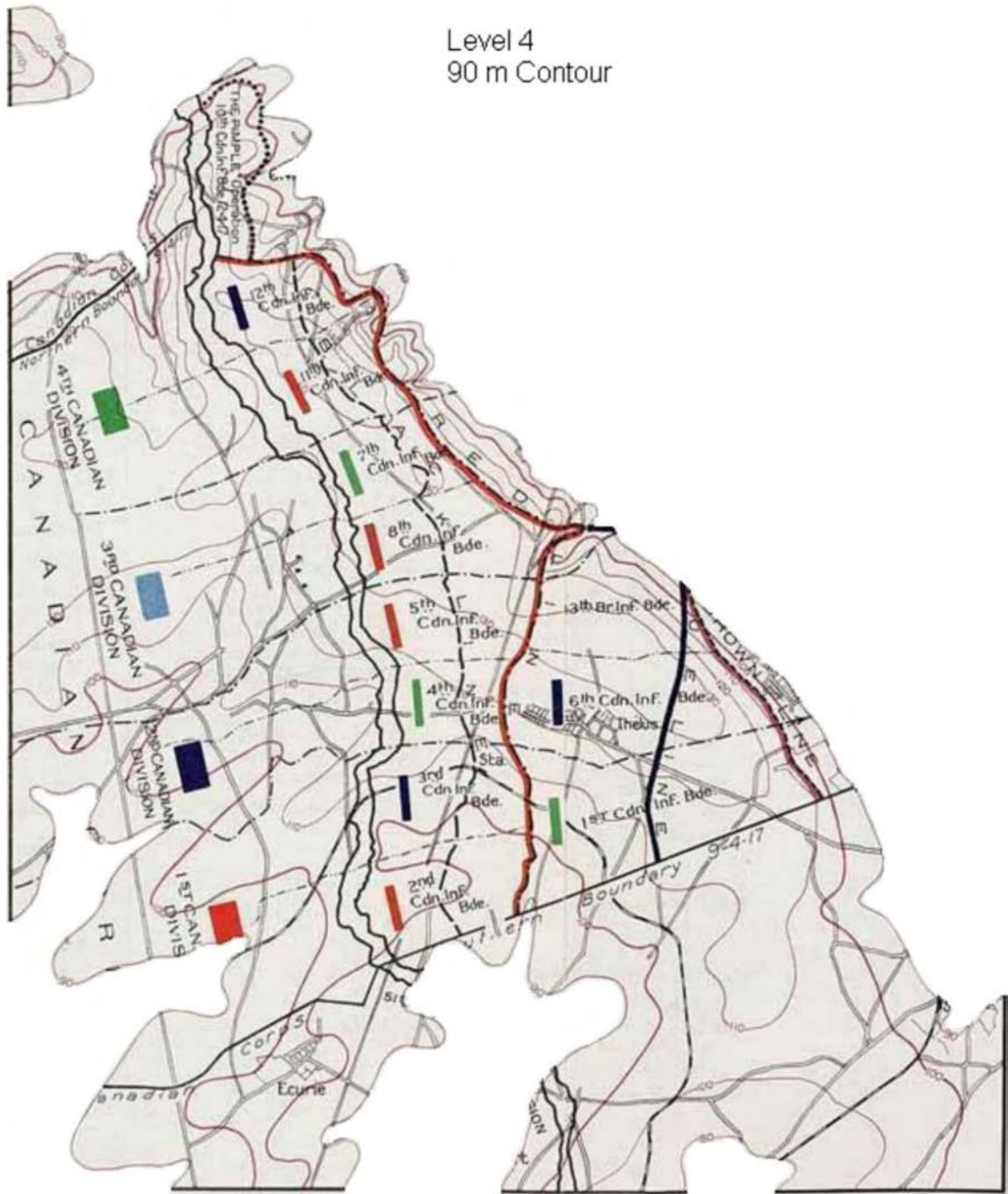


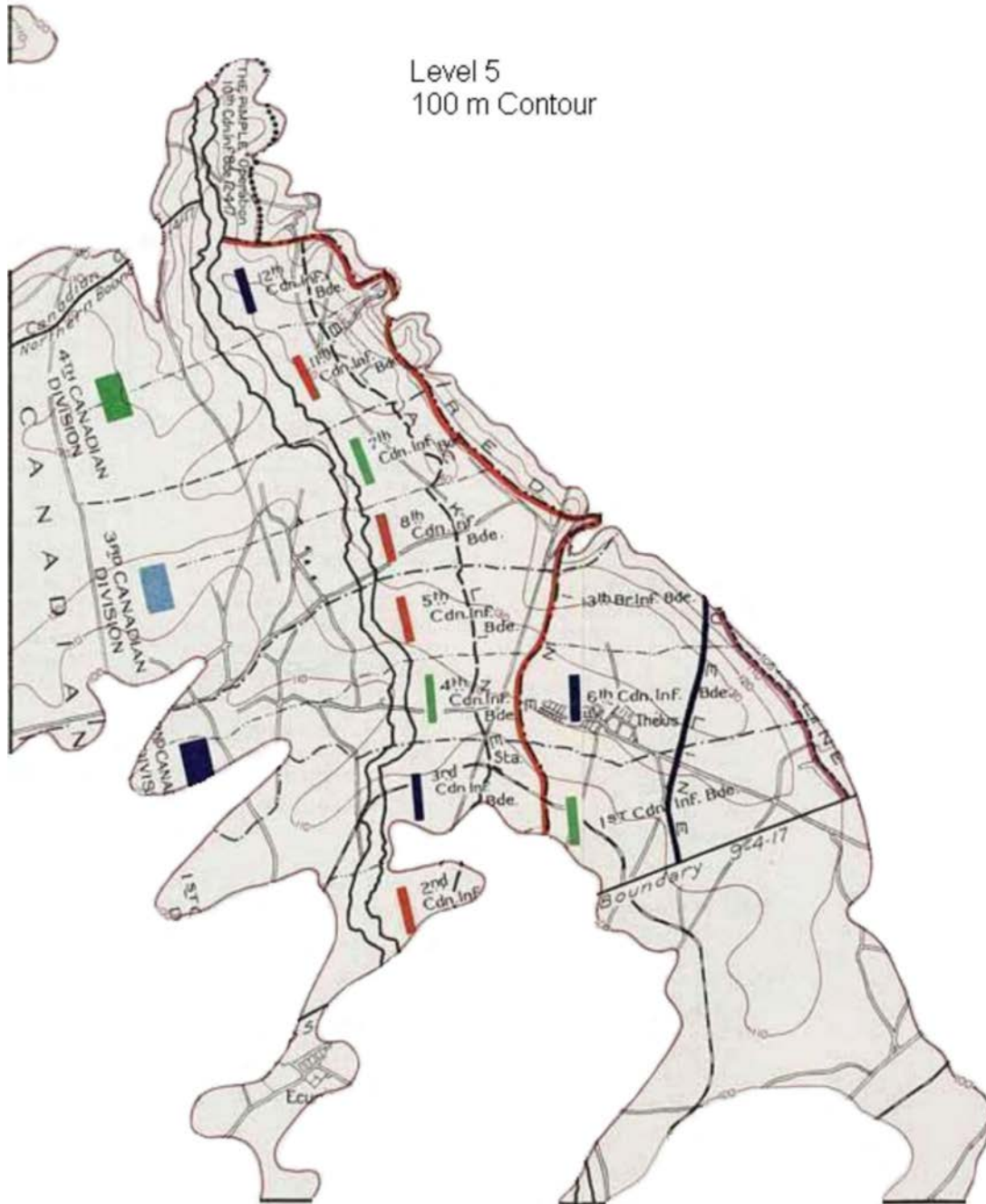
Congratulations, you have completed your self study package on EO C522.01 (Analyze Map Topography). Hand the completed package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

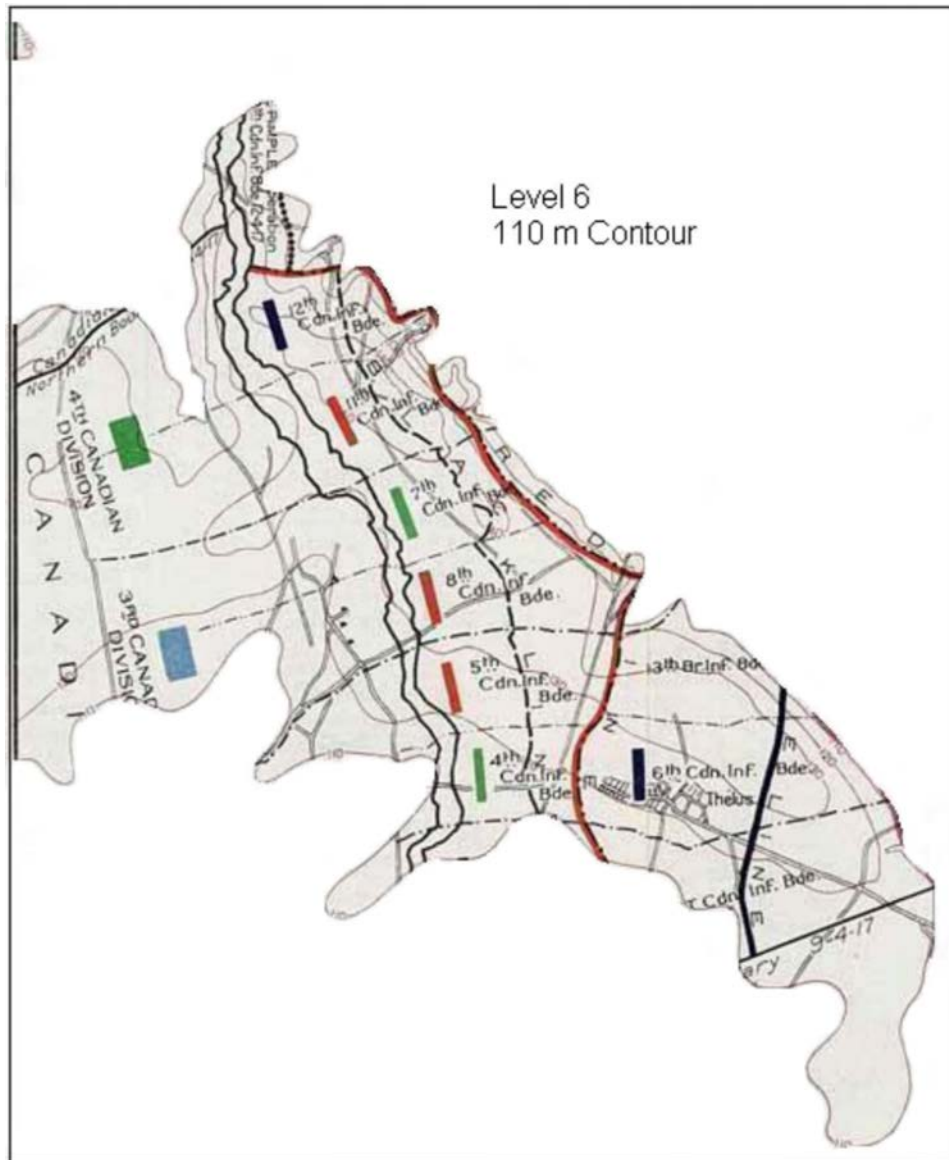


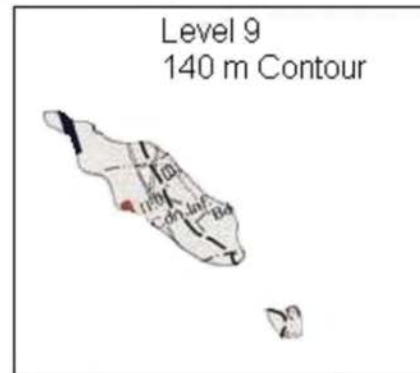
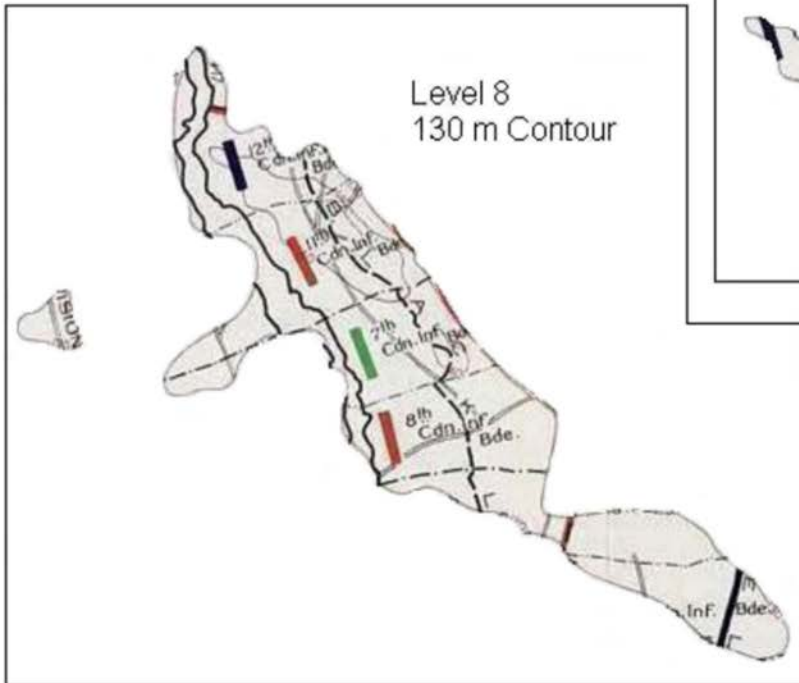
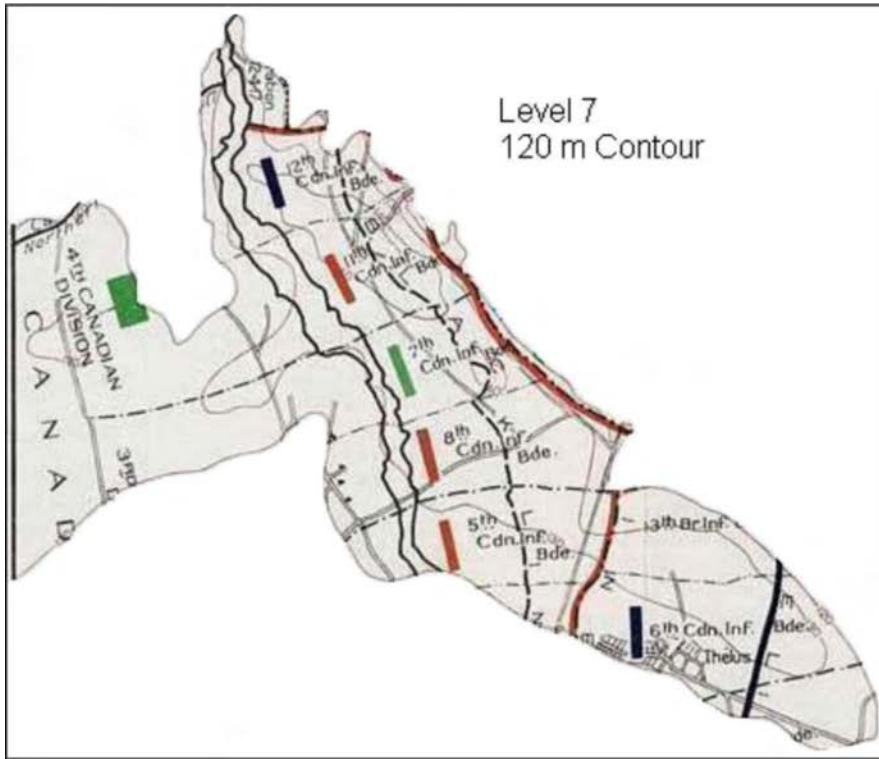












ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Some references state that the "The Pimple" was the highest point on Vimy Ridge. Is this correct? What was the height of "The Pimple"?

No, Hill 145 is the highest point on Vimy Ridge and is where the Canadian memorial now stands. "The Pimple" was Hill 120; therefore its height was 120 m.



Activate Your Brain #2:

What were the four keys to victory at Vimy Ridge?

Artillery

Timetables

Tunnels

Intelligence



Activate Your Brain #3:

Analyzing your maps, what topographical features could each brigade use as its guideposts?

Note: Units are listed from south to north.

1st Division:

2nd Brigade: **Follow small spur to their front to the bottom of the dip to their front.**

3rd Brigade: **Follow along the slope always keeping the convex slope at the south end of the ridge to their front and Hill 135 to their front left.**

1st Brigade: **Towards the convex slope to their front keeping Thélus, Hill 135, and the town of Farbus to their left.**

2nd Division:

4th Brigade: **To the town of Thélus.**

5th Brigade: **To the ridge to their front then stay to the right of the re-entrant.**

6th Brigade: **From the town of Thélus to Hill 135 and then to the town of Farbus.**

13th (British) Brigade: **From the small re-entrant to their left over crest of the ridge.**

3rd Division:

8th Brigade: **To the small re-entrant on just beyond the crest of the ridge.**

7th Brigade: **The dip to their front on the right of Hill 145 to just beyond the crest of the ridge.**

4th Division:

11th Brigade: **Hill 145 to just beyond the crest of the ridge.**

12th Brigade: **The height to their front to the left of Hill 145 to just beyond the crest of the ridge.**

10th Brigade: **"The Pimple" on the spur at the north end of the ridge.**



Activate Your Brain #4:

One German tactic against attack was to counterattack; attacking the attacker before they could reinforce their position. However, what topographical feature made this a poor option if the Canadians took the ridge?

The German side of the ridge was the steep side making a counterattack back up the steep slope a poor option if the ridge is defended.



ROYAL CANADIAN ARMY CADETS
MASTER CADET
INSTRUCTIONAL GUIDE



SECTION 1

EO C525.01 – EXAMINE ELEMENTS OF SAFETY AND RISK MANAGEMENT

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

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

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined elements of safety and risk management.

IMPORTANCE

It is important for cadets to examine elements of safety and risk management as they are important aspects of outdoor leadership activities. At this level, cadets should understand that risk has to be managed in order to offer participants in outdoor activities a safe and challenging environment.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVES

The objective of this self study package is to have the cadet examine elements of safety and risk management.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Safety and risk management are important aspects of outdoor activities. Preventing accidents, recognizing dangers, and recognizing the importance of the risk management plan as an integral part of the Army Cadet outdoor program allows senior cadets to better appreciate the elements of safety and risk management.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets adventure training safety standards*. Ottawa, ON: Department of National Defence.

C2-034 ISBN 978-0-7360-5250-4 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming (2nd ed.)*. Windsor, ON: Human Kinetics Publishing Inc.

C2-152 ISBN 1-898555-09-5 Ogilvie, K. (1993). *Leading and managing groups in the outdoors: New revised edition*. Cumbria, England: The Institute for Outdoor Learning.

C2-250 Leemon, D., & Schimelpfenig, T. (2005). *Risk management for outdoor leaders: A practical guide for managing risk through leadership*. Lander, WY: National Outdoor Leadership School.

C2-257 ISBN 0-87322-944-4 Dougherty, N. J. (1998). *Outdoor recreation safety*. Champaign, IL: Human Kinetics.

C2-268 Centre for Curriculum, Transfer and Technology & BC Adventure Tourism Programs Articulation Committee. (2003). *Risk management for outdoor programs: A handbook for administrators and instructors*. British Columbia: Naomi Cloutier, Bhudak Consultants Ltd.

THIS PAGE INTENTIONALLY LEFT BLANK

Safety and Risk Management

SECTION 1: ACCIDENTS AND SAFETY

- Accident Theory
- Danger Classification
- Danger Analysis
- Generalized and Specialized Categories of Safety Controls
- Risk Management Skills

SECTION 2: BEHAVIOUR AND ATTITUDE IN RISK MANAGEMENT

- Negative Human Factors
- Positive Human Factors

SECTION 3: RISK MANAGEMENT PLAN

SECTION 1 ACCIDENTS AND SAFETY

The weather had deteriorated badly. The wind blew horizontal sleet and the group members were drenched and shivering in their cotton T-shirts as the leader pressed on. Base camp was only a few miles away, and although they were tired, the group believed they could make it home. Besides, the camp would have a hot meal waiting and dry sleeping bags to finally rest in. As the skies darkened, the group members fumbled around in the only day pack they had brought with them (on what was to have been a short hike) and found a single flashlight. As the dim beam barely projected their way down the narrow trail, the members stumbled their way back to camp, often falling. Not until several members had been treated for hypothermia did the leader notice that one member was missing: lost on the trail!

RISK IS ESSENTIAL...

Adventure activities involve risk, but so does everything else in life! Danger gives rise to risk, and risk is one of the critical components that make adventure activities popular and successful. Balancing the amount of risk in an adventure activity is a central paradox for Outdoor Leaders (OLs): with too much risk the danger of the experience becomes unreasonable; with too little risk the adventure activities fail to remain adventurous.

The general public considers adventure activities to be dangerous even when appropriate safety procedures are used, typically because they have difficulty differentiating between real and perceived risk. For example, a study found outdoor adventure activities were about 18 times less likely to result in injury than high school football practices or cheerleading and were half as responsible for deaths resulting from motor vehicle accidents for 15- to 19-year-olds.


These statistics do not mean that OLs should be complacent when leading adventure activities. It is critical that OLs minimize risks and injuries while maintaining the value of the adventure experience.

Risk. The chance or possibility of danger, loss, injury, or other adverse consequence.

Risk management. Refers to all the procedures put into effect to reduce the possibility of accidents.

Incidents, or close calls. Unforeseen happenings that do not develop into emergencies.

Accidents. Unexpected occurrences that result in an injury or loss. Such losses can be **physical** (eg, fracture or death), **social** (eg, being embarrassed in front of peers), **emotional** (eg, fearing a situation) or **financial** (eg, losing your equipment).



Do you know anyone that has been involved in an accident? What type of loss did they suffer?

A first step to implementing risk management is understanding how accidents happen in adventure training, and how they can be minimized.


ACCIDENT THEORY


There are risk factors that contribute to the likelihood of an incident. The greater the risk factors that are present, the greater the chance of an incident occurring. Most serious accidents are a result of a combination of risk factors at play, not just one. Obviously one incident could result in an accident, but generally, it is the interaction of all three sources that leads to accidents.


These risk factors fall into three categories:

1. environment,
2. people, and
3. equipment.

Take transportation for an example. Potentially hazardous environmental conditions include an icy road at night. The 15-passenger van fully loaded with a roof rack and a trailer full of equipment would represent the equipment risk factor. Unsafe acts by passengers could be not wearing seat belts and distracting the driver. Unsafe errors by the leader include driving with minimal van-driving experience, driving too fast, and driving while tired. You can see how each of these factors could lead to an accident, but the chance of an accident decreases if these factors are reduced or eliminated.

	Can you list other possible environmental risk factors? (consider various outdoor situations)

	Can you list other possible participants or leaders risk factors? (consider various outdoor situations)

	Can you list other possible equipment risk factors? (consider various outdoor situations)

Here is a list of risk factors from the "environment" category:


- altitude
- animals, insects
- animal traps
- avalanche
- cold water
- currents, tides
- deep snow, water
- fallen trees
- illness
- lightning
- loose rocks and boulders
- moving water
- stoves and fires
- strainers in rivers
- vehicles
- visibility
- weather
- uneven, wet or slippery terrain

Here is a list of risk factors from the "people" (participants or leaders) category:

- assumption
- attitude towards risk
- carelessness
- denial
- distraction
- exceeding ability
- failure to follow instructions
- fatigue
- health status
- lack of knowledge or skills
- lack of experience
- overconfidence
- peer pressure
- planning errors
- poor communication
- poor decision or indecision
- poor hygiene
- poor leadership
- rushing to meet schedule
- spilled hot water
- stove fire
- unaware of hazards
- unrealistic schedule
- unsafe speed (fast or slow)

Here is a list of risk factors from the "equipment" category:

- adequacy of equipment (approved equipment, working communication)
- inadequate communication equipment
- inadequately outfitted (eg, clothing or shelter)
- not wearing safety equipment (eg, whistles)

	<p>Do you know of situations where you were faced with any risk factors? What was the outcome of the situation? How could it have been different?</p> <hr/> <hr/> <hr/>
---	---

DANGER CLASSIFICATION

Dangers can be classified as either perils or hazards. **Perils** are the sources of injury or the causes of loss, such as a lightning bolt. **Hazards** are conditions that accentuate the chance of an injury or loss, such as a storm.

The presence of a danger, whether a peril or a hazard, gives rise to risk. For example, the risk of electrocution (accident) is created by two dangers: a storm (hazard) that increases the probability of lightning bolts (peril) striking a person.

By differentiating between perils and hazards and identifying them in the field, you may reduce the chance of your group encountering undesirable risks.



Activate Your Brain #1:

Crevasses (cracks in the moving ice) and seracs (towers of ice moving along with a glacier) are obvious perils to the mountaineer. You may avoid them by skirting the section of the glacier where they are the most prevalent. But when the route goes through such an area, what are other factors you could take into considerations to make your route safer? (Hint: Think about possible hazards.)

DANGER ANALYSIS

One way to reduce the chance of an accident or to minimize an accident's consequence to acceptable and recoverable levels is to follow the 10-step procedure of danger analysis:

1. **Plan ahead.** Admit it can happen to you. Be ready to deal with almost anything that can happen and keep a humble attitude as a leader. Know what you will do for each potential accident *before* it happens.



"If you think you have it all sorted out, there is always something waiting to spring out to prove you wrong."

- *Leading and Managing Groups in the Outdoors* (2005)

2. **Search for dangerous situations and conditions.** Maintain a continuous search for dangers, remaining vigilant in any situation. Imagine what might happen at any time. This is often accomplished by keeping an eye open for all suspect circumstances and by always being prepared to ask "What if?" When many dangers are present, be extra alert and cautious.



Do you realize how vigilant you have to remain during a:

- field training exercise?
- sports night?
- regular training night?
- community service event?

3. **Point out potential dangers.** Make sure you identify dangers, and bring people's attention to it. For example, if you notice wet and slippery floors, making people aware of it can reduce the likelihood of an accident because recognizing the potential for an accident is often enough to change behaviour.



What are some potential dangers you have encountered during...

- field training exercises?

- sports events?

- marksmanship training?

- regular training?



In the previous question, have you taken into consideration (this list is not exhaustive):

- the equipment?
- the cadets' actions?
- the cadets' level of training?
- the cadets' abilities?
- the leaders' abilities?
- the location?
- the weather?

4. **When appropriate, remove elements that contribute to dangerous situations.** If drawing attention to the danger does not do it, removing the danger sometimes will. You have to keep in mind that the removal of the danger should not increase the risk of it or another danger from occurring. For example, if you remove a loose rock and it creates an avalanche of many loose rocks, or if you throw the rock carelessly and hit someone on the head, then it may not have been the best solution. You may view the actions of a cadet as dangerous and removing the cadet from the group may be the best solution, as long as this does not put the group or the cadet in greater danger.
5. **Avoid dangerous situations.** If you cannot remove the danger, then attempt to avoid it. This could take various forms such as taking a different route, adopting a new plan or even aborting the activity. Purposeful encountering of dangers is occasionally necessary and sometimes desirable. For example, water fights (horseplay) helping cool people on a hot day during a river trip are good. The danger of a

hot sun helps warm people on a cold winter's day. These potential dangers can be positive, as long as you encounter them in a safe way. For the river example, the participants should have personal floatation devices (PFDs) and sunscreen should be available for people who are dealing with sun exposure.



"If one has to jump a stream and knows how wide it is, he will not jump. If he doesn't know how wide it is, he'll jump and six times out of ten, he will make it."


- Persian Proverb

6. **Identify and classify dangerous situations.** If the danger cannot be removed or avoided, then the danger should be classified either as a peril (source of loss) or as a hazard (condition that influences probability of loss). By being able to classify, you should encounter the perils when hazards are at a minimum, thereby reducing the risk of an accident. For example, if you are travelling in an area of icefall, you should identify that the sun is a hazard that accentuates the risk of icefall and make decisions based on that information.
7. **Assess risk and reclassify danger.** If you cannot avoid the danger, then assess the risk of a potential accident. Reclassify the danger as either environmental (based on the surroundings) or human (based in the group). This allows you to recognize the potential of the two happening at the same time and the potential for accident.
8. **Estimate potential losses.** Assess the number and strength of dangers in the human and environmental categories. Then assess the likelihood of an accident. Keep in mind that some dangers do not combine. For example, lost tent poles and a sunny day in the middle of the summer do not combine. In some other cases, the dangers cannot help but combine. For example, an inexperienced skier and a rocky hillside may be an accident waiting to happen.
9. **Minimize losses.** If an accident is likely but not absolutely certain, then choose a course of action for which the outcome of an accident is more likely to be both acceptable and recoverable. If this means leaving behind climbing protection and ropes to avoid a life-threatening mountain storm, then leave the gear behind and go back to recover it at a later time or just accept that the losses associated with the equipment are only financial and of less value than human lives.
10. **Make appropriate judgment.** If loss from an accident occurs (for example, an injury), make appropriate adjustments (eg, evacuation). Recall that in Step 1 you should have identified possible courses of actions or measures. Once you employ these measures, proceed with appropriate caution, continuing to search for new dangers that may arise and combine with the already existing dangers.



Activate Your Brain #2:

Describe the three categories of factors that may contribute to accidents?



Activate Your Brain #3:

Explain the difference between hazards and perils.


GENERALIZED AND SPECIALIZED CATEGORIES OF SAFETY CONTROLS

There is no way to completely avoid risk in the outdoors. The outdoor environment has many natural hazards that we must respect. Often these hazards are beyond the participant's control. However, along with natural hazards are the more controllable hazards associated with flawed judgment, physical and mental inability to perform the activity, inadequate skills of the participant and the leader, poor equipment and so on.

It is the participant who must adapt to the equipment and environment to meet their goals.

A responsible participant has four **general categories of safety controls** to consider:

CATEGORY	DEFINITION
Planning	Envisioning the tasks you intend to pursue outdoors, the hazards of those tasks, and the measures to best control those hazards.
Training	The effort you take to ready your body for the environment and the activity required to meet the tasks while you participate in that environment.
Practicing	The effort you take to gain skill to perform those tasks effectively.
Adapting	Envisioning "what if", considering contingency plans, then using the experience you have gained.



Do you know of an incident that happened where you could assume that one or more of these safety controls was overlooked?

None of these four controls is subservient to the others, but the last, adapting, primarily determines the outcome of an outdoor activity. One appealing aspect of entering the outdoors is expecting something new but not knowing specifically what it is.

Those who seek to eliminate unnecessary hazards in the outdoors have five **specialized categories of safety controls** to consider:

CATEGORY	DEFINITION
Equipment	Selecting, fitting, practice in using, and maintaining the equipment recommended for the tasks of your outdoor experience.
Teaching	The exposure to and demonstrated compliance with the advice of an expert in the tasks you select.
Facility	Selecting the outdoor environment where you can perform the intended tasks with reasonable understanding and confidence.
Medical Care	A functional awareness of resources for first aid, emergency evacuation, and medical care of injuries and illness experienced while outdoors.
Teamwork	Relying on coordinating with all others who share your intentions to gain the benefit and control the hazards of participating outdoors.



Think about all the training you have received as a cadet. How does that training relate to these categories of safety controls? Which safety controls do you wish you had further developed?

Think about how you could get your subordinates to develop each of these skills.



Keeping expedition training in mind, determine the one **specialized category of safety controls** you believe the Cadet Program has helped you develop the most. How did the program do it?

Keeping expedition training in mind, determine the one **specialized category of safety controls** you believe you still need to develop. How do you intend to do so?

RISK MANAGEMENT SKILLS

Last but not least, as an OL, you should possess risk management skills for the particular adventure activities you provide. Examples of risk-management skills include weather interpretation, body temperature regulation, navigation, survival, first aid, and search, rescue and evacuation.



Do you recognize the skills you possess as an effective OL and how they minimize risks?
What are they?



As you read the next paragraphs, **underline / highlight** each individual skill you believe you have.

Weather interpretation. An OL should be able to predict weather using current weather reports, perhaps obtained by radio; their observations of present conditions, including clouds, precipitation, wind speed, wind direction, and temperature; and their familiarity with local prevailing patterns. They should be capable of dealing with weather extremes, especially thunderstorms and lightning.

Body temperature regulation. An OL should be able to prevent and treat hypothermia and hyperthermia, understand human thermophysiology (areas of high heat loss and metabolic effects of substances, such as food and water), and recognize the signs and symptoms of hypothermia (stumbling, incoherence, disorientation, shivering, or no shivering at all) and hyperthermia (headaches, nausea, cramps, excessive sweating, or no sweating at all). Most importantly, they must be capable of treating the different phases of hypothermia and hyperthermia by learning proper techniques of decreasing or increasing heat loss and of warming or cooling victims as necessary.

Navigation. An OL should be able to navigate in the worst possible terrain that they expect to encounter during an adventure activity. This means reading a map, measuring distances by scale ratios and from bar scales; determining grid references; converting among grid north, true north or magnetic north, directions and interpreting colours, symbols, contour lines, and other features. They should be able to use a compass, take map and magnetic bearings, convert between these by accounting for local magnetic declination, travel on that specific bearing, and determine their location. They should be able to orienteer, avoid obstacles, use back bearings, find routes, note checkpoints along the path of travel, contour between points of similar elevation without losing altitude, and choose routes based on expected terrain, vegetation, party strength or other variables.

Survival. An OL should be able to cope with the worst possible conditions if they are lost, injured, or caught out in the elements during an adventure activity—with or without their group. They need to be able to admit they are lost when they are, to keep from panicking, to comfort others, and prioritize needs (in this order): maintain a positive attitude, get shelter, water, fire and food. They should be able to build shelters that are easily constructed, insulated and ventilated; to light fires with wet wood; secure non-poisonous food and water in various settings or manage with limited food supply; and signal for help using international distress and ground-to-air signals.

Lifesaving and first aid. An OL should be able to swim and provide CPR and first aid. You may wish to obtain your certification as a lifeguard and as a wilderness first aid provider or emergency medical technician. Knowing how to use an accident response kit, including a first aid kit, is critical for every OL.

Search, rescue and evacuation. An OL should be able to locate missing people and remove them from danger. They should be capable of designating an appropriate base camp. They should be capable of interviewing

people to obtain pertinent information and recording their comments; performing quick searches of high probability areas such as nearby trails, rivers, or meadows; and performing coarse or fine searches walking side by side through a square grid. They should be capable of constructing stretchers appropriate for carrying, lowering or raising; and lastly, recognizing when the search is beyond their resources and deciding to seek a professional search and rescue team.



Do you recognize the skills you need to develop to be an effective OL and to minimize risks? What are they?

SECTION 2 BEHAVIOUR AND ATTITUDE IN RISK MANAGEMENT

When an accident happens, we tend to look at the obvious cause, such as a storm, an avalanche, or a rough river. Accidents are usually caused by more contributing factors. In outdoor risk management, "human factors" refer to the attitudes, behaviours, habits, state of mind and cognitive limitations that can lead to an incident as well as the positive attitudes and behaviours that can proactively manage risk and reduce incidents. Those factors influence every decision we make in the outdoors.

Here are the human factors we will examine in greater detail.

Negative	Positive
<ul style="list-style-type: none">• complacency• overconfidence• distraction• differing perception of risk• risk homeostasis• expectations and peer pressure• schedule and goal pressures• fatigue, stress and performance	<ul style="list-style-type: none">• situation awareness• watchfulness• self-awareness

NEGATIVE HUMAN FACTORS

Complacency. After leading an activity many times, the stimulation from its novelty diminishes and you may not be as motivated to be organized and pay close attention to detail. Even though you operate with a higher level of expertise, you may lose sight of the risks incurred by the situation and even be tempted to seek new stimulation. **BEWARE!** If you find yourself thinking about a novel approach, stop and question your motivation. If the motivation benefits the group and offers them a beneficial, but still safe experience, then it may be a good idea. If the idea only benefits you, then maybe you should refrain from carrying out that idea.

Overconfidence. Overconfidence can lead to poor judgment and put people at risk. It may lead people to attempt things they are not ready to do. Thrill-seeking behaviour is inappropriate when the group is at risk. Some OLs take credit for good happenings, internally attributing them to personal skills, and when things go wrong, externally attribute problems by blaming bad weather or faulty equipment. **BEWARE!** Such behaviour can prevent you from taking the first step in danger analysis; you may simply refuse to consider that an accident could happen to you!

Distraction. As an OL, you may do multiple tasks at once (eg, assessing a cadet's performance, watching the weather, making adjustments to keep the group together, wishing a cadet was faster, thinking about what your schedule will be when you get back to camp, and agonizing over indigestion from that spicy chilli omelette in that ration pack you had for breakfast). **BEWARE!** The human brain can only process so much information at one time. No one is immune to distraction. Some experienced climbers have forgotten to tie a knot even though they have done it thousands of times. Be aware when you are multi-tasking and take a moment to sort and prioritize where your attention should be.



Think about all the things you may do at once when on regular training at your corps. List some of them. Which of those actions require particular attention?

Differing perception of risk. Each person has their own perception of risk. When a situation is familiar, it is perceived to be less risky. If a situation is new, dramatic, dreadful, or difficult, we perceive it as risky. Adventure activities often are viewed as risky by beginners. OLs have come to know many adventure activities so well they see them as acceptable. **BEWARE!** That difference in perception is important to understand. A beginning skier may struggle to control their speed on a gently-angled slope while an expert zips down three times as fast while pulling on their gloves. To be a good leader and risk manager, you must empathize with a cadet's anxieties. Their apprehension affects how they perform. If you cannot alleviate some of the anxiety by instruction or guidance, then you must modify the activity. When you overlook others' perception of risk, you may put them or the group in danger.

Risk homeostasis. This is the theory that each of us maintains a tolerance of risk to the same level. **BEWARE!** That means that if other parameters are added, we have a tendency to adapt to those devices and adjust our behaviours to maintain that level of risk. For example, seatbelts or air bags in a car have the effect that people drive faster or exhibit other risky behaviours. People adjust their target risk level to the new technology. This theory also applies to adventure training, as people adjust their actions because they have a cell phone available or because a computer reported there would be no avalanche.

Expectations and peer pressure. The expectations others have for us, the expectations we have for ourselves and the pressure resulting from it can have a negative impact on the decisions we make. **BEWARE!** When people are in groups, particularly when they are inexperienced, they tend to make riskier decisions than when they are by themselves. This can sometimes be seen in novice group members when they are reluctant to express their fears, especially when courage is socially desirable, and they go along, participating in higher risks than they would on their own. It is acceptable to say you do not know or that you cannot finish a route and have to turn around. It is essential to know when to stop and adjust priorities and schedules. That is true leadership. Even leaders have their limits.



Have you ever observed a situation where this phenomenon has happened? How do you think the people under pressure felt? What would you have done in their situation?


Schedule and goal pressures. Rushing to get back when the final destination is in sight or setting a schedule and obstinately sticking to it are dangerous habits. **BEWARE!** When you attempt to maintain a time schedule—despite falling behind—or see that the end is in sight, you may forget to point out dangers to others or may encounter dangers that you might normally put more energy into removing or avoiding. You must resist the temptation to give in to peer pressure and not allow the goals of getting home to a warm shower or a hot meal to become more important than appropriate practices. Have the flexibility to turn back from a peak ascent without reaching the top if threatening clouds move in or your group is hiking slower than expected.

Fatigue, stress and performance. Our strength, stamina, mental and emotional health, and immune responsiveness decline if we are tired, malnourished, or under stress. **BEWARE!** We are more susceptible to injury when we become tired or hungry. One study shows that injuries during outdoor adventure activities tend to occur late in the morning or late in the afternoon. A study of injuries on National Outdoor Leadership School (NOLS) courses showed that half of injuries occurred during the first 10 days of an expedition. The belief is that stress and exertion at the start of trips, combined with the situation's novelty, led to injuries. If you are leading a group of cadets, you may need to coach them on stress's impact on their physical and cognitive faculties, their expedition behaviour, leadership, judgment and decisions. They may need to be reminded that it is okay to ask for help. On a successful team, people can say when they are hungry or tired. It is not a character flaw to acknowledge your needs. It's a measure of wisdom and maturity to say, "I'm exhausted. Can you take over?"

POSITIVE HUMAN FACTORS

Situational awareness. By being alert to and aware of your surroundings, of unusual circumstances and of peers, you develop situation awareness. It is the ability to perceive reality accurately. It is a continuous interpretation of what is happening around you and with your team.

Here is a little exercise to develop your skills of situation awareness.



Activate Your Brain #4:

Determine what actions should be taken if you observed the following clues:

Clue #1: Cadets are not working together. They have lost focus.

Clue #2: You are experiencing a bad "gut feeling".

Clue #3: Cadets start demonstrating a lack of vigilance. Cadets get distracted, develop tunnel vision and miss the hazards.

Watchfulness. Watchful OLs should think through "what-if" scenarios even when travelling over easy terrain or calm water. What if someone went overboard? What if someone got injured here? Who has the communication equipment? Simply going through this exercise allows leaders to better prepare and focus during anxious times.

Self-awareness. Leaders who are self-aware have learned from experience what their abilities and limitations are. They know themselves well enough to recognize their bad habits, as well as their strengths. Reflection is a valuable tool toward developing self-awareness. It helps us recognize what we learned from our experience. Reflection can be done through dialogue, debriefing, journals and feedback. Strong teams allow the free giving and receiving of feedback. This should be done honestly and respectfully.



Do you recognize your strengths as an OL? What are they?



Do you recognize your weaknesses as an OL? What are they?

SECTION 3 RISK MANAGEMENT PLAN



Do you remember the first step in danger analysis?

RISK MANAGEMENT PLAN

A risk management plan is more than safety checklists. It is systematically analyzing your operations for potential risks or risk exposures and then establishing a plan to reduce such exposures.

A risk management plan has four phases:

1. analyzing risks and determining approaches to control risks;
2. obtaining policy statements from the policy makers;
3. establishing the desirable operational practices and formatting them into a plan; and
4. implementing the plan.



Various documents exist to regulate adventure training in the Cadet Program. They offer guidance for risk assessment and procedures that have to be followed during various adventure training activities. Two commonly used ones are:

- A-CR-CCP-030/PT-001, *Water Safety Orders* and
- A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.

RISK MANAGEMENT IN THE ROYAL CANADIAN ARMY CADET PROGRAM

Risk management is an approach embedded in the culture of the Cadet Program which stresses the responsibility of all members to reduce accidents, injuries and property damage during authorized activities. The national risk management oversight body for Army Cadet Expedition training is the National Expedition Risk Management Oversight Committee (NERMOC). It was established by the Directorate of Cadets and Junior Canadian Rangers (D Cds & JCR) as an advisory body to guide expedition training within the Army Cadet Program by:

- helping embed a risk management culture through risk education, high level controls and procedures;
- analyzing policies related to expedition training and recommending changes in regulations, policies and practices;
- consulting subject matter experts, as required, to understand current industry standards and practices;
- liaising with various government agencies to share best practices; and
- reviewing and reporting annually regarding data of incidents, accidents and near misses captured in the National Expedition Database.



Activate Your Brain #5:

Summarize how risk is managed in the CCO.

Risk management is practiced to prevent fatalities and reduce injuries within Army Cadet Expedition training. The risks are analyzed and the practices and procedures are reviewed to ensure their effectiveness.

Risk is managed through the application of four control approaches:

- **Retention.** Retention is the acceptance of the risk associated with an activity being conducted.
- **Reduction.** Reduction is the employment of risk mitigation to reduce the risks associated with a particular activity (eg, restricting cadets from abseiling when it is raining, restricting instructors from modifying gear technical specifications, or canoeing when lightning is present).
- **Transference.** Transference shifts the responsibility to another agency, usually providing specialist skills or capabilities (eg, civilian provider of specialist training).
- **Avoidance.** Avoidance is choosing to not offer or to discontinue an activity because of the risk associated with the activity.



Activate Your Brain #6:


What are the four phases of a risk management plan?

Risk is managed at various levels of the Cadet Program. The following table contains a breakdown of everyone's responsibility, from the national level all the way to the cadets' level.

WHO	RESPONSIBILITIES
The Directorate of Cadets and Junior Canadian Rangers (D Cds & JCR) (National Authority)	<ul style="list-style-type: none"> • establish policy for activities and risk management for these activities; • develop national policies and standards; • review training for deficiencies and rectify problems; • communicate with the Army Cadet League of Canada; • establish and maintain a national database of statistics on incidents, accidents, and near misses; • develop an accident response investigation process; and • provide a forum to exchange Army Cadet Expedition activity information and best practices and to review risk management regulations, policies and practices within the CCO.
Regional Cadet Support Unit CO (RCSU) (Regional Authority)	<ul style="list-style-type: none"> • manage and administer the support required to conduct cadet activities; • enforce safety policies (eg, instructor to cadet ratios); • approve cadet corps activities; • ensure qualification and certification of instructors; • provide logistical support to the Corps Program; • qualify and re-qualify instructors; • ensure supervision of all cadets activities; • investigate accidents; • ensure reporting of incidents, accidents and near misses; • develop location specific standard operating procedures (SOPs); • communicate with the provincial branch of the Army Cadet League of Canada; and • ensure Regional Cadet Instructor Schools (RCISs are where CIC Officers receive their qualifications) deliver related courses.
Cadet Corps CO	<ul style="list-style-type: none"> • ensure that risk management is practiced when conducting cadet activities.
Officers	<ul style="list-style-type: none"> • disclose the risks associated with activities to cadets, parents, volunteers, and staff; • adhere to all safety regulations, policies and practices; • operate within the scope of their training, qualifications and certifications; • maintain certifications and logs; • report activities; • report and document incidents, accidents and near misses; • know personal limitations of self and group; and • perform duties to the best of their ability.
Cadets	<ul style="list-style-type: none"> • disclose injuries, and medical problems regarding their ability to participate in an activity; and • abide by all safety regulations, policies and practices.

Due diligence. An important concept in risk management. It is defined as the exercise of reasonable care in the performance of duties. To demonstrate due diligence, an individual must demonstrate they did all that any reasonable person would have done in the same circumstances to avoid a foreseeable risk of harm to life and limb. In exercising due diligence, individuals:

- behave in a reasonable manner;
- prepare for risks that a thoughtful and reasonable person would foresee; and
- respond to risks and incidents immediately.




Activate Your Brain #7:

What are the four control approaches used to manage risk in the CCO?

Risk management is an ongoing analysis that has elements embedded in all aspects of an activity:

1. **Planning.** Potential hazards shall be identified and acknowledged before proposing an activity. The planning phase should include the following considerations:



"A goal without a plan is just a wish."

- Antoine de Saint-Exupery

- **What?** What are the needed skills for the activity? Is a pre-training activity required to ensure that participants have the proper skills? What is the length of the activity? Does the activity require a certain level of fitness?
 - **Why?** Is the activity consistent with the aims of the cadet movement? If the activity cannot be linked to one of the aims of the Army Cadet Program, the activity should not be conducted.
 - **Where & When?** On what type of terrain will the activity take place? What is the season? At what time of day will the activity begin and end?
 - **How?** Are staff trained for this activity? Is the appropriate equipment available and in good condition? Will a staff member accompany the cadets at all times?
 - **Who?** What type of cadets will attend the activity (age, phase level)? Will their age, gender, diversity, emotional readiness, etc. impact the activity? Are there regulations preventing anyone from doing the activity?
2. **Assessing Risk.** The activity plan shall be assessed to determine the level of risk associated with the activity and the steps proposed to mitigate that risk. The risk assessment should be based on considerations, such as:
 - What is the activity?
 - Who will be conducting the activity?

- What are the hazards?
- Who might be affected by them?
- What regulations, policies, and procedures are in place to lessen risks?
- What safety / control measures need to be in place to reduce the risks to an acceptable level?
- Can the safety / control measures be implemented?
- What steps will be taken in an emergency?

Risk assessment is a decision-making process used to identify risks and ways to reduce them. Officers have to decide what the potential risks are, how to diminish them, and what level of risk is acceptable to them when conducting activities.

A risk assessment is prepared several weeks before an activity, but since last minute information or unplanned situations may occur, the officer in charge (OIC) needs to adapt the risk assessment as required, which could include situations, such as (but not limited to):

- a change in the weather forecast;
- equipment or required training site is no longer available; or
- an instructor who is unavailable to conduct the activity.

Officers must be prepared to consider cancelling an activity when the situation has changed, both before conducting the activity and during the conduct of the activity. Parents and other staff members may well question the decision, but ultimately the safety of cadets must not be put in jeopardy because of external pressures.

3. **Modifying the Plan.** Where the plan involves a risk beyond what the organization is willing to undertake, the plan shall be modified and re-assessed.



"Just because something doesn't do what you planned it to do doesn't mean it's useless."

- Thomas A. Edison

4. **Conducting the Activity.** During the activity unanticipated hazards shall be recognized and the plan modified to ensure a suitable balance of risk and mitigation of risk is maintained.



Activate Your Brain #8:

Explain the four phases during which risk management is ongoing.



Congratulations, you have completed your self study package on EO C525.01 (Examine Elements of Safety and Risk Management). Complete the following exercise and hand the completed self study package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

FINAL EXERCISE

Cadet's Name: _____

Date: _____

1. Explain why risk is essential.

2. Generally speaking, and in your own words, describe the procedure of danger analysis.

3. There are many factors that could lead to bad decisions. Explain **five** of them.

4. Determine who is responsible for each of the following statement. Check the appropriate box or boxes (there can be more than one per row).

	Cadets	Corps Officers	Corps CO	Regional Authority	National Authority
Practice due diligence.					
Report incidents.					
Keep parents informed of risks.					
Deliver courses to qualify CIC officers.					
Ensure risk management is practiced.					
Offer support to cadet units.					
Investigate accidents.					
Adhere to safety policies, regulations and practices.					
Report activities.					
Establish national policies for cadet activities.					

THIS PAGE INTENTIONALLY LEFT BLANK

ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Crevasses (cracks in the moving ice) and seracs (towers of ice moving along with a glacier) are obvious perils to the mountaineer. You may avoid them by skirting the section of the glacier where they are the most prevalent. But when the route goes through such an area, what are other factors you could take into considerations to make your route safer? (Hint: Think about possible hazards.)

You should deal with them by also considering the hazards associated with the perils. Temperature, which of course varies with the time of day, sunlight, and other climatic conditions, is a hazard that increases the likelihood that the ice will move as it warms up. Experienced mountaineers attempt to avoid the risk of injury from the peril of moving ice by choosing the correct time to encounter that peril—when hazards are minimal.



Activate Your Brain #2:

Describe the three categories of factors that may contribute to accidents?

The three categories of factors are:

Environment: Anything to do with the environmental factors, eg, weather, terrain, fires.

People: Anything to do with either the leaders or the participants, eg, their decisions, their actions, their mistakes, their assumptions.

Equipment: Anything to do with the equipment, eg, whether it is inappropriate, inappropriately fitted, not worn.



Activate Your Brain #3:

Explain the difference between hazards and perils.

Perils are the sources of injury or the causes of loss, such as a lightning bolt. Hazards are conditions that accentuate the chance of an injury or loss, such as a storm.



Activate Your Brain #4:

Determine what the actions should be if you observed the following clues.

Clue #1: Cadets are not working together. They have lost focus.

Clue #2: You are experiencing a bad "gut feeling".

Clue #3: Cadets start demonstrating a lack of vigilance. Cadets get distracted, develop tunnel vision and miss the hazards.

#1: Review your mission and goals.

#2: Intuition is a profound sense. Trust your feelings. Investigate what is going on.

#3: Stay watchful and alert. Stop the group. Check on food and water needs. Focus on being aware.



Activate Your Brain #5:

Summarize how risk is managed in the CCO.

Risk management in the CCO is attained by maintaining high level controls and procedures, by continuously analyzing policies, regulations and practices. That can be done by consulting with experts and by keeping current with what is being done in various government agencies. Incidents, accidents and near misses are also reviewed.



Activate Your Brain #6:

What are the four phases of a risk management plan?

The four phases of a risk management plan are:

- analyzing risks and determining approaches to control;
- obtaining policy statements from the policy makers;
- establishing the desirable operational practices and formatting them into a plan; and
- implementing the plan.



Activate Your Brain #7:

What are the four control approaches used to manage risk in the CCO?

The four control approaches used to manage risk in the CCO are: retention, reduction, transference, and avoidance.



Activate Your Brain #8:

Explain the four phases during which risk management is ongoing.

Planning. During this stage, which happens before proposing the activity, potential hazards shall be identified and acknowledged. Considerations should include: What? Why? Where and when? How? Who?

Assessing risk. When the activity plan is defined, it shall be assessed to determine the level of risk associated with the activity. Considerations should include: What? Who? What are the hazards? What regulations exist? What regulations are needed? What steps will be taken in case of an emergency?

Modifying the plan. If the risks are beyond what the organization is willing to risk, the plan shall be modified and re-assessed.

Conducting the activity. During an activity, hazards will be recognized and modifications will be made as necessary.

FINAL EXERCISE ANSWER KEY

1. Explain why risk is essential.

Risk is present in all aspects of life. Risk is one of the critical components that make adventure training popular and successful.

2. Generally speaking, and in your own words, describe the procedure of danger analysis.

People should always plan ahead and try to determine what could happen before it happens. Then, they should always keep searching for dangers by continuously asking themselves "What if?". When a danger is identified, it should be pointed out to others. When possible, the source should be removed, or at least avoided. If it cannot be removed or avoided, then it should be analyzed. You should wonder what the odds are that the danger will cause an accident, what the losses could be and try to make the decision that will minimize those losses.

3. There are many factors that could lead bad decisions. Explain **five** of them.

The answers should include five of the following:

- **Complacency.** Leading activity many times, may be tempted to seek new stimulation.
- **Overconfidence.** Can lead to poor judgment and put people at risk. It may lead people to attempt things they are not ready to do.
- **Distraction.** Doing multiple things at once.
- **Differing perception of risk.** After doing something many times, it doesn't look as risky anymore.
- **Risk homeostasis.** Our risk level adapts to the situation.
- **Expectation and peer pressure.** Can have negative impact on decisions made. In groups, people tend to make riskier decisions than when they are by themselves.
- **Schedule and goal pressure.** When people try to maintain a schedule or see the end in sight, they might react differently to danger.
- **Fatigue, stress and performance.** May impair judgment and decisions.

4. Determine who is responsible for each of the following statement. Check the appropriate box or boxes (there can be more than one per row).

	Cadets	Corps Officers	Corps CO	Regional Authority	National Authority
Practice due diligence.	√	√	√	√	√
Report incidents.	√	√	√	√*	
Keep parents informed of risks.		√	√		
Deliver courses to qualify CIC officers.				√	
Ensure risk management is practiced.	√*	√*	√	√*	

A-CR-CCP-705/PF-001
 Attachment B to EO C525.01
 Instructional Guide

	Cadets	Corps Officers	Corps CO	Regional Authority	National Authority
Offer support to cadet units.				√	
Investigate accidents.				√	
Adhere to safety policies, regulations and practices.	√	√	√		
Report activities.		√	√		
Establish national policies for cadet activities.					√

Note: Remember that the CO is also a corps officer.

* These checkmarks are open to discussion.



ROYAL CANADIAN ARMY CADETS
MASTER CADET
INSTRUCTIONAL GUIDE



SECTION 2

EO C525.02 – RECOGNIZE INDIVIDUAL BEHAVIOUR DURING AN EXPEDITION

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

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

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail individual behaviour during an expedition at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize individual behaviour during an expedition.

IMPORTANCE

It is important for cadets to recognize individual behaviour during an expedition as they will interact with a variety of individuals, whom will have specific wants and needs. Understanding the differences between individuals will allow the instructor to better address their wants and needs and therefore ensure a better experience for everyone.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVES

The objective of this self study package is to have the cadet recognize individual behaviour during an expedition.

RESOURCES

- Self study package,
- Highlighter, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important to recognize individual behaviour during an expedition. Understanding your own behaviour will allow you to understand your reactions in various situations and to understand our subordinates' reactions, needs and wants. That will give you the opportunity to develop an atmosphere in which everyone feels respected and therefore an atmosphere in which everyone can learn and grow as individuals.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A2-046 B-GA-217-001/PT-001 Department of National Defence. (n.d.). *Down but not out*. Ottawa, ON: Department of National Defence.

C2-009 ISBN 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.

C2-150 ISBN 0-89886-502-6 Graham, J. (1997). *Outdoor leadership: Technique, common sense & self-confidence*. Seattle, WA: The Mountaineers.

C2-152 ISBN 1-898555-09-5 Ogilvie, K. (1993). *Leading and managing groups in the outdoors: New revised edition*. Cumbria, England: The Institute for Outdoor Learning.

C2-156 0-89815-627-0 Meyer, K. (1994). *How to shit in the woods*. Berkley, CA: Ten Speed Press.

C2-250 Leemon, D., & Schimelpfenig, T. (2005). *Risk management for outdoor leaders: A practical guide for managing risk through leadership*. Lander, WY: National Outdoor Leadership School.

C2-258 ISBN 0-7872-9308-3 Hunt, J. S. (1990). *Ethical issues in experiential education*. Dubuque, ID: Kendall / Hunt Publishing Company.

C2-262 Barnett, H., Deak, J., Howard, J. M., Huisman, C., & Wheeler, M. (2003). *Instructor's guide to managing adolescents in the field*. Garrison, NY: Outward Bound, Inc.

C2-265 HowStuffWorks, Inc. (2009). *How fear works*. Retrieved October 27, 2009, from <http://health.howstuffworks.com/human-nature/emotions/other/fear.htm>

C2-266 McGivney, A. (1999). Looking at night in a whole new light. *Backpacker*, 27, 42–46, 107–108.

C2-267 Willingham, E. (1999). When panic attacks. *Backpacker*, 27, 27–28.

C2-269 Davis-Berman, J., & Berman, D. (2002). Risk and anxiety in adventure programming. *The Journal of Experiential Education*, 25, 305–310.

THIS PAGE INTENTIONALLY LEFT BLANK



Individual Behaviour During Expedition

- Section 1: DIFFERENCES BETWEEN BOYS AND GIRLS**
- Section 2: EXPEDITION BEHAVIOUR**
- Section 3: CASE STUDIES**


SECTION 1
DIFFERENCE BETWEEN BOYS AND GIRLS

There are basic core differences that differentiate girls and boys, other than the obvious physical differences. However, it is always important to recognize that wide variation exists within any generalization and the same is true for gender. While it is helpful to know these differences, ultimately, knowing each girl or boy is the goal.

Sensitivity to and awareness of gender needs and gender differences can make a huge difference in an expedition or outdoors experience. Girls are affected by some situations and boys are affected by completely different situations.


Understanding some basic physiological differences allows leaders to offer both genders a pleasant outdoor experience. Consider things such as:

- Boys need to replenish calories and water more frequently than girls because of their fast-burn bodies.
- Girls will want to know how to dispose of feminine hygiene products, and that there will be sensitivity to their need for privacy and their self-consciousness about this issue.
- Having separate girls' and boys' discussion groups before heading out to the bush can be very helpful. Ask each group to discuss things like: Are there needs for just boys / girls that we should be aware of / sensitive to?

	Do you know of differences in the ways boys and girls think? ...act? ...learn?

COGNITIVE DEVELOPMENT

The actual maturation of parts of the brain as well as some cognitive predispositions are determined by gender and the hormones that influence the growth of the neurological system *in utero* and throughout life. There are some clear gender differences at this point. In general, the cognitive predispositions or strengths specific to each gender are shown in the following table.

	How do YOU learn?

It is important to understand that individuals of each gender are capable of doing everything that is listed in the table below, but often prefer, or are better at, what is listed for their own gender.

Also, there is a crossover of about 20% in gender style. That is, about 20% of girls have the thinking / learning style that is the male stereotypic and about 20% of boys have the thinking / learning style that is stereotypic of females. This makes teaching and motivating a complex task.



In the table below, determine the predisposition / strength that applies to you best. Were you correct in your predictions of how you learn?

GENDER	PREDISPOSITIONS / STRENGTHS	DESCRIPTIONS
Female	Detailed Thinking	When given directions, girls remember the details better; boys get the gist or the idea. Girls are better at following their sequence of tasks; boys are better at getting to the goal.
Male	General or Global Thinking	
Female	Hearing and Listening	Girls remember more of what they hear and can listen for longer uninterrupted times than most boys. Boys remember better when they see or look at something while they are listening.
Male	Seeing and Watching	
Female	Language and Talking	Girls are more verbally facile and detailed. They like to express their thoughts and feelings and often do so in more detail than boys. Boys would rather do than talk. They'd rather see an instructor show how to tie a knot while they have the rope in their hands, rather than hearing about it first, or worse, reading about it.
Male	Doing and Showing	



Activate Your Brain #1:

Assign the following actions with the appropriate predispositions / strengths.

Boys may have their backpacks in the van faster, but the girls have everything they need in them the first time. _____

If you recite a list of things to put in a backpack, most girls remember it. Boys remember the first and last things, but not much in the middle of the list. If they see the stuff they need to pack, they remember it better. _____

Girls do not mind reading manuals to put things together or watching the instructor passively for a while; boys prefer to assemble and learn by doing.

The major implication is that different strategies and techniques are usually easier or more comfortable for one group than the other. Therefore, the leader should use multiple instruction and/or motivation techniques so that both genders' needs and preferences are equally met.



Activate Your Brain #2:

Knowing this information, how would you approach the task of explaining to a group (with boys and girls) the items to be brought on an expedition?

Here are some tips to deal with these differences:

- Try to offer options for the same task. Journals are a great example.
- When asking participants to do a multi-step complex task, predetermined groupings may be helpful. In that way, those that are good at details and sequential thinking (often girls) can work with the more action-oriented, trial-and-error doers (often boys) and, together, cover all aspects of the task.

EMOTIONAL DEVELOPMENT

Brain research indicates that the centre of emotions functions somewhat differently in males and females. Again, there is a lot of variation between human beings regardless of gender.

While both males and females feel positive emotions equally, females are slightly more inclined to feel fear and anxiety when confronted with conflict and challenge than males—sometimes as much as four times more. The male of the species feel fear and anxiety too, but at a much lower level, and challenge and conflict can cause an adrenaline and testosterone reaction that converts to aggressiveness, movement or sometimes anger.



Based on experience, how do boys and girls react when they are being teased?

In social interaction terms, if a girl is teased, she often becomes hurt and avoids. If a boy is teased, he often becomes angry and confronts. Girls more often use language to deal with their emotions; boys tend to act out. Their differences are often hard to see in a new group. Both girls and boys can become quiet at the beginning, when they are upset. Over a period of time, anger can build in boys, and anxiety and avoidance can build in girls.

Here are some tips to deal with these differences:

- Any extreme negative emotion has a potentially contagious effect. In some situations, it is good to separate highly emotional, volatile, or "short-fused" individuals into separate groups. More than one of these types per group would swing the overall productivity and culture of the group. For positive emotions, the inverse is true: spread the wealth in terms of the thoughtful, reflective, or peacekeeping individuals for emotional balance of the group.
- Remember that girls, and some boys, just genetically feel higher levels of fear for the same situation. Taking a step-by-step approach, "Just put your foot on this rock", or a buddy approach, "Ann will do it with you", can diminish high levels of fear. A logical approach has little or no impact on high levels of fear.

SOCIAL DEVELOPMENT

All human beings are social animals. Adolescents care about how they are perceived and accepted by their peers, and even by adults. This means that the words and actions of superiors are powerful motivators and shapers of behaviour. But perhaps slightly more powerful in terms of impact on the adolescent, are the words and actions of other adolescents. It is both harder and easier when most of the adolescents in a group do not know each other. It causes some to act out more, searching for their niche. More boys than girls do this. It causes some to retreat more while they size up the situation. More girls than boys do this. On the other hand, since everyone is new to each other, everyone has a clean slate and their social baggage and reputation can be set aside, which can be quite freeing. The key for the leader is to make the most of melding the group and shaping the culture quickly.



Activate Your Brain #3:

Fill in the blanks.

1. Adolescents care about what their superiors say, but they care even more about their _____'s opinions.
2. As a leader, it is important to create a proper _____, to ensure that the group develops as a team as quickly as possible.
3. When placed in a new group, adolescents have a tendency to _____ while they size up the situation.

Having said all of this, girls tend to be slightly more connected and like to operate in duos or groups more than boys do. This often translates into more cooperative learning. For boys, while they enjoy such things as team sports, they are also very motivated by competition and individual performance.

Fitting in and being perceived as competent, capable, and cool is a need for all teenagers. A task, a place to be, and someone to be with are basic social needs. Any kind of social isolation or social exclusion needs to be dealt with immediately. It cannot be said strongly enough: social needs of the adolescent are at the core of their existence.


Here are some tips to deal with these differences:


- At the beginning of an expedition with a new group, give assigned places for everyone: a space to sit at meeting, meals, etc. However, keep switching who sits next to / spends time with whom the first few days. This cuts down the feelings of "finding your place" or feeling left out.
- Social isolation almost always causes negativity for the individual and the group. Social isolation rarely clears up on its own. If you see this beginning to develop, change your tactics and begin to assign working duos, for example, to improve the problem. Also, most budding social isolates are doing something to influence this condition. Private conversations that address this directly are very important.

SECTION 2 EXPEDITION BEHAVIOUR

Expedition behaviour is the attitudes, values and practices that make up the culture and style of a group and determine how effective its leadership, teamwork and communication will be.


Being in the outdoor setting may bring out the best in some people and the worst in others. Good or bad expedition behaviour often determines a group's destiny even more than technical and physical strength. Positive expedition behaviour makes for fun, enjoyable and successful trips.

	<p>What are behaviours that you appreciate during an expedition?</p> <hr/> <hr/> <hr/>
---	--

	<p>What are behaviours that you dislike during an expedition?</p> <hr/> <hr/> <hr/>
---	---

When participants are thrown in a group, they are thrown into a "group". This is different from being part of a "team" which must be built by the leaders. Here are some guidelines on how to build a team:

- Don't assume your group members will be able to work effortlessly together. Clarify your trip or course goals, roles, responsibilities and decision-making styles in advance for both routine activities and emergencies.
- Make time early on in the trip to describe your vision of teamwork and expedition behaviour; the mission, goals and style of expedition. This open conversation should carry through during the expedition.
- Briefings should be a routine, regular part of the trip. Before an activity, when a plan changes, at the beginning of the day or before a challenge are some examples of when a briefing could take place.
- Model the behaviour you expect from your subordinates.
- Create an atmosphere in which cadets feel free to ask questions, advocate their ideas, and share their feelings. The participants have to feel like their questions, concerns, and fears are respected and taken seriously.

	<p>What are ways in which you can create such an atmosphere?</p> <hr/> <hr/> <hr/>
---	--

You can create such an atmosphere by:

- letting your team know you care about their thoughts by periodically checking in with them;
- giving them the authority to speak up;
- listening to their responses;
- not interrupting or talking over them;
- not giving sarcastic or condescending responses;
- not rushing through a discussion, and giving the impression that they have nothing to contribute;
- making eye contact;
- asking: "Are you getting enough direction from me about what you need to be doing?";
- saying: "If anyone disagrees, please speak up;"
- being aware that silence can be mistaken for agreement.



Think about an instance where you were faced with a leader who did not create a favourable atmosphere for the group. What do you believe they did wrong? How could they have corrected the situation?

FEAR



What situations creates fear in you? How do you react when facing such situations?

Fear is a very normal reaction for anyone faced with an emergency which threatens any of their needs.

In humans and animals, the purpose of fear is to promote survival. Acceptance of fear as a natural reaction to a threatening situation will lead to purposive rather than random behaviour and in this way will greatly increase chances for survival. In the course of human evolution, the people who feared the right things survived to pass on their genes. In passing on their genes, the trait of fear and the response to it were selected as beneficial to the race.

How a person reacts to fear depends more on themselves than on the situation itself. It isn't always the physically strong or constantly optimist person who most effectively handles fear; timid or anxious persons may respond to fear more coolly and effectively under stress with a resulting better chance for survival. Fear must be recognized, lived with, and if possible, utilized to advantage.


Factors increasing fear are mainly helplessness and hopelessness. Some of the factors most frequently reported to decrease or help control fear are:

- having confidence in your equipment;
- having confidence in the technical ability of your immediate superior; and
- concentrating on the job to be done.

John Leach, a survival psychologist, described a wide range of behaviour, linked to personality types, that was exhibited by people facing death and disaster. What he found was that:

- 10-15% responded rationally: could reason things out, make a plan, were in focus.
- 70% were stunned: wanted orders / instructions, were unable to plan or unable to help themselves.
- 10-15% exhibited behaviour inappropriate to the situation: screaming, weeping, freezing, ignoring instructions.

One hopes no OL ever has to face such a death / disaster situation, but it gives some indication of what to be prepared for in group behaviour in that event. Whenever possible, prior training in emergency procedures (eg, canoe / kayak capsizes) was found to make a big difference in the ways individuals might react.

	<p>Activate Your Brain #4:</p> <p>What are the two main factors that increase fear?</p> <hr/> <hr/>
--	--


UNKNOWN SIGHTS AND SOUNDS

There is a lot going on under the cloak of darkness. Mammals of all shapes and sizes are on the move, hunting, mating, even fighting. In various regions, cactus flowers bloom, snakes travel, toads sing, northern lights flash, wolves howl, and turtles migrate en masse from sea to land. The dark world, we so often ignore, is an ocean of activity and intrigue.

Fear of the dark spans many cultures and thousands of years. Our ancient ancestors weren't at the top of the food chain and didn't want to become a midnight snack, so they probably stayed in.

People are spooked easily at night. They hear a sound, can't see what made it, so they get scared. A small rodent rooting around in the leaves can sound like a big, fat bear.

Experiencing the many sights, sounds and smells at night gives people a different view of night activity. Being able to understand what is going on at night gives people the chance to appreciate the complexity of the activities that keep happening, even in the dark.

	<p>In terms of unknown sights and sounds, what are things you will do on your next overnight outdoor activity so your cadets have a more positive experience?</p> <hr/> <hr/> <hr/>
---	---

WASTE MANAGEMENT



Some cadets experience fear in regards to their "natural output needs". A great book that deal with the subject is "*How to shit in the Woods*" from Kathleen Meyer. The book covers all the topics related to this natural need.

It is important as an OL that you discuss this aspect of outdoor living with your group. It is a natural function and everyone should feel as comfortable as possible when they have to "use the bathroom." Topics such as where and how to dig a hole, what to do when you cannot dig a hole, concerns that apply to women only (feminine hygiene products or how not to pee on your boots), or even what to do when you do not have access to toilet paper have to be discussed.

As an OL, you have to cover all the essentials so that everyone feels comfortable. It is rather unhealthy to keep all the feces inside, so make sure everyone feels comfortable letting it all out!



In terms of waste management, what are things you will do on your next overnight outdoor activity so your cadets have a more positive experience?

ANXIETY



Think about key moments in your cadet career (eg, first training session, cadet camp, first drill lesson, being a staff cadet, going on an exchange, abseiling, expedition, competitions, teaching lessons, calling drill commands). How did those moments make you feel? Do you remember experiencing anxiety? When? How did you react?



Do you take time to think about how your subordinates feel when they are faced with new experiences? Do you think they feel the same as you did?

Anxiety refers to an emotional state characterized by a sense of fear, apprehension, sometimes agitation, and often vigilance. For many, it produces numerous physical symptoms such as sweating, heart palpitation, shaking, hyperventilation, and tightness and pain in the chest. Sometimes, there is an overwhelming feeling of being out of control, and a feeling that danger, or even death, is imminent.

Anxiety can cause participants to become more closed and withdrawn. Leaders may see participants who used to be active, retreat during group sessions, fail to make eye contact and seem to want to be alone. Some may become so withdrawn that they are very uncooperative and non-communicative. On the other hand, anxiety can cause other participants to talk and interact excessively (eg, it might also include pressured speech, and intrusive, even inappropriate behaviours.)

The concept of perceived risk is highly linked to anxiety. The level of risk or challenge offered to the participants has to be appropriate for them. Creating a perception of risk in outdoor programs is seen as desirable and often essential to be successful growth and change in participants. If perceived risks of a situation are too high for a participant, the impact can be counterproductive at best, and damaging at worst. This can be a difficult situation, as leaders with good intentions may misjudge the impact on participants, or may not be able to assess the participant's level of anxiety and threat.



FAILURE



Think of situations in which you believe you have failed. How did you feel? How did you react?

Thomas Edison (1847–1931) is credited with the invention of the electric light bulb. When asked about his numerous experimental failures, he said: "I have not failed 700 times. I have not failed once. I have succeeded in proving that those 700 ways will not work. When I have eliminated the ways that will not work, I will find the way that will work."



"Many of life's failures are people who did not realize how close they were to success when they gave up."

- Thomas A. Edison (www.quotationspage.com/quote/1977.html)

Most of us believe we're judged by our successes and failures, and that there's some disgrace associated with "failure." Most of us fear failure because we do not want to risk feeling incompetent, useless, and foolish. However, it is important to look failure in the eye and try to understand why it happened.

It is often said that we give up on our dreams just one moment before they are fulfilled. Persistence seems to be the key, as is a very clear idea of what we wish to achieve. Remember, once you decide to give up, you have also given up on your chance of succeeding.



A GREAT WAY TO FAIL!

If we look around us, we see many examples of peoples' failures bringing value to our lives. In 1938 Roy Plunkett, a research chemist at DuPont's Laboratories, "fell upon" Teflon®, a surface coating whose applications now range from the aerospace industry to the kitchen.

Other examples of "failures" becoming hero products:

- Dynamite,
- Velcro®,
- Cellophane, and
- Post-it® Notes.

Focusing on the past and worrying about the way things have turned out is not a productive use of your creative energy. You cannot change the past. Reflect on what you can do differently next time. By knowing where you went wrong, you can actively avoid it next time around.

Here are some things to avoid when you are facing failure:

You worry you look like a fool. Failing often means that we expose our vulnerabilities and feel a bit foolish. However, if you keep from trying new things, you will not fail, but you will not succeed at anything either. Remember how good you felt when you took a risk and it paid off.

You take it personally. Failure is not about "you". None of us get everything right all of the time, but it does not mean we are not successful human beings.

You focus on failure. If you focus on failure, it creeps into your subconscious mind as a goal, and you find yourselves creating the conditions for it to happen. To avoid this, discipline yourself to focus on the positive outcome so that your success is manifested, not your failure.

You will not change your approach. If your approach is not working, try something else.

You lose patience. At times, we seek short cuts or compromises when we are unable to reach our goals. Do not reduce your goals in response to your impatience. If you really want to achieve a goal, keep your eye on it and remember that discipline, dedication, and determination are necessary.



In the list of reactions to avoid when you are facing failure, **highlight** the ones that you need to improve for yourself, and put a **checkmark** beside the ones you have observed some of your cadets doing. Reflect on how you could have helped those cadets better deal with failure.




"Success is the ability to go from one failure to another with no loss of enthusiasm."

- Sir Winston Churchill (www.quotationspage.com/quote/2087.html)

SECTION 3
CASE STUDIES


DECEPTION

Scenario: A group of students on a wilderness-based experiential course were having a hard time learning the fundamentals of emergency first aid. They were not taking the lessons seriously and wanted to go climbing instead, claiming that first aid was not very important or difficult to learn. The instructor of the group had the assistant instructor sneak into the woods where she feigned a severe accident. Cosmetic devices were used to give the injury the look of an actual accident. Hearing her screams, the students ran over and were confronted by a scene of trauma that shocked many group members and impeded them into taking action. Several minutes later, the students realized that the accident was staged. The instructors debriefed the group on the importance of first aid and several group members expressed their appreciation of the feigned accident. One member of the group was extremely angry that she had been deceived by the instructors.

	What do you think about this approach?
<hr/> <hr/> <hr/>	

The scenario points out an ethical issue in experiential education that deserves some attention by leaders: the use of deception as an educational tool. To deceive a person or group of people means to mislead that person or group into believing that something is true, that is, in fact, not true.

Here is one of them: Suppose Cadet Kelly is extremely angry at Cadet Rose, wants to fight cadet Rose and asks where Cadet Rose can be found. Suppose you deceive them about where he is. Clearly it is his expressed interest to find him.

	How would you feel about having deceived Cadet Kelly?
<hr/> <hr/> <hr/>	

In a sense, your act of deception violates Cadet Kelly's interest to find Cadet Rose. However, you could reply that you did not deceive him to hurt him, but rather to protect him from doing something that works against his interest once he is not furious anymore.


Drawing from the previous example, an argument can be made that the wilderness leader was acting deceptively only to achieve educational goals.

There are many views on the use of deception in experiential education. Here are some questions that allow you to determine your opinion on this ethical issue:

- Is it right to deceive your subordinates in order to obtain good educational aims?
- What if what someone thinks what is in their best interest is not in fact in their best interest? What if someone wants something different than what they need?


- If the student / teacher relationship is based on trust, how would a student trust that the teacher will not continue to deceive them continuously?

Sissela Bok (*Ethical Issues in Experiential Education*, p. 59) offers criteria to test whether an act of deception is right. One of them is for those using deception to ask themselves if they would object to this act if it were done to them.

	<p>Describe a situation where you or an instructor used deception as an instructional tool? How do you feel about it?</p> <hr/> <hr/> <hr/>
---	---

SECURITY

Scenario: A group of students on a wilderness-based experiential education program are planning their final expedition route. The topographic maps are laid out and the group has settled on a tentative route. Before going on the expedition the students must have the route approved by their instructors. The head instructor studies the proposed route and notices that the students will end up bushwalking through a mosquito-infested swamp for a significant period of time. The instructor refrains from mentioning this fact and approves the route. Upon the completion of the expedition, the students angrily confront the instructor and demand why he did not inform them of the swamp. The instructor replies that his withholding of the information was done only in order that the students encounter a consequence of their route finding, and that had he told them what he knew, they probably would have missed a valuable learning experience.

	<p>What do you think about this approach?</p> <hr/> <hr/> <hr/>
---	---

The issue of secrecy in experiential education is closely related to the issue of deception but it is slightly different. Where a deceptive act is one deliberately designed to induce people into believing that what is false is true, the secretive act is simply the withholding of information and not the distortion of information. Deception is active by nature and secrecy is passive by nature.

The whole issue of secrecy is complicated by the different ways in which secrecy manifests itself. For instance, in the example, secrecy was used as an educational tool for the goal of having students come to know what they did not know before. Another example could be the issue of having assured someone you would keep a conversation secret and confidential.

Teachers often times embrace ignorance on the part of the students. It is common to find outdoor leaders working with students' ignorance as a strong ally in the process of learning.

In the dialogue "Meno", Socrates describes his process of teaching geometry to an ignorant boy:

Socrates: At the beginning the boy did not know [...]. Nor indeed does he know it now, but then he thought he knew it and answered boldly, as was appropriate - he left no perplexity. Now however, he does feel perplexed

(confused). *Not only does he not know the answer; he doesn't even think he knows. Isn't he in a better position now in relation to what he didn't know? So in perplexing him, have we done him any harm?*



What do you think is the better situation of the two:

Someone who is not perplexed because they not realize that they do not know.

Someone who is perplexed because they realize they do not know.

Socrates: Do you suppose then that he would have attempted to look for, and learn what he thought he knew, though he did not, before he was thrown into perplexity, became aware of his ignorance, and felt a desire to know?



Reflect on the comment in bold from Socrates.

Socrates did not try to eliminate the slave boy's ignorance as quickly as possible with a quick lesson. Socrates refers to the attempt to bring someone into realization of their own ignorance as "the numbing process". Socrates said "Whenever we push a student into perplexity rather than simply informing him, we are keeping our knowledge secret from him until he is ready for that knowledge." In other words, it could be said that perplexity is a necessary condition for the experiential approach to happen at all.

The motive behind the keeping of a secret seems vital here. The leader has to use secrecy to achieve a good end. Unfortunately, some leaders withhold information to gain the psychological upper hand over their cadets. Such use of secrecy can be dismissed as immoral rather easily, because the secret is held, not to make teaching more effective, but to raise the low self esteem of the leader.



Describe a situation where you think secrecy was used in an **appropriate** manner.



Describe a situation where you think secrecy was used in an **inappropriate** manner.

The issue of secrecy and a promise to keep secrets becomes ethically interesting when the promise to keep a secret involves possible or probable harm to others. One way of approaching that issue is to make a distinction between making promises of secrecy that can be kept and making promises of secrecy that cannot be kept. For instance, when asked by cadets for a pledge of secrecy, the leader has the alternative to a simple yes or no. Instead, he could tell the cadets that he or she will honour the secret only if it does not harm others.

ENVIRONMENTAL CONCERNS

Scenario 1: *Sammy was a first year cadet. During an overnight field training exercise, Sammy had an accident in which he soiled his pants and his sleeping bag. He was crying when he explained the situation to his officer. He asked if he could clean up in the stream. Realizing that complying with Sammy's wishes would probably result in some human waste entering the stream, the officer was faced with an ethical dilemma. Should they respect Sammy's wishes or should they follow the rules of minimum impact and deny Sammy's request?*



What would you do if you were in the officer's position?

The subject of environmental ethics is so broad and complex that it cannot be all covered. The issue looked at here is of when environmental value conflicts with a human value. This issue is directed to people who are already convinced about the worth of environmentally sound practices but who are nevertheless confronted with conflicts of values between human concern and environmental concerns.

Three positions can be taken:

1. The instructor says that it is never acceptable to pollute a stream even a little bit.
2. The instructor might take the opposite view and reason that given the good consequences for Sammy and the minor negative consequences to the stream's purity, that the right thing to do would be to grant Sammy's request.
3. The instructor may try to determine the degree of potential harm and benefit to both Sammy and other people (eg, farmers who use the stream's water) and act accordingly. Sammy's interests might well lose out to the interest of other people in this scenario.

To prevent such situations, leaders could determine beforehand what their actions will be, and make the participants aware of those decisions, so they can prepare accordingly.

These cases demand that the leaders use judgment to make a decision. To be rational, the judgment has to be made with clear understanding of what the levels of benefit and impact probably are. The leader cannot clearly know the benefits to Sammy washing up in the stream, but they certainly can have an idea of the benefits. The same applies for the impacts on the environment.


The judgment must reflect weighing of the competing values and of the possible benefits to the cadets and potential impact on an environment that other people (not on the scene) value being minimally impacted.

INDIVIDUAL VS GROUP BENEFIT

Scenario: *Cindy was a 17 year-old girl on a 23-day expedition course. She was in a group of nine other students from many different areas of Canada. From the beginning of the program, Cindy had been having problems with the physical aspect of the course due to the fact that she was quite overweight. She could not hike very far with a backpack without becoming thoroughly exhausted. As the course progressed, the group figured out ways to help Cindy, like distributing her load among the other, stronger group members. When Cindy first came on the course, her attitude had been terrible. She was belligerent and resentful of the abilities of the other students. As time went on, her attitude improved considerably and she began to show signs of dramatic psychological and interpersonal growth. She was becoming an accepted member of the group.*

Sandy and Rachel were in the same group with Cindy. Both had been athletes in college and high school and both were physically fit. Neither of them had ever dealt with serious fear or pushed their limits to the utmost and that was why they had come on the expedition.

On day 15 of the course, the group was scheduled to do a climb of a large, snow-covered mountain. The day before the climb was to begin, the instructors got the group together and explained that it was going to be a difficult climb but one that many other groups had successfully climbed. During the discussion, several of the group members, following the leadership of Sandy and Rachel, asked Cindy if she would consider staying at the base camp that day, as it seemed clear that Cindy would be unable to complete the climb. The instructor pointed out that, as a safety matter, if one person had to turn back, then the whole group would have to turn back. A long discussion ensued and the group was unable to reach a consensus of what to do. The group was evenly split on whether Cindy should attempt the climb, with Cindy being very clear about her desire to attempt the climb. Therefore, the group asked the instructor to make the decision for them and everyone agreed to abide by the instructor's decision.

	How would you approach this situation?
<hr/> <hr/> <hr/> <hr/>	

The conflict in value between Cindy, Rachel and Sandy and the rest of the group is typical of the conflict between individual and group benefits that leaders frequently encounter.

In the case of Cindy versus the group, the instructor could try to resolve the conflict in a psychological way, by trying to show the group that the real testing of their limits would lie in their ability to adapt to Cindy's limitations.

The instructor could try and change people's perception of the situation. For example:

- They could make the students believe that the real testing for them would be in learning to delay or deny their own gratifications and learn the difficult lesson of compassion for Cindy.
- They could make Cindy believe that what she really needed to do was learn the lesson of compassion for her fellow students who had already sacrificed so much for her benefit. They could make Cindy realize that her beliefs about what was in her own best interests were mistaken.

Granted that would be convenient, it is not always going to happen that way. Suppose that no one wants to change their minds. Suppose, also, that what Cindy believes is in her best interest really is in her best interest and that **no amount of persuasive skill from the instructor will resolve these conflicts of value**. This is where the ethical issue presents itself.

There are many ways to look at this:

- Maximize the greatest good for the greatest number (Utilitarian concept in ethics). This would justify requiring Cindy to stay in base camp to allow the rest of the group to complete the hike.
- Take those with the highest abilities and ensure that they go as far as possible to achieve the highest benefit. By allowing the most capable to achieve a high level of benefit, everyone else benefits from these high achievers' great contributions.
- Cast the issue as a question of fairness. That would imply answering questions such as: Given all the sacrifices made by the group to Cindy, is it fair for to allow Cindy to attempt the climb, knowing that her

participation would likely preclude any of the other students from finishing? Similarly, is it fair to deny Cindy her wish just because the others were claiming their due?

One way of dealing with the fairness is by addressing it as the students enter the program. When students enter a program and agree to function by their rules, then they are obliged to obey those rules.

For example, someone who joins a football team is obligated to follow the rules. If during a game they drop the ball, and look at the referee with a plaintiff gaze to get the ball back (and affirm that their self-esteem depends on it), there would be no question as to the fairness of the situation. The rules apply. It would be unreasonable if the ball was returned to them.

A similar reasoning process could be applied to the example with Cindy. If the goal of the program was to allow all of the students to test their physical limits, then it would be unfair to the rest of the group to deny them access to the same challenges enjoyed by Cindy exclusively. On the other hand, if the goal of the program was to have every activity, at least attempted by every member of the group, then Cindy should be permitted to attempt the climb.

As originally formulated, the conflict between Cindy and the group was presented without reference to any previously agreed-to rules. No one had agreed to a rule therefore, no one knew about what moral principles should guide them in their resolution of the conflict.

This points out the necessity that leaders in outdoor education ought to spend considerable time formulating the goals of their program.



Activate Your Brain #5:

If a group of 20 cadets is going to a high ropes course **as a means for personal development**. The group has 200 minutes (average of 10 minutes each) to enjoy the course. If a cadet is experiencing extreme fear and has been on the course for over 20 minutes, how should the instructor react?



Activate Your Brain #6:

If a group of 20 cadets is going to a high ropes course **to have fun and have a chance to try the course**. The group has 200 minutes (average of 10 minutes each) to enjoy the course. If a cadet is experiencing extreme fear and has been on the course for over 20 minutes, how should the instructor react?

In general, this issue is extremely complex. Judgments made by leaders have to be based on some standard of fairness and justice. They also have to be prepared to offer rational arguments in support of their decisions.



Decisions that are equally difficult are made on a regular basis at your cadet unit.

Think about what YOU would do if:

Five thousand dollars have been donated to your unit. You can invest it in many different areas. The biathlon team needs skis, the sport equipment at your unit needs some updating, the band needs 2 glockenspiels and a snare drum, and finally the administration officer needs a new computer / printer. How do you decide?

You are planning an expedition for your senior cadets. What level of difficulty are you going to offer the cadets for the hike portion? Challenging for some or challenging for all (knowing that some cadets will not be able to complete all of it)?



Congratulations, you have completed your self study package on EO C525.02 (Recognize Individual Behaviour During an Expedition). Complete the following exercise and hand the completed self study package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. How can fear be minimized? How can you help cadets deal with fear when outdoors?

2. Describe the following concepts and how they are used or how they affect experiential education.

a. Secrecy:

b. Environmental concerns:

c. Individual vs. group benefit:

3. Describe which situation has made you learn the most valuable lesson and why.

ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Assign the following actions with the appropriate predispositions / strengths.

Boys may have their backpacks in the van faster, but the girls will have everything they need in them the first time. Detailed thinking / General or Global Thinking

If you recite a list of things to put in a backpack, most girls will remember it. Boys will remember the first and last things, but not much in the middle of the list. If they see the stuff they need to pack, they will remember it better. Hearing & listening / Seeing & watching

Girls do not mind reading manuals to put things together or watching the instructor passively for a while; boys prefer to just begin to assemble and learn by doing. Language & talking / Doing & showing



Activate Your Brain #2:

Knowing this, how would you approach the task of explaining to a group (with boys and girls) the items to be brought on an expedition?

When explaining the items that are meant to be packed for an expedition, the leader could show each item while saying the name as well as giving a written checklist. This hits the hearing and listening strength of most girls and the seeing and watching strength of most boys. It also gives a back-up strategy for those who forget the details or are easily distracted.

Activate Your Brain #3:



Fill in the blanks.

1. Adolescents care about what their superiors say, but they care even more about their peer's opinions.
2. As a leader, it is important to create a proper atmosphere to ensure that the group develops as a team as quickly as possible.
3. When placed in a new group, adolescents have a tendency to retreat while they size up the situation.



Activate Your Brain #4:

What are the two main factors that increase fear?

Factors increasing fear are mainly helplessness and hopelessness.



Activate Your Brain #5:

If a group of 20 cadets is going to a high ropes course **as a means for personal development**. The group has 200 minutes (average of 10 minutes each) to enjoy the course. If a cadet is experiencing extreme fear and has been on the course for over 20 minutes, how should the instructor react?

Activity as a means implies that the activity itself is serving as a vehicle to another goal. The activity itself is not the focus. In this case, the high ropes course is designed as a mean to human growth and development. The goal of the course is to provide a setting where groups can learn lessons of trust, group cohesiveness, conquering of fears, and increased willingness to take calculated risks. If a particular cadet takes a very long time to complete the course, due to extreme fear, then the other cadets are forced to wait and, at times, forfeit even attempting the course. In this scenario, it is arguable to most participants can attain most of the educational goals without everyone completing or even attempting the course. The cadet slowly dealing with his fear on the course is learning the lesson of courage and their belayers below her are learning the lessons of patience and compassion. This is a situation in which the leader needs to highlight the lessons learned through the situation and bring the cadets to that realization.



Activate Your Brain #6:

If a group of 20 cadets is going to a high ropes course **to have fun and have a chance to try the course**. The group has 200 minutes (average of 10 minutes each) to enjoy the course. If a cadet is experiencing extreme fear and has been on the course for over 20 minutes, how should the instructor react?

Activity as an end means that the doing (or at least the attempting) of the activity, is primary and that the activity provides its own end. This group is going to a high ropes course only because they want to have fun and have an adventure, not because they want to attain personal growth goals. With groups like these, the instructor faced with a slow cadet should evaluate the situation differently. In this case, fairness would be to provide every participant with an opportunity to attempt the course. Access to the course being the primary goal, the instructor should approach the situation with that in mind.

FINAL EXERCISE ANSWER KEY

Cadet's Name: _____

Date: _____

1. How can fear be minimized? How can you help cadets deal with fear when outdoors?

Individuals better control fear better when:

- they have confidence in their equipment;
- they have confidence in the technical ability of their immediate superior; and
- they concentrate on the job to be done.

To diminish the level of fear in their participants, there are many things leaders could do. Here are some examples (**other answers could be correct**):

- gain the trust of their subordinates (by acting safe, by keeping them informed, by being calm);
- thoroughly explain situations or things that may create fear (such as noises, sounds, waste management); and
- emergency training (eg, fire drills, evacuations, capsized drills).

2. Describe the following concepts and how they are used or how they affect experiential education.

- a. Secrecy:

Where a deceptive act is one deliberately designed to induce people into believing that what is false is true, the secretive act is simply the withholding of information and not the distortion of information. Deception is active by nature and secrecy is passive by nature. It may be used as an instructional tool to have students learn something they did not know before, as a communication tool, or as a way of withholding information learned about someone while on a course.

- b. Environmental concerns:

The issue of environmental concerns arises when environmental value conflicts with a human value. That can be represented by the need to have a fire, to wash in a stream or to take an off-trail route because of an emergency. (Other examples could be cited.)

- c. Individual vs. group benefit:

This issue arises when an individual's benefit is different from the rest of the group. This conflict may arise because of different levels of physical ability, technical ability or fear per example. (Other answers could be correct.)

3. Describe which situation has made you learn the most valuable lesson and why.

Answers will vary.



ROYAL CANADIAN ARMY CADETS
MASTER CADET
INSTRUCTIONAL GUIDE



SECTION 3

EO C525.03 – ANALYZE SITUATIONS USING RISK MANAGEMENT STRATEGIES

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

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

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to analyze situations using risk management strategies.

IMPORTANCE

It is important for cadets to analyze situations using risk management strategies as they may have already had and / or will have to make decisions in the outdoor setting. The outdoor setting offers so many challenges, and drawing from others' experience will help the cadets when they are facing their own situations.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVES

The objective of this self study package is to have the cadet analyze situations using risk management strategies.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Safety and risk management are an important part of outdoor activities. Being able to analyze situations and learn from other leader's positive and learning experiences is an important tool for an OL. The decisions of an OL have great impact, hence the need to develop decision-making, judgment and analytical skills.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C2-034 ISBN 978-0-7360-5250-4 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming (2nd ed.)*. Windsor, ON: Human Kinetics Publishing Inc.

C2-152 1-898555-09-5 Ogilvie, K. (1993). *Leading and managing groups in the outdoors: New revised edition*. Cumbria, England: The Institute for Outdoor Learning.

C2-250 Leemon, D., & Schimelpfenig, T. (2005). *Risk management for outdoor leaders: A practical guide for managing risk through leadership*. Lander, WY: National Outdoor Leadership School.

C2-252 1-929148-54-2 Ajango, D. (2005). *Lessons learned II: Using case studies and history to improve safety education*. Eagle River, AK: SafetyEd: Safety Education for Outdoor and Remote Work Environments.

C2-259 ISBN 978-0-00-638574-5 Raffan, J. (2002). *Deep waters*. Toronto, ON: HarperCollins Publishers Ltd.

THIS PAGE INTENTIONALLY LEFT BLANK



Analyze Situations Using Risk Management Strategies



SECTION 1: JUDGMENT
SECTION 2: DECISION MAKING
SECTION 3: CASE STUDIES


SECTION 1 JUDGMENT

When OLs head into the outdoors, they encounter "risk" at every turn. It can be anything from a stream that is bigger than expected, weather that has changed, or a group member who ignores instructions. A good leader makes decisions that minimize harm and maximize the positive experience. Such a leader is an effective "outdoor risk manager".

The outdoors is filled with uncertainty. Many situations have information that is either missing, vague, or unknown. Consider these examples:

1. The fragility of a rock climbing hold.
2. The avalanche probability.
3. Obstacles downstream on a new river during high water.
4. Reactions to risk by group members.

When facing such cases, judgment is indispensable. To be an effective OL, your strength must lie in your ability to make accurate decisions in those uncommon situations.

	Do you think judgment can be developed? _____
	Why or why not?

THE JUDGMENT CYCLE

We can view judgment as a cycle of three reflective processes: inductive, deductive and evaluative. Let's look at each closely.

Inductive reflection creates general concepts from specific experiences. For example: if every insect you have encountered has bit you, you may come to the conclusion that every insect bites.

Deductive reflection makes specific predictions based on general concepts. For example: if you know that one general characteristic of birds is to lay eggs and you see a specimen (unknown to you) that is laying eggs, you would deduct that that specimen is a bird.

Evaluative reflection is used to analyze the accuracy of the prediction, and then we use this analysis as a new specific experience to help us define the general concept or refine the base of experience. For example, if your prediction was incorrect (insects), then you need to identify why it was wrong (not all insects bite) and use that evaluation to modify your concept of insects. Similarly, if your prediction is correct (bird), then you need to identify why it was right (also has a beak and feathers) and use those facts to reinforce what you already know about insects and birds.



Activate Your Brain #1:

What are the three types of reflection? Explain.

#1 _____
#2 _____
#3 _____

DEVELOPING JUDGMENT

Sound judgment is a lot like memory capacity. It cannot be taught, but it can be developed and improved to an optimal level for any OL. Developing judgment lies not in regurgitating facts memorized for tests, but in reasoning. As an OL, you must concentrate on processing information rather than on memorizing it. You must discard memorization in favour of three-way reflection: induction, deduction, and especially, evaluation.



"A leader with limited knowledge and superior judgment is better than one with vast knowledge and little judgment."

- *Risk Management for Outdoor Leaders* (2005)

All too often, OLs forget to evaluate successful actions and instead analyze only those that failed. **Evaluating successes is as important as evaluating failures.** However, the idea that we "learn from mistakes" does not justify making errors. No matter what happens, you should spend time reflecting on negative and positive outcomes because you can learn from both.

Try the following suggestions to help improve your judgment:



In the following list, **check off** the items that you are currently applying or have applied in the past. **Circle** the ones that you intend on applying in the near future.

- Listen to the rules and the exceptions to those rules.
- Gather as much information as possible from lectures, historical case studies, and the horror stories of other leaders.
- Observe other leaders and how they use judgment.
- Develop a questioning attitude and inquire about the predictions others make.
- Recall personal near misses and share them openly with others.
- Consider the analysis of personal mistakes made by others.
- React, either verbally or in writing, to uncertain situations posed by other leaders.
- Keep a logbook of experiences and a judgment journal, reflecting on those experiences.

- Get experience at every opportunity: never turn down any reasonable chance to lead.
- Take a group of peers on an expedition and ask for their honest feedback.
- Undertake practical internships with several programs, always asking someone to observe you and give advice.
- Become an apprentice to an expert leader and have this mentor guide you and pass on responsibility in a gradual manner.

Above all, evaluate and thoroughly reflect on every experience.

PROBLEM SOLVING

The leader had a problem to solve: what would be the best way to portage a heavy load of two packs and a canoe on a long, rock trail around a Class Five rapid in the most appropriate amount of time? His solution was to carry the canoe on the top of his head and the two packs on his body. This solution worked really well until he became tired and wanted to rest. When he tried to take the canoe off his head, he slipped and stumbled off the trail, rolled down a hill, and struck his head on a small rock.

The assistant leader provided first aid and then put a group member in charge of monitoring the unconscious leader's vital signs. The group still had one day to paddle before it could get out to a helicopter landing site. The assistant leader sent two of the strongest paddlers ahead to get help sent to the helicopter landing site, and now she had a problem to solve: what would be the best way to evacuate this victim by water?

Sometimes the solution to a little problem can create bigger problems. Although the leader's solution to the initial problem was appropriate, his solution to the subsequent problem of needing to rest was not.

Problem solving is finding answers to both simple and complex questions.

Problem solving is determining what needs to be done to make the situation become what you would like it to be. It closely relates to decision-making and judgment. Decision making is choosing between options to obtain the most probable option from a collection of possible ones.

There are three phases to problem solving: the assessment, analytical, and creative phases.

Assessment phase. In the assessment phase, you recognize a problem. If at any given moment you do not recognize a problem, then you have to stay alert to potential problems. As soon as you recognize a problem, you are obliged to enter into the analytical phase of the model.

Analytical phase. The analytical phase consists of five steps. They are:

1. Determine the part of the problem (the heart) that is going to be the most difficult to overcome.
2. Determine the desired outcome to success.
3. Identify solutions to the problem.
4. Determine the best one.
5. Execute it.

Creative phase. The creative phase becomes necessary when answers to questions in the analytical phase are negative or when problem solving stalls. These six creative techniques may prove useful:

1. **Brainstorming.** Openly expressing any idea that comes to mind without fear of criticism by other group members. The atmosphere has to allow people to share suggestions, no matter how unusual or weird,

without anyone else putting them down. The uninhibited sharing of ideas can spark creative new ideas in others.

2. **Extended effort.** Encouraging group members not to give up too quickly. By waiting through any pauses or dry spells, groups find that ideas generated later in the process prove to be the most creative and, occasionally, the most useful.
3. **Attribute listing.** Identifying the characteristics of any idea or piece of the problem. Listing attributes, such as abilities, limitations, strengths, weaknesses, or required resources, helps to draw connections and formulate relationships among the ideas generated. People may combine these characteristics to generate new ideas.
4. **Forced relationships.** Comparing and contrasting ideas with an eye for creating new ideas by altering old ones. Often it is a forced substitution, combination, adaptation, modification, enlargement, reduction, reversal, or rearrangement that leads to these new ideas.
5. **Deferred prejudice.** Requiring that people remain open to generating new ideas instead of settling on the first one that sounds good to them. By providing ample time and freedom from bias, you provide opportunity to enlarge the pool of generated ideas. You can make better choices from a large number of ideas.
6. **Judgment.** Using judgment to balance the need to generate creative ideas with the time restrictions dictated by the problem. Necessary when the process is delayed due to lack of information (which might compound the problem).

Once you have executed a solution, you have the final responsibility of evaluating whether the solution works. If it does not work, then you must repeat the cycle.



Activate Your Brain #2:

What are the three phases of problem solving?

- #1 _____
- #2 _____
- #3 _____



Explain two creative techniques that you find particularly interesting.

- #1 _____
- #2 _____
- _____



Activate Your Brain #3:

Discuss three ways in which you could develop your judgment.

#1 _____
#2 _____
#3 _____

CASE STUDY: THE MOUNT HOOD TRAGEDY

The Mount Hood tragedy is a classic example of what can happen when a leader is not fully prepared and makes an error in judgment.



Highlight the decisions that you find are questionable in the following case study.

On Monday, May 18, 1985, a group of 20 people left the parking lot of Timberline Lodge at 0300 hrs to climb Mount Hood, Oregon, expecting to return in the afternoon of the same day.

The group consisted of 15 students of the Oregon Episcopal School in Portland; Reverent Thomas Goman, an instructor in the school's "Base Camp" wilderness program and the leader of the trip; Marion Horwell, also a faculty member at O.E.S. but an inexperienced climber; Ralph Summers, a guide from the Pacific Crest Outward Bound School hired as "Technical Consultant" for the trip; Dee Zduniak, another Outward Bound instructor who wanted to familiarize herself with the program; and the mother of one of the students.

For two days prior to the climb, the weather had been unsettled and there had been new snowfall. A storm had been predicted for Monday, and the group had left the parking lot under overcast skies.

The group left the parking lot at about 0300 hrs. The weather was windy and cold, and progress was slow. One of the students, a diabetic, turned back to the lodge together with her mother. By 0500 hrs, the rest of the group arrived at their first rest stop, Silcox Hut, at which point they were already one hour behind schedule.

Over the next few hours, several breaks were taken, but progress continued to be slow and four more students turned back. The group became divided because Horwell was moving very slowly and complaining of dizziness. At 0800 hrs, the group reached the top of Palmer Lift, with the weather continuing to be windy and cold with two layers of clouds. One student apparently was feeling nauseous, and during the 20-minute break at Palmer Lift, several students considered turning back, but decided to carry on after discussion with the leader.

As the climb continued, markers were placed every 60 m (200 feet), and the 3000-m (9 300-foot) bench mark, located below an area called the Hogsback, was reached at approximately 1100 hrs. Both Timberline Lodge and the summit could be seen at this point.

About half an hour after, once again resuming the climb, Dee Zduniak decided to turn back because of beginning snow blindness (a recurring injury from the previous winter). At that time, the weather started to change; the clouds were lowering down to the summit.

By the time the group had reached the Hogsback, the visibility was only about 15 m (50 feet), and the temperature was dropping. At this point, several members of the group were having difficulties, and the two leaders discussed turning back; Thomas Goman decided to make one more effort upward, and Ralph Summers deferred to Thomas Goman's leadership.

Leaving their packs at the Hogsback, the group continued on, with the weather continuing to deteriorate. Ralph Summers was in the lead, but soon lost contact with the rest of the group, which was spreading out. When he went back to them, he told Thomas Goman that they should turn back, which they did. It was now about 1400–1500 hrs, and they had been climbing for 11 hours.

By the time the group had made their way back to their packs at the Hogsback under whiteout conditions, one of the students, Patrick McGuinness, was exhibiting signs of hypothermia. He was placed into the one available sleeping bag and given hot liquids. Efforts to rewarm the student continued for an hour until 1600 hrs, at which point Summers and one of the stronger group members started down with McGuinness, followed by the rest of the group.

Weather conditions had by now become severe, with winds of 25 kph (40 mph), deep snow, and visibility of less than 3 m (10 feet). The steps made on the way up were blown in, and route finding became difficult. Thomas Goman gave directions from the rear of the group to keep left, and at a point where two of the sticks were found, Ralph Summers asked for the compass to be passed to the front and found it set to 160 degrees. He later said he had assumed that this was to avoid heading into a nearby canyon under the stormy conditions.

No more markers were found after this point. Soon the group encountered steep, crevassed terrain, and Ralph Summers became confused as to their location. Just before reaching this area, Thomas Goman had fallen over and required assistance to get up again.

At this time (about 1900 hrs), Ralph Summers halted the group and suggested that considering their situation they should dig in for the night rather than continuing, to which Thomas Goman assented. Summers then proceeded to dig a cave with his snow shovel (the only one carried by the group) with some assistance from Goman, while the rest of the group huddled under a tarp with McGuinness in the sleeping bag.

After about one or two hours, Ralph Summers felt that it was critical to get everyone inside the cave without further delay. Both leaders were hypothermic by the time they entered the cave. The packs had to remain outside, as the cave was only 1.8 m by 2.4 m by 1.2 m (6 feet by 8 feet by 4 feet) high, but even so the interior was extremely cramped and could not hold the entire group all at once. It was hard to keep circulation going, stay warm, and breathe sufficient fresh air during the night. The only ground insulation was a space blanket provided by one of the students, and there was no extra clothing, food, water, or a stove, since all the packs had remained outside.

Throughout the night, the entrance got snowed in and had to be kept open. People took turns leaving the cave for fresh air. Sometime during the night, the shovel was lost outside, and some people lost hats, mittens and boots.

By morning, the storm was even worse and Ralph Summers decided that he had to attempt to get help: "We had lost the ability to take care of ourselves; I felt I needed to let them (the people he knew would be down below) know of our situation." Thomas Goman was in too poor a condition at this point to respond to this decision, and Summers set off two hours after daybreak accompanied by one of the stronger students, equipped with the compass and one ice axe.

At sun-up Tuesday morning, a comprehensive rescue effort involving various government agencies, the military, and volunteer rescue groups was underway but was hampered by the continuing storm.


At about 0900 hrs, Ralph Summers and the student arrived at Mount Hood Meadows, 1.25 km (two miles) east of Timberline. Throughout Tuesday, rescuers were thwarted by high winds and snowdrifts, and the search had to be called off for the night because of hazardous conditions caused by the bad weather.

Later that night, the weather finally cleared and the search resumed on Wednesday morning with the first light. At 0600 hrs, a helicopter spotted three bodies in the snow. When rescuers arrived, they were identified as three students belonging to the missing group and were airlifted to Emanuel Hospital in Portland immediately. They were all extremely cold with body temperatures between 6°C and 15°C, and efforts to revive them were unsuccessful.

Throughout Wednesday and Thursday, searchers combed the mountain's south and southeast faces, but the snow cave was not found. In the late afternoon on Thursday, with another storm approaching and 20 minutes before the search was to be called off for the day, a rescuer probing the edge of a crevasse at the 2500-m (8 300-foot) level felt something soft, dug through four feet of snow and found the entrance to cave. In it, the climbers were lying stacked on top of one another. Some of them had their eyes open and were breathing, but others showed no vital signs, and all were in a state of profound hypothermia.

The rescuers hauled each of the climbers out of the cave with extreme caution and stretchered them to waiting helicopters, in which they were flown to different hospitals in the Portland, OR area. Using cardiopulmonary bypass machines, doctors tried to raise their body temperatures by warming their blood and returning it to their bodies.

Of the eight people found in the cave, six, including the two teachers, did not respond to attempts to revive them and died shortly afterward. Two of the students survived, but one of them had to have both legs amputated a few days later as a result of extensive tissue damage.

	List some of the things you believed went wrong.
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	

A panel of five medical and mountaineering safety experts was assembled to convey an inquiry of the accident. By the end of July, the investigators submitted their report.



Do you believe the following factors had an impact on the situation's outcome? How?

Equipment:

Level of supervision:

Leadership:


Weather:

Digging a cave:

Here are some of the conclusions that were drawn from the investigators:

1. Equipment such as heavy boots, sleeping bags and snow shovels was insufficient.
2. The leaders did not carry a topographical map of the area or an altimeter; one of the leaders kept his watch and one of the two compasses carried by the group in his pack and consequently did not use either.
3. The ratio of leaders to students (1: 8.5) was considered unacceptable by the panel.
4. The weather report (received by both leaders) had reliably forecasted a several-day storm, with the only variable being the arrival time of the main front.

5. The decision to turn back should have been made much earlier. At Palmer Lift, given the time of day, the weather, and the deteriorating condition of the group, the prudent course of action would have been to descend with the entire group. Past that point, the human and environmental conditions clearly indicated that this was the time to turn around.
6. One of the primary causes in this accident was the need to try to stick to a schedule (because the event could not be rescheduled at a later date).
7. It would have been better to continue the descent (even if it meant dragging the hypothermic student with a climbing rope) because the condition of the other members of the group likely deteriorated further as a result.
8. The decision to not search for route markers would have only been appropriate if the route was well-known or the compass bearing correct. By keeping visual or tactile contact with the rock on the right, a descent in the correct direction would have been possible even in stormy conditions.
9. The decision to stop and dig a cave was "only acceptable under the circumstances at the moment". It would have been better to continue down as fast as possible. The value of the snow cave was limited because of the loss of equipment, other members of the group not digging, and not continuing survival protocol within the cave."

	What can you learn from this situation?
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

The chain of events and decisions that led to this tragedy seems easily traced, but while undoubtedly basic rules of outdoor safety were broken, the way someone views a situation from a warm cozy office room is much different than the way someone views a situation after many freezing hours of extreme exertion and anxiety.

SECTION 2 DECISION MAKING

DECISION MAKING

The avalanche that had buried a student was small in comparison to some of those the head leader had seen in 10 years of ski patrol experience. Nonetheless, there was absolutely no sign of the student anywhere. Four hours earlier, the head leader's group of three novices had left the remaining 12 students of the skiing class with two other leaders. The two subgroups (4 and 14, respectively) were making their way to a common meeting place by different routes. With four hours of daylight left, the head leader's group of four was about two hours from the road head when the avalanche struck. The head leader began recalling the events immediately leading up to the accident.

The group of four had been travelling on the ridge top and was descending a leeward slope to reach and follow the valley floor below. The leader had pit tested the snow slope's substructure and determined it to be stable. Although they were above tree line, no old slice paths or running cracks had been noticed. Before descending, they had taken all the necessary precautions. Each had removed their straps on skis, poles and packs to prevent these items from dragging them under in the event of an avalanche. All had zipped up their layers of clothing, and put their hats and mittens on to keep themselves warm. Each had placed covering handkerchiefs across their mouths and nostrils to prevent possible snow inhalation. So as not to expose more than one person to danger at any time, they moved across individually and planned to rest only at points of relative security. The leader had gone first, planning a careful path from safety point to safety point. Given the beginning nature of the ski touring class, no one had been issued avalanche chords or radio beacons (these were rare and expensive years ago when this accident happened).

Whump! The small slab avalanche had suddenly let loose under the student's feet and thundered down the slope past the leader. The other two skiers saw the student discard a pack and attempt to swim "ferrystyle" to one side of the avalanche, but powerfully it turned the student over and over again, progressing downhill forcibly. Once the snow had settled, there was nothing but pristine silence. From a distance the other skiers could not discern the fate of their friend. From their viewpoints, no one could see any visual clues that might lead them closer to the buried skier. They could only hope that as the avalanche had slowed, the student had made a last ditch effort to gain the surface or at least make an air pocket in front of his face. The leader surveyed the slope for further danger and then assembled the remaining two students above the debris area at the last spot they had clearly seen the student. After briefly pondering the problem, the leader explained that speed and accuracy were of the utmost importance: the longer the student remained buried the lesser the chances of recovering the student alive! The leader realized the obvious problem was to how best to find the student ALIVE and thus faced making a series of very difficult decisions.

¹Note. From *Effective Leadership in Adventure Programming* (2nd ed.) (p.274), by S. Priest & M. Gass, 2005, Windsor, ON: Human Kinetics Publishing Inc.



Using one of the creative techniques, come up with two possible options the leader may have had.

Decision making is choosing the most probable option from a collection of possible ones. The process involves diverging, or building a range of several options, and then converging, or narrowing that range to select the best option.

DECISION-MAKING METHODS

Making decisions is necessary at several steps of the problem-solving process.



REMINDER

In the problem-solving process, there were many decisions to be made:

- heart of the problem,
- desired outcome,
- best possible solutions, and
- best probable solution from a wide range of possible solutions.

Divergence

The wider range of options generated through divergence, the better. As you know, the creative phase of the problem solving model contains several techniques that effectively diverge options.

In the avalanche example, there were many options identified by the leader:

1. Seek a professional search and rescue (SAR) team.
2. Meet up with the other subgroup to gain their assistance.
3. Perform a hasty search with the two remaining students.
4. Perform a coarse-probe search, for example, move forward 70 cm, probe once 2 m deep with ski poles.
5. Perform a fine-probe search, for example, move forward 30 cm, probe three times 2 m deep with ski poles.
6. Wait for help to find them once they become overdue.
7. Split the subgroup further, send one student for help while the leader and the other student search.

Given enough time, a group could easily enlarge the list of options.



List two more options that could be considered.

Convergence

This is generally the most difficult part of decision making. You must discriminate the best option from among many options.

A five-step method exists to narrow the field:

- gathering;
- weeding out;
- organizing;
- weighting; and
- choosing.

Gathering. It involves collecting all pertinent information to the problem. You have to gather and sort things as facts (what you know as true), assumptions (what you think is true) and constraints (possible barriers to success).

Weeding out. It involves removing those options that are clearly inappropriate. Reducing the number of options, considering the information you have gathered, makes it more manageable.

Organizing. It involves ranking the three or four remaining options. Compare two options at a time rather than all options at once. The fewer options to choose from, the easier and more efficient choosing becomes. Ordering enables you to examine any situation from its component decisions, making the overall situation more manageable.

Weighting. It involves considering the positive, neutral, and negative aspects of each option at each decision.

Choosing. It involves choosing the preferred option.

For example, picture yourself as a bicycle trip leader. As per Figure 1, you are located in campsite number one and you want to make it to campsite number two. You have to balance risks with bike pleasure.

You determine that eight options are available to you (convergence).

Then, you have to collect information about all your options (gathering). After gathering information, you eliminate (weeding out) a few options. After finding out about heavy construction on one route and going through a marsh on another one, you drop those two options, which means you are left with six different options (six routes) to choose from. The six routes are mapped out in Figure 2.

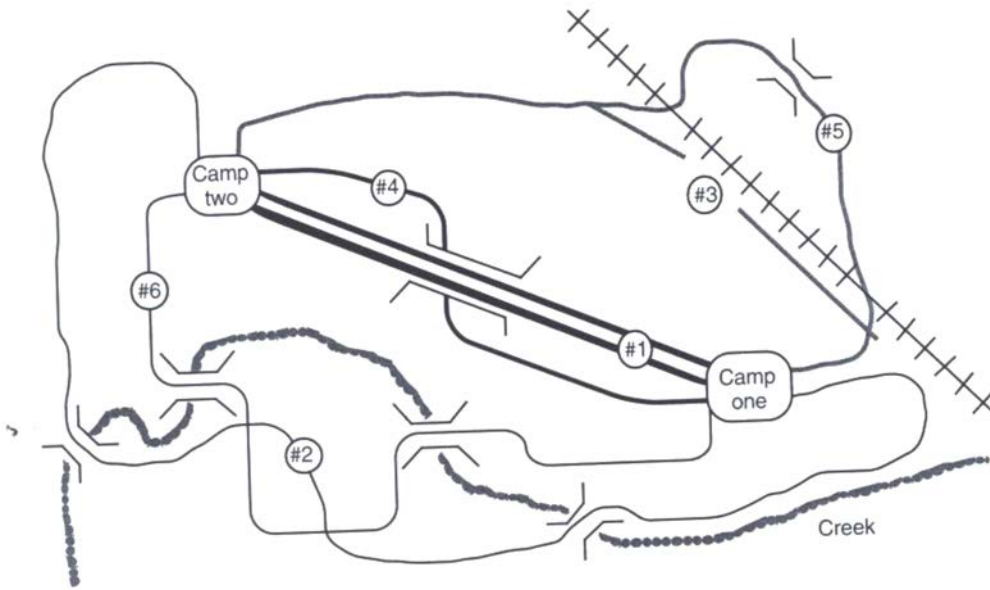


Figure 1 Possible Routes for Bicycle Trip

Note. From *Effective Leadership in Adventure Programming (2nd ed.)* (p.285),
 by S. Priest & M. Gass, 2005, Windsor, ON: Human Kinetics Publishing Inc.

To compare, you should organize the facts and assumptions you have gathered, as per Figure 2.

Qualities	Route #1	Route #2	Route #3	Route #4	Route #5	Route #6
Dangers	No shoulder	Bridges	Walk by rail	Underpass	Rail crossings	Bridges
Concerns	Straight	Winding	Missing bit	Straight	Steep hill	Straight
Road type	Highway	Bike path	Back road	Highway	Back road	Farm road
Traffic	Extreme	None	Light	Heavy	Light	Moderate
Terrain	Gentle grade	Flat	Hilly and flat	Gentle grade	Mtn pass	Flat
Surface	Paved	Hard-packed	Gravel	Paved	Dirt	Paved
Distance	24 km	80 km	48 km	32 km	56 km	64 km
Key points of interest	Non	Scenic	None	None	Nice views	Scenic

Figure 2 Route Characteristics

Note. From *Effective Leadership in Adventure Programming (2nd ed.)* (p.285),
 by S. Priest & M. Gass, 2005, Windsor, ON: Human Kinetics Publishing Inc.

Since the number of options is large, you may reduce it by applying some additional criteria, such as avoiding vehicle fumes or hills and seeking paved surfaces or scenery.

The qualities are typically organized around the following themes:

- advantages, benefits, and points of interest;
- disadvantages, negatives and other dangers; and
- general qualifiers, such as costs, distances, road type, terrain, and surface.

You do not have to include all themes in a comparative table, but to be the most effective, you should consider all the available information and evaluation criteria. For example, alternatives are often overlooked variables to any consequences that might result if you select an option and put it into action.

You could decide to mentally cross out the entries that are equivalent. You may decide that crossing two bridges is equivalent to a rail walk or that the nice view compensates for the steep hill. Once there are only a few entries left, you may find it easier to compare and make the best possible decision.

SECTION 3
CASE STUDIES

Select **one of the two** case studies and answer the following questions:

CASE STUDY # _____

TITLE: _____

1. Which decisions do you find questionable?

2. What would have been good moments to stop and wonder "What if?" before moving on?

3. How does this make you look at the preparation of adventure training differently?

4. What are some elements that you will now consider when preparing an activity?

5. Do you have extra comments in regards to the applicable case?



Congratulations, you have completed your self study package on EO C525.03 (Analyze Situations Using Risk Management Strategies). Hand your completed package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

CASE STUDY #1 : THE TIMISKAMING TRAGEDY

Ever since I've known Ian Harling, since we worked for the same camp over a decade ago, he's been oblivious to discomfort. He's the kind of guy who wears shorts in the winter. Who doesn't notice black flies. The kind who, when he fell a few years back and broke his arm, said it felt "a little sore." He is a person who quite literally cannot stand still. Like now, as Harling scans the mile of whitecaps separating us, and our canoes, from where we want to be, one meaty calf is pumping like a piston. He's game for the crossing, a part of him is, I can tell.

But a part of him also is not.

It's the summer of 1998; 20 years since Harling almost died, on a similarly rough stretch of water, in the pivotal, unforgettable accident that claimed a dozen of his young schoolmates' lives and changed the complexion of canoeing for good.

Timiskaming. An imposing wedge of exceptionally deep water on the border of Ontario and Quebec—the name in fact means "deep water" in Algonquin—this lake, flanked in many places by sheer cliffs, runs an incredible 85 miles, north-south, before funnelling into the Ottawa River.

St. John's Anglican Boarding School operated on the principle that hardship breeds character. It was a gruelling regiment, bordered, on either side of the school year, by marathon month-long canoe trips. Many St. John's students had done poorly in the public school system, been labelled "problem kids." Harling was no different. St. John's brought out a better side of him. By the end of the 1977–78 school year, his grades had gone from 50s to 80s. Such improvements—and Harling was far from the only one to excel in the St. John's environment—were celebrated on June 10, 1978, during the customary year-end barbecue. That same evening, the boys, none older than 14, were piled into a couple of awaiting vans, the backs of which had been lined with mattresses for the overnight haul that would take them some 160 km (250 miles) to the North. When they awoke, they were on the banks of the Ottawa River, a few miles South of Timiskaming.

It began as a beautiful day, despite the cramped quarters of the van, Harling says, he had slept fairly well, and after a couple of sandwiches was ready to hit the water. He was pumped for this trip. Because of the skill and eagerness he'd shown on a previous trip, he'd been picked as bowsman—a coveted role—for the No. 2 canoe, sterned by teacher Peter Cain, a husky veteran of five long trips with the school. Brigade leader Richard Bird, who helmed No. 1, had a similar number of long trips under his belt.

The boys were in good hands, and the weather was ideal. "Gorgeous, sunny, not much wind," is how Harling recalls the conditions. The four canoes quickly reached Timiskaming. By lunch, when they stopped for some more sandwiches and a quick nap, they'd already covered about 12.5 km (20 miles).

They would do only 6 more (10 more).

Shortly after lunch, the trip leaders decided to cut across the lake. Although the crossing was only a mile, the wind had picked up, coming from the south, and the No. 4 canoe, sterned by Neil Thomson, the least experienced leader, had started to lag behind. The waves weren't "anything outrageous," says Harling. "In fact, it was funny because we were out on Lake Winnipeg the year before in waves three or four times the size." But for Thomson, who had in fact never steered a war canoe before, they were too much. The canoe spun broadside to the waves and went over.

This, in itself, wasn't really a cause for panic: it was still sunny, all the boys wore life jackets, and three canoes were still upright and within hearing range. But a couple of circumstances would quickly turn what should have been a routine rescue into a nightmare.

The first was an almost unbelievable stroke of bad luck: a second canoe—the No. 3 boat, sterned by university student Mark Denny—capsized right on the heels of Thomson's. Denny had seen Thomson's boat flounder and alerted the rest of the brigade. When he turned his own canoe to lead off the rescue, a crew member moved, and the waves—now pounding laterally—tipped them.

The second factor had been there all along but was just now becoming brutally obvious: the temperature of the lake. It was early June, on Timiskaming. Deep Water. In the inquest following the accident, it was estimated that the lake that day hovered just a degree or two over 50 (10°C): both Sorenson and Harling maintain that it was closer to 40 degrees Fahrenheit (4°C). Life jackets meant nothing after an hour—even less, for young boys—in these conditions.

For Harling, the ensuing events are something of a blur. His canoe, and Bird's, took on as many of Denny's crew—which was closest to them—as they could and hurried them to shore. There they deposited the soaked boys, as well as a few of their own crew members, and headed back out. The waves were getting worse—"hitting from all angles," he says. Enough so that the veteran Bird, while attempting to haul the remainder of Denny's crew, suddenly dumped as well. Harling and Cain anchored the only rescue boat left.

Unable to even see the boat of Thomson by this point, they rushed to the closer two. Denny, a slight 20-year-old, had been in the water a long time. Harling recalls someone—perhaps Bird—cautioning not to take the delirious Denny into the canoe, to tow him in instead.

"Unfortunately, Mark Denny actually crawled into our canoe," says Harling. "But his hypothermia was so severe that he stood up which caused us to dump. So now all four canoes were in the water."

Harling and another boy attempted a splash-out of their boat, surprisingly managing to get the massive canoe upright and mostly emptied. But the waves were getting higher, and when another kid grabbed the gunwale, it rolled right back over. It was then that Harling decided, on his own to swim for shore which was about 70 m away. He just barely made it. He vaguely recalls reaching out to grab a rock, then slipping back in. Apparently he was pulled out by someone, who he believes was Peter Cain. Then he passed out.

"I woke up a little while later—I have no idea of time—and I was alone. Found a little alcove in the rock and went in and stayed there, fell back asleep, woke up again." Eventually I decided to look for others, though he had no idea really where to start. Luckily, he picked the right direction. After just 15 or 20 minutes he spied a column of smoke from a campfire. As he approached, rounding a bay, he came across three boys lying dead on the shore, each of whom he recognized immediately. He later learned that CPR had been attempted, and failed. He walked into the camp. He was the last boy to do so.

A full night passed before anyone in the outside world had an inkling of what had happened. Early the next morning Gary Smith, a helicopter pilot en route to Ottawa, caught sight of two overturned canoes on the shore, with a pair of bodies caught in the rope trailing from them. He spotted the other two canoes drifting a few kilometres away.

Sorenson says he had just finished serving breakfast to guests when the chopper made a forced landing at his lodge. He urged Smith to fly to Ville-Marie to alert the police. In the meantime, Sorenson set off in his boat to the spots Smith had mentioned. At each he found only bodies, five in total. One was that of Mark Denny; the rest were children. "To see such young kids, 12 and 13 years old, it was a shock," recalls Sorenson.

A police boat from Ville-Marie arrived next, loading several of the bodies. Sorenson, who knew from the number and size of the canoes that there had to be more kids somewhere, resumed his search of the area. Returning to the lodge after one unsuccessful sweep he encountered Smith again, who said he'd just seen something on the shore. Sorenson gunned his boat in that direction.

The survivors—15 boys and 3 leaders—had spent the night crowded around a bonfire, comforting each other, praying. The day before, they'd knocked down a couple of trees and built a large H, on which they draped their orange life jackets. Harling can't recall anyone crying. His state is best described, he suggests, as "just incredibly intense"—determined to come through it all, to live.

The black flies were horrendous. "I got eaten alive, especially when I passed out," Harling says. "But you got to a point where you just gave up on the bugs and didn't really notice them anymore." You had to forget hunger,

too. He and his fellow students were each given a meagre handful of granola, because a lot of the food had remained with the canoes, and the leaders had no idea how long it would be before anyone came to their aid.

When Sorenson saw the campfire smoke, he knew he was in the right place. But by this point, in a kind of perverse reprise of the previous day, the weather had again turned nasty. Nastier, in fact.

The police boat bearing the first load of victims never did make it to Ville-Marie. Overloaded with four cops and several dead bodies, it plowed too low into a bank of waves, had its windshield knocked out and sank. Luckily, two men who were building cabins along that desolate flank of the lake saw all this happen and responded to the macabre scene.

Harling says the scariest part of the whole Timiskaming experience was the ride in Sorenson's boat to his lodge. The camp owner concedes that it was a hairy trip. "We were bucking real hard, North, into three-foot waves. It was probably a 30-mile-an-hour wind." He made two trips in these turbulent conditions, and brought all the survivors safely to his side of the lake.

In the interim all the bodies, in a concerted effort by locals, had been found. They now lined Sorenson's dock, draped in blankets. It was a sight from which Sorenson and the St. John's staff tried to shield the survivors, but Harling says he saw them anyway. The boys were herded quickly into the lodge, where they were warmed, fed, tended to. They all slept together that night in a single room.

The surviving boys were finally flown out to join their frantic mothers and fathers. Harling went last. He'd watched his fellow students systematically get whisked away in floatplanes. Finally it was his turn—and his turn would be in Smith's helicopter.

"It seems weird to say, but I thought that part—getting to ride in a helicopter by myself—was really cool," says Harling. He was after all, still a kid.

St. John's was roundly criticized in the aftermath of the tragedy for forcing boys to behave like men. Harling did grow up fast following the accident, but he also held on to his mischievous, playful spirit. He would say that St. John's even nurtured this. He, like most of the other survivors, went back to the school the following year. Yes, St. John's lived on; it would be another eight years before the Claremont facility closed its doors. It was the parents who saved the school. Even those who lost children closed ranks. Outside observers didn't understand it, but those devastated people still credited St. John's with giving their children the best chance they had ever had to succeed.

Harling, for one, never stopped canoeing. The very next year, as a 14-year-old, he paddled with St. John's from Thunder Bay to Winnipeg, crossing the Grand Portage. Trips were scaled back, but they did continue. After he graduated from the school, Harling still volunteered for trips as a leader, because he "wanted to give something back." Since leaving the St. John's and camp worlds, he contented himself with yearly canoe trips with friends.

Debate still rages over where, precisely, things went wrong on the Timiskaming trip.



For your benefit, fill out the case study questionnaire and then read the rest of the case study.

The event was described as a series of judgment errors that, together, added up to catastrophe: the fact that the boys and leaders had little sleep the night before, and had little to eat that day; that one leader, at any rate, should not have been steering a canoe; that weather and water conditions weren't thoroughly anticipated.

The coroner's report found no justification for criminal charges but essentially made the same points; that the trip was hastily mounted, and unreasonable as a whole. "We feel that for boys from 12 to 14 years of age, this entire expedition constituted an exaggerated and pointless challenge," it stated.

Sorenson, who knows the lake well, says he still thinks of it as a freak accident.” He often finds himself playing the game of “what if.” What if they had just kept to the Quebec side? What if...?

Harling blames, if anything, the water temperature. “They should have known. But, as I say that, how many times have you gone out in early June on a canoe trip? All the time, and so have I.”

So here we are on this Rocky Point. Ian’s wife, Lisa, is back at our canoes, as is my common-law wife, Andy. It’s a beautiful day, and the water looks manageable, if rough.

Twenty years later. A turbulent vista.

“I say we just wait it out,” he suggests.

CASE STUDY #2 : ADAM'S STORY

Lessons Learned II

By Kay Landis, with the assistance from Phil Dzialo

In the summer of 1998, Adam Dzialo was 12 years old. Blond haired, blue eyed, wiry, and athletic, he was a boy who loved sports and was good at everything he played. In baseball, he was an all-star. In hockey, he was the goalie who stopped five penalty shots in a row to lead his team to victory. He enjoyed soccer. He excelled at golf. When he wasn't playing a sport, he was at a sports camp. "He was in perpetual motion," says Phil, Adam's father.

Adam's family had a busy summer planned for him that year. He was signed up for six sports camp, including Team Adventure, an outdoor program run by the local community college. The Team Adventure brochure promised "five days of fun and excitement!" featuring a ropes course, rock climbing, canoeing, hiking, a river crossing, and one overnight camping trip. No previous experience was required; participants needed only to have an eagerness to learn new skills and an interest in having fun.

Adam was the 13th boy to sign up for the Team Adventure camp that week. The program was normally limited to 12 participants, as the brochures and advertising stated, but the director was willing to bend the rules and raise the cap to allow Adam and a 14th boy to enrol. The program had a new van, with greater capacity, and the director felt the leaders could handle the two extra youths.

Team Adventure. Team Adventure was an adventure program for kids (ages 12 to 15) run by Adventures Unlimited, a non-credit community education program of Greenfield Community college (GCC). Adventures Unlimited was well-established and had been successfully running custom outdoor courses for youths since 1991. Team Adventure was in its second season.

Team Adventure was managed by a part-time director and staffed largely by graduates of GCC's Outdoor Leadership Program (OLP). The two programs (OLP and Adventure Unlimited) maintained separate offices and reported upward to different college administrators, but they shared equipment and a certain symbiosis of purpose. The OLP academically prepared graduates to lead entry-level adventure outing and services and Adventure Unlimited offered OLP students and graduates employment opportunities as instructors and trip leaders. Adam's camp was run by two of these graduates, Patrick and Heather; the program director was also a graduate. Partly because these programs shared equipment, Adventures Unlimited was able to keep its costs down and offer its courses at substantially lower rates than most commercial programs.

The Team Adventure activities were designed to introduce participants to a different type of outdoor skill or experience each day. The kids had the opportunity to complete a ropes course, climb a rock face, canoe a river, and practice a river crossing, then finish up with a Thursday night campout and a Friday summit hike. On many of the earlier trips, however, participants complained about the Friday hike; it just wasn't exciting enough. Heather and Patrick had asked for permission to alter the itinerary for the group and try a river swimming and rescue drill instead. Permission was granted.

And so the itinerary for Adam's group was modified. The hike to the summit was scheduled for Thursday, and on Friday there would be a hike to Deerfield River where the group would engage in "river activities".

River Activities. Everything went fine on days one through four. The boys all did well on the ropes course, the rock climb, and the canoe trip. On Thursday night, they camped overnight at Mohawk State Forest. The trip leaders described the group as very strong and Adam as aggressive and athletic.

On Friday morning, the group broke camp and headed for the river, stopping briefly along the way to get the water release time. The Deerfield's flow is controlled by scheduled water releases from New England's Fife Brook dam, and Heather and Patrick wanted to time their activity so they could finish before the full force of water hit the group. Before the release, the Deerfield is only a shallow stream. Afterwards, it rises gradually and progressively as a bubble of water makes its way down the riverbed. Boaters time their trips to coincide

with the release, when the water is at its highest and fastest. Swimmers or waders, however, often want to avoid that increased flow.

Friday's release was set for 10 a.m. It would take a few hours for the bubble to reach the site where the day's activities were planned, so the instructors felt no need to rush. After obtaining the release time, the leaders stopped the group for lunch, discussed how to read water with the students, and fit them with life jackets. They tested each jacket by attempting to lift it over the boy's head. At just 90 pounds, Adam was a little small for an adult-sized jacket, but it passed their test, and they decided it was an acceptable fit.

The site the leaders had chosen was Class I rapid with a cobbled bed, a place where the river narrows, then drops gently, creating a two-foot wave. The Safety Code of American Whitewater determines that Class I rapids have "fast-moving water with riffles and small waves... few obstructions, all obvious and easily missed with training. Risk to swimmers is slight; self-rescue is easy" (AWA 1998). It seems like an excellent choice for a swimming and rescue drill, and indeed had been used for this kind of activity many times by multiple organizations.

On the bank, the group split into two teams. The swimmers went upstream with Patrick while the rescuers (eg, rope throwers) went downstream with Heather. They stopped about 200 feet apart.

Upstream, Patrick provided a briefing for the swimmers, explaining where to swim (near the middle of the river), the proper position (feet up and pointing downstream), how to grab the throw bag, and what to do if the throw bag missed (swim to shore). It had been predetermined that before each boy went, Patrick would look both ways and give a thumbs-up sign to Heather, to indicate he was ready. When Heather returned the sign, the swimmer would be free to go.

Downstream, Heather explained the proper use of throw bags to her group and positioned two rescuers near her side, along the bank. The plan was that if the first throw bag missed the swimmer, the second boy would throw his bag. After a swimmer finished his turn, he would join the rescuers. After a rescuer threw his line, he would hike upstream to join the swimmers; this way every participant would have a chance to experience both roles. The boys were not required to participate in the swim, and a few opted out. But all those who wanted to try it took a turn, and all completed the exercise without incident.

At 1:25 pm, the leaders brought the group together again. Patrick had to drive one of the boys upstream to meet his mother at a prearranged pickup point. He would be gone about ten minutes. A second boy volunteered to go with the two. Heather said she felt comfortable continuing the exercise in Patrick's absence, so some of the boys went back upstream with the rescuers. The signalling system would be the same, but the boys decided for themselves when to enter the water.

By this time, the full release of the dam had arrived. Commercial rafts began to appear, carrying guides and clients. Two boats had already gone by. A third came up just as Adam was preparing for his swim. The guide asked if the boys wanted to go first, and they said no, they would rather wait. The guide ran the drop, then spun his boat around to face upstream so his guest could watch.

What happened next was described by the guide and is summarized in the investigative report: "Adam was floating in a seated position, feet low and head up. He waved to his friends downstream, then appeared to stand up. His body flipped over and disappeared under water. His arm came up once or twice as he struggled... [and perhaps] the back of his head appeared for a split second" (Wallbridge 1998).

Just before Adam went under water, one of the boys with Heather asked her a question about the timing of the throw-rope toss. She glanced away from Adam for a brief moment. When she looked back, Adam was gone. In his place was an orange and yellow object bobbing in place under the water at about midstream.

The rescue. With the frantic cries from Adam's teammates ringing in her ears, Heather ran upstream along the shore and tried to swim out to the boy. The current forced her back downstream. A fourth raft came along

momentarily, and the guide tried to grab Adam as he went by. But Adam was too deep, and the water was too strong. He missed.

During the next few minutes, 21 boats in two groups (running close together) all came upon the site. Assessing the situation quickly, several of the rafting guides pushed their boats to shore, discharged their passengers, and joined the rescue operation. Several attempted to wade out Adam. All were swept away by the current. Some of the guides then tried to create a human chain to reach the boy, but the current was too strong. More than five minutes had passed since Adam went under.

Next the group created a "tag line". Several guides and dozen of raft customers were used as anchors, holding onto a rope that stretched from shore to shore. Rescuers moved hand-over-hand toward Adam, facing upstream. Several guides were able to reach Adam, and while maintaining a hold on the rope with one hand, they reached under the water with their free hands. One guide was able to get a firm grip on Adam's life jacket. He let go of the rope, pulling as hard as he could with both hands. He was able to pull the life jacket free, but Adam's foot remained lodged. Adam had now been under the water for 15 to 20 minutes.

Because there was too much slack in the tag line, which allowed rescuers to get dragged under the surface of the water, trees were added to the onshore anchor systems and additional ropes were used to pull the tag line taut. Finally, four men attached a raft to the line across the river and manoeuvred it as close as they could to where Adam was trapped. A fifth man threw them a rescue bag and used it to pull the boat into a better position. One of the men in the raft reached down more than two feet into the water. With his own face submerged, he pulled Adam's head to the surface. He started rescue breathing while two others worked to pull Adam free. It took all their strength, but at last they were successful.

Meanwhile, Patrick had returned, several people had called 911, and emergency personnel had already arrived on the scene. Within minutes Adam was transferred to an ambulance, carried to a nearby heliport, and flown by helicopter to Bay State Medical Centre. He had been under the water for 25 minutes.

The first three Months. After the first 72 hours, the doctors told Adam's parents that he would live. However, they held out very little hope for a full recovery. Adam had suffered from "anoxic encephalopathy" as a result of the near drowning; the neuromuscular system that controls movement had been damaged. Doctors, at that time, said that Adam would not walk—or talk—again.

Adam spent six weeks in Pediatric Intensive Care and several more at the Connecticut Children's Medical Centre. His parents never left his side. He was finally able to return home in September—nearly two months after the incident—still unable to move or speak.



For your benefit, fill out the case study questionnaire and then read the rest of the case study.

Investigator Report. Walbridge (an investigator hired by the College) concluded that Adam's near drowning was a case of foot entrapment, brought on by a combination of factors, including poor swimming technique and bad luck. The following excerpt from his report (1998) describes what can occur in this type of situation:

Foot entrapments result not from controlled wading, but from thrusting your foot blindly to the bottom when floating or swimming. You won't always catch your foot, but if you do, you are going to be out of balance. Once your foot is caught in deep fast water no one is fast enough to pull their foot out or strong enough to stop the current from pushing their body under water.

Walbridge's report found no fault with the suitability of the activity, the site or any of the equipment. It was "an excellent choice for a river swim and throw-bag drill... the last place any of us would have expected to encounter a foot entrapment," he wrote. The drill themselves were "an expected part of a well-designed whitewater training program" because they taught swimmers how life vests and proper body position could keep them safer in moving water. "In an area with many fast-flowing wavers, that's an important lesson in water safety that could

save lives". The investigator also opined that a better-fitting life vest, a different kind of footwear, or a helmet would not have made much difference in the outcome. More effective instruction, he concluded, is the only thing that might have increased the odds for Adam.

Although the Team Adventure instructors are confident that they warned the students not to stand up, adults who met with the students during a counselling session reported that the boys were not familiar with the term "foot entrapment" and did not understand what had happened to Adam, suggesting that the activity orientation regarding the risks and proper techniques was not as thorough or effective as it should have been. The split briefings, which likely made it difficult to ensure that each student had received proper instructions, might have contributed to missed communication. And it was "probably a mistake" to continue the drill after Patrick left the group, according to Walbridge's report (1998). With Patrick gone, the student-to-staff ratio was 12:1, which is twice the commonly accepted industry standard of 6:1 (for supervision of this type of activity), and twice what the program had promised parents in its promotional materials. With no instructor upstream to coach the swimmers, there could be no reminder of the hazards or proper swimming technique as they entered the water. "Many whitewater safety rules are counterintuitive" noted Walbridge, "and floating rather than standing up is one of these. Adults and kids who panic in current may attempt to stand despite instruction. ... The warning not to stand may need to be reminded several times to sink in."

In the end, Walbridge concluded that the accident had no single cause. Poor technique combined with inherent risk resulted in an entrapment. Admittedly, the activity could have been better organized, could have been better instructed, and could have had a better student-to-instructor ratio. But there is a "random element of uncontrolled risk" in all outdoor activities, and it was this risk that was to blame for Adam's injuries.²

² From *Lessons Learned II: Using Case Studies and History to Improve Safety Education* (pp. 5–30), by D. Ajango, 2005, Eagle River, AK: SafetyEd: Safety Education for Outdoor and Remote Work Environments.

ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

What are the three types of reflection? Explain.

Inductive reflection creates general concepts from specific experiences.

Deductive reflection makes specific predictions based on general concepts.

Evaluative reflection is used to analyze the accuracy of the prediction, and then we use this analysis as a new specific experience to help us define the general concept or refine the base of experience.



Activate Your Brain #2:

What are the three phases of problem solving?

The three phases of problem solving are:

1. Assessment phase
2. Analytical phase
3. Creative phase



Activate Your Brain #3:

Discuss three ways in which you could develop your judgment.

Answers may include:

- Listen to the rules and the exceptions to those rules.
- Gather as much information as possible from lectures, historical case studies, and the horror stories of other leaders.
- Observe other leaders and how they use judgment.
- Develop a questioning attitude and inquire about the predictions others make. Recall personal near misses and share them openly with others.
- Consider the analysis of personal mistakes made by others.
- React, either verbally or in writing, to uncertain situations posed by other leaders.
- Keep a logbook of experiences and a judgment journal, reflecting on those experiences.
- Get experience at every opportunity: never turn any reasonable chance to lead.
- Take a group of peers on an expedition and ask for their honest feedback.

- Undertake practical internships with several programs, always asking someone to observe you and give advice.
- Become an apprentice to an expert leader and have this mentor guide you and pass on responsibility in a gradual manner.



**ROYAL CANADIAN ARMY CADETS
MASTER CADET
INSTRUCTIONAL GUIDE**



SECTION 1

EO C527.01 – EXAMINE CANADIAN ARMY AND OUTDOOR-RELATED EDUCATIONAL AND CAREER OPPORTUNITIES

Total Time:	90 min
-------------	--------

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

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

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail Canadian Army and outdoor-related educational and career opportunities at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined Canadian Army and outdoor-related educational and career opportunities.

IMPORTANCE

It is important for cadets to examine Canadian Army and outdoor-related educational and career opportunities as it allows them to prepare for their future by introducing them to some choices that are available as educational and career paths.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet examine Canadian Army and outdoor-related educational and career opportunities.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There are many options available to individuals who wish to pursue a career in either the Canadian Army or outdoor-related fields. Both government-subsidized educations and programs at post-secondary institutions

are building blocks for future success in these fields. By examining the options available, cadets will be better prepared should they decide on a career involving the Canadian Army or outdoors.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-236 Department of National Defence. (2009). *Canadian Forces Recruiting–Job Explorer*. Retrieved October 20, 2009, from http://www.forces.ca/html/jobexplorer_en.aspx

C2-263 ISBN 978-0-07-148218-9 Miller, L. (2008). *Careers for nature lovers & other outdoor types*. New York, NY: McGraw-Hill.

C2-270 Capilano University. (2009). *About the outdoor recreation program*. Retrieved October 27, 2009, from <http://www.capilanou.ca/programs/outdoor-recreation.html>

C2-271 College of the North Atlantic. (2008). *Adventure tourism–outdoor recreation*. Retrieved October 27, 2009, from <http://www.cna.nl.ca/schools/TNR/source/adventure.html>

C2-273 Lakehead University–School of Outdoor Recreation, Parks & Tourism. (2009). *Let the journey begin*. Retrieved October 27, 2009, from <http://www.outdoorrec.lakeheadu.ca>

C2-274 Medicine Hat College. (2009). *Ecotourism & outdoor leadership*. Retrieved October 27, 2009, from <http://www.mhc.ab.ca/program/ecotourism/default.html>

C2-275 Sault College. (2009). *Natural environment and outdoor studies*. Retrieved October 27, 2009, from <http://www.saultc.on.ca/Groups/groups.asp?groupcode=NRS>

C2-276 Outdoor Adventure Canada. (2009). *Backpacking, canoeing, kayaking and camping*. Retrieved October 27, 2009, from <http://www.outdooradventurecanada.com/>

C2-278 ISBN 0-8117-2542-1 Shenk, E. (1992). *Outdoor careers: Exploring occupations in outdoor fields*. Harrisburg, PA: Stackpole Books.

CANADIAN ARMY AND OUTDOOR-RELATED EDUCATIONAL AND CAREER OPPORTUNITIES



SECTION 1: CANADIAN ARMY AND OUTDOOR-RELATED EDUCATIONAL OPPORTUNITIES

**SECTION 2: CANADIAN ARMY, FEDERAL, PROVINCIAL AND TERRITORIAL GOVERNMENT
MINISTRY CAREER OPPORTUNITIES**

**SECTION 3: MUNICIPAL GOVERNMENT AND PRIVATE SECTOR OUTDOOR-RELATED CAREER
OPPORTUNITIES**

SECTION 1
CANADIAN ARMY AND OUTDOOR-RELATED EDUCATIONAL OPPORTUNITIES

Canadians have many educational opportunities available to them in the fields of the Canadian Army and outdoors. Educational opportunities can fall into two main categories:

- Canadian Forces (CF) educational opportunities, and
- civilian educational opportunities.

CF EDUCATIONAL OPPORTUNITIES

The CF offers several subsidized education plans. Subsidized education means that your education is paid for by the CF in return for a specified period of service. Once this period of service is complete, you have the option of continuing your service in the CF or choosing to pursue a career in another government department or the private sector. The CF offers education plans at the undergraduate and technician / technologist level. This is based on whether you are enrolling in a job that is performed by an officer or a non-commissioned member (NCM).



Did you know?

The CF refers to specific jobs as trades. Each trade is assigned a Military Occupational Structure Identification (MOSID) number. The Cadet Instructors Cadre (Army) officers' MOSID is 00232-02.

The Regular Officer Training Program (ROTP)

- The Regular Officer Training Program (ROTP) is an entry program to the CF.
- A person enrolling in the ROTP is provided an undergraduate education free of charge and is responsible for four years of service to the CF when their education is complete.
- Undergraduate degrees are completed at the Royal Military College of Canada (RMC); however, in some instances, the degree can be completed at a civilian university.
- RMC offers many of the same undergraduate degree programs that are available at most Canadian universities.



Do you know anyone who attended RMC? What degree program did they complete?



Figure A-1 RMC Students

Note. From Department of National Defence, 2009, *Royal Military College of Canada*. Retrieved November 18, 2009, from <http://www.rmc.ca/hp-pa-002.jpg>



More information about degree programs offered at RMC can be found at <http://www.rmc.ca>

The Continuing Education Officer Training Program (CEOTP)

- The Continuing Education Officer Training Program (CEOTP) is an entry plan to the CF.
- Under the CEOTP, a person with some undergraduate education is enrolled in an in-demand trade and agrees to complete their university degree within a specified amount of time, usually nine years.
- This offers the entrant the ability to complete their degree with CF funding while being employed full-time by the CF.
- Entry into a trade within the CEOTP is very selective and only offered when no other applicants to that trade are available to meet recruiting needs.

The Non-Commissioned Member Subsidized Education Plan (NCM-SEP)

- The Non-Commissioned Member Subsidized Education Plan (NCM-SEP) is a subsidized technician / technologist education level entry program for NCM trades.
- Under the NCM-SEP, a person is enrolled into a trade in the CF and provided a free technician / technologist program at a civilian college or trade school.
- Upon completion, the student is required to serve two months for each month of academic funding beginning on the graduation date from college.
- Once this military service is completed, you can continue with a career in the military or pursue a civilian career.



Activate Your Brain #1:

Name two entry plans for the CF. Explain how they differ.

CIVILIAN EDUCATIONAL OPPORTUNITIES

Many civilian educational institutions and associations offer programs designed to provide the education required to participate and be employed in outdoor-related activities and careers.

Outdoor Activity Courses and Workshops

There are many educational institutions, professional and recreational associations, and clubs that offer courses and workshops to educate individuals in outdoor activities and skills. Most of these courses are delivered through continuing education programs at colleges in the form of night or weekend classes, but may also be hosted by one of the many professional or recreational associations or societies that support, regulate or govern a specific outdoor activity or skill.

The following table provides a few examples of courses offered by colleges, and associations.

Course or Subject Area	Institution or Association	Duration (approximately)
Wilderness First Aid	Local St John Ambulance Branches	20 hours
Outdoor Safety and Survival	College of the North Atlantic, N.L.	28 hours
Green Check GPS	Nova Scotia Community College, N.S.	7 hours
Wild Edibles and Ecology	Humber College, Ont.	15 hours
Canoe Camping: Lightweight	Humber College, Ont.	30 hours
Hunter Education and Conservation	Lethbridge College, Alta.	10 hours
Avalanche Skills Training	College of the Rockies, B.C.	21 hours
Bicycle Maintenance	College of the Rockies, B.C.	4 hours
Professional Association of Dive Instructors (PADI) Open Water Diver	Local PADI dive shop, club or resort	30 hours
Flatwater Canoeing (Level A, B, or C)	Local ORCKA Instructor, Ont.	4 hours



Did you know?

There are many different courses available throughout Canada covering numerous types of outdoor activities. For more information, search for courses at your local educational institution or recreational association or club.

Association Accreditations

There are many professional and recreational associations that support, regulate or govern almost all outdoor activities in one form or another. Many of these associations offer some form of accreditation to individuals who have demonstrated a degree of proficiency at a given skill or activity. This is usually accomplished by participating in, and completing a course of study supported by the particular association.

In Canada, many recreational associations are provincially-based and within their given discipline focus on skills and activities relevant to the province in which they are located.

The following table provides a few examples of provincially-based recreational associations.

Association	Discipline	Province
Newfoundland and Labrador Paddling Association (NLPA)	Canoeing And Kayaking	Newfoundland and Labrador
Prince Edward Island Snowmobile Association (PEISA)	Snowmobiling	Prince Edward Island
Quebec Climbing Association	Rock Climbing	Quebec
Ontario Recreational Canoe and Kayak Association (ORCKA)	Canoeing And Kayaking	Ontario
Manitoba Geocaching Association (MBGA)	Geocaching	Manitoba
Alberta Conservation Association (ACA)	Hunting, Fishing, and Wildlife Conservation	Alberta
British Columbia River Outfitters Association (BCROA)	River Rafting	British Columbia

POST-SECONDARY EDUCATION OPPORTUNITIES



Have you ever considered a career working in the outdoors? If so, do you know what education you require?

Degree and diploma or certificate programs are delivered as post-secondary education and are designed to meet industry and professional, standards / practices. These programs allow graduates to be employed in various positions in fields, such as bioscience, conservation, agriculture, geoscience, pollution control and recreation. Here is a partial listing of some civilian education institutions and the programs they offer:

DEGREE PROGRAMS

Memorial University (St John's, N.L.)

- Bachelor of Arts (B.A.) in environmental studies,
- Bachelor of Recreation,
- Bachelor of Science (B.Sc.), in:
 - earth sciences,
 - environmental science, or
 - environmental physics.

Dalhousie University (Halifax, N.S.)

- Bachelor of Engineering (B.Eng.), in:
 - biological engineering,
 - environmental engineering, or

- mineral resource engineering;
- Bachelor of Management, in
 - environment sustainability and society, or
 - sustainable resource and environmental management; and
- Bachelor of Science (B.Sc.) in:
 - earth sciences, and
 - environment sustainability and society,
 - environmental science,
 - marine biology,
 - oceanography, or
 - recreation.

University of Guelph (Guelph, Ont.)

- Bachelor of Engineering (B.Eng.), in:
 - biological engineering,
 - environmental engineering, or
 - water resource engineering;
- Bachelor of Science (B.Sc.), in:
 - food science,
 - animal biology,
 - earth surface science,
 - ecology,
 - environmental toxicology,
 - marine and freshwater biology,
 - plant biotechnology,
 - plant science,
 - wildlife biology, or
 - zoology; and
- Bachelor of Science in Agriculture (B.Sc. [Agr.]), in:
 - agriculture;
 - animal science;
 - crop, horticulture and turfgrass science;

- organic agriculture; or
- urban landscape management; and
- Bachelor of Science in Environmental Sciences (B.Sc. [Env.]), in:
 - ecology,
 - environmental biology,
 - environmental economics and policy,
 - environmental geography,
 - environmental monitoring and analysis,
 - environmetrics and modelling, or
 - natural resources management.

Thompson Rivers University (Kamloops, B.C.)

- Bachelor of natural resource science (BNRS.),
- Bachelor of Science (B.Sc.), in:
 - animal biology,
 - ecology and environmental biology, or
 - environmental chemistry; and
- Bachelor of Tourism Management (BTM.), in
 - adventure tourism, or
 - adventure tourism international development.

University of Northern British Columbia (Prince George, B.C.)

- Bachelor of Arts (B.A.) in,
 - environmental studies,
 - resource based tourism, or
 - nature-based tourism management,
- Bachelor of Applied Science (B.A.Sc.) in environmental engineering; and
- Bachelor of Science (B.Sc.), in:
 - environmental science,
 - natural resources management (forest ecology and management),
 - natural resources management (resource recreation), or
 - natural resources management (wildlife and fisheries).

DIPLOMA OR CERTIFICATE PROGRAMS

Holland College (Charlottetown, P.E.I.)

- Diplomas in applied sciences and engineering technology include:
 - environmental applied science technology, and
 - wildlife conservation technology;
- Certificate in policing / law enforcement for conservation enforcement; and
- Diploma in Sport and Leisure Management.

Sir Stanford Fleming College (Peterborough, Ont.)

- Diploma in community services, in recreation and leisure services.
- Diplomas in environmental and natural resource sciences include:
 - arboriculture,
 - earth resources technician (formerly geology technician),
 - ecological restoration honours B.Sc. - joint Trent-Fleming degree/diploma,
 - ecosystem management technician,
 - ecosystem management technology,
 - electrical power generation technician,
 - environmental technician,
 - environmental technology,
 - fish and wildlife technician,
 - fish and wildlife technology,
 - forestry technician,
 - general arts and science—environmental and natural resource studies option,
 - geographic information systems—applications specialist,
 - geographic information systems—cartographic specialist,
 - geomatics technician,
 - heavy equipment operator,
 - motive power techniques—heavy equipment,
 - natural resources—law enforcement,
 - outdoor adventure skills,
 - sustainable agriculture, and
 - urban forestry.

Saskatchewan Institute of Applied Science and Technology (Saskatoon, Sask.)

- Diplomas programs include:
 - biotechnology,
 - environmental engineering technology,
 - forest ecosystem technology,
 - geomatics technology,
 - recreation and tourism management, and
 - resource and environmental law; and
- Certificate programs include:
 - agricultural machinery technician,
 - beef cattle production,
 - geographic information science for resource management,
 - outdoor power equipment technician (OPET) marine and lawn and garden,
 - outdoor power equipment technician (OPET) motorcycle and snowmobile,
 - vocational forestry—conventional harvesting, and
 - vocational forestry—mechanical harvesting.



Did you know?

There are many different degree, diploma and certificate programs available throughout Canada covering many different areas of education for outdoor-related careers. For more information, search for courses at post-secondary educational institutions.



From the list of degree and diploma / certificate courses given, are there any programs that interest you? Which ones? Where are they offered?

SECTION 2
CANADIAN ARMY, FEDERAL, PROVINCIAL AND TERRITORIAL
GOVERNMENT MINISTRY CAREER OPPORTUNITIES

A career in an outdoor-related field can be challenging and rewarding. The government of Canada and the various provincial and territorial governments are possible employers, offering various types of jobs. Government career opportunities can be divided into two main categories:

- Canadian Army career opportunities, and
- federal, provincial and territorial ministry careers.

MILITARY

The CF offers a range of both full- and part-time career opportunities in Canada's Army. Army trades are divided into officer trades and NCM trades. In the army, officers are leaders and administrators, and NCMs are the technicians and operators. The following are trades offered within the Canadian Army.



Do you know anyone who joined the Canadian Army? Create a list of who they are and to what trade they belong.



Did you know?

The Canadian Forces Leadership and Recruit School (CFLRS) located in Saint-Jean-sur-Richelieu, Que., is responsible for conducting the basic training for NCMs and officers of the CF's regular force.

ARMY OFFICER

Armour Officer



Figure A-2 Armour Officer

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

An armour officer is the leader of either eight armoured vehicles in a Reconnaissance Squadron, or a Tank Troop in an Armoured Squadron. They are responsible for soldiers' training, morale, discipline and combat efficiency, and for the operational readiness of their equipment. A reconnaissance troop leader employs stealth, flexibility and innovation on the battlefield, using advanced sensors and equipment, to locate the enemy and identify high-value targets for the commander. A Tank Troop Leader employs mobility, flexibility and shock action on the battlefield and uses a main battle tank's firepower to destroy enemy targets.

Artillery Officer



Figure A-3 Artillery Officer

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

An artillery officer's primary duty is to lead soldiers, solve problems, make timely decisions, demonstrate flexibility and mental agility, and prepare for new and greater responsibilities. In addition to field guns and rockets, missile systems and target acquisition systems, they are expected to become experts with a wide variety of technologically complex equipment including but not limited to laser range finders, fire control computers, communication systems, global positioning systems, surveillance equipment, and unmanned aerial vehicles (UAV). There are three specialized areas for artillery officers: field artillery officer, air defence officer, and target acquisition officer.

Dental Officer



Figure A-4 Dental Officer

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

A dental officer's primary duty is to practice dentistry for CF personnel and in some cases in support of humanitarian operations. In the CF, both at home in Canada and overseas when deployed on operations, the practice includes all aspects of preventive dentistry and the provision of dental treatment for oral diseases, injuries, and defects of teeth and their supporting structures. Dental officers may also be asked to assist other health care personnel.

Electrical and Mechanical Engineering (EME) Officer



Figure A-5 EME Officer

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

EME officers can practice any engineering discipline, as military equipment incorporates the full range of current technology, including thermal, electro-optic and radar sensing and guidance devices; fourth-generation computer hardware, firmware and software; and the most modern electronic, mechanical and hydraulic systems.

Engineering Officer



Figure A-6 Engineering Officer

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Engineering officers are responsible for force protection tasks wherever they are deployed, which includes the construction of habitable camps. Engineering officers always have to be ready to fight alongside others to accomplish the battle group mission. They may perform tasks, such as breaching minefields, using explosives to destroy a road or bridge, constructing a bridge or ferry using re-usable military equipment, building a combat road, disposing explosive ordnance on the battlefield, or constructing obstacles out of concrete, timber and wire.

Infantry Officer



Figure A-7 Infantry Officer

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Infantry officers are responsible for the training, combat efficiency, discipline, morale, physical condition and well-being of their soldiers, often under the most demanding circumstances. Since the infantry does not fight alone, infantry officers are trained in the characteristics, tactics and deployment of tactical and close-support aircraft, as well as the other combat arms.

Signals Officer



Figure A-8 Signals Officer

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*.

Signals officers plan and manage communications systems for CF units and headquarters deployed in Canada and around the world, and are responsible for the operations and maintenance of all CF communications systems that are not built into aircraft, boats or ships. As staff officers, they may be employed in policy development and project management.

Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Officer (Tri-elemental)

The following officer trades are not exclusively related to a career in the army; however, CF personnel who pursue them as a career are entitled to belong to the army element. They include:

- bioscience officer,
- chaplain,
- health care administration officer,
- intelligence officer,
- legal officer,
- logistics officer,
- medical officer,
- military police officer,
- nursing officer,
- personnel selection officer,
- pharmacy officer,
- physiotherapy officer,
- public affairs officer,
- social work officer, and
- training development officer.

ARMY NCM

Ammunition Technician



Ammunition technicians (AMMO TECH) are responsible for the CF ammunition stockpiles and related explosives' safety programs. In addition to controlling the inventory, they perform technical inspections, tests, proofs, maintenance, modification and logistical disposal of tri-service ammunition.

Figure A-9 Ammunition Technician

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Armoured Soldier



Figure A-10 Armoured

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Armoured soldiers are trained as members of the combat arms team, which also includes the infantry, the artillery and the combat engineers. Each armoured soldier belongs to one of the armoured regiments of the Canadian Army, and serves as a part of the crew of an armoured fighting vehicle (AFV).

The primary duties of the Armoured Soldier are to maintain, and operate AFVs, their weapons, communication systems and, gather and relay information about the enemy and the terrain.

Artillery Soldier–Air Defence



Figure A-11 Artillery Soldier–Air Defence

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Artillery soldiers–air defence are members of air defence artillery units of the Royal Regiment of Canadian Artillery. The air defence artillery is part of the combat arms, which also includes the infantry, the armoured regiments and the combat engineers. Their primary function is to prevent enemy aircraft from interfering with operations, especially by defending airfields.

Artillery soldiers–air defence, typically called air defence gunners, and primarily responsible for the maintenance and operation of anti-aircraft weapon systems.

Artillery Soldier–Field



Figure A-12 Artillery Soldier–Field

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Artillery soldiers–field defence are members of field artillery units of the Royal Regiment of Canadian Artillery. Field artillery units are part of the combat arms, which also includes the infantry, the armoured regiments, and the combat engineers. The field artillery's contribution is indirect fire delivered in support of the arms that directly engage the enemy.

Artillery soldiers–field defence, typically called field gunners, are primarily responsible for the maintenance and operation of field artillery guns.

Combat Engineer



Figure A-13 Combat Engineer

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Combat engineers are members of the military engineer branch and of the combat arms, which includes the infantry, the artillery and the armoured regiments. Their job is to ensure that friendly troops can live, move and fight on the battlefield. They also perform construction and maintenance tasks, operate vehicles and equipment in support of engineer operations, and maintain field installations and facilities.

Combat engineers are primarily responsible for construction, demolition, explosive ordnance disposal, and the operation of heavy construction equipment.

Communicator Research Operator



Figure A-14 Communicator Research Operator

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Communicator research operators use a wide variety of sophisticated electronic equipment to intercept and analyze electronic transmissions, including foreign communications. They also operate computer-assisted radio direction-finding equipment in support of search-and-rescue operations.

Communicator research operators are primarily responsible for collecting, processing, analyzing and reporting on electromagnetic activities, as well as establishing and maintaining computer and communication networks.

Dental Technician



Figure A-15 Dental Technician

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Dental technicians are the members of the CF Health Services health care team who are responsible (with dental officers) for delivering dental services to CF members and, occasionally, their dependants.

A dental technician is primarily responsible for assisting the dental officer, performing preventative dentistry procedures, and maintaining patient records.

Electronic-Optronic Technician–Land



Figure A-16 Electronic-Optronic Technician–Land

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Electronic-optronic technicians–Land [EO TECH (L)] belong to the Electrical and Mechanical Engineering Branch of the CF. They are the only electronic-optronic technicians dedicated to the Army, but they also support Air Force and Navy requirements.

EO TECH (L)s are primarily responsible for inspecting, testing, diagnosing faults in, adjusting, repairing, reconditioning and modifying electrical, electro-mechanical, electronic, electro-optic and mechanical equipment, optical instruments, and control systems for weapons and missiles.

Geomatics Technician



Figure A-17 Geomatics Technician

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Geomatics technicians (GEO TECH) are members of the Military Engineering Branch of the CF who provide geomatics support to the Army, the Navy and the Air Force. Their role is to capture, synthesize, store, process, present, disseminate and manage geospatial information. GEO TECHs use some of the most cutting-edge technology.

GEO TECHs are primarily responsible for collecting geospatial data to produce maps, charts and geographic models.

Infantry Soldier



Figure A-18 Infantry Soldier

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Infantry soldiers are the core of the combat arms team, which includes the Artillery, Armoured Regiments, and the Combat Engineers. Capable of operating anywhere in the world, in any environment—Arctic tundra, mountains, jungle or desert—and in any combination of arms, including parachute, airmobile and amphibious operations, infantry soldiers are responsible for closing on and destroying the enemy.

Infantry soldiers are primarily responsible for engaging in combat operations, operating and maintaining a wide range of personal and sectional weapons, communications equipment, vehicles and mobile weapon systems.

Land Communications and Information Systems Technician



Figure A-19 Land Communications and Information Systems Technician

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Land communication and information systems technicians (LCIS TECHs) repair and maintain all types of army communications and information systems. These include communications equipment and radio systems, radio relay systems, radar systems, ground surveillance and miscellaneous radiation detection and associated equipment, and cryptographic equipment. LCIS TECHs also maintain strategic, long-range radio communications systems, portable satellite communications systems, microwave systems, personal computers and area networks, and ground telecommunications systems.

Line Technician



Figure A-20 Line Technician

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Line technicians belong to the Communications and Electronics (C&E) branch of the CF, and are responsible for providing the infrastructure for communications services between combat arms units in the field. This work includes (but is not limited to) designing, planning and installing telecommunications networks of copper and fibre-optic cable, and constructing and maintaining complex antenna systems. Because they work in operational areas, line technicians are also trained as combat soldiers.

Materials Technician



Figure A-21 Materials Technician

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Materials technicians belong to the Electrical and Mechanical Engineering Branch of the CF. The materials technician is a versatile, highly-skilled person who is usually employed with a Maintenance Unit.

Materials technicians are primarily responsible for skilled tasks, such as welding, machining, sheet metal work, painting, and working with textiles, fibreglass and composites.

Postal Clerk



Figure A-22 Postal Clerk

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Postal clerks (POST CLKs) provide members of the military and, under some circumstances, their dependants, with a full range of postal services at CF bases and establishments.

Resource Management Support Clerk



Figure A-23 Resource Management Support Clerk

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

The resource management support clerk (RMS CLK) provides administrative and financial support to all military activities. Because it is one of the largest in the CF, this occupation offers employment opportunities that vary widely in working environment and tasks assigned.

Signal Operator



Figure A-24 Signal Operator

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Signal operators are members of the Communications and Electronics Branch of the CF. Their job is to provide army units with fast, reliable voice and data communications, and they do it by means of top-of-the-line satellite, digitized, fixed, air transportable and mobile information and communications equipment.

Vehicle Technician



Figure A-25 Vehicle Technician

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Vehicle Technicians (VEH TECH) belong to the Electrical and Mechanical Engineering Branch of the CF. Each VEH TECH is a member of a team responsible for maintaining, repairing and overhauling the CF's vehicles and related equipment in order to maintain their operational readiness.

Weapons Technician



Figure A-26 Weapon Technician

Note. From Department of National Defence, 2010, *Canadian Forces Recruiting*. Retrieved January 9, 2010, from http://www.forces.ca/media/_photos/jobshop/

Weapons technicians—land are members of the Electrical and Mechanical Engineering Branch of the CF. They are responsible for the maintenance and repair of weapons, weapons systems and ancillary equipment.

NCM (Tri-elemental)

The following NCM trades are not exclusively related to a career in the Canadian Army; however, CF personnel who pursue them as a career are entitled to belong to the land element. They include:

- biomedical electronics technologist,
- communicator research operator,
- construction technician,
- cook,
- electrical distribution technician,
- electrical generating systems technician,
- intelligence operator,
- medical laboratory technologist,

- medical radiation technologist,
- medical technician,
- military police,
- mobile support equipment operator,
- musician,
- plumbing and heating technician,
- refrigeration and mechanical systems technician,
- resource management support clerk,
- supply technician,
- traffic technician, and
- water, fuels and environmental technician.



If you had your choice of any trade in the Canadian Army, which one would you choose?



Activate Your Brain #2:

List four officer trades and three NCM trades that are available as career options within the Canadian Army.

_____	_____
_____	_____
_____	_____
_____	_____



More information about CF Army careers can be found at http://www.forces.ca/html/jobexplorer_en.aspx

CAREERS IN FEDERAL, PROVINCIAL AND TERRITORIAL GOVERNMENT MINISTRIES

In addition to careers in the military, federal, provincial and territorial government ministries also offer many different employment opportunities relating to the outdoors. These opportunities fall into a broad range of fields, such as research, education, policing, and recreation. The following are a few examples of career opportunities available through federal, provincial and territorial government ministries.

Park Warden / Ranger



Figure A-27 Park Warden / Ranger

Note. From Parks Canada, 2010, *The Conservation Service*. Retrieved February 11, 2010, from http://www.pc.gc.ca/~media/pn-np/qc/mingan/a-f/Cons_garde.ashx

Park wardens / rangers play an important role in protecting Canada's natural, cultural and historic resources. Park wardens / rangers provide front line education and enforcement of rules and regulations as they pertain to Canada's national and provincial parks. The role of a park warden / ranger varies depending on the park.

Forestry Specialist



Figure A-28 Forestry Specialist

Note. From Sir Stanford Fleming College, 2010, *Forestry Technician*. Retrieved February 11, 2010, from <http://www.flemingc.on.ca/Programs/Images/FT/>

Forestry specialists work in a variety of areas including research, management, harvesting, and conservation. They are involved in many of the hands-on tasks associated with the forestry industry, such as collecting information on tree growth, monitoring planting operations, and inspecting fisheries. Many forestry specialists are involved in silviculture (tree planting). They plan the locations of silviculture sites, prepare the area for planting, and plant and tend seedlings. They may also perform research to determine the age and health of existing trees and forests.

Other areas in which forest specialists may work include forest management, disease and insect control, fire prevention, enforcing regulations (such as those concerning fire safety and accident prevention), monitoring the activities of logging companies, providing advice and information to woodlot owners and the general public, forest harvesting, and mapping forests.

Conservation Officer



Figure A-29 Conservation Officer

Note. From Ontario–Ministry of Natural resources, 2010, *Conservation Officer*. Retrieved February 11, 2010, from <http://www.mnr.gov.on.ca/images/>

Conservation officers are specialists whose job is to preserve and protect Canada's natural resources. Conservation officers are peace officers trained to the same standard as regular police officers. Conservation officers focus their enforcement on the natural resource and public safety provisions of both provincial and federal legislation, including the Criminal Code of Canada.

Outdoor Education



As society continues to become more urbanized, many boards of education, as well as private companies across Canada are establishing outdoor education centres (OECs). OECs provide students with the opportunity to experience learning in a natural environment. Teachers can use the facilities at an OEC to deliver or amplify classes in many different subject areas, such as art, history, geography, science, and physical education. Some boards of education staff OECs with teachers specializing in areas of outdoor leadership and education, allowing them to deliver instruction and run more in-depth activities in areas, such as adventure training and outdoor recreation.

Figure A-30 Outdoor Education

Note. From MacSkimming Outdoor Education Centre, 2010, *Profile*. Retrieved February 11, 2010, from http://www.ocdsb.edu.on.ca/Secondary_Websites/continweb/outdoor

Other careers offered through federal, provincial and territorial governments may include:

- wildlife biologist,
- research biologist,
- geographer,
- cartographer,
- geologist,
- geophysicist,
- hydrologist, and
- land planner.



More information on careers in the federal, provincial and territorial governments can be found at the following government websites (under the desired ministry):

Government of Canada	http://www.canada.gc.ca
Government of Alberta	http://www.gov.ab.ca
Government of British Columbia	http://www.gov.bc.ca
Government of Manitoba	http://www.gov.mb.ca
Government of New Brunswick	http://www.gnb.ca
Government of Newfoundland and Labrador	http://www.gov.nf.ca
Government of Northwest Territories	http://www.gov.nt.ca
Government of Nova Scotia	http://www.gov.ns.ca
Government of Nunavut	http://www.gov.nu.ca
Government of Ontario	http://www.ontario.ca
Government of Prince Edward Island	http://www.gov.pe.ca
Government of Québec	http://www.gouv.qc.ca
Government of Saskatchewan	http://www.gov.sk.ca/
Government of Yukon	http://www.gov.yk.ca

SECTION 3
MUNICIPAL GOVERNMENT AND PRIVATE SECTOR
OUTDOOR-RELATED CAREER OPPORTUNITIES

There are great outdoor-related careers provided by municipal governments, private sector companies and organizations within Canada and the world. Many of these careers are interrelated and interdependent on one another as well as with other government careers. For example, those in commercial forestry work with government forestry specialists to ensure compliance with forestry regulations and forestry planning initiatives, those in education may have to liaise with municipal parks and recreation staff to use the city's outdoor resources.



Why do you think outdoor-related careers are so interrelated?

The following are just some of the careers available either through municipal governments or private sector companies that relate to the outdoors.

BIOSCIENCE

Bioscience careers cover a large range of different fields, such as those in biology and zoology. Bioscience careers focus on studying living organisms and have many applications in the outdoors and provide knowledge that is essential for governments and private sector companies. Biological studies help provide specific information on plants and animals. The following are some examples of some careers in the bioscience field:

Biology careers include:

- wildlife biologist,
- research biologist,
- animal rehabilitator,
- ornithologist,
- marine and aquatic biologist,
- marine mammalogist,
- fish biologist,
- oceanographer, and
- botanist.

Zoology careers include:

- zookeeper, and
- zoologist.

ECOLOGICAL

Ecological careers are similar to that of bioscience careers, both are focused on the study of living organisms, however, ecological careers focus on how living organisms interact with both each other and outside influences

(such as pollution and industrial practices). Ecological studies can provide valuable information about the effects of disease, pollution, fishing, hunting, and forestry on plants and animals.

Ecological careers include:

- plant ecologist, and
- animal ecologist.

CONSERVATION

Many of the careers working in the outdoors focus on or have some connection to conservation. Careers in conservation focus on the reservation, protection, and restoration of the natural environment and wildlife. Today, even many industries, such as forestry, mining and fisheries, which were historically criticized for their negative effect on the environment, are now beginning to be forced by conscience and / or legislation to adopt policies that help with the conservation of the natural environment. Although most conservation careers are government-oriented, some of the private sector careers include:

- conservationist,
- tree planter,
- forest manager, and
- range manager.

AGRICULTURAL

Agriculture has changed dramatically over the past few hundred years. No longer is the sole career in the field a farmer. Today's agricultural industry is a highly-scientific and technically-advanced one. Many modern crops and even livestock are now genetically enhanced or selectively bred, to produce larger and more frequent yields or bigger, meatier animals. The modern agricultural industry requires the support of many different careers in science, technology and physical labour. The following are some of the careers in the agricultural industry:

- agronomist,
- agricultural pest control,
- entomologist,
- plant physiologist,
- agricultural science,
- veterinarian,
- chemist,
- chemical technician,
- biotechnologist,
- farmer,
- farm hand,
- farm machinery operator, and
- farm machinery technician.

LAND USE PLANNING

With modern society trying to establish a balance between the requirement of land for urban use and the desire to preserve our natural environment, all sectors of society both government and private are striving to make best use of the available land. To do this, the lands used for industries, infrastructure and residential areas must be carefully planned, designed and located to limit the effect on the environment and minimize urban sprawl. The following are some examples of the careers in land use planning:

- land planners,
- civic engineers,
- landscape architects,
- geographers, and
- cartographers.

GEOSCIENCE

Geoscience careers focus on the study of the physical material elements of the earth, unlike bioscience careers which study living organisms. Geoscience covers a variety of areas, such as the study of rocks and rock formation, the atmosphere, the oceans, and the Earth's magnetic fields. Geoscience careers provide governments and industries with information a variety of information from location of mineral and oil deposits, to the effects of the greenhouse gases on the ozone layer, to predicting natural disasters, such as earthquakes and volcanoes. The following are some examples of geoscience careers:

- geologists,
- geophysicists, and
- hydrologists.

POLLUTION CONTROL

Modern society produces vast amounts of pollution, to maintain our planet for future generations we must take care to control, limit and process pollutants in order to minimize their effects on the environment. The following are examples of some of the main careers in pollution control:

Water treatment careers include:

- pump station operator,
- water treatment plant operator, and
- water filter cleaner.

Wastewater treatment careers include:

- industrial waste inspector,
- sewer maintenance worker,
- mechanic,
- plant attendant,

- wastewater treatment plant operator, and
- technicians.

Environmental engineering careers include:

- sanitary engineer,
- hydrologic engineer,
- oil pollution control engineers,
- civil engineers,
- waste management engineers,
- waste management specialist,
- air quality engineer,
- chemical engineer,
- air quality specialist, and
- air quality technician.

RECREATION

There are many careers and part-time jobs available in the field of recreation. From working at community youth camps to guiding experienced adventurers down a white water river, the positions in this field are as vast as the topic itself. As society adapts to changing trends in travel, with more people choosing to travel at younger ages, looking for thrills over the typical sightseeing vacations, the demands for outdoor adventure activities are greatly increasing.




Think of all the sports, outdoor activities, community recreation programs, and fitness programs that you have either participated in or seen others participate in; now think that for every one of those activities there were people employed to run that activity.

The following are just a few of the many types of careers available in the field of recreation:

- tourism and resort operator,
- camp counsellors / director,
- recreation programmer,
- ski school director,
- adventure guide,
- park planner and manager,
- heritage interpreter,


- owner / operator of establishments, such as:
 - fishing / hunting camps,
 - climbing gyms,
 - adventure recreation, and
 - outdoor stores;
- social worker,
- teacher / instructor (outdoor education or adventure activities), and
- wilderness-based therapeutic recreation programmer.

	Activate Your Brain #3:
	List the eight different municipal government and private sector outdoor career categories.

CONCLUSION

As you decide on your future educational and career plans, many opportunities are available to you. If you decide to pursue Canadian Army or outdoor career, you now have some knowledge to help make a decision on what path you wish to take.

Even if your career path does not lead to one within the Canadian Army or outdoor environment, the knowledge gained here enhances your understanding of the varied and important jobs related to the outdoor fields.

	Congratulations, you have completed your self study package on EO C527.01 (Examine Canadian Army and Outdoor-Related Educational and Career Opportunities). Complete the following exercise and hand your completed self study package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.
---	---

FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. Describe the Regular Officer Training Program (ROTP).

2. Where is the Canadian Forces Leadership and Recruit School (CFLRS) located?

3. What are the general differences between non-commissioned members and officers?

4. What are the main duties of an infantry soldier?

5. What is the main difference between bioscience careers and ecological careers?

6. List six possible careers available in the field of recreation.

THIS PAGE INTENTIONALLY LEFT BLANK

ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Name two entry plans for the CF. Explain how they differ.

ROTP, CEOTP, or NCM-SEP. The ROTP and CEOTP are officer entry plans while NCM-SEP is for NCM trades. ROTP candidates receive a full subsidized education, while CEOTP candidates receive subsidization to complete their already obtained partial degree.



Activate Your Brain #2:

List four officer trades and three NCM trades that are available as a career option in the Canadian Army.

Officer Trades	NCM Trades
Armour Officer	Ammunition Technician
Artillery Officer	Armoured Soldier
Dental Officer	Artillery Soldier–Air Defence
Electrical and Mechanical Engineering Officer	Artillery Soldier–Field
Engineering Officer	Combat Engineer
Infantry Officer	Communicator Research Operator
Signals Officer	Dental Technician
	Electronic-Optronics Technician–Land
	Geomatics Technician
	Infantry Soldier
	Land Communications and Information Systems Technician
	Line Technician
	Materials Technician
	Postal Clerk
	Resource Management Support Clerk
	Signal Operator
	Vehicle Technician
	Weapons Technician



Activate Your Brain #3:

List the eight different municipal government and private sector outdoor career categories.

Bioscience	Land use planning
Ecological	Geoscience
Conservation	Pollution control
Agricultural	Recreation

FINAL EXERCISE ANSWER KEY

1. Describe the Regular Officer Training Program (ROTP).

The Regular Officer Training Program (ROTP) is an entry program to the CF. A person enrolling in ROTP would be provided an undergraduate education free of charge and be responsible for four years service to the CF when their education is complete. Undergraduate degrees are completed at the Royal Military College of Canada (RMC), however in some instances the degree can be completed at a civilian university. RMC offers many of the same undergraduate degree programs that are available at most Canadian universities.

2. Where is the Canadian Forces Leadership and Recruit School (CFLRS) located?

Saint-Jean-sur-Richelieu, Quebec.

3. What are the general differences between non-commissioned members and officers?

Officers are leaders and administrators, and NCMs are the technicians and operators.

4. What are the main duties of an infantry soldier?

Infantry Soldiers are primarily responsible for engaging in combat operations, operating and maintaining a wide range of personal and sectional weapons, communications equipment, vehicles and mobile weapon systems.

5. What is the main difference between bioscience careers and ecological careers?

Bioscience careers focus on studying living organisms, and ecological careers focus on how living organisms interact with both each other and outside influences.

6. List six possible careers available in the field of recreation.

Tourism and resort operators, camp counsellors / directors, recreation programmers, ski school directors, adventure guides, park planners and managers, heritage interpreters, owner / operator of establishments such as: fishing / hunting camps, climbing gyms, adventure recreation, and outdoor stores; social workers, teachers / instructors (outdoor education or adventure activities), and wilderness-based therapeutic recreation programmers.