



National Défense
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ROYAL CANADIAN ARMY CADETS

GOLD STAR - QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Cette publication est disponible en français sous le numéro A-CR-CCP-704/PG-002)

Issued on Authority of the Chief of the Defence Staff

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

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

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FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-704/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts & JCR) in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline*, and CATO 40-01, *Army Cadet Program Outline*, and is issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance oriented concept of training outlined in the Canadian Forces Individual Training and Education System A-P9-050 Series, *Manual of Individual Training and Education*, with modifications to meet the needs of the Canadian Cadet Organizations (CCO).
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Army Cadet Corps to conduct the Gold Star Program, as outlined in CATO 40-01, *Army Cadet Program Outline*.
4. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Army Cadet Program Development Staff Officer (D Cdts 3-2-5) or by e-mail to arm.dev@cadets.gc.ca. Suggested changes shall be in tabular format with three columns to capture; the page number, the paragraph / sub-paragraph number and suggested text amendment.

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CHAPTER 1

GENERAL

AIMS

1. The aim of the Cadet Program (CP) is to develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the Canadian Forces (CF).
2. The aim of Gold Star is to provide an Army Cadet with the theoretical knowledge and practical experience required to participate in corps activities and appointments as a team leader.

PROGRAM MISSION AND PARTICIPANT OUTCOMES

3. The mission of the CP is to contribute to the development and preparation of youth for the transition from adolescence to adulthood, enabling cadets to meet the challenges of modern society, through a dynamic, community-based program.
4. CP participant outcomes are the benefits for the cadet during and / or after their involvement with the program that relate to knowledge, skills, attitudes, values, behaviour, condition and status. The five outcomes of the CP are:
 - a. emotional and physical well-being;
 - b. social competence;
 - c. cognitive competence;
 - d. proactive citizenship; and
 - e. understanding the CF.
5. The program mission and participant outcomes are explained in greater detail in CATO 11-03, *Cadet Program Mandate*.

OUTLINE OF TRAINING

6. The Star Level Program is a directed program carried out at the corps focused on giving all cadets instruction and opportunities to develop knowledge and skills in a variety of subject areas while introducing them to specialized activities. This program is divided into five levels of training. Normally a cadet will only attempt one level in a given training year.

7. Each star level is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

PROGRAM DESIGN

8. The Gold Star Program has been designed:
- a. assuming that the majority of Gold Star cadets are between 15 and 16 years of age;
 - b. assuming that the majority of cadets have successfully completed Silver Star;
 - c. using age-appropriate learning strategies;
 - d. using 30 minutes as a standard period of instruction;
 - e. by providing a programming mix consisting of fixed mandatory and flexible complementary training;
 - f. including training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
 - g. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.

PERFORMANCE OBJECTIVES

9. The following are summaries of the POs common to all elements of the CP (allocated POs numbered 401 to 419) and the POs specific to the Gold Star Program:

- a. **Citizenship.** PO 401 – Recognize How the Legal System Affects Youth
 - (1) The aim of Gold Star citizenship is to introduce the cadet to aspects of Canada’s legal system and laws that affect youth.
 - (2) Gold Star citizenship contributes directly to the achievement of the program aim of developing the attributes of good citizenship and the participant outcome of proactive citizenship.
- b. **Community Service.** PO 402 – Perform Community Service
 - (1) The aim of Gold Star community service is to encourage the cadet to be an active citizen through participation in a local community service activity.

Where possible, the cadet should contribute to the activity in capacity of a team leader.

- (2) Gold Star community service contributes directly to the achievement of the program aims of developing the attributes of good citizenship and leadership, and the participant outcome of proactive citizenship and social competence.

c. **Leadership.** PO 403 – Act as a Team Leader

- (1) The aim of Gold Star leadership is to provide the cadet with knowledge and skills to practice team leadership during naturally occurring leadership assignments and structured leadership appointments.
- (2) Gold Star leadership contributes directly to the achievement of the program aim of developing the attribute of leadership and the participant outcomes of social and cognitive competence.

d. **Personal Fitness and Healthy Living.** PO 404 – Update Personal Activity Plan

- (1) The aim of Gold Star personal fitness and healthy living is to encourage the cadet to set and pursue personal goals that contribute to active living and cardiovascular fitness.
- (2) Gold Star personal fitness and healthy living contributes directly to the achievement of the program aim of promoting physical fitness, and the participant outcome of physical well-being.

e. **Recreational Sports.** PO 405 – Participate in Recreational Sports

- (1) The aim of Gold Star recreational sports is to encourage the cadet to actively participate in recreational sports activities.
- (2) Gold Star recreational sports contributes directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.

f. **Air Rifle Marksmanship.** PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship

- (1) The aim of Gold Star air rifle marksmanship is to develop the cadet's marksmanship abilities through participation in recreational marksmanship.

- (2) Gold Star air rifle marksmanship contributes indirectly to the achievement of the program aims of developing the attributes of good citizenship and leadership through the use of competitive marksmanship as a network for the development of self-discipline and teamwork. It also contributes indirectly to the participant outcome of emotional and physical well-being through building self-esteem and promoting an active lifestyle.
- g. **General Cadet Knowledge.** PO 407 – Serve in an Army Cadet Corps
 - (1) The aim of Gold Star general cadet knowledge is to provide the cadet with information on the opportunities inherent in the Army Cadet Program and to guide the cadet on their roles and responsibilities as a member of the corps leadership team.
 - (2) Gold Star general cadet knowledge contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship and stimulating an interest in the activities of the CF and the participant outcomes of proactive citizenship and understanding the CF.
- h. **Drill.** PO 408 – Command a Platoon on Parade
 - (1) The aim of Gold Star drill is to provide the cadet with the knowledge and skills to command a platoon on parade.
 - (2) Gold Star drill contributes directly to the achievement of the program aims of developing leadership and stimulating an interest in the land activities of the CF, and the participant outcomes of social and cognitive competence.
- i. **Instructional Techniques.** PO 409 – Instruct a Lesson
 - (1) The aim of Gold Star instructional techniques is to provide the cadet with the knowledge and skills to instruct a 30-minute lesson.
 - (2) Gold Star instructional techniques contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship through the ability to express thoughts and ideas and to the participant outcome of social competence through effective interpersonal communication skills.
- j. **CF Familiarization.** PO 420 – Identify the Structure of the Canadian Army
 - (1) The aim of Gold Star CF familiarization is to introduce the cadet to the organizational structure and historical development of the Canadian Army.

- (2) Gold Star CF familiarization contributes directly to the achievement of the program aim of stimulating an interest in the land activities of the CF, and the participant outcome of understanding the CF.
- k. **Navigation.** PO 422 – Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver
- (1) The aim of Gold Star navigation is to prepare cadets to follow a route using a GPS receiver.
 - (2) Gold Star navigation supports army cadet expeditions through the development of navigation skills to be used in conjunction with dynamic modes of travel. Army cadet expedition training develops leadership skills, while enhancing individual self-concepts, such as self-confidence, self-reliance, self-esteem, and self-discipline. This is done through the use of expedition activities, as defined in CATO 40-01, *Army Cadet Program Outline*. Army cadet expeditions contribute directly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.
- l. **Wilderness Survival.** PO 424 – Employ Natural Resources in a Survival Situation
- (1) The aim of Gold Star wilderness survival is to provide the cadet with the knowledge and skills to use a knife to survive in the wilderness when immediate rescue is not assured.
 - (2) Gold Star wilderness survival indirectly supports army cadet expeditions through the development of skills to allow the cadet to survive in the wilderness during an emergency, while aiding search and rescue personnel to locate their position. Army cadet expedition training develops leadership skills, while enhancing individual self-concepts, such as self-confidence, self-reliance, self-esteem, and self-discipline. This is done through the use of expedition activities, as defined in CATO 40-01, *Army Cadet Program Outline*. Army cadet expeditions contribute directly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

- m. **Outdoor Leadership.** PO 425 – Develop an Expedition Plan
- (1) The aim of Gold Star outdoor leadership is to provide the cadet with a process to follow for planning an expedition.
 - (2) Gold Star outdoor leadership supports army cadet expeditions through the development of knowledge and skills in outdoor leadership specifically to support the conducting of expeditions. Army cadet expedition training develops leadership skills, while enhancing individual self-concepts, such as self-confidence, self-reliance, self-esteem, and self-discipline. This is done through the use of expedition activities, as defined in CATO 40-01, *Army Cadet Program Outline*. Army cadet expeditions contribute directly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness and development of leadership, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.
- n. **Expedition.** PO 426 – Perform Expedition Skills
- (1) The aim of Gold Star expedition is to draw together material from the topic areas of Field Training, Navigation, and Trekking with dynamic transportation (two of: hiking / trekking, canoeing, mountain biking, snowshoeing or cross-country skiing) during a weekend expedition along a linear route.
 - (2) Army cadet expedition training develops leadership skills, while enhancing individual self-concepts, such as self-confidence, self-reliance, self-esteem, and self-discipline. This is done through the use of expedition activities, as defined in CATO 40-01, *Army Cadet Program Outline*. Army cadet expeditions contribute directly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

METHOD OF ACHIEVING OBJECTIVES

10. The majority of Gold Star POs are skill-related. Skills are acquired through practical periods of instruction and practice. In order to achieve the POs, a hands-on learning approach is essential. The following guidance may assist in the implementation of training:

- a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using practical methods.

- b. Ensure training sessions are well organized and planned in advance to allow instructors adequate time to prepare for the delivery and conduct of training. This includes reviewing lesson specifications and instructional guides and creating instructional materials as required.
- c. Schedule training such that the material is presented in a manner that ensures a smooth flow from one activity to the next.
- d. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

TRAINING PREREQUISITES

11. To participate in the Gold Star Program, youths must be members of a corps, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, Article 4.01.

USE OF THE QSP

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

13. The Gold Star Program shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-704/PF-001, *Royal Canadian Army Cadets, Gold Star, Instructional Guides*.

14. Any deviation from the requirements detailed in this publication due to training limitations must be approved by D Cdts 3, Senior Staff Officer Youth Programs Development, NDHQ.

CHAPTER 2

TRAINING MANAGEMENT DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Army Cadet Star Level Program is the D Cdts & JCR. The conduct of said program is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized Training Establishments (TEs). These TEs include:
 - a. Royal Canadian Army Cadet Corps (RCACC); and
 - b. Technical TEs, such as:
 - (1) expedition centres; and
 - (2) other zone, detachment or regional TEs as authorized by the RCSU Commanding Officer (CO).

TRAINING DETAILS

2. In accordance with CATOs 11-04, *Cadet Program Outline* and 40-01, *Army Cadet Program Outline*, the Star Level Program is conducted between 1 September and 30 June of each training year through a combination of training sessions and supported training days / weekends. The Star Level Program is divided into two compulsory components that must be completed by all cadets. These components are:
 - a. **Mandatory Training.** Mandatory training is a scheme of activities that is requisite for corps, and in some instances, specialized TEs, to conduct and for cadets to accomplish in order to complete the Star Level Program; and
 - b. **Complementary Training.** Complementary training is a scheme of activities that is requisite for corps, and in some instances specialized TEs, to conduct and for cadets to accomplish in order to complete the Star Level Program. These activities complement mandatory activities and form an integral part of the Star Level Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Star Level Program to match the corps' interests and resources.
3. **Gold Star Training Outline.** The distribution of mandatory and complementary training in Gold Star is as follows:

a. Mandatory Training:

- (1) Sixty periods of instruction to be conducted during twenty training sessions (three periods per session);
- (2) Eighteen periods of instruction to be conducted during two mandatory training days (nine periods per day) for a total of two days;
- (3) Eighteen periods of instruction to be conducted during a weekend bivouac Field Training Exercise (FTX); and
- (4) Eighteen periods of instruction to be conducted during a weekend expedition exercise at a regional expedition centre.

b. Complementary Training:

- (1) Thirty periods of instruction to be conducted during ten training sessions (three periods per session);
- (2) Eighteen periods of instruction to be conducted during two complementary training days (nine periods per day) for a total of two days; and
- (3) One weekend army cadet adventure training activities FTX (C123.01 Participate in Adventure Training) or cold weather FTX (C121.05 Participate in Cold Weather Training).

4. **Period Allocation.** Periods are 30 minutes in duration with some periods allocated to be instructed in a field environment during supported weekends. A detailed period allocation is located at Chapter 2, Annex A. Total period allocation by PO is as follows:

Topic	PO No.	Performance Objective	Mandatory Periods	Mandatory Field Instruction	Complementary Periods	Complementary Field Instruction
Citizenship	401	Recognize How the Legal System Affects Youth	-	-	10	-
Community Service	402	Perform Community Service	9	-	12	-
Leadership	403	Act as a Team Leader	10	-	18	-
Personal Fitness	404	Update Personal Activity Plan	4	-	11	-

Topic	PO No.	Performance Objective	Mandatory Periods	Mandatory Field Instruction	Complementary Periods	Complementary Field Instruction
and Healthy Living						
Recreational Sports	405	Participate in Recreational Sports	9	-	27	-
Air Rifle Marksmanship	406	Fire the Cadet Air Rifle During Recreational Marksmanship	3	-	13	-
General Cadet Knowledge	407	Serve in an Army Cadet Corps	4	-	9	-
Drill	408	Command a Platoon on Parade	5	-	22	-
Instructional Techniques	409	Instruct a Lesson	10	-	23	-
Biathlon	311	Participate in a Recreational Summer Biathlon Activity	-	-	27	-
Canadian Forces Familiarization	420	Identify the Structure of the Canadian Army	4	-	17	-
Field Training	121	(Complementary Only)	-	-	4	18
Navigation	422	Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver	-	11	21	-
Trekking	123	(Complementary Only)	-	-	10	18
Wilderness Survival	424	Employ Natural Resources in a Survival Situation	2	4	25	-
Outdoor Leadership	425	Develop an Expedition Plan	8	-	16	-
Expedition	426	Perform Expedition Skills	1	18	-	-
Annual Ceremonial Review (ACR)	N/A	N/A	3	-	-	-
Positive Social Relations for Youth	N/A	N/A	6	-	-	-
Total			78	33	265	36

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

6. Training Staff Requirements.

a. Corps Training Officer (Trg O):

RANK	MOSID	NUMBER	QUALIFICATION
Lt / Capt	00232-02	1	Minimum: Captain Qualification; or Intermediate Officer Training Course Preferred: Senior Instructor Training Course; and CIC Training Officer Course

b. Gold Star Course Officer (Crse O):

RANK	MOSID	NUMBER	QUALIFICATION
Lt / 2Lt	00232-02	1	Minimum: Basic Officer Qualification; or Basic Military Officer Qualification (CIC Common) Preferred: Military Occupation Course (Land); or Basic Military Officer Qualification (CIC Land)

Note: This position may also be filled by an OCdt, should circumstances warrant.

c. Instructors:

RANK	MOSID	NUMBER	QUALIFICATION
Cadet WO and above	N/A	1 per 10 cadets	Minimum: Completion of the Gold Star Program Preferred: Cadet Summer Training Centre (CSTC) specialties appropriate for activity requirements (eg, Air Rifle Marksmanship Instructor to

			instruct Marksmanship, PO 406)
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7. **Technical Specialists.** Technical specialists possess specific specialty qualifications. The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, *Water Safety Orders*, etc) and by local circumstances, which will also influence the structure for instructional or training support cadre(s). The technical specialists required in support of the Gold Star Program are:

a. Specialist Instructors:

- (1) Range Safety Officer (Air Rifle) (RSO [AR]) in support of PO 406 and PO 411 Biathlon;
- (2) CF Qualified Primary Reserve / Regular Force members as required in support of EO C420.03;
- (3) Cold Weather Instructor in support of EO C121.05, EO C123.03 and PO 426; and
- (4) Instructor(s) as detailed in A-CR-CCP-951/ PT-002, *Royal Canadian Army Cadet Adventure Training Safety Standards*, and as required in support of EO C123.01 and PO 426;

b. Specialist Cadet Instructors:

- (1) Fitness and Sports Instructor(s) as available in support of PO 404 and PO 405;
- (2) Air Rifle Marksmanship Instructor(s) as available in support of PO 406 and PO 411;
- (3) Drill and Ceremonial Instructor(s) as available in support of PO 408; and
- (4) Expedition Instructor(s) as available in support of PO 422, PO 423 PO 424; and PO 426; and

c. Guest speaker(s) as required.

RESOURCE REQUIREMENTS

8. RCSU COs are responsible for ensuring that required equipment and supplies are available. A detailed list of material, audiovisual equipment and training / learning aids required to conduct the training is located at Chapter 2, Annex C.

TRAINING ADMINISTRATION

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

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

QUALIFICATION

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

RELATED DOCUMENTS

12. This QSP is to be used in conjunction with:

- a. CATOs; and
- b. A-CR-CCP-704/PF-001.

SPECIAL INSTRUCTIONS

13. **Scheduling.** When planning training, Trg Os are to be familiar with the lesson specifications found in Chapter 4. While a sample schedule is located at Chapter 2, Annex B, it does not account for the many variables corps face when developing annual training plans. Some things to consider when developing the annual training schedule are:

- a. the training environment required for each activity:
 - (1) some activities will require an outdoor environment which requires consideration for seasonal climate; and
 - (2) some activities will require the use of a special facility, such as a gymnasium or sports field;

- b. the availability of a technical specialist, if required to conduct the activity;
- c. the logical grouping and sequencing of EOs to take advantage of interrelationships that exist within the instructional material; and
- d. the scheduling of training during sessions relative to weekend training, eg, identifying EOs that must be delivered just prior to a training day or weekend to prepare the cadets for the event.

14. Training Days / Weekends:

- a. The planning and conduct of training days is the responsibility of the corps. Day training shall be conducted at the corps parade location or, where suitable facilities do not exist at the corps parade location, within the local community.
- b. The conduct of the expedition training weekend is the responsibility of expedition centres. The planning of these activities is to be done in conjunction with the Area Cadet Detachment / RCSU and the applicable Technical TE.
- c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within 300 km of the corps' parade location.
- d. Where support of mandatory or complementary days / weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 40-01, *Army Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.
- e. Training days and weekends shall be structured, unless otherwise specified in the individual Star Level QSP, to include cadets from all levels of the Star Program.

REFERENCES

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

ANNEX A

GOLD STAR PROGRAM TRAINING SUMMARY AND TIME ALLOCATION

PERIOD ALLOCATION

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
401	Recognize How the Legal System Affects Youth	C401.01	Describe the Youth Justice System	1
		C401.02	Discuss Age-Based Laws	1
		C401.03	Discuss Government Jurisdictions	1
		C401.04	Discuss Computer Crime	1
		C301.02	Discuss Current Events	1
		C301.03	Tour a Local Community Service Group	3
		C301.04	Participate in a Presentation from a Local Community Service Group	2
			PO 401 - Total Complementary	10
402	Perform Community Service	M402.01	Perform Community Service	9
		C102.01	Participate in a Ceremonial Parade	3
		C102.02	Perform Community Service	9
			PO 402 - Total Complementary (Max 9 Pd allowed)	12
403	Act as a Team Leader	M403.01	Describe Needs and Expectations of Team Members	1
		M403.02	Select a Leadership Approach	2
		M403.03	Motivate Team Members	2
		M403.04	Provide Feedback to Team Members	2
		M403.05	Participate in a Mentoring Relationship	2
		M403.06	Act as a Team Leader During a Leadership Appointment	1
		403 PC 01		0
		403 PC 02		0
		C403.01	Participate in a Leadership Seminar	12
		C403.02	Conduct an Evening Activity During a FTX	1
		C303.01	Lead Team-Building Activities	3
		C303.02	Deliver a Presentation About a Leader	2
			PO 403 - Total Complementary (Max 9 allowed)	18
404	Update Personal Activity Plan	M404.01	Participate in the Cadet Fitness Assessment	2
		M404.02	Update Personal Activity Plan	1
		M404.03	Evaluate Personal Activity Plan	1
		C404.01	Describe Nutrition and Hydration Requirements for Fitness and Sports Activities	2
		C404.02	Prepare to Conduct the Cadet Fitness Assessment	2
		C304.01	Participate in the Cadet Fitness Assessment	1
		C304.02	Evaluate Personal Activity Plan	1
		C304.03	Describe Stress	2
		C204.02	Develop a Personal Nutrition Plan	2

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C104.01	Create Team Goals	1
			PO 404 - Total Mandatory	4
			PO 404 - Total Complementary	11
405	Participate in Recreational Sports	M405.01	Participate in Organized Recreational Team Sports	9
		C105.01	Participate in an Organized Sports Tabloid	9
		C105.02	Participate in an Organized Intramural Sports Event	9
		C105.03	Participate in an Orienteering Event	9
			PO 405 - Total Mandatory	9
			PO 405 - Total Complementary (Max 9 Pd allowed)	27
406	Fire the Cadet Air Rifle During Recreational Marksmanship	M406.01	Participate in a Recreational Marksmanship Activity	3
		C406.01	Assist the Range Safety Officer	1
		C406.02	Score Air Rifle Marksmanship Targets	1
		C306.01	Identify Civilian Marksmanship Organizations	1
		C306.02	Correct Marksmanship Error	2
		C306.03	Adopt the Standing Position With the Cadet Air Rifle	2
		C106.01	Participate in a Recreational Marksmanship Activity	6
			PO 406 - Total Mandatory	3
			PO 406 - Total Complementary (Max 10 Pd allowed)	13
407	Serve in an Army Cadet Corps	M407.01	Identify Gold Star Training Opportunities	1
		M407.02	Identify Year Four CSTC Training Opportunities	1
		M407.03	Identify the Structure of a Cadet Corps	2
		C407.01	Prepare for a Merit Review Board	3
		C307.01	Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit	2
		C307.02	Participate in a Presentation Given by the Cadet Liaison Officer	2
		C307.03	Participate in a Presentation Given by a Guest Speaker from the Army Cadet League of Canada	2
			PO 407 - Total Mandatory	4
			PO 407 - Total Complementary	9
408	Command a Platoon on Parade	M408.01	Discuss Commanding a Platoon on Parade	1
		M408.02	Identify Parade Sequence	1
		M408.03	Command a Squad	1
		M408.04	Inspect a Cadet on Parade	2
		408 PC		0
		C408.01	Discuss the History of Drill	1
		C408.02	View a Re-Enactment That Demonstrates the History of Drill	3
		C308.01	Execute Flag Party Drill	6
		C308.02	Deliver Words of Command	2
		C208.01	Practice Ceremonial Drill as a Review	2
		C208.02	Execute Drill With Arms	8
			PO 408 - Total Mandatory	5
			PO 408 - Total Complementary (Max 9 Pd allowed)	22
409	Instruct a Lesson	M409.01	Identify Methods of Instruction	2

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
		M409.02	Identify Elements of a Positive Learning Environment	2
		M409.03	Describe Learner Needs	2
		M409.04	Explain Assessment	1
		M409.05	Instruct a 30-Minute Lesson	3
		409 PC		0
		C409.01	Plan a Lesson	2
		C409.02	Instruct a 30-Minute Lesson	3
		C409.03	Act as an Assistant Instructor	3
		C409.04	Participate in a Creative Lesson-Planning Workshop	3
		C409.05	Act as an Assistant Drill Instructor	3
		C409.06	Instruct a 30-Minute Drill Lesson	3
		C309.04	Identify Formations for Drill Instruction	1
		C309.05	Plan a Drill Lesson	2
		C309.06	Instruct a 15-Minute Drill Lesson	3
		PO 408 - Total Mandatory		10
		PO 408 - Total Complementary		23
311	Participate in a Recreational Summer Biathlon Activity	C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	3
		C311.02	Participate in a Recreational Summer Biathlon Activity	6
		C211.01	Identify Civilian Biathlon Opportunities	1
		C211.02	Run on Alternate Terrain	1
		C211.03	Fire the Cadet Air Rifle Using a Sling Following Physical Activity	1
		C211.04	Participate in a Competitive Summer Biathlon Activity	6
		C111.01	Participate in a Biathlon Briefing	1
		C111.02	Run Wind Sprints	1
		C111.03	Fire the Cadet Air Rifle Following Physical Activity	1
		C111.04	Participate in a Recreational Summer Biathlon Activity	6
		PO 411 - Total Mandatory		0
		PO 411 - Total Complementary (Max 9 Pd allowed)		27
420	Identify the Structure of the Canadian Army	M420.01	Identify the Arms and Trades of the Canadian Army	1
		M420.02	Identify the History of the Canadian Army	3
		C420.01	Simulate an Interview With a Historic Canadian Army Leader	2
		C420.02	View a Video on a Significant Event in the History of the Canadian Army	3
		C420.03	Participate in a Canadian Forces Familiarization Activity	9
		C320.03	Tour a Local Historical Site Illustrating the Role of the Canadian Army	3
		PO 420 - Total Mandatory		4
		PO 420 - Total Complementary (Max 9 Pd allowed)		17
121	Field Training (Complementary Only)	C121.02	Participate in a Discussion on Cold Climate Exposure	1
		C121.03	Select Cold Weather Clothing	1
		C121.04	Recognize the Effects of Cold Weather	2

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd	
		C121.05	Participate in Cold Weather Training	18 Field	
		PO 421 - Total Complementary		4	
		PO 421 - Total Complementary Field		18	
422	Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver	M422.01	Review Silver Star Navigation	2 Field	
		M422.02	Set a Multi-Leg Route Using a GPS Receiver	4 Field	
		M422.03	Follow a Multi-Leg Route Using a GPS Receiver	3 Field	
		422 PC		2 Field	
		C422.01	Locate a Geocache	1	
		C422.02	Create a Geocache	1	
		C422.03	Discuss Map Software	1	
		C422.04	Measure a Grid Bearing With a Protractor	3	
		C422.05	Determine Location Using Resection	2	
		C422.06	Practice Navigation as a Member of a Small Group	9	
		C322.02	Identify Factors That Impact Navigation in the Winter	4	
			PO 422- Total Mandatory Field		11
			PO 422 - Total Complementary		21
123	Trekking (Complementary Only)	C123.01	Participate in Adventure Training	18 Field	
		C123.02	Adhere to March Discipline	1	
		C123.03	Participate in Snowshoeing	9	
			PO 423 – Total Complementary		10
		PO 423 – Total Complementary Field		18	
424	Employ Natural Resources in a Survival Situation	M424.01	Sharpen a Survival Knife	2	
		M424.02	Employ the Improvising Process	1 Field	
		M424.03	Weave Cordage	3 Field	
		424 PC		0	
		C424.01	Whittle Wood	3	
		C424.02	Boil Water Using Heated Rocks	2	
		C424.03	Employ Cattails	2	
		C424.04	Prepare Remedies for Common Ailments Using Medicinal Plants	2	
		C324.01	Identify Animal and Insect Food Sources	2	
		C324.02	Construct Snares	4	
		C324.03	Catch a Fish	3	
		C324.04	Collect Edible Plants	4	
		C324.05	Prepare a Meal from Field Food Sources	3	
			PO 424 - Total Mandatory		2
			PO 424 - Total Mandatory Field		4
		PO 424 - Total Complementary		25	
425	Develop an Expedition Plan	M425.01	Establish Expedition Parameters	1	
		M425.02	Plan an Expedition Route	3	
		M425.03	Develop an Expedition Equipment List	2	
		M425.04	Develop an Expedition Ration Plan	2	
		C425.01	Discuss Actions Taken When a Person is Lost	2	
		C425.02	Analyze Problems Using an Expedition Case Study	9	
		C325.01	Communicate During an Expedition	4	
		C325.02	Participate in a Presentation on the Duke of Edinburgh Award Program	1	
			PO 425 - Total Mandatory		8

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
		PO 425 - Total Complementary		16
426	Perform Expedition Skills (Note 1)	M426.01	Prepare for Expedition Training	1
		M426.02a	Paddle a Canoe (Note 2)	9 Field
		M426.02b	Ride a Mountain Bike (Note 2)	9 Field
		M426.02c	Hike Along a Route (Note 2)	9 Field
		M426.02d	Snowshoe Along a Route (Note 2)	9 Field
		M426.02e	Ski Along a Route (Note 2)	9 Field
		426 PC		0
		PO 426 - Total Mandatory		1
		PO 426 - Total Mandatory Field		18
		N/A	Annual Ceremonial Review	3
		N/A	Positive Social Relations for Youth	6
		Total Mandatory		78
		Total Mandatory Field		33
		Total Complementary (Max 48 Periods)		265
		Total Complementary Field (Max 18 Periods)		36

Note 1: M426.02 and 426 PC are to be conducted at an expedition centre during the allocated expedition exercise. The period count for these EOs is an estimate that conforms to the standard eighteen periods allocated to a training weekend. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.

Note 2: Two activities shall be selected from the five listed as M426.02.

TRAINING DAY / WEEKEND ALLOCATION

MANDATORY		
Activity	Description	Time
Mandatory Training Periods	Eighteen periods of instruction (nine per day) chosen from the mandatory EOs, to be delivered during a full day of training. In some cases periods have been grouped into logical nine period days in the lesson specifications (eg, PO 402 [Community Service], PO 405 [Recreational Sports], or PO 406 [Air Rifle Marksmanship]). However, corps may choose to deliver any EOs that suit their circumstances on these days.	2 Days
Bivouac FTX	One weekend of mandatory support will be provided for corps to participate in a weekend bivouac FTX to include two days of practical experience in support of PO 422 (Navigation) and PO 424 (Wilderness Survival).	1 Weekend
Expedition Exercise	One weekend of mandatory support will be provided for Gold Star cadets to participate in a weekend of expedition training conducted by a Region Expedition Centre to develop hard expedition skills. Guidance on the conduct of this weekend is provided at Chapter 2, Annex A, Appendix 1.	1 Weekend
Total Mandatory		6 Days

COMPLEMENTARY		
Activity	Description	Time
Complementary Training Periods	Eighteen periods of instruction (nine per day) chosen from the complementary EOs, to be delivered during a full day of training. In some cases periods have been grouped into logical nine period days in the lesson specifications (eg, PO 402 [Community Service], PO 405 [Recreational Sports], or PO 423 [Trekking]). However, corps may choose to deliver any complementary EOs, that meet their specific circumstances, on these days.	2 Days
Army Cadet Adventure Training Activities FTX	One weekend of complementary support will be provided for corps to participate in <u>either</u> : a. a weekend adventure training FTX (EO C123.01 Participate in Adventure Training) conducted in accordance with A-CR-CCP-951/PT-002; <u>or</u> b. a weekend cold weather FTX (EO C121.05 Participate in Cold Weather Training) conducted in accordance with A-CR-CCP-107/PT-002, <i>Royal Canadian Army Cadet Course Training Plan, Corps Training Program, Winter Adventure Training Manual.</i>	1 Weekend
Total Complementary		4 Days

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

CONDUCT OF EXPEDITION EXERCISE

1. This annex is intended as amplification to Chapter 4 to provide guidance to the conduct of PO 426 (Perform Expedition Skills).
2. Expedition centre training has been designed to provide the Gold Star cadet with the opportunity to further develop expedition skills learned during Silver Star expedition training, in a structured environment under the supervision and instruction of highly-qualified staff. The expedition centre will approach training through an experiential approach, which will allow the cadet to continue the development of skills such as mountain biking and canoeing through direct experience at a personal level. Each cadet will be given the opportunity to examine what they saw, felt and thought during the weekend and consider how it may relate to future experiences.
3. Corps will be required to provide each cadet attending an expedition centre with a briefing concerning their participation in the activities at the centre. The information required to be presented is included in EO M426.01 (Prepare for Expedition Training) and the specific expedition centre joining instructions. Corps training officers are advised to schedule this EO a minimum of two weeks prior to the cadet attending the expedition centre, to provide the cadets with enough time to fully prepare for their participation in the activities. During this EO, the cadet will be provided with a Navigation Review Package which shall be completed and brought to the expedition centre. It is advised that corps take the time to review the Navigation Review Package with the cadet and ensure they can complete all skills included. The purpose of this package is to allow the cadet to practice the navigational skills which they will perform while at the expedition centre and to provide expedition centre staff with a means of tailoring a navigation review once the cadet has arrived at the expedition centre.
4. Expedition centres, under direction from regional trainers, will select at least two modes of travel. When selecting a mode of travel, expedition centres must ensure that pre-training requirements, as detailed in A-CR-CCP-951/PT-002, *Royal Canadian Army Cadet Adventure Training Safety Standards*, are adhered to. Modes of travel shall be selected from the following list:
 - a. EO M426.02a (Paddle a Canoe) 9 periods,
 - b. EO M426.02b (Ride a Mountain Bike) 9 periods,
 - c. EO M426.02c (Hike Along a Route) 9 periods,
 - d. EO M426.02d (Snowshoe Along a Route) 9 periods, or
 - e. EO M426.02e (Ski Along a Route) 9 periods.
5. The following are the training expectations for each dynamic mode of travel:

- a. **Canoeing.** The cadet shall paddle a tandem canoe, in the bow and the stern, on flatwater for a distance of 10–15 km during an expedition.
 - b. **Mountain Biking.** The cadet shall ride a mountain bike on familiarization / intermediate mountain bike trails for a distance of 40–50 km during an expedition.
 - c. **Hiking.** The cadet shall hike, carrying their personal equipment in an expedition field pack, along a route consisting of a combination of Class 1, 2 and 3 terrain for a distance of 10–15 km during an expedition.
 - d. **Snowshoeing.** The cadet shall snowshoe, carrying their personal equipment in an expedition field pack, along a route for a distance of 8–10 km during an expedition.
 - e. **Skiing.** The cadet shall cross-country ski, carrying their personal equipment in an expedition field pack, along a route consisting of groomed / non-groomed trails for a distance of 6–10 km during an expedition.
6. A schedule has been included to provide the expedition centre with a sample format to follow for the weekend. The period count, 9 per mode of travel, is an estimate that conforms to the standard eighteen periods allocated to a training weekend. The expedition centre may choose to adjust this allocation to reflect the choice of activities, facilities and available resources. When developing a training schedule, expedition centres may choose to incorporate additional Army Cadet Adventure Training Activities (ACTCA), as outlined in A-CR-CCP-951/PT-002, *Royal Canadian Army Cadet Adventure Training Safety Standards*, as long as this does not impede the cadets' abilities to meet mandatory training requirements.
7. Expedition centres will be required to schedule appropriate time on the Friday evening to prepare the cadet for the expedition. Expedition centre staff may use this time to address the following:
- a. campsite set-up,
 - b. personal equipment issue,
 - c. navigation review,
 - d. pack an expedition pack review,
 - e. expedition daily routine review,
 - f. expedition briefing,
 - g. assessment overview, and / or
 - h. cold weather camping introduction, if applicable.
8. Based on Fortress data, cadets will be placed into expedition teams of no more than six upon arrival on Friday evening. All training will be conducted in small teams.

Each expedition team will be assigned an expedition centre Team Instructor (TI). Depending on expedition staff availability, an experienced TI may be assigned to a maximum of two expedition teams. These team sizes take into account instructor / cadet training ratios, but not the requisite instructor qualifications for the adventure training activities being conducted.

9. A TI will have two functions at the expedition centre. Prior to the commencement of the expedition, at the campsite on Saturday evening and upon completion of the expedition, the TI will be responsible for all details pertaining to the preparation, support, administration, assessment and supervision of their respective team(s). During the actual conduct of the expedition the TI will not travel directly with their expedition team(s) but will monitor the progress of the team(s) as they travel along the expedition route and provide instruction, supervision and assessment of the cadets. TIs will remain within sight or sound of teams as they travel along the expedition route.

10. In order to provide the cadet with the maximum amount of time to develop their expedition skills it is recommended that all skill instruction be conducted along the expedition route. Ideally, the modes of travel selected for the Gold Star expedition should allow for a continuation of learning from the Silver Star expedition. This will allow cadets to build on previously learned skills with the addition of some advanced techniques.

11. When following an experiential education approach, being aware of teachable moments is very important. A teachable moment is a situation that naturally arises during the course of the day and provides opportunity for discussion. These moments will reinforce both expedition and corps program material and should be taken advantage of throughout the expedition. Expedition centre staff should take the time to explain and emphasize program material as opportunity arises. Some of these teachable moments could include:

- a. Leave No Trace,
- b. foot care,
- c. basic astronomy,
- d. wildlife,
- e. predicting weather,
- f. campsite routine,
- g. use of expedition equipment,
- h. equipment repairs,
- i. navigation without a map or compass, and
- j. edible and medicinal plants, etc.

Sample Schedule

Friday		
Timings	Tasks / Activity	Remarks
	Collect Forms and Navigation Review package	Read forms and place the cadets into teams.
	Issue all personal and group expedition equipment	Expedition centre staff (Logistics Officer [Log O] to organize).
	Set-up campsite	Expedition centre staff to rotate to ensure that cadets know how to set-up tents, organize equipment, etc.
	Open training time	Expedition centre staff should use this time to complete the following activities as required: <ul style="list-style-type: none"> • review navigation package, • review how to pack an expedition field pack, • review daily expedition routine, and • conduct an overview of the assessment package.
	Initial briefing / announce expedition teams	Briefing should include: activities, expectations, safety, timings, dress, meals, rules, etc.
Saturday		
Timings	Tasks / Activity	Remarks
0600	Reveille / Ablutions	Cadets will pack all personal equipment prior to eating breakfast (see note 1).
0630	Breakfast	Expedition teams will be required to prepare their own breakfast (see note 1).
0730	Campsite tear down	Expedition teams will tear down all components of the campsite. All group equipment will be turned into the Log O for transport to new campsite. Cadets should ensure that their expedition field pack is correctly packed and that they are ready for training to commence (see note 1).
0800	Start Expedition	See notes 2–9.
	Mode of Travel #1	Expedition teams will depart the campsite, in a staggered start (see notes 2 and 3) and follow the designated route card to campsite #2.
1200 - 1300	Lunch	Lunch will occur at a designated point along the expedition route (see note 5).
1700	Arrive at campsite #2	Expedition teams will set-up campsite. Log O will issue all group equipment to each expedition team as they arrive.

1800	Supper	Preparation of supper will be included into the expedition team's campsite set-up routine.
1900	Self and peer leadership assessment / journal entry	<p>Cadets will complete their self-assessment, if applicable and all team members will complete peer assessments on those members who filled a leadership role during the day.</p> <p>Cadets will complete their daily journal entry.</p> <p>TI will use this time to interview those cadets who filled a leadership role and complete the Assessment Checklist.</p>
2000	Evening activities	<p>See note 8.</p> <p>TIs will complete all Assessment Checklists for that day of training.</p>
Sunday		
Timings	Tasks / Activity	Remarks
0600	Reveille / Ablutions	Cadets will pack all personal equipment prior to eating breakfast (see note 1).
0630	Breakfast	Expedition teams will be required to prepare their own breakfast (see note 1).
0730	Campsite tear down	Expedition teams will tear down all components of the campsite. All group equipment will be turned into the Log O. Cadets should ensure that their expedition field pack is correctly packed and that they are ready for training to commence.
0800	Mode of travel #2	Expedition teams will depart the campsite and follow the designated route card to the expedition end point.
1300	Arrive at expedition end point	<p>Upon arrival at the expedition end point expedition teams will complete the de-kit process under direction of the Log O.</p> <p>TI's will complete all Assessment Checklists for the days training and complete overall assessments on each of the cadet(s) on their team(s).</p>
1330	Lunch	Lunch will occur at the expedition end point.
1400	Self and peer leadership assessment / journal entry	<p>Cadets will complete their self-assessment, if applicable and all team members will complete peer assessments on those members who filled a leadership role during the day.</p> <p>Cadets will complete their daily journal entry.</p>

		TIs will use this time to interview those cadets who filled a leadership role and complete the Assessment Checklist.
1430	Assessment review	TIs will distribute completed assessments to each cadet. One-on-one interviews will occur only if there are questions or clarifications are required.
1500	Debrief	All cadets will be required to fill out an expedition centre activity critique. Cadets will be briefed on future expedition training opportunities.
1530	Depart	

Note 1: TIs must monitor their teams as they complete morning routine. They should use this time to provide feedback / suggestions on packing, establishing a cooking area, collecting garbage, cleaning-up, tearing down tents, packing equipment, etc

Note 2: Timings for each mode of travel during the expedition will vary depending on the type selected. While there may be some instances where there is a requirement for training, the focus should be on having the cadets complete the training during the conduct of the expedition along the expedition route.

Note 3: The completion of all preparatory navigation work by each team member prior to the expedition team leaving the start point should spread out the teams along the expedition route. If required, expedition staff can stagger the start of teams to ensure that teams are not simply following each other along the expedition route.

Note 4: During the expedition each cadet will be required to lead / navigate one leg of the route. All cadets will be assigned their leg prior to the commencement of the expedition. Cadets will be required to complete all navigation work prior to their expedition team leaving the start point. TI's will check all cadets' work and ensure that they have the correct answers.

Note 5: Meals will occur at pre-determined locations. The Log O will deliver the rations and equipment required for meals to the pre-determined location. Expedition teams will be required to prepare their own meals and complete all associated clean-up.

Note 6: Other ACATA can be incorporated into the expedition route. For example: during the hiking route cadets may be given the opportunity to move through a series of caves or abseil down a rock face; or incorporating a trail hike in with canoeing and mountain biking to move the cadets from one location to the next. Flexibility is provided as long as the primary objectives of the two selected modes of travel are met

Note 7: Expedition centres may choose to organize their expedition route so that cadets participate in a new mode of travel on each day of the expedition.

Note 8: Evening activities shall be provided and could be comprised of: navigation review, team-building games, introduction to next day's activities, etc.

Note 9: The expedition end time will differ for each expedition centre.

CONDUCT OF WEEKEND BIVOUAC FTX

1. A total of 18 periods are allocated for the weekend bivouac FTX.
2. EO M424.01 (Sharpen a Survival Knife) shall be conducted prior to the weekend bivouac FTX.
3. The field instruction of the following EOs shall be conducted during the weekend bivouac FTX:
 - a. M422.01 (Review Silver Star Navigation),
 - b. M422.02 (Set a Multi-Leg Route Using a GPS Receiver),
 - c. M422.03 (Follow a Multi-Leg Route Using a GPS Receiver),
 - d. M424.02 (Employ the Improvising Process), and
 - e. M424.03 (Weave Cordage).
4. The following assessments (IAW Chapter 3, Annex B) shall be completed during the weekend bivouac FTX:
 - a. 422 PC, and
 - b. 424 PC.
5. Unit training officers are required to produce an exercise instruction, to include all EOs and assessments outlined in paragraphs 3 and 4.
6. There are three periods during the weekend bivouac FTX in which there is no instruction allotted. These periods may be used as On-The-Job training (OJT) through leadership and instructional opportunities while Green, Red and Silver Star cadets are completing training or as additional periods for assessment.
7. **Resource Requirements.** The following resources are required for the weekend bivouac FTX:
 - a. sleeping bag,
 - b. air mattress,
 - c. wash basin,
 - d. backpack,
 - e. groundsheet,
 - f. water container,
 - g. two-burner stove,
 - h. funnel,
 - i. naphtha fuel,
 - j. dual-generator lantern,
 - k. mantles,

- l. pot set,
- m. fire extinguisher,
- n. first aid kit,
- o. blanket,
- p. stretcher,
- q. environmental spill kit,
- r. garbage bags,
- s. suitable cutlery and plates required for field meals,
- t. suitable paper products (toilet paper, paper towel, etc.) as required,
- u. flashlight,
- v. flashlight batteries,
- w. individual meal packages (IMPs),
- x. 4 lb axe (36-inch handle),
- y. 24-inch bow saw,
- z. shovel,
- aa. pail,
- bb. matches,
- cc. whistle,
- dd. survival kit,
- ee. survival knife,
- ff. sharpening stone,
- gg. lubricating oil,
- hh. cleaning cloths / rags,
- ii. compass,
- jj. GPS receiver, and
- kk. topographical map of the area.

ANNEX B

SAMPLE TRAINING SCHEDULE

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 1	EO	M407.01 Identify Gold Star Training Opportunities	M408.01 Discuss Commanding a Platoon on Parade	M403.01 Describe Needs and Expectations of Team Members
	Instructor			
	Location			
Session 2	EO	M409.01 Identify Methods of Instruction	M409.01 Identify Methods of Instruction	M420.01 Identify the Arms and Traders of the Canadian Army
	Instructor			
	Location			
Session 3	EO	Influencing Positive Social Relations (Sub-Module 1)	Influencing Positive Social Relations (Sub-Module 1)	M408.02 Identify Parade Sequence
	Instructor			
	Location			
Session 4	EO	M404.01 Participate in the Cadet Fitness Assessment	M403.02 Select a Leadership Approach	M403.02 Select a Leadership Approach
	Instructor			
	Location			
Session 5	EO	M403.03 Motivate Team Members	M403.03 Motivate Team Members	M426.01 Prepare for Expedition Training
	Instructor			
	Location			
Session 6	EO	Influencing Positive Social Relations (Sub-Module 2)	Influencing Positive Social Relations (Sub-Module 2)	C401.04 Discuss Computer Crime
	Instructor			
	Location			
Session 7	EO	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports
	Instructor			
	Location			
Session 8	EO	M420.02 Identify the History of the Canadian Army	M420.02 Identify the History of the Canadian Army	M420.02 Identify the History of the Canadian Army
	Instructor			
	Location			
Session 9	EO	M408.03 Command a Squad	M403.04 Provide Feedback to Team Members	M403.04 Provide Feedback to Team Members

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 10	Instructor			
	Location			
	EO	Influencing Positive Social Relations (Sub-Module 3)	Influencing Positive Social Relations (Sub-Module 3)	C403.03 Conduct an Evening Activity During an FTX
Session 11	Instructor			
	Location			
	EO	M424.01 Sharpen a Survival Knife	M424.01 Sharpen a Survival Knife	M404.02 Update Personal Activity Plan
Session 12	Instructor			
	Location			
	EO	C401.01 Recognize How the Legal System Affects Youth	M403.05 Participate in a Mentoring Relationship	M403.05 Participate in a Mentoring Relationship
Session 13	Instructor			
	Location			
	EO	C102.01 Participate in a Ceremonial Parade	C102.01 Participate in a Ceremonial Parade	C102.01 Participate in a Ceremonial Parade
Session 14	Instructor			
	Location			
	EO	M409.03 Describe Learner Needs	M409.03 Describe Learner Needs	C422.03 Discuss Map Software
Session 15	Instructor			
	Location			
	EO	C409.01 Plan a Lesson	C409.01 Plan a Lesson	C406.01 Assist the Range Safety Officer
Session 16	Instructor			
	Location			
	EO	C406.02 Score Air Rifle Marksmanship Targets	M408.04 Inspect a Cadet on Parade	M408.04 Inspect a Cadet on Parade
Session 17	Instructor			
	Location			
	EO	M409.05 Instruct a 30-Minute Lesson	M409.05 Instruct a 30-Minute Lesson	M409.05 Instruct a 30-Minute Lesson
Session 18	Instructor			
	Location			
	EO	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 19	EO	M403.06 Act as a Team Leader During a Leadership Assignment	M407.03 Identify the Structure of a Cadet Corps	M407.03 Identify the Structure of a Cadet Corps
	Instructor			
	Location			
Session 20	EO	C106.01 Participate in a Recreational Marksmanship Activity	C106.01 Participate in a Recreational Marksmanship Activity	C106.01 Participate in a Recreational Marksmanship Activity
	Instructor			
	Location			
Session 21	EO	C420.02 View a Video on a Significant Event in the History of the Canadian Army	C420.02 View a Video on a Significant Event in the History of the Canadian Army	C420.02 View a Video on a Significant Event in the History of the Canadian Army
	Instructor			
	Location			
Session 22	EO	M425.01 Establish Expedition Parameters	M404.03 Evaluate Personal Activity Plan	M407.02 Identify Year Four CSTC Training Opportunities
	Instructor			
	Location			
Session 23	EO	M425.02 Plan an Expedition Route	M425.02 Plan an Expedition Route	M425.02 Plan an Expedition Route
	Instructor			
	Location			
Session 24	EO	M425.03 Develop an Expedition Equipment List	M425.03 Develop an Expedition Equipment List	C325.02 Participate in a Presentation on the Duke of Edinburgh Award Program
	Instructor			
	Location			
Session 25	EO	C409.04 Participate in a Creative Lesson-Planning Workshop	C409.04 Participate in a Creative Lesson-Planning Workshop	C409.04 Participate in a Creative Lesson-Planning Workshop
	Instructor			
	Location			
Session 26	EO	C404.02 Prepare to Conduct the Cadet Fitness Assessment	C404.02 Prepare to Conduct the Cadet Fitness Assessment	C408.01 Discuss the History of Drill
	Instructor			
	Location			
Session 27	EO	M425.04 Develop an Expedition Ration Plan	M425.04 Develop an Expedition Ration Plan	M404.01 Participate in the Cadet Fitness Assessment
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 28	EO	C425.02 Analyze Problems Using an Expedition Case Study	C425.02 Analyze Problems Using an Expedition Case Study	C425.02 Analyze Problems Using an Expedition Case Study
	Instructor			
	Location			
Session 29	EO	C320.03 Tour a Local Historical Site Illustrating the Role of the Canadian Army	C320.03 Tour a Local Historical Site Illustrating the Role of the Canadian Army	C320.03 Tour a Local Historical Site Illustrating the Role of the Canadian Army
	Instructor			
	Location			
Session 30	EO	Annual Ceremonial Review	Annual Ceremonial Review	Annual Ceremonial Review
	Instructor			
	Location			

TRAINING DAYS Mandatory EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	M406.01 Participate in a Recreational Marksmanship Activity		M409.04 Explain Assessment	M409.02 Identify Elements of a Positive Learning Environment	M405.01 Participate in Organized Recreational Team Sports				
	Instructor									
	Location									
Day 2	EO	M402.01 Perform Community Service								
	Instructor									
	Location									

Note. Day 1 to be placed prior to Session 15.

TRAINING DAYS Mandatory Bivouac FTX (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	
Weekend Day 1	EO	M422.01 Review Silver Star Navigation	M422.02 Set a Multi-Leg Route Using a GPS Receiver			M422.03 Follow a Multi-Leg Route Using a GPS Receiver					
	Instructor										
	Location										
Weekend Day 2	EO	422 PC	M424.02 Employ the Improvising Process	OJT			M424.03 Weave Cordage				
	Instructor										
	Location										

Note. This FTX should be placed after Session 11.

TRAINING DAYS Complementary EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
		Day 1	EO	C403.02 Participate in a Leadership Seminar			C105.03 Participate in an Orienteering Event			
Instructor										
Location										
Day 2	EO	C420.03 Participate in a Canadian Forces Familiarization Activity								
	Instructor									
	Location									

TRAINING DAYS Complementary Army Cadet Adventure Training Activities FTX (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
		Day 1	EO	C121.05 Participate in Cold Weather Training						
Instructor										
Location										
Day 2	EO	C121.05 Participate in Cold Weather Training								
	Instructor									
	Location									

Note. Cadets shall have completed the associated year one EOs prior to participating in cold weather training.

ANNEX C**RESOURCE REQUIREMENTS**

Note: Actual sports equipment required will be dependent upon the sports chosen by the Corps.

Mandatory Training

<u>Item</u>	<u>Qty</u>	<u>PO / EO</u>
Blanket	2	FTX
Groundsheet	1 per cadet	FTX
IMPs	1 per cadet	FTX
Pocket knife / multipurpose tool	1 per 6 cadets	FTX
Survival kit	1 per cadet	FTX
Air mattress	1 per cadet	FTX, PO 426
Cutlery and plates	5 per cadet	FTX, PO 426
Environmental spill kit	1	FTX, PO 426
Expedition field pack repair kit	1 per 6 cadets	FTX, PO 426
Funnel	1 per 6 cadets	FTX, PO 426
Garbage bags	2 per cadet	FTX, PO 426
Glow Stick	10	FTX, PO 426
Headlamp / flashlight	1 per cadet	FTX, PO 426
Mantles (spare)	1 per lantern	FTX, PO 426
Matches (package)	1 per cadet	FTX, PO 426
Naphtha fuel (4 L)	1 per 6 cadets	FTX, PO 426
Paper products (eg, paper towel,	5	FTX, PO 426

toilet paper)

Pot Set	1 per 6 cadets	FTX, PO 426
Sleeping bag	1 per cadet	FTX, PO 426
Stretcher	1	FTX, PO 426
Tent	1 per 2 cadets	FTX, PO 426
Two-burner Coleman stove	1 per 6 cadets	FTX, PO 426
Two-mantle lantern	1 per 6 cadets	FTX, PO 426
Wash basin	1 per 4 cadets	FTX, PO 426
30 cm (12 inch) ruler	1	M404.01
CD Player	1	M404.01
Gym mats	5	M404.01
Measuring tape	2	M404.01, M404.02
Pylons	20	M404.01, M404.02
Baseball	3	M405.01
Baseball base	4	M405.01
Baseball bat	2	M405.01
Baseball glove (right and left handed)	12	M405.01
Basketball	2	M405.01
Basketball net	2	M405.01
Batter's helmet	2	M405.01
Field Crosse	24	M405.01
First aid kit	1	M405.01

Flag / Ribbon	18	M405.01
Football	2	M405.01
Goalie equipment	2 sets	M405.01
Goalie stick	2	M405.01
Goalkeeper's crosse	2	M405.01
Goalkeeper's face mask (Ringette)	2	M405.01
Goalkeeper's face mask (Lacrosse)	2	M405.01
Goalkeeper's stick (Ringette)	2	M405.01
Goalkeeper's throat and chest protector (Lacrosse)	2	M405.01
Hockey net	2	M405.01
Hockey ball	2	M405.01
Hockey sticks	12	M405.01
Lacrosse bal	2	M405.01
Lacrosse net	2	M405.01
Mouthgaurd	1 per cadet	M405.01
Plastic disk (Frisbee)	2	M405.01
Ringette net	2	M405.01
Rubber ring	2	M405.01
Soccer ball	2	M405.01
Soccer net	2	M405.01

Softball	3	M405.01
Volleyball	2	M405.01
Volleyball net	1	M405.01
Air rifle	1 per 2 cadets	M406.01
Air rifle 5-pellet clip	3 per 2 cadets	M406.01
Air rifle pellets	50 per cadet	M406.01
Air rifle sling	1 per cadet	M406.01
Safety glasses / goggles	10	M406.01
Shooting glove (optional)	1 per 2 cadets	M406.01
Shooting mat	1 per 2 cadets	M406.01
Stopwatch	1	M406.01
Target frame	1 per 2 cadets	M406.01
Targets (various)	2 per cadet	M406.01
Pen / Pencil	1 per cadet	M406.01, M407.03, M408.04, M420.01, M420.02, M422.01, M425.03, M425.04
Markers (4 pack)	1	M407.01, M407.02, M408.01
Paper (pad)	2	M407.03, M420.02, M422.01, FTX
Stopwatch	1	M409.03
Whistle	1	M409.03
Highlighter	1 per cadet	M420.01, M420.02
Whistle	1 per cadet	M420.01, M422.03, C422.06, M426.02a, M426.02b, M426.02c, M426.02d,

		M426.02e, FTX, PO 426
Pencil eraser	1	M422.01
Batteries	50	M422.01, M422.02, M422.03, M426.02a, M426.02b, M426.02c
Topographical / trail map of the area being used	1 per 3 cadets	M422.01, M422.03, M425.02, M426.02a, M426.02b, M426.02c, M426.02d, M426.02e, FTX, PO 426
First aid kit	1 per 6 cadets	M422.03, M426.02a, M426.02b, M426.02c, M426.02d, M426.02e, FTX
Sharpening steel	1	M424.01
Soap (bottle)	1	M424.01
Sharpening stone	1 per 2 cadets	M424.01, FTX
Survival knife	1 per cadet	M424.01, M424.03, FTX
Dish soap (1 L bottle)	1	M424.01, M426.02b
Lubricating oil (bottle)	1	M424.01, M426.02b
Cleaning cloth / rag	1 per 6 cadets	M424.01, M426.02b, FTX
Duo-Tang	1 per cadet	M425.01
6 m painter line	1 per 2 cadets	M426.02a
Bailer	1 per 2 cadets	M426.02a
Buoyant heaving line or throw bag	1 per 2 cadets	M426.02a
Canoe repair kit	1 per 6 cadets	M426.02a
Paddle	1 per cadet	M426.02a
PFD	1 per cadet	M426.02a

River map of the area being used	1 per 6 cadets	M426.02a
Sound signalling device	1 per 2 cadets	M426.02a
Spare paddle	1 per 2 cadets	M426.02a
Tandem canoe	1 per 2 cadets	M426.02a
White navigation light	1 per 2 cadets	M426.02a
Communication device (eg, hand-held radio)	1 per 6 cadets	M426.02a, M426.02b, M426.02c, M426.02d, M426.02e, FTX, PO 426
Water carrier	1 per cadet	M426.02a, M426.02b, M426.02c, M426.02d, M426.02e, FTX, PO 426
Bike multi-tool	1 per 6 cadets	M426.02b
Bucket	1 per 12 cadets	M426.02b
Hand brush	1 per 12 cadets	M426.02b
Helmet	1 per cadet	M426.02b
Mini pump with gauge	1 per 12 cadets	M426.02b
Mountain bike	1 per cadet	M426.02b
Mountain bike bell or horn	1 per cadet	M426.02b
Mountain bike lights and reflectors	1 per cadet	M426.02b
Small brush	1 per 12 cadets	M426.02b
Spare tube	1 per 6 cadets	M426.02b
Sponge	1 per 12 cadets	M426.02b
Stiff brush	1 per 12 cadets	M426.02b
Tire levers	1 per 6 cadets	M426.02b

Tube patch kit	1 per 6 cadets	M426.02b
Day pack	1 per cadet	M426.02b, M426.02c
Gear / masking tape	1	M426.02b, M426.02e
Reflective vest	1 per 6 cadets	M426.02b, M426.02e
Hiking boots (pair)	1 per cadet	M426.02c
Trekking poles	2 per cadet	M426.02c
Expedition field pack	1 per cadet	M426.02c, M426.02d, M426.02e, FTX, PO 426
Bindings	2 per cadet	M426.02d
Snowshoes (pair)	1 per cadet	M426.02d
Cold weather clothing	1 per cadet	M426.02d, M426.02e
Cold weather emergency kit	1 per 6 cadets	M426.02d, M426.02e
Ski poles (pair)	1 per cadet	M426.02d, M426.02e
Ski boots (pair)	1 per cadet	M426.02e
Skis (pair)	1 per cadet	M426.02e
Carabiner	1 per cadet	PO 426
Fuel bottle	1 per 6 cadets	PO 426
Rain gear	1 per cadet	PO 426
Resealable plastic bags (small and large)	4 per cadet	PO 426
Rope (various lengths and diameters)	10	PO 426
Single-burner mountain stove	1 per 6 cadets	PO 426

Valise / stuff sack	1 per cadet	PO 426
Water filter	1 per 6 cadets	PO 426
Waterproof compression sack	1 per cadet	PO 426

Complementary Training

<u>Item</u>	<u>Qty</u>	<u>PO / EO</u>
.177 scoring magnifier	1	C406.02
10 m rope	1	C403.03
24-inch bow saw	1	C424.02, C424.04
4-lb axe (36-inch handle)	1	C424.02, C424.04
Batteries	20	C403.03, C422.01
Bowl	1 per 2 cadets	C424.04
Calculator	1	C407.01
Compass	1 per 3 cadets	C403.03, C422.01, C422.04, C422.05, C422.06
Dual-mantle lantern	4	C403.03
DVD / VCR player	1	C408.02
Fire extinguisher	1	C424.02, C424.04
Flag (two different colours)	2	C403.03
Flashlight	1 per 4 cadets	C403.03
Flip chart paper (pad)	1	C406.01, C422.02
Foam ball	2 per 5 cadets	C403.03
Geocache (container and contents)	3	C422.01, C422.02, C422.06

Glow Stick	10	C403.03
GPS receiver	1 per 3 cadets	C403.03, C422.01, C422.02, C422.06
Index card (100)	1	C403.03
Marker (with flag)	3	C422.04
Markers (4 pack)	1	C406.01, C422.02
Measuring tape	1	C403.03
Pail	1	C424.02, C424.04
Paper (pad)	2	C403.03, C422.01, C422.04, C422.06
Pinnies (two diferent colours)	30	C403.03
Plastic bag	1 per 4 cadets	C403.03
Pool noodle	1 per 5 cadets	C403.03
Pot	1 per 2 cadets	C424.04
Protractor	1 per cadet	C422.04
Pylon	10	C403.03
Shovel	1	C424.02, C424.04
Stone mortar and pestle	1 per 2 cadets	C424.04
Stopwatch	1	C403.03
Survival knife	1 per cadet	C424.01, C424.03, C424.04
Topographical / trail map of the area being used	1 per 3 cadets	C403.03, C422.01, C422.04, C422.05, C422.06
	1 per 3 cadets	C424.02

Whistle	1 per cadet	C403.03, C422.06
Wood glue (bottle)	1	C424.01
Calculator	1	C404.01, C407.01
Biathlon Air Rifle Targets (BART)	10	PO 411

ANNEX D

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CHAPTER 3

CADET EVALUATION

PURPOSE

1. The purpose of this chapter is to outline the specific evaluation requirements for achievement of Gold Star qualification.

LEARNER EVALUATION

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

3. Formative evaluation, or assessment **for** learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. Through formative evaluation, the instructor can: identify when corrective or remedial action is required, plan the next steps in instruction, provide cadets with feedback so they can improve, and reinforce learning to aid the cadet in retaining information. Formative evaluation may also include opportunities for cadets to practice using Performance Checks (PCs) employed in summative evaluation. Details for assessment for learning are outlined within the applicable lesson specifications located in Chapter 4.

4. Formative evaluation may also incorporate the performance checks (PCs) employed in summative evaluation, allowing the cadet opportunities for practice prior to the PC. Details for assessment for learning are outlined within the applicable lesson specifications found in Chapter 4.

5. Summative evaluation, or assessment **of** learning, takes place to determine whether learners have achieved POs, or critical EOs (those deemed prerequisites to further individual training and education) and are used at the end of a phase of instruction. Details for assessment of learning are detailed within this chapter.

CADET EVALUATION DESIGN AND DEVELOPMENT

6. Cadet evaluation is designed and developed incorporating contemporary professional practices from the fields of education and youth development as well as considering best practices in use within the Canadian Cadet Organizations (CCO).

7. Cadet evaluation is designed and developed so that all cadets are capable of achieving all POs and associated EOs. To motivate cadets to learn, cadet evaluation builds on success and confidence rather than demotivating cadets with failure and defeat.

8. The following fundamental assessment principles shall guide the conduct of Gold Star assessment activities:

- a. in advance of training, the instructor shall inform the cadet of POs and EOs associated with the qualification;
- b. in advance of training, the instructor shall inform the cadet of the assessment plan for the qualification and provide the cadet with an opportunity to review the applicable forms used in assessment;
- c. assessment information shall be shared between the instructor and the cadet and used to revise and guide instruction and learning;
- d. the instructor shall provide feedback that is descriptive, constructive, frequent, and timely; helping the cadet to identify strengths and address areas requiring improvement;
- e. the cadet shall be actively, consistently and effectively involved in assessment; including learning to manage their own learning through the skills of self-assessment; and
- f. the cadet shall be encouraged to actively, consistently and effectively communicate with others about their learning progress.

CP DEVELOPMENTAL PERIODS (DPs)

9. The CP is designed across adolescent DPs adapted to suit the CP target population. Outlined in each DP are specific philosophies and approaches to learning and assessment that influence design, development and conduct of cadet training and assessment.

10. A DP is a time frame, during a cadet's progression through the CP, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aim of the CP and contribute to the achievement of the CP outcomes.

11. Progressive training levels, and associated learning objectives, distinguish each DP; ensuring training is relevant, achievable and age-appropriate for the cadet population. DPs and associated training levels are designed to be completed in a sequential manner and are also fluid, which allows a cadet to progress to the next training level or DP while still working on completion of learning objectives from the previous level or DP.

12. The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located at Chapter 3, Annex A.

CADET ASSESSMENT OF LEARNING PLAN

13. The Assessment of Learning Plan located at Chapter 3, Annex B, provides an overall strategy for using assessment activities to determine if the cadet meets the requirements for Gold Star qualification. The Assessment of Learning Plan will:

- a. provide an outline of each assessment of learning activity including its purpose, when it will occur, and details the assessment instrument(s) used to support cadet evaluation;
- b. identify the learning target(s) associated with the PO and / or EO being assessed, to include:
 - (1) **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;
 - (2) **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;
 - (3) **Skills.** Performance demonstration; where the cadet demonstrates their ability to perform a skill. To be assessed, these performances must be demonstrated by the cadet and observed by an assessor;
 - (4) **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and / or
 - (5) **Attitudinal / Dispositional Changes.** A cadet's attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification.
- c. identify the assessment method(s) that best matches PO and / or EO learning targets, to include:
 - (1) **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true / false, matching, short answer, and fill-in-the-blank questions. Although short answer and fill-in-the-blank questions do require cadets to generate an answer, they call for a very brief answer that is counted as right or wrong, so these have been included in the selected response category;

- (2) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;
- (3) **Performance Assessment.** This assessment method is based on observation and judgment; performance or product is observed and a determination is made as to its quality; and / or
- (4) **Personal Communication.** Gathering information about a cadet through personal communication, learning is assessed through interpersonal interaction with the cadet.

ASSESSMENT INSTRUMENTS

14. Specific assessment instruments have been designed to support each assessment activity within the assessment of learning plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment instruments are located at Chapter 3, Annex B, Appendices 1–7.

ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES

15. No additional cadet evaluations, eg, theory tests or performance checks, are to be used to determine Gold Star qualification eligibility. Therefore, these national standards are not to be supplemented with additional regional and / or local standards.

GOLD STAR QUALIFICATION STANDARD

16. The minimum standard for Gold Star qualification is:
- a. 60 percent overall attendance in all scheduled mandatory and complementary training as calculated by the corps; and
 - b. successful completion of each PO as outlined in the Gold Star Program Qualification Record located at Chapter 3, Annex C.

RECOGNITION OF ENHANCED PROFICIENCY ACHIEVEMENT

17. Certain POs within the Assessment of Learning Plan allow for recognition of an enhanced proficiency level of achievement. The assessment instructions for the applicable PCs outline how proficiency levels are achieved and recorded on the Qualification Record. This information highlights a cadet's strength(s) within the achievement of the qualification. The following definitions differentiate baseline proficiency and enhanced proficiency levels of achievement:

- a. **Baseline Proficiency.** A cadet achieves baseline proficiency by demonstrating the performance standard outlined in the applicable PO; and
- b. **Enhanced Proficiency.** A cadet achieves enhanced proficiency by exceeding the performance standard outlined in the applicable PO.

CADETS NOT MEETING THE QUALIFICATION STANDARD

18. A cadet who does not meet the qualification standard for any PO shall be given a reasonable opportunity to achieve the standard. Unless otherwise specified in the assessment of learning plan and associated assessment instruments, there is no limit to the number of additional opportunities that may be afforded to the cadet, provided it is within the resources of the corps. If, by the end of the training year, a cadet who is Silver Star qualified has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the corps CO shall consider:

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

19. Any cadet for whom a waiver has been issued will not be granted the Gold Star qualification. However, that cadet will progress to Master Cadet in the fifth year of their corps membership. If a CO does not grant a cadet a waiver, that cadet may be held back to repeat Gold Star.

20. Cadets who have been granted a waiver of the qualification standard of Gold Star and have progressed to Master Cadet in the fifth year of their corps membership are expected to achieve the missing Gold Star PO requirements. To facilitate this, cadets may concurrently receive credit for activities completed in Gold Star as part of also achieving Master Cadet.

21. Notwithstanding the general direction in Paragraphs 18 to 20, the following limitations shall be adhered to:

- a. only cadets who have achieved the Silver Star qualification may be granted a waiver; and
- b. given the resource and scheduling implications of cadets attending expedition centres in Master Cadet without the prerequisite skills training provided in Gold Star, cadets may only be waived PO 426 (Perform Expedition Skills) by a designated representative of the RCSU. The corps CO shall make a request to the designated representative of the RCSU through the chain of command.

When considering a cadet for waiver of PO 426, RCSU staff shall consider previously acquired equivalency training, including that received as part of the CSTC Program and that attained outside the CP. Where a cadet lacks suitable equivalency training the RCSU may waive the PO while requiring that the cadet complete PO 426 in their Master Cadet year, prior to being eligible to participate in PO 526.

RECORDING AND REPORTING CADET ACHIEVEMENT

22. The progress of each cadet shall be recorded on the Gold Star Program Qualification Record, located at Chapter 3, Annex C, which is also used to determine successful completion of Gold Star qualification. Commanding Officers are responsible for ensuring the results are recorded on each cadet's DND 2399, *Cadet Personnel Record*.

GOLD STAR CERTIFICATE OF QUALIFICATION

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

MONITORING CADET PROGRESS

24. Cadets must meet the standard of behaviour and conduct expected from all cadets. The course officer during cadet interviews and personal counselling should adopt a proactive approach towards difficulties.

25. The course officer is encouraged to meet formally and informally with cadets throughout the training year to discuss the cadet's progress towards Gold Star qualification (assessment for learning) and to provide feedback on overall performance. At a minimum, it is expected that the course officer will meet with each cadet at the end of the training year to review the completed Chapter 3, Annex C, *Gold Star Program Qualification Record*. Guidelines for conducting cadet interviews are located at Chapter 3, Annex D.

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

TRAINING COUNSELLING SESSION

27. A training counselling session is used when a cadet is having difficulties progressing toward Gold Star qualification and an intervention is required to set goals for corrective action and / or remedial instruction. These counselling sessions focus on training related issues. The Trg O is responsible for conducting training counselling sessions. Guidelines for conducting training counselling sessions are located in Chapter 3, Annex E and the Training Counselling Session Form is located at Chapter 3, Annex E, Appendix 1.

ANNEX A

CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS

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

ANNEX B

ASSESSMENT OF LEARNING PLAN – GOLD STAR

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<i>PO 402 – Perform Community Service</i>								
Nil.								
<i>PO 403 – Act as a Team Leader</i>								
403 PC	PO 403	To assess the cadet's ability to act as a team leader.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed acting as a team leader. The performance is then discussed with the cadet.	On completion of lessons related to EO M403.06 then ongoing throughout the training year.	Chapter 3, Annex B, Appendix 1 checklists and associated rubrics.	Nil.
<i>PO 404 – Update Personal Activity Plan</i>								
Nil.								
<i>PO 405 – Participate in Recreational Sports</i>								
Nil.								
<i>PO 406 – Fire the Air Rifle During Recreational Marksmanship</i>								
Nil.								
<i>PO 407 – Serve in an Army Cadet Corps</i>								
Nil.								
<i>PO 408 – Command a Platoon on Parade</i>								
408 PC	PO 408	To assess the cadet's ability to command a platoon.	Skills	Performance Assessment	The cadet is observed as they command a platoon, during a parade.	During parades (weekly parade night, parade practices, etc.).	Chapter 3, Annex B, Appendix 2. checklist.	Assistance is denied.
<i>PO 409 – Instruct a Lesson</i>								
409 PC	PO 409	The purpose of this PC is to assess the cadet's ability	Reasoning Proficiency and Skills	Performance Assessment	The cadet's lesson plan is reviewed and they are	Ongoing during the conduct of lessons	Chapter 3, Annex B, Appendix 3	Assistance is denied.

		to prepare and instruct a 30-minute lesson.			observed while instructing a 30-minute lesson.	related to EO M409.05 or during any opportunity thereafter.		
PO 420 – Identify the Structure of the Canadian Army								
Nil.								
PO 422 – Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver								
422 PC	PO 422	To assess the cadet's ability to follow a multi-leg route using a GPS receiver.	Reasoning Proficiency and Skills	Performance Assessment	The cadet, in a group of no more than four, shall create a multi-leg route using a GPS receiver with four given 10-figure grid references and navigate to each point along the route, within a 10-m radius.	Two periods allocated, during the bivouac FTX.	Chapter 3, Annex B, Appendix 4. checklist.	Nil.
PO 424 – Employ Natural Resources in a Survival Situation								
424 PC	PO 424	To assess the cadet's ability to weave cordage.	Ability to Create Products	Performance Assessment	The cadet shall make cordage from raw material and then weave the cordage into a 0.5-m (1.5 foot) two-strand braid.	While completing EO M424.03, during the bivouac FTX.	Chapter 3, Annex B, Appendix 5. checklist.	Nil.
PO 425 – Develop an Expedition Plan								
Nil.								
PO 426 – Perform Expedition Skills								
426 PC	PO 426	To assess the cadet's	Reasoning Proficiency	Performance Assessment	The cadet is observed	During PO 426 at the	Chapter 3, Annex B,	Nil.

		ability to perform expedition skills.	and Skills	and Personal Communication	performing expedition skills, to include: employing two methods of transportation, leading and navigating a minimum of one leg of the expedition, following expedition routine, demonstrating environmental awareness and reflecting on the expedition experience.	Expedition Centre.	Appendix 6 checklists and associated rubrics.	
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ANNEX B, APPENDIX 1**403 PC****ASSESSMENT INSTRUCTIONS**

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions, 403 PC Assessment Rubrics, Assessment Checklists and become familiar with the material prior to conducting the assessment.

This PC consists of two parts, a leadership assignment and a leadership appointment. There is no time allotted for the PC as it is to be administered whenever and wherever Gold Star cadets lead cadets through a leadership assignment or appointment.

Leadership Assignment. The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 403 PC Assessment Rubric – Leadership Assignment. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The formal leadership assignment will be given and assessed using the same rubric.

Leadership Appointment. The formal leadership appointment will be given and assessed using the 403 PC Assessment Rubric – Leadership Appointment. The cadet will reflect and self-assess after the leadership appointment using the same rubric. The leadership appointment assessment shall be recorded on the cadet's qualification record.

Photocopy the 403 PC Assessment Rubrics.

Photocopy the 403 PC Assessment Checklists.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 403 PC Assessment Rubrics and Checklists and become familiar with the assessment criteria.

ASSESSMENT METHOD

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to perform the required skill(s) and make a judgment on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to lead cadets through a leadership assignment and appointment.

RESOURCES

- Two 403 PC Assessment Rubrics, and
- As per the leadership assignment or appointment.

ASSESSMENT ACTIVITY LAYOUT

As per the leadership assignment or appointment.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP ASSIGNMENT

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Have the cadet conduct the leadership assignment.
4. Using the Assessment Rubrics as a guide, the assessor shall make notes of observations and record results on the corresponding Assessment Checklist.



The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

5. Have the cadet assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP APPOINTMENT

1. Meet with the cadet to assign their leadership appointment. The Training Officer shall have developed a list of appointments, based on the examples suggested in M403.06 (Act as a Team Leader During a Leadership Appointment).
2. Ensure the cadet understands the leadership appointment.
3. Have the cadet carry out the leadership appointment.
4. Using the Assessment Rubrics as a guide, the assessor shall evaluate the cadet's leadership ability by observation throughout the duration of the leadership appointment and make notes of observations and record results on the corresponding Assessment Checklist.



The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

5. Have the cadet self-assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. The overall performance assessment for PO 403 is a combined result of the leadership assignment and appointment assessments. Indicate the overall performance assessment on the Assessment Checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment;
 - b. **Completed with difficulty.** The cadet had achieved the performance standard by receiving an “incomplete” on not more than four (between both assessments) of the criteria and a minimum of “completed with difficulty” on all other criteria;
 - c. **Completed without difficulty.** The cadet has achieved the performance standard by receiving a minimum of “completed with difficulty” on all criteria and

“completed without difficulty” on nine (between both assessments) or more of the criteria; or

- d. **Exceeded standard.** The cadet has achieved the performance standard by receiving a minimum of “completed without difficulty” on all criteria and “exceeded standard” on 12 (between both assessments) or more of the criteria.
2. Record notes and observations in the assessor’s feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklists is attached to the cadet's training file.
5. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the cadet's self-assessment on their performance.

Following each assessment, ask the cadet what they felt went right during the leadership assessment, what did not go well and ask the cadet how they would improve their performance if the leadership assignment or appointment was given to them again.

Discuss the performance results of each section of the Assessment Rubric with the cadet.

Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed Assessment Checklists.



Because of the duration and overall nature of the leadership appointment, feedback needs to be provided on an ongoing basis. Additional time will also need to be scheduled upon the conclusion of the appointment for final feedback.

**403 PC ASSESSMENT RUBRIC
LEADERSHIP ASSIGNMENT**

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

**403 PC ASSESSMENT RUBRIC
LEADERSHIP APPOINTMENT**

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

403 PC ASSESSMENT CHECKLIST LEADERSHIP ASSIGNMENT

Cadet's Name: _____

Platoon: _____

Date: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Complete the leadership assignment.	I C	
Perform self-assessment.	I C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Name:	Position:
Assessor's Signature:	Date:

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**403 PC ASSESSMENT CHECKLIST
LEADERSHIP APPOINTMENT**

Cadet's Name: _____

Platoon: _____

Date: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Perform self-assessment.	I C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Name:	Position:
Assessor's Signature:	Date:

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**403 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT**

The PO 403 Overall Assessment includes the evaluation of both the leadership assignment and the leadership appointment.

Assessor's feedback:

PO 403 Overall Assessment							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment.		The cadet has achieved the performance standard by receiving an "incomplete" on not more than four (between both assessments) of the criteria and a minimum of "completed with difficulty" on all other criteria.		The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both assessments) or more of the criteria.		The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 or more of the criteria.

Assessor's Name:	Position:
Assessor's Signature:	Date:

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ANNEX B, APPENDIX 2

408 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 408 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 408 PC Assessment Checklist for each cadet.

Ensure each cadet has received a parade sequence aide-mémoire card (located at A-CR-CCP-704/PF-001, *Gold Star Instructional Guides*, EO M408.03 [Command a Squad]).

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the 408 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

ASSESSMENT METHOD

Performance assessment was chosen to observe and evaluate the cadet commanding a platoon on parade.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to command a platoon on parade.

RESOURCES

- 408 PC Assessment Checklist, and
- Parade sequence aide-mémoire card.

ASSESSMENT ACTIVITY LAYOUT

This assessment shall be conducted in a drill hall or outdoor parade square in favourable weather.

Assessments may be conducted throughout the year, during parades (eg, opening parade, closing parade, ceremonial parades).

ASSESSMENT ACTIVITY INSTRUCTIONS



After observing each skill being performed, make a judgment and indicate on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance;
- **Completed with difficulty.** The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide-mémoire card;
- **Completed without difficulty.** The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide-mémoire card; or
- **Exceeded standard.** The skill was completed without any difficulty / assistance and required no use of the parade sequence aide-mémoire card.

Make notes of observations for the purpose of providing descriptive post-assessment feedback.

1. Assess the cadet's performance for each skill and record the results on the Assessment Checklist.
2. Cadets may be given unlimited re-tests within the resources of the cadet corps to meet the standard for each skill. Where time permits, cadets may re-test to improve their results.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:

- a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required areas;
 - b. **Completed with difficulty.** The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty;
 - c. **Completed without difficulty.** The cadet has achieved the performance standard by completing all objectives without difficulty; or
 - d. **Exceeded standard.** The cadet has achieved the performance standard by exceeding the standard on all objectives.
2. Record notes made in the assessor's feedback section of the Assessment Checklist.
 3. Sign and date the Assessment Checklist.
 4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
 5. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

408 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Date: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
	The skill was not attempted or not completed even with assistance.	The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide mémoire card.	The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide mémoire card.	The skill was completed without any difficulty / assistance and required no use of the parade sequence aide mémoire card.
Analytical Performance Assessment:				
Fall In				
The cadet assumed the proper command position—centred and three paces in front of the platoon.				
The cadet ordered the platoon to stand at ease.				
Once the last platoon was ordered, the cadet turned about, observed the standard pause and stood at ease.				
Inspection				
The cadet ensured the platoon was at attention.				
The cadet awaited the arrival of the Reviewing Officer (RO) three paces in front of the platoon marker.				
The cadet saluted (if required) and reported the platoon to the RO.				
The cadet guided the RO through the inspection of each rank of the platoon.				

The cadet saluted (if required) and asked for permission to carry on.				
The cadet returned to the front of the platoon, centred and three paces in front.				
The cadet ordered the platoon to close order march and stand at ease.				
The cadet executed an about turn and stood at ease.				
March Past				
The cadet executed all commands given by the parade commander.				
The cadet assumed the correct position in front of the platoon throughout the march past.				
The cadet correctly delivered all required commands throughout the march past.				
Once commanded to advance, the cadet turned and wheeled into position in front of the platoon.				
Fall Out				
Once commanded to dismiss, the cadet observed the standard pause, saluted if an officer was present and then marched off the parade square.				

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Assessor's Feedback:

PO 408 Overall Assessment							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required areas.		The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.		The cadet has achieved the performance standard by exceeding the standard on all objectives.

Assessor's Name:	Position:
Assessor's Signature:	Date:

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ANNEX B, APPENDIX 4**422 PC****ASSESSMENT INSTRUCTIONS**

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 422 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 422 PC Assessment Checklist for each cadet.

Prepare a navigational route of three legs (four points of interest [POIs] including the start point) for each cadet in each group of three. The route chosen for each cadet should be no more than 2 km.

Ensure the global positioning system (GPS) receivers have fully-charged batteries.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the 422 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

ASSESSMENT METHOD

Performance assessment was chosen to observe and evaluate the cadet following a multi-leg route using GPS receiver.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to follow a multi-leg route using a GPS receiver.

RESOURCES

- 422 PC Assessment Checklist, and

- GPS receiver.



If possible, have topographical maps of the area available.

ASSESSMENT ACTIVITY LAYOUT

This assessment will be conducted after the completion of all 422 EOs, in the field, during bivouac FTX in a controlled setting during daylight hours.



Cadets may be provided assistance (eg, reminders, guided questions).



After observing each skill being performed, make a judgment and indicate (with a check mark in the applicable box) on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance.
- **Completed with difficulty.** The skill was completed with difficulty / assistance.
- **Completed without difficulty.** The skill was completed without major difficulty / assistance.

Make notes of observations for the purpose of providing descriptive post-assessment feedback.

ASSESSMENT ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than three (or divide based on the number of available GPS receivers).
2. Have one cadet in the group input the four POIs.
3. Have the cadet link the POIs to establish a multi-leg route in the GPS receiver.
4. Have the cadet lead and navigate the group to each POI along the route.
5. Repeat Steps 2–4 for each cadet in the group.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required objectives.
 - b. **Completed with difficulty.** The cadet has achieved the performance standard by completing all of the skills on the checklist with less than 60 percent (4 or less out of 7) completed without difficulty.
 - c. **Completed without difficulty.** The cadet has achieved the performance standard by completing all of the skills on the checklist with more than 60 percent (5 or more out of 7) completed without difficulty.
 - d. **Exceeded standard.** The cadet has achieved the performance standard by completing all of the skills on the checklist as completed without difficulty.
2. Record notes made in the assessor's feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Feedback should be provided to the cadets upon completion of the assessment to inform them of their progress. This is accomplished through direct feedback immediately following the practical assessment, group debriefings at the end of the training day, and one-on-one interviews, as required.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

422 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Date: _____

Incomplete	Completed With Difficulty	Completed Without Difficulty
The skill was not attempted or not completed even with assistance.	The skill was completed with difficulty / assistance.	The skill was completed without major difficulty / assistance.

Analytical Performance Assessment:

Follow a Multi-Leg Route Using a GPS Receiver			
The cadet confirmed that the correct coordinate system and map datum were set on the GPS receiver.			
The cadet marked the start point, using a personalized mark.			
The cadet inputted the given POIs into the GPS receiver, using coordinate marks.			
The cadet used the GPS receiver to link the POIs and created a multi-leg route.			
The cadet saved and named the route.			
The cadet activated the route.			
The cadet led and navigated the group to each POI along the route using the GPS receiver (within a 10-m radius).			

Assessor's Feedback:

PO 422 Overall Assessment							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required objectives.		The cadet has achieved the performance standard by completing all of the skills on the checklist with less than 60 percent (4 or less out of 7) completed without difficulty.		The cadet has achieved the performance standard by completing all of the skills on the checklist with more than 60 percent (5 or more out of 7) completed without difficulty.		The cadet has achieved the performance standard by completing all of the skills on the checklist as completed without difficulty.

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

ANNEX B, APPENDIX 5

424 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 424 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 424 PC Assessment Checklist for each cadet.

Obtain all resources for the assessment.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the 424 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

ASSESSMENT METHOD

Performance assessment was chosen to observe the cadet performing the required skills to weave cordage and make a judgment on the quality of the performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to weave cordage.

RESOURCES

- 424 PC Assessment Checklist, and
- Survival knife.

ASSESSMENT ACTIVITY LAYOUT

This assessment will be conducted during EO M424.03 (Weave Cordage) in the field during bivouac FTX in a controlled setting during daylight hours.

Select an area where the natural resources required to weave cordage are found.



Cadets may be provided assistance (eg, reminders, guided questions).



After observing each skill being performed, make a judgment and indicate (with a check mark in the applicable box) on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance.
- **Completed with difficulty.** The skill was completed with difficulty / assistance.
- **Completed without difficulty.** The skill was completed without major difficulty / assistance.

Make notes of observations for the purpose of providing descriptive post-assessment feedback.



To ensure a safe environment, cadets shall be afforded only two safety-related warnings. On the third warning for a similar incident they shall be assessed as 'incomplete' on the PC and a note shall be made in the feedback section. Warnings shall be issued for significant failure to adhere to the safety principles taught in the EOs. When a warning is given, the instructor shall clearly identify what the cadet has done incorrectly, what steps they need to take to correct the error, and what action they should take in the future to avoid the error.

ASSESSMENT ACTIVITY INSTRUCTIONS

The instructor will be required to observe the cadets during the practical activities associated with EO M424.03 (Weave Cordage) and use the checklist to monitor their performance. This PC may be ongoing throughout the bivouac FTX.

As the PC deals with progressive skill development, the practice of limiting the number of attempts a cadet has to complete the PC does not apply. Attempts, however, are limited based on available time during the weekend bivouac FTX.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required objectives.
 - b. **Completed with difficulty.** The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.
 - c. **Completed without difficulty.** The cadet has achieved the performance standard by completing all objectives without difficulty.
2. Record notes made in the assessor's feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Feedback should be provided to the cadets upon completion of the assessment to inform them of their progress. This is accomplished through direct feedback immediately following the practical assessment, group debriefings at the end of the training day, and one-on-one interviews, as required.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

424 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Date: _____

Incomplete	Completed With Difficulty	Completed Without Difficulty
The skill was not attempted or not completed even with assistance.	The skill was completed with difficulty / assistance.	The skill was completed without major difficulty / assistance.

Analytical Performance Assessment:

Weave Cordage			
The cadet collected and prepared raw materials.			
The cadet rolled the fibres from the raw material into a 1-m (3-foot) long, tight continuous cord.			
The cadet placed the middle of the cordage between their teeth.			
The cadet brought both ends together and released it from between the teeth to create the braid (wrap).			
The cadet tightened the braid (wrap) by twisting it and adjusting the cordage.			
The cadet tied off the end of the braid (wrap).			

Assessor's Feedback:

424 PC Overall Assessment					
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required objectives.		The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

ANNEX B, APPENDIX 6**426 PC****ASSESSMENT INSTRUCTIONS**

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions, 426 PC Assessment Checklists (Follow Daily Expedition Routine, Navigation, Paddle a Canoe, Ride a Mountain Bike, Hike, Snowshoe, Ski, and Lead a Leg of an Expedition), 426 PC Peer Assessment Rubric (Lead a Leg of an Expedition), 426 PC Self-Assessment Questionnaire (Lead a Leg of an Expedition) and become familiar with the material prior to conducting the assessment.

Photocopy 426 PC Assessment Checklists for the following skills, for each team:

- Follow Daily Expedition Routine;
- Navigation; and
- two of the following modes of travel, to include:
 - Paddle a Canoe,
 - Ride a Mountain Bike,
 - Hike;
 - Snowshoe, and / or
 - Ski.

Make double-sided photocopies of the 426 PC Peer Assessment Rubric (Lead a Leg of an Expedition) for each cadet to complete a peer assessment on each member of their team.

Make double-sides photocopies of the 426 PC Self-Assessment Questionnaire (Lead a Leg of an Expedition) for each cadet to complete a self-assessment.

Photocopy the 426 PC Assessment Checklist (Lead a Leg of an Expedition) for each cadet.

Photocopy the 426 PC Assessment Summary Sheet and the Gold Star Expedition Performance Record for each cadet.

Obtain all resources required for the assessment.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the assessment tools to become familiar with the material prior to participating in the activity. This review will be completed upon arrival at the expedition centre by expedition staff.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet's ability to perform expedition skills and to make a judgement on the quality of performance.

Personal communication was chosen as it allows the assessor to evaluate the cadet's performance through a discussion based on assessment provided by their peers and through self-assessment while leading one leg of the expedition.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to perform expedition skills.

RESOURCES

- 426 PC Assessment Checklists,
- 426 PC Peer Assessment Rubric,
- 426 PC Self-Assessment Questionnaire,
- 426 PC Assessment Summary Sheet,
- Gold Star Expedition Performance Record,
- Expedition route,
- Expedition journal,
- Pencil,
- Topographical / trail map of the area(s) being used,
- Compass,
- Personal expedition equipment,
- Group expedition equipment, and
- Activity specific equipment (as required).

ASSESSMENT ACTIVITY LAYOUT

The assessment will be conducted at the expedition centre, during the expedition.

Mode of travel assessment will be conducted by Team Instructors (TIs):

- when mountain biking on familiarization / intermediate trails IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, during daylight hours;
- when paddling a canoe on flat water IAW A-CR-CCP-030/PT-001, *Water Safety Orders*, during daylight hours;
- when hiking along a route on Class 2 / Class 3 terrain IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, during daylight hours;
- when snowshoeing along a route; and / or
- when skiing along a level two route IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, during daylight hours.

ASSESSMENT ACTIVITY INSTRUCTIONS



To ensure a safe environment, the cadet shall be afforded only two safety-related warnings during the Gold Star expedition training weekend, on the third warning for a similar incident the cadet shall be assessed an incomplete on the PC and a note shall be made in the feedback section. Warnings shall be issued for significant failure to adhere to the safety principles taught in the EOs. When a warning is given, the TI shall identify what the cadet has done incorrectly, what steps must be taken to correct the error, and what action should be taken to avoid future incidents.



The performance assessment tools for 426 PC consists of a series of checklists that will be used to assess the cadet's performance in:

- Follow Daily Expedition Routine;
- Navigation; and
- two of the following modes of travel, to include:
 - Paddle a Canoe,
 - Ride a Mountain Bike,
 - Hike,
 - Snowshoe, and / or
 - Ski.

After observing each skill being performed, make a judgment and indicate (with the appropriate letter designation) on the corresponding Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance;
- **Completed with difficulty.** The skill was completed with some difficulty / required assistance from team members or TIs; or
- **Completed without difficulty.** The skill was completed without difficulty / required limited assistance from team members or TIs.

Complete the overall skill assessment by indicating (with the appropriate letter designation) on the corresponding Assessment Checklist whether the skill was:

- **Incomplete.** The cadet did not attempt or complete one or more of the skills on the checklist even with assistance;
- **Completed with difficulty.** The cadet completed less than 60% of the skills on the checklist with difficulty;
- **Completed without difficulty.** The cadet completed more than 60% of the skills on the checklist without difficulty; or
- **Exceeded standard.** The cadet completed all skills on the checklist without difficulty.



The personal communication assessment tools for 426 PC consists of a rubric, a questionnaire and a checklist.

The rubric is to be completed by each of the cadet's peers and is used to evaluate the cadet's performance while leading one leg of the expedition. The cadet will be required to evaluate the quality of each criterion by indicating (eg, circling, highlighting) on the Assessment Rubric, the descriptive statement that best represents this judgment. Criteria are assessed as:

- **Completed with difficulty;**
- **Completed without difficulty; or**
- **Exceeded the standard.**

The questionnaire is to be completed by the cadet to provide them the opportunity to personally reflect on their performance while leading one leg of the expedition.

The checklist is to be completed by the assessor following an end of day interview with the cadet. The assessor will make a judgment and indicate (with the appropriate letter designation) on the corresponding skill whether it was:

- **Incomplete.** The skill was not attempted or not completed even with assistance; or
- **Completed without difficulty.** The skill was completed without major difficulty / required minimal assistance from the assessor.

1. Assess the cadet's performance and record the results on the corresponding Assessment Checklist for:
 - a. Follow Daily Expedition Routine,
 - b. Navigation, and
 - c. two of the following modes of travel, to include:
 - (1) Paddle a Canoe,
 - (2) Ride a Mountain Bike,
 - (3) Hike,
 - (4) Snowshoe, and / or
 - (5) Ski.

2. Complete the overall skill assessment on the corresponding Assessment Checklist for:
 - a. Follow Daily Expedition Routine,
 - b. Navigation, and
 - c. two of the following modes of travel, to include:
 - (1) Paddle a Canoe,
 - (2) Ride a Mountain Bike,
 - (3) Hike,
 - (4) Snowshoe, and / or
 - (5) Ski.

3. At the end of each training day:
 - a. have each cadet complete a Peer Assessment Rubric (Lead a Leg of an Expedition) on the cadets who led a leg of the expedition;
 - b. have each cadet who led a leg of the expedition complete the Self-Assessment Questionnaire (Lead a Leg of an Expedition);

- c. conduct a team debriefing where, in a positive manner, cadets will provide the team leaders of the day one positive occurrence and one suggestion for improvement;
 - d. have each cadet who led a leg of the expedition complete an entry in their expedition journal, critically reflecting on one positive occurrence during their time as team leader and one area in which they would like to improve when next placed in a leadership role; and
 - e. review the completed Peer Assessment Rubrics (Lead a Leg of an Expedition) and conduct an end of day interview with each cadet who led a leg of the expedition and record the results on the corresponding Assessment Checklist (Lead a Leg of an Expedition).
4. Distribute the completed Peer Assessment Rubrics (Lead a Leg of an Expedition) to each cadet following the completion of the expedition, prior to the cadet's departure.



This PC is ongoing throughout the expedition training weekend. As it deals with progressive skill development, the practice of limiting the number of attempts a cadet has to complete the PC does not apply. Attempts, however, are limited based on available time during the expedition training weekend.



In the case of inclement weather limiting some aspects of assessment, a Regional Cadet Support Unit (RCSU) may grant a baseline proficiency based on incomplete observations. However, such circumstances must be recorded in the overall feedback section.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. On the 426 PC Assessment Summary sheet, for each cadet:
 - a. complete the Expedition Travel Log indicating the modes of travel, distances travelled, duration of activity, class / level of activity and cadet level achieved during the expedition;
 - b. record the overall skill assessment results for each skill on the Overall Skill Assessment Summary Chart;
 - c. indicate the overall performance assessment as:

- (1) **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required expedition skills;
 - (2) **Completed with difficulty.** The cadet has achieved the performance standard by completing one or more of the expedition skills with difficulty;
 - (3) **Completed without difficulty.** The cadet has achieved the performance standard by completing all expedition skills without difficulty; or
 - (4) **Exceeded standard.** The cadet has achieved the performance standard by exceeding the standard on all expedition skills; and
- d. provide overall feedback comments, as required.



It is the assessor's responsibility to record feedback to substantiate the results.

A cadet who does not meet the performance standard shall be given additional opportunities to succeed. There is no limit to the number of additional opportunities that may be afforded to the cadet, provided it is within the time and resource limitations of the expedition centre.

Should a cadet's lack of progress be significant enough after multiple opportunities, the processes found in Chapter 3, Annex E, Training Counselling Session, shall be followed.

2. Sign and date the 426 PC Assessment Summary Sheet.
3. Complete and sign the Gold Star Expedition Performance Record.
4. Forward the Gold Star Expedition Performance Record to the cadet's corps.
5. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

As this PC is ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during the expedition, group debriefings at the end of the training day and end of expedition training one-on-one interviews.

Discuss the overall performance results with the cadet prior to their departure from the expedition centre.

426 PC ASSESSMENT CHECKLIST (FOLLOW DAILY EXPEDITION ROUTINE)

Follow Daily Expedition Routine	Names						
Performance:							
Employ packing principles to load personal equipment in an expedition field pack.							
Secure personal equipment at the campsite.							
Erect, strike and pack a tent.							
Conform to the principles of Leave No Trace during the expedition.							
Complete two entries in the Expedition Journal.							
Overall Skill Assessment							

Individual Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
The skill was not attempted or not completed, even with assistance.	The skill was completed with some difficulty / required assistance from team members or TIs.	The skill was completed without difficulty / required limited assistance from team members or TIs.	

Overall Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
One or more skills were not attempted or not completed, even with assistance.	Two or more skills were completed with difficulty	Three or more skills were completed without difficulty.	All skills were completed without difficulty.

Assessor's Name: _____

Assessor's Signature: _____

426 PC ASSESSMENT CHECKLIST (NAVIGATION)

Navigation	Names						
Performance:							
Identify the start and end points on the topographical / trail map.							
Select a route between the start and end point.							
Determine the distance along a route between the start and end point.							
Estimate the time it will take to reach the end point.							
Orient the topographical / trail map.							
Lead the team to the end point.							
Overall Skill Assessment							

Individual Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
The skill was not attempted or not completed, even with assistance.	The skill was completed with some difficulty / required assistance from team members or TIs.	The skill was completed without difficulty / required limited assistance from team members or TIs.	

Overall Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
One or more skills were not attempted or not completed, even with assistance.	Three or more skills were completed with difficulty.	Four or more skills were completed without difficulty.	All skills were completed without difficulty.

Assessor's Name: _____

Assessor's Signature: _____

426 PC ASSESSMENT CHECKLIST (PADDLE A CANOE)

Paddle a Canoe	Names						
Performance:							
Bow							
Execute the appropriate stroke to turn the canoe 90 degrees toward the onside and then to continue in a straight line.							
Execute the appropriate stroke to turn the canoe 90 degrees toward the offside and then to continue in a straight line.							
Stern							
Execute the appropriate stroke to turn the canoe 90 degrees toward the onside and then to continue in a straight line.							
Execute the appropriate stroke to turn the canoe 90 degrees toward the offside and then continue in a straight line.							
Paddle the canoe in a straight line for 100 m using appropriate corrective strokes.							
Tandem							
Launch and land a canoe on a shore / dock.							
Turn a canoe 180 degrees using draws and prys.							
Move the canoe laterally using draws or prys.							
Stop the canoe using a jam.							
Overall Skill Assessment							

Individual Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
The skill was not attempted or not completed, even with assistance.	The skill was completed with some difficulty / required assistance from team members or TIs.	The skill was completed without difficulty / required limited assistance from team members or TIs.	

Overall Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
One or more skills were not attempted or not completed, even with assistance.	Five or more skills were completed with difficulty.	Six or more skills were completed without difficulty.	All skills were completed without difficulty.

Assessor's Name: _____

Assessor's Signature: _____

426 PC ASSESSMENT CHECKLIST (RIDE A MOUNTAIN BIKE)

Ride a Mountain Bike	Names						
Performance:							
Mountain Bike Safety Considerations							
Fit a mountain bike.							
Complete a pre-ride bike check.							
Adhere to road / trail safety regulations: follow the rules of the road, perform hand signals and demonstrate proper ride discipline.							
Complete a post-ride bike check.							
Basic Mountain Bike Skills							
Shift gears in preparation to ascend / descend a hill.							
Ascend a hill using proper technique.							
Execute a controlled descent of a hill using proper braking techniques.							
Advanced Mountain Bike Skills							
Perform a log hop over a piece of wood or rock between 3 and 5 cm high.							
Steer a mountain bike around a corner by plotting the line, controlling the speed and looking ahead.							
Overall Skill Assessment							

Individual Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
The skill was not attempted or not completed, even with assistance.	The skill was completed with some difficulty / required assistance from team members or TIs.	The skill was completed without difficulty / required limited assistance from team members or TIs.	

Overall Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
One or more skills were not attempted or not completed, even with assistance.	Five or more skills were completed with difficulty.	Six or more skills were completed without difficulty.	All skills were completed without difficulty.

Assessor's Name: _____

Assessor's Signature: _____

426 PC ASSESSMENT CHECKLIST (HIKE)

Hike	Names						
Performance:							
Fit trekking poles.							
Descend an incline using trekking poles.							
Execute the "rest step".							
Employ the proper techniques to scramble across varied terrain.							
Employ the proper techniques to hop boulders.							
Employ the proper techniques to cross scree.							
Carry out the proper procedures for crossing a water obstacle.							
Overall Skill Assessment							

Individual Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
The skill was not attempted or not completed, even with assistance.	The skill was completed with some difficulty / required assistance from team members or TIs.	The skill was completed without difficulty / required limited assistance from team members or TIs.	

Overall Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
One or more skills were not attempted or not completed, even with assistance.	Three or more of the skills were completed with difficulty.	Four or more skills were completed without difficulty.	All skills were completed without difficulty.

Assessor's Name: _____

Assessor's Signature: _____

426 PC ASSESSMENT CHECKLIST (SNOWSHOE)

Snowshoe	Names						
Performance:							
Fit							
Fit snowshoes.							
Snowshoe Techniques							
Adopt the appropriate snowshoe stride, taking into account snow conditions and personal rhythm.							
Perform a kick-turn.							
Ascend a hill using switchback turns / straight toeing.							
Descend a hill, demonstrating proper body and snowshoe position.							
Cross an obstacle, demonstrating proper body and snowshoe position.							
Overall Skill Assessment							

Individual Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
The skill was not attempted or not completed, even with assistance.	The skill was completed with some difficulty / required assistance from team members or TIs.	The skill was completed without difficulty / required limited assistance from team members or TIs.	

Overall Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
One or more skills were not attempted or not completed, even with assistance.	Two or more skills were completed with difficulty.	Three or more skills were completed without difficulty.	All skills were completed without difficulty.

Assessor's Name: _____

Assessor's Signature: _____

426 PC ASSESSMENT CHECKLIST (SKI)

Ski	Names						
Performance:							
Change direction by lifting the left (right) ski and placing it in the new direction of travel, followed by the right (left) ski and continuing forward.							
Double pole to move forward a minimum of 10 m.							
Execute the diagonal stride for at least eight continuous strides.							
Ascend a hill using the herringbone technique.							
Ascend a hill using the side-stepping technique.							
Descend controlling the speed by employing the full wedge.							
Overall Skill Assessment							

Individual Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
The skill was not attempted or not completed, even with assistance.	The skill was completed with some difficulty / required assistance from team members or TIs.	The skill was completed without difficulty / required limited assistance from team members or TIs.	

Overall Skill Assessment:

I = Incomplete	D = Completed With Difficulty	C = Completed Without Difficulty	E = Exceeded the Standard
One or more skills were not attempted or not completed, even with assistance.	Three or more of the skills were completed without difficulty.	Four or more skills were completed without difficulty.	All skills were completed without difficulty.

Assessor's Name: _____

Assessor's Signature: _____

426 PC PEER ASSESSMENT RUBRIC (LEAD A LEG OF AN EXPEDITION)

Peer's Name: _____ Team Leader's Name: _____ Team: _____

Analytical Performance Assessment:

	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Promote positive team dynamics.	The team leader did not maintain a pace that allowed all team members to keep up and had to be prompted by the TI or team members to slow down / wait.	The team leader ensured that the team travelled together and usually maintained a pace that all could keep up with.	The team leader ensured the pace was adequate for all members, by placing slower members in the front and middle of the team.
	The team leader rarely checked on the well-being of team members.	At times the team leader checked on the well-being of team members.	The well-being of team members was assessed by the team leader throughout the leg.
	When conflict arose, the team leader was unsure of how to deal with it, requiring the assistance of other team members / TI.	When conflict arose, the team leader was able to deal with the issues, coming up with solutions with the assistance of team members.	The team leader dealt with conflict quickly and efficiently, listening to the issues of all members before making a decision.
Communicate to team members.	At times, some team members, but not all, were asked for their ideas / suggestions.	On most occasions, the team leader attempted to include team members in discussions about team activities by encouraging team members to make suggestions.	The team leader included all team members in discussions about team activities, by providing all team members the chance to make suggestions and listening to the suggestions of others.
	The team leader was not consistent in informing team members about what was happening, which resulted in confusion and, at times, conflict between team members.	The team leader communicated instructions to team members throughout the leg, ensuring that all members were aware of what was happening.	At no time were team members unsure about what was happening.
	At times, the team leader shouted / made inappropriate gestures / used a tone that team members felt was inappropriate.	In most situations the team leader communicated instructions in a respectable tone and without shouting.	All instructions to team members were communicated in a respectable tone and without shouting.

	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Supervise team members.	The team leader did not place themselves among the team to allow for effective supervision, moving primarily at the front of the team.	The team leader was aware of their position among the team, moving between the front and the back of the group to ensure supervision of all members.	The team leader assigned each team member a position, and then moved between the front and the back to ensure adequate supervision at all times.
	At times the TI or team members had to intervene to stop the team from making unsafe decisions.	The team leader usually identified the technical sections of the leg, stopping to brief the team as required to ensure their safety.	Team members were briefed on technical sections prior to the start of the leg, with additional measures being put into place at each technical section.
	The team leader provided only minimal support and encouragement to team members during the leg.	The team leader was supportive of team members, taking breaks and encouraging members who were tired / having difficulties.	The team leader continuously offered support and encouragement to team members, assessing team member's morale and the requirement for breaks.

Peer's Feedback:

Based on the team leader's performance, please provide one positive occurrence and one suggestion for improvement:

Positive occurrence:

Suggestion for improvement:

426 PC SELF-ASSESSMENT QUESTIONNAIRE (LEAD A LEG OF AN EXPEDITION)

Team Leader's Name: _____

Team: _____

An outdoor leader (OL) is an individual who leads groups and individuals into natural settings using a variety of modes of travel. An OL must combine their hard skill competencies with soft skills in order to provide groups and individuals with a positive, safe and challenging outdoor experience. It is the responsibility of the OL to ensure the protection and preservation of the natural environments into which they bring people.

1. Place a check (√) beside the quality(s) of an outdoor leader that you believe you demonstrated as team leader. Place an X beside the quality(s) of an outdoor leader that you believe you had trouble displaying as team leader. Not all quality(s) have to receive a √ or X.

Quality of an OL	Self-Assessment	Quality of an OL	Self-Assessment
Courage		Patience	
Tenacity		Competency	
Humility		Strength of Character	
Warmth		Desire to be a leader	
Enthusiasm		Humour	
Integrity		Organizational skills	

2. Select one quality of an OL that you feel you need to further develop as team leader and reflect on the experience by answering the following questions:

Outline an event during the leg where you had trouble displaying this quality.

How did your difficulty in displaying this quality affect your team members?

What will you do to develop this quality in the future?

3. Select one quality of an OL that you feel you positively demonstrated when appointed as the team leader and reflect on the experience by answering the following questions:

Why it is an important quality for a team leader to demonstrate?

What did you do to effectively demonstrate this quality?

How did your team react to your demonstration / application of this quality?

4. Use the following space to further reflect on your experience as team leader. Some questions you could ask yourself are: What you would do differently next time? Was the experience enjoyable, why or why not? Did you learn anything from your team members about being an effective team leader? What are some challenges that you experienced? What did you like about being a team leader?

426 PC ASSESSMENT CHECKLIST (LEAD A LEG OF AN EXPEDITION)

Cadet's Name: _____ Corps: _____

Assessor's Name: _____ Team: _____

<i>Personal Communication Assessment:</i>	Incomplete	Completed Without Difficulty
	The skill was not attempted or not completed, even with assistance.	The skill was completed.
Lead a Leg of an Expedition		
The cadet critically reflected on one positive occurrence during their time as team leader.		
The cadet critically reflected on one negative occurrence during their time as team leader.		
The cadet provided one suggestion on how the negative occurrence could have been avoided.		
The cadet reacted to the assessments completed by their peers by positively accepting the constructive criticism.		

Assessor's Feedback:

GOLD STAR EXPEDITION PERFORMANCE RECORD

Cadet's Name: _____ Corps: _____

Expedition Travel Log				
Mode of Travel	Distance Travelled	Duration of Activity	Class / Level of Activity	Cadet Level Achieved
1.				
2.				
3.				
4.				

Overall Skill Assessment Summary Chart				
	Incomplete	Completed with Difficulty	Completed Without Difficulty	Exceeded Standard
Navigation				
Follow Daily Expedition Routine				
Mode of Travel #1				
Mode of Travel #2				
Lead a Leg of an Expedition				

PO 426 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required expedition skills.	The cadet has achieved the performance standard by completing one or more of the expedition skills with difficulty.	The cadet has achieved the performance standard by completing all expedition skills without difficulty.	The cadet has achieved the performance standard by exceeding the standard on all expedition skills.

Assessor's Overall Feedback:

Gold Star Expedition Performance Achieved	Yes		Assessor's Name:	Position:
	No		Assessor's Signature:	Date:

This form shall be reproduced locally.

ANNEX C

GOLD STAR PROGRAM QUALIFICATION RECORD

Cadet's Name: _____ Corps: _____

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

Topic	PO No.	Performance Statement	PO Assessment	
			Incomplete	Completed
Citizenship	401	Recognize How the Legal System Affects Youth		
Community Service	402	Perform Community Service		
Personal Fitness and Healthy Living	404	Update Personal Activity Plan		
Recreational Sports	405	Participate in Recreational Sports		
Air Rifle Marksmanship	406	Fire the Cadet Air Rifle During Recreational Marksmanship		
General Cadet Knowledge	407	Serve in an Army Cadet Corps		
Canadian Forces Familiarization	420	Identify the Structure of the Canadian Army		
Outdoor Leadership	425	Develop an Expedition Plan		

POs that recognize proficiency level achievement:

Topic	PO No.	Performance Statement	PO Assessment			
			Did not Achieve the Standard	Baseline Proficiency		Enhanced Proficiency
			Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Leadership	403	Act as a Team Leader				
Drill	408	Command a Platoon on Parade				
Instructional Techniques	409	Instruct a Lesson				

Navigation	422	Follow a Multi-Leg Route Using a Global Positioning System Receiver				
Wilderness Survival	424	Employ Natural Resources in a Survival Situation				
Expedition	426	Perform Expedition Skills				

Qualification Achieved	Yes		Trg O	Date: _____
			Signature: _____	

ANNEX D

CADET INTERVIEW GUIDELINES

PREPARATION FOR A PROGRESS INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and the Cadet Interview Form located at Chapter 3, Annex D, Appendix 1 and become familiar with the material prior to conducting the interview.

Where discussion is being directed towards specific topic areas, ensure that any required support materials are prepared in advance and distributed to the cadet to review. This could include: training schedules, the Assessment of Learning Plan (Chapter 3, Annex B), PC assessment instruments, etc.

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

PRE-INTERVIEW ASSIGNMENT

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

CONDUCT OF A PROGRESS INTERVIEW

PURPOSE

The purpose of conducting a progress interview is to discuss the cadet's learning progress towards their qualification (assessment for learning) and to provide feedback on overall performance.

RESOURCES

- Note paper,
- Pen / pencil, and
- Cadet Interview Form.

INTERVIEW LAYOUT

Set up the interview location so that both the interviewer and cadet will be comfortable.

INTERVIEW INSTRUCTIONS



Tips for a successful interview:

Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.

Manage time by ensuring the cadet stays on topic.

Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

Give the cadet time to respond to your questions.

1. Have the cadet enter the area of the interview.
2. Ask the cadet how they feel they are progressing in the Star Level.
3. Give the cadet feedback on their progress and their overall performance highlighting any gaps that may exist between the cadet's self-assessment and the officer's observations.
4. Help the cadet make an action plan that takes into consideration the cadet's goals and the requirements of the qualification. Action plans should be realistic and achievable and written using positive language.



The action plan is a negotiated set of steps that the cadet commits to taking to reach their goals. The officer should not dictate steps or goals, but should guide the cadet towards a mutually agreed upon plan of action that meets both the needs of the cadet and the needs of the CP. The action plan must be achievable for the cadet, provide the cadet with guidelines on the action they must take to be successful and be written using positive language.

5. Have the cadet sign the Cadet Interview Form, Section 2.
6. Sign the Cadet Interview Form, Section 2.

POST-INTERVIEW INSTRUCTIONS

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

PREPARATION FOR FINAL INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and Cadet Interview Form and become familiar with the material prior to conducting the interview.

Review the cadet's completed Qualification Record and related assessment instruments as well as the completed Section 1 and 2 of any Cadet Interview Forms.

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

PRE-INTERVIEW ASSIGNMENT

Have the cadets review the personal goals they established at the beginning of the training year, any action plans, and come to the interview prepared to discuss their success in reaching those goals. Have the cadet think about their personal goals for the summer and following training year.

CONDUCT OF FINAL INTERVIEW

PURPOSE

The purpose of the final interview is to discuss the completed Qualification Record, the cadet's goals that were discussed during the initial interview, and new goals for the summer and following training year.

RESOURCES

- Cadet Interview Form, and
- Pen / pencil.

INTERVIEW LAYOUT

Set up the interview location so that both the cadet and the interviewer will be comfortable.

INTERVIEW INSTRUCTIONS



Tips for a successful interview:

Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.

Manage time by ensuring the cadet stays on topic.

Listen and respond in a way that indicates you have heard and understood the

cadet. This can be done by paraphrasing their ideas.

Give the cadet time to respond to your questions.

1. Ask the cadet questions in Section 3 of the Cadet Interview Form.
2. Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives. Where a cadet has been granted a waiver explain to the cadet what this means and what they will be required to do in the following year to meet the current qualification requirements.
3. Ask the cadet the remaining questions on the form.
4. Have the cadet sign the final interview form.
5. Sign the final interview form.

POST-INTERVIEW INSTRUCTIONS

Ensure the CF 558, *Cadet Certificate of Qualification*, (NSN 7530-21-870-7685), is awarded to cadets who successfully complete the qualification. This should be done in a manner that highlights the cadet's achievement, eg, a graduation parade or other formal event.

Ensure the completed Qualification Record for each cadet is placed in the cadet's DND 2399, *Cadet Personnel Record*.

ANNEX D, APPENDIX 1
CADET INTERVIEW FORM

SECTION 1 – CADET PARTICULARS		
Surname:	Name:	
Star Level:	Platoon:	Rank:
SECTION 2 – PERFORMANCE INTERVIEW		
CADET'S RESPONSES	OFFICER'S NOTES	
<p>1. How do you feel about your progress in the Star Level? Are there any areas of excitement or concern you would like to highlight?</p>	<p>Note any gaps between the cadet's perception of their performance and observed performance.</p>	
<p>2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for the Star Level?</p>	<p>Work with the cadet to develop an action plan, listing the steps that will help the cadet meet both the training requirements and their personal goals.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 	
Cadet's Signature:		
Course Officer's Signature:		Date:

SECTION 3 – FINAL INTERVIEW	
<p>1. How did you enjoy the Star Level?</p> <p>2. What were some of your likes and dislikes about the training activities?</p> <p>Likes:</p> <p>Dislikes:</p> <p>3. How can you apply what you have learned this training year in the future inside and outside of cadets?</p> <p>4. What are some new personal goals you will establish for your CSTC training (if applicable) or for the next training year?</p> <p>5. What training opportunities are you interested in for the next training year?</p>	<p>ADDITIONAL COMMENTS</p>
<p>Cadet's Signature:</p>	
<p>Course Officer's Signature:</p>	<p>Date:</p>

ANNEX E**TRAINING COUNSELLING SESSION GUIDELINES**

PREPARATION

PRE-COUNSELLING SESSION INSTRUCTIONS

Review the counselling instructions and Training Counselling Session Form and become familiar with the material prior to conducting the training counselling session.

CONDUCT OF TRAINING COUNSELLING SESSION

PURPOSE

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

RESOURCES

- Training Counselling Session Form, and
- Pen / pencil.

COUNSELLING SESSION LAYOUT

Set up a table with chairs for the cadet, Course Officer and Training Officer.

COUNSELLING SESSION INSTRUCTIONS

Tips for a successful interview:

Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.

Manage time by ensuring the cadet stays on topic.

Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

Give the cadet time to respond to your questions.

1. Have the cadet enter the counselling room.

2. Inform the cadet of the situation; the cadet is not achieving and / or maintaining qualification standards.
3. Determine the following:
 - a. the seriousness of the failure,
 - b. areas of difficulty,
 - c. exceptional circumstances affecting the training progress,
 - d. the behaviour of the cadet,
 - e. the effort and motivation of the cadet, and
 - f. whether or not sufficient training support was provided.
4. Create an action plan with the cadet that addresses the reasons for the failure and the action the cadet should take to be successful.



The action plan must be achievable for the cadet, address the reasons for the failure and provide the cadet with guidelines on the action they must take to be successful.

5. Brief the cadet on the consequences should no improvement be noticed.
6. Have the cadet sign the Training Counselling Session Form.
7. Sign the Training Counselling Session Form.

POST-COUNSELLING INSTRUCTIONS

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

The CO shall contact the parent or guardian to open the lines of dialogue and include them in the action plan.

ANNEX E, APPENDIX 1
TRAINING COUNSELLING SESSION FORM

SECTION 1 – CADET PERS INFORMATION	
Surname:	Name:
Platoon:	Star Level:
Circumstances requiring TCS convening:	
SECTION 3 – SESSION FINDINGS (To include training progression to date, effort and motivation of cadet, training support provided, exceptional circumstances, etc.)	
Seriousness of failure:	
Performance in related POs:	
Previous difficulties and action taken:	
Overall course performance:	
Exceptional circumstances affecting training progress:	
Behaviour of cadet:	

SECTION 4 – SESSION RECOMMENDATIONS (ACTION PLAN)

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Cadet's Signature:

Training Officer's Signature:

Date:

SECTION 5 – Commanding Officer Review

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

Commanding Officer's Signature:

Date:

ANNEX B, APPENDIX 3**409 PC****ASSESSMENT INSTRUCTIONS**

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

The course officer shall communicate with the training officer to:

1. place the Gold Star cadets into the Green Star and Red Star instructor schedules;
2. ensure the cadets are assigned a 30-minute lesson at least two weeks prior to conducting this assessment, to include:
 - a. a lesson specification, and
 - b. an instructional guide; and
3. assign an assessor to each lesson.

Ensure that all resources requested by the cadets are available.

Review the assessment plan, assessment instructions and 409 PC Assessment Rubric and Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 409 PC Assessment Checklist for each cadet.

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

PRE-ASSESSMENT ASSIGNMENT

Each cadet shall review the 409 PC Assessment Rubric and Checklist and become familiar with the assessment criteria prior to instructing their lesson.

Each cadet is to prepare to instruct a 30-minute lesson, by:

1. researching lesson content;
2. planning a lesson;
3. developing instructional aids; and
4. preparing the lesson location.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet while instructing a lesson and make a judgement on the cadet's level of preparation, classroom management skills, use of instructional methods, use instructional aids and overall instructional techniques.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this assessment is to assess the cadet's ability to prepare and instruct a 30-minute lesson to Green Star and Red Star cadets in a real-life setting, during a regular training session.

RESOURCES

IAW EO M409.05 (Instruct a 30-Minute Lesson) and the Green Star or Red Star lesson assigned.

ASSESSMENT ACTIVITY LAYOUT

Classroom or training area large enough to accommodate the entire group.

ASSESSMENT ACTIVITY INSTRUCTIONS



This PC is assessed during EO M409.05 / EO C409.02 (Instruct a 30-Minute Lesson), or any additional opportunity thereafter.

Each cadet, prior to the start of EO M409.05 (Instruct a 30-Minute Lesson), will be required to:

1. research lesson content;
2. plan a lesson;
3. develop instructional aids; and
4. set up the lesson location.

During the time allotted for this lesson each cadet will:

1. provide a copy of their written lesson plan to the assessor;
2. instruct a 30-minute lesson by:

- a. introducing the lesson;
 - b. presenting the content of the lesson
 - c. confirming the knowledge / skills learned during the lesson; and
 - d. concluding the lesson; and
3. participate in a individual feedback session with the assessor upon completion of the lesson.

Using the 409 PC Assessment Rubric as a guide, the assessor shall make notes of observations and record results on the 409 PC Assessment Checklist.



Should any content errors or omissions be made during the conduct of the lesson, the assessor shall take appropriate actions to ensure the cadets receive the correct information.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C. Indicate the overall performance assessment on the qualification record as:
 - a. **Incomplete.** If the cadet received an “incomplete” on more than three of the criteria listed on the assessment checklist;
 - b. **Completed With Difficulty.** If the cadet received an “incomplete” on not more than three of the criteria and a minimum of “completed with difficulty” on all other criteria;
 - c. **Completed Without Difficulty.** If the cadet received a minimum of “completed with difficulty” on all criteria and “completed without difficulty” on 10 or more of the criteria;
 - d. **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;
2. Record notes made in the assessor’s feedback section of the assessment checklist.
3. Sign and date the assessment checklist.

4. Ensure a copy of the assessment checklist is attached to the cadet's training file.

PROVIDING ASSESSMENT FEEDBACK

This assessment is accomplished through direct / immediate feedback with the cadet upon completion of the period of instruction. The assessor should offer feedback and suggestions for improvement to the cadet based on the 409 PC Assessment Rubric and Checklist.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

409 PC 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 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.
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 not 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 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

	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 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 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 questions or activity cadet creatively confirmed 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-stating the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivate	The cadet did not attempt 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 to 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 emphasis points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the question 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

409 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Platoon: _____

	Assessment (circle one)	Notes
Lesson Preparation		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Set up the lesson location	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	
Emotional 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-motivate	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:

PO 409 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:

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CHAPTER 4

SECTION 1

PERFORMANCE OBJECTIVES (POs) AND TRAINING PLAN

PURPOSE

1. The purpose of this chapter is to outline the specific POs associated with the Gold Star qualification.

PERFORMANCE OBJECTIVES

2. POs are a description of the cadet's ability after training is complete. They include a description, in performance terms, of what the individual must do, the conditions under which the performance must be completed, and the standard to which the performance must conform. These three elements are respectively defined as:

- a. a performance statement;
- b. a conditions statement; and
- c. a standard.

3. This chapter also details the training plan that is designed to assist cadets to achieve the required POs using EOs and Lesson Specifications (LS) that are the key reference used for development of A-CR-CCP-704/PF-001, *Gold Star Instructional Guides*.

ENABLING OBJECTIVES

4. EOs are a description of the cadet's ability after each unit of learning is complete and constitute a major step towards achieving the PO. EOs may correspond to the major components identified in the first round of deconstructing POs or they may result from grouping several related components. They are composed of three essential parts:

- a. a performance statement;
- b. a conditions statement; and
- c. a standard.

LESSON SPECIFICATIONS

5. LSs describe the instructional strategy to be applied to each EO, and include:

- a. supporting teaching points;

- b. references;
- c. learning activities (methods, media and environment);
- d. estimated timings;
- e. assessment directions; and
- f. any remarks that further clarify the design intent.

ASSESSMENT FOR LEARNING

6. Formative evaluation, or assessment for learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. These assessments can also provide cadets with opportunities to practice PCs. This helps to diagnose cadet needs, eg, corrective action or remedial instruction, plan the next steps in instruction and provide cadets with feedback they can use to improve. It also reinforces learning so that it can be retained longer. Details for Gold Star assessment for learning are outlined within the applicable lesson specifications located at Chapter 4.

PO 401

1. **Performance:** Recognize How the Legal System Affects Youth
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will participate in activities to recognize how the legal system affects youth by describing the Youth Criminal Justice Act.
4. **Remarks:** Nil.
5. **Complementary Material:**
 - a. Complementary material associated with PO 401 is designed to enhance the cadet's knowledge of the justice system, specifically:
 - (1) EO C401.01 (Discuss Age-Based Laws),
 - (2) EO C401.02 (Discuss Government Jurisdictions), and
 - (3) EO C401.03 (Discuss Computer Crime).
 - b. Some complementary training offered in previous levels may be selected as complementary training in Proficiency Level Four, specifically:
 - (1) EO C301.02 (Discuss Current Events),
 - (2) EO C301.03 (Tour a Local Community Service Group), and
 - (3) EO C301.04 (Participate in a Presentation from a Local Community Service Group).

EO C401.01

1. **Performance:** Describe the Youth Justice System
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe the youth justice system, to include:
 - a. the Youth Criminal Justice Act (YCJA) Preamble and Declaration of Principle,
 - b. extrajudicial measures provided by the YCJA,
 - c. extrajudicial sanctions allowed by the YCJA, and
 - d. conferences provided for in the YCJA.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the YCJA, to include: a. Preamble, and b. Declaration of Principle.	Interactive Lecture	10 min	C0-417
TP2	Describe extrajudicial measures provided by the YCJA, to include: a. taking no further action; b. warnings; c. police cautions; d. crown cautions; e. referrals; and f. extrajudicial sanctions.	Interactive Lecture	10 min	C0-417
TP3	Describe conferences provided for in the YCJA, to include: a. definition, b. applications, and c. forms of conferences.	Interactive Lecture	5 min	C0-417

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 25 min
 - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to describe the youth justice system.
7. **References:** C0-417 Department of Justice. (2008). *The Youth Criminal Justice Act: Summary and background*. Retrieved February 3, 2009, from <http://www.justice.gc.ca/eng/pi/yj-jj/index.html>
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C401.02

1. **Performance:** Discuss Age-Based Laws
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe age-based laws, to include:
 - a. laws concerning youth 12 and over,
 - b. laws concerning youth 14 and over,
 - c. laws concerning youth under 16, and
 - d. laws concerning youth 16 and over.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe age-based laws concerning youth 12 and over, to include: <ol style="list-style-type: none"> a. United Nations Convention on the Rights of the Child, b. Criminal Code, c. Youth Criminal Justice Act (YCJA), and d. topics of provincial jurisdiction. 	Interactive Lecture	10 min	C0-421
TP2	Describe age-based laws concerning youth 14 and over.	Interactive Lecture	5 min	C0-421
TP3	Describe age-based laws concerning youth under 16.	Interactive Lecture	5 min	C0-421
TP4	Describe age-based laws concerning youth 16 and over.	Interactive Lecture	5 min	C0-421

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to present basic information on age-based laws and summarize the teaching points.
7. **References:** C0-421 Justice for Children and Youth. (2008). *Age-based laws*. Retrieved February 3, 2009, from <http://www.jfcy.org/>
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C401.03

1. **Performance:** Discuss Government Jurisdictions
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall discuss government jurisdictions, to include:
 - a. exclusive powers of the Parliament of Canada,
 - b. exclusive powers of provincial legislatures, and
 - c. examples of common municipal bylaws.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss exclusive powers of the Parliament of Canada, to include: <ol style="list-style-type: none"> a. defence, b. criminal law, c. census, d. money and banking, e. transportation, and f. citizenship. 	Interactive Lecture	5 min	C0-420
TP2	Describe exclusive powers of provincial legislatures, to include: <ol style="list-style-type: none"> a. property and civil rights, b. administration of justice, c. natural resources and the environment, d. education, and e. health and welfare. 	Interactive Lecture	10 min	C0-420
TP3	Describe examples of common municipal bylaws that affect youth, to include: <ol style="list-style-type: none"> a. noise limitations, b. curfews, and c. control of skateboards and bicycles. 	Group Discussion	10 min	

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1–2 to present basic information on federal and provincial jurisdictions and to summarize the teaching points.
- b. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about common municipal bylaws. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

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

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Instructors will need to research and prepare adequately for the group discussion on municipal bylaws in TP3.

EO C401.04

1. **Performance:** Discuss Computer Crime
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall discuss computer crime, to include:
 - a. copyright laws regarding downloading;
 - b. unauthorized access to restricted websites and connections and its consequences; and
 - c. acceptable use of the Internet.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe copyright laws regarding downloading, to include: <ol style="list-style-type: none"> a. the purpose of copyright, b. peer to peer (P2P) file-sharing, c. consequences of Internet piracy, and d. the Berne Convention. 	Interactive Lecture	10 min	C0-418 C0-419 C0-424
TP2	Explain: <ol style="list-style-type: none"> a. authorized use of DND / CF Internet connections, b. unauthorized access to restricted websites, and c. consequences of misuse of computers. 	Interactive Lecture	5 min	A0-132
TP3	Conduct a group discussion on acceptable use of the Internet, to include: <ol style="list-style-type: none"> a. the need for caution and sound judgement, and b. professionalism when using cadet-related material. 	Group Discussion	10 min	A0-132

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to present basic information on computer crime and to summarize the teaching points.
- b. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about computer crime. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

7. **References:**

- a. A0-132 CATO 11-07 Director Cadets 2. (2002). *Internet acceptable use—Cadet program*. Ottawa, ON: Department of National Defence.
- b. C0-418 CRIA. (2009). *The Canadian Recording Industry Association*. Retrieved February 5, 2009, from <http://www.cria.ca/>
- c. C0-419 IFPI. (2009). *The International Federation of the Phonographic Industry*. Retrieved February 5, 2009, from <http://www.ifpi.org/>
- d. C0-424 Canadian Intellectual Property Office (2009). *Copyright*. Retrieved March 23, 2009, from <http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/Home>

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

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

PO 402

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet will participate in a community service activity that:
 - a. provides a direct benefit to the community (eg, support of a non-profit group's fundraising event, community cleanup, or trail maintenance project); and
 - b. promotes good citizenship.
4. **Remarks:**
 - a. Community service may be conducted as nine periods during a supported day or over three sessions of three periods each.
 - b. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
 - c. Corps should consult their sponsor in the selection of community service activities.
 - d. The community service activity selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
5. **Complementary Material:**
 - a. Complementary material associated with PO 402 is designed to provide opportunities for cadets to perform community service through a number of activities.
 - b. No new complementary training will be added in the Gold Star Program.

- c. Some complementary training offered in previous star levels may be selected as complementary training in the Gold Star Program, specifically:
 - (1) EO C102.01 (Participate in a Ceremonial Parade), and
 - (2) EO C102.02 (Perform Community Service).
- d. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.
- e. Complementary training associated with PO 402 is limited to a total of nine periods which may be conducted during sessions or on a supported day. No more than three periods may be used in support of EO C102.01 (Participate in a Ceremonial Parade). Corps are not required to use all nine periods.

EO M402.01

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environment: Any.
3. **Standard:** The cadet shall perform a community service activity that:
 - a. provides a direct benefit to the community (eg, support of a non-profit group's fundraising event, community cleanup, trail maintenance project); and
 - b. promotes good citizenship attributes.
4. **Teaching Points:** The community service activity should be structured as follows:
 - a. The cadets are to be briefed by the activity organizer prior to the start of the activity. This may be done by a representative from the community group being assisted. This briefing should include an explanation of:
 - (1) the objectives and importance of the activity;
 - (2) the resources that may be required to perform the activity;
 - (3) the set-up of the activity; and
 - (4) any safety guidelines that must be followed while performing the activity.
 - b. The cadet shall participate in the activity and, where possible, perform the duties of a team leader.
 - c. Following participation in the activity, the cadets are to be debriefed, ideally by a representative from the community group being assisted. The cadets should be asked:
 - (1) how they felt about the activity;
 - (2) what they felt they accomplished;
 - (3) what benefit the community received from their participation; and

- (4) how they can be more active citizens based on this experience.
- d. If cadets are assigned as team leaders, they will be debriefed on their performance as part of PO 403 (Act as a Team Leader).
5. **Time:**
- | | | |
|----|----------------------------|---------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Experiential Learning: | 80 min |
| c. | Subtotal: | 90 min |
| d. | Total (three sessions): | 270 min |
6. **Substantiation:** The experiential learning approach was chosen for this lesson as it allows the cadet to acquire new knowledge through a direct experience. By reflecting on what they have seen, felt and thought they are better able to connect this learning to past situations and use this learning to plan how this knowledge can be applied in future experiences.
7. **References:**
- a. A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.
- b. C0-014 The Royal Canadian Legion. (2002). *The Royal Canadian Legion: Responding to the needs of Canadian communities*. Retrieved May 25, 2006, from http://www.legion.ca/asp/docs/about/community_e.asp
- c. C0-015 Kiwanis International. (2008). *Facts about Kiwanis*. Retrieved March 12, 2008, from <http://www.kiwanis.org/whatwedo/factsaboutkiwanis/tabid/532/default.aspx>
- d. C0-016 Lions Club International. (2006). *Lions Clubs International history*. Retrieved May 25, 2006, from http://www.lionsclubs.org/en/content/lions_history.shtml
- e. C0-017 Rotary International. (2005). *About Rotary*. Retrieved May 25, 2006, from <http://www.rotary.org/aboutrotary/index.html>
- f. C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved August 16, 2006, from <http://www.unesco.ca>
8. **Training Aids:** Nil.
9. **Learning Aids:** Appropriate equipment / material for the activity.

10. **Test Details:** Nil.

11. **Remarks:**

- a. A sample listing of community-based / oriented groups includes:
- (1) The Trans Canada Trail,
 - (2) Local environmental groups,
 - (3) The Children's Wish Foundation of Canada,
 - (4) Hospital committees,
 - (5) Alzheimer Society of Canada,
 - (6) Canadian Cancer Society,
 - (7) Arthritis Society of Canada,
 - (8) Big Brothers Big Sisters of Canada,
 - (9) The Royal Canadian Legion,
 - (10) The Rotary Club,
 - (11) The Kinsmen Club,
 - (12) The Kiwanis Club,
 - (13) Lions Clubs International,
 - (14) Local food bank,
 - (15) Canadian Red Cross,
 - (16) United Way of Canada, and
 - (17) The United Nations Educational, Scientific and Cultural Organization (UNESCO).
- b. Additional information should be obtained from the chosen group to assist the instructor in the development of the initial briefing, and to provide information, as required, for specific activities.
- c. This activity may be conducted over a day (nine periods), or in three sessions of three periods each, based on local needs.
- d. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
- e. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
- f. When developing the corps training plan, training staff are to review the similar instructional periods found in all levels of the training program, and are encouraged to pool resources between star levels when possible.

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

PO 403

1. **Performance:** Act as a Team Leader
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet will act as a team leader, to include:
 - a. striving to meet the needs and expectations of team members;
 - b. employing a leadership approach;
 - c. motivating team members;
 - d. providing feedback to team members;
 - e. participating in a mentoring relationship; and
 - f. leading a team during a leadership appointment, to include:
 - (1) setting a positive example;
 - (2) fostering teamwork by contributing to positive team dynamics;
 - (3) communicating clearly the task(s) to be accomplished;
 - (4) supervising cadets;
 - (5) solving problems, as required;
 - (6) debriefing the team; and
 - (7) reporting to superiors.
4. **Remarks:** Nil.
5. **Complementary Material:**
 - a. Complementary material associated with PO 403 is designed to enhance the cadet's ability to act as a team leader, specifically:
 - (1) EO C403.01 (Participate in a Leadership Seminar); and
 - (2) EO C403.02 (Conduct an Evening Activity During a Field Training Exercise (FTX)).

- b. Some complementary training offered in previous levels may be selected as complementary training in Gold Star, specifically:
 - (1) EO C303.01 (Lead Team-Building Activities), and
 - (2) EO C303.02 (Deliver a Presentation About a Leader).

EO M403.01

1. **Performance:** Describe Needs and Expectations of Team Members
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe:
 - a. the needs of team members, and
 - b. the expectations that a team member has of a team leader.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the needs of team members, to include: <ol style="list-style-type: none"> a. acceptance of and by other team members, b. acceptance and understanding of leaders, c. approval of leaders, and d. opportunities to try different tasks and roles. 	Interactive Lecture	5 min	C0-115 (pp. 12–13)
TP2	Conduct an activity where cadets describe the expectations that a team member has of a team leader, to include: <ol style="list-style-type: none"> a. good leadership, to include: <ol style="list-style-type: none"> (1) leading by example; (2) putting the needs of the team members first; and (3) being sensitive to cultural and gender differences; b. effective communication, to include: <ol style="list-style-type: none"> (1) giving information on what is expected of them; (2) explaining changes in situations; (3) asking for assistance with tasks; and 	In-Class Activity	10 min	A0-047 A0-048 A0-131 (pp. 4-8 to 4-14) C0-115 (p. 12, 177-183)

TP	Description	Method	Time	Refs
	(4) providing concrete examples during explanations; and c. effective supervision, to include: (1) operating in a safe environment; (2) freedom from over-supervision; and (3) recognition of good performance.			
TP3	Conduct a group discussion on how a team leader should strive to meet the needs and expectations of team members.	Group Discussion	10 min	

5. Time:

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

6. Substantiation:

- a. An interactive lecture was chosen for TP 1 to orient the cadets to team members' needs.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets about expectations that a team member has of a team leader.
- c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about how a team leader should strive to meet team members needs and expectations.

7. References:

- a. A0-047 A-PA-005-000/AP-004 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF conceptual foundations*. Ottawa, ON: Department of National Defence.
- b. A0-048 A-PA-005-000/AP-003 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF doctrine foundations*. Ottawa, ON: Department of National Defence.
- c. A0-131 A-CR-CCP-910/PT-001 Director Cadets 6. (1989). *Training school leadership*. Ottawa, ON: Department of National Defence.

- d. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Needs and Expectations of Team Members handout.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.
11. **Remarks:** Nil.

EO M403.02

1. **Performance:** Select a Leadership Approach
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall select a leadership approach during:
 - a. a leadership assignment, and
 - b. a leadership appointment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe transactional and transformational leadership.	Interactive Lecture	5 min	C0-115 (pp. 8–10) C0-410
TP2	Describe the outcomes that occur as a result of the team leader focussing on the team members and the goal.	Interactive Lecture	10 min	C0-413
TP3	Describe leadership approaches, to include: <ol style="list-style-type: none"> a. the key aspects of each approach, to include: <ol style="list-style-type: none"> (1) control, (2) coach, and (3) empower; and b. selecting an approach based on the: <ol style="list-style-type: none"> (1) the simplicity of the task, (2) the safety of the cadets, (3) the capability of the cadets, and (4) the motivation of the cadets. 	Interactive Lecture	15 min	
TP4	Conduct an activity where the cadets will explain what leadership approach they would select and why for a given scenario.	In-Class Activity	20 min	

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1, 2 and 3 to review, clarify, emphasize and summarize transactional and transformational leadership, the outcomes of a team leader's focus and leadership approaches.
- b. An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

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

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and
- b. Scenarios.

9. **Learning Aids:** Scenarios.10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.11. **Remarks:** Cadets will select leadership approaches during leadership assignments and leadership appointments throughout the training year.

EO M403.03

1. **Performance:** Motivate Team Members
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe how to motivate team members by:
 - a. recognizing extrinsic and intrinsic motivation;
 - b. encouraging development of knowledge and skills; and
 - c. recognizing cadets for the effort they put toward a task.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an in-class activity where the cadets will explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators.	In-Class Activity	20 min	C0-245 (pp. 30–35) C0-414 C0-415
TP2	Explain why team leaders should encourage intrinsic motivation.	Interactive Lecture	5 min	C0-401 (pp. 55–58)
TP3	Conduct a group discussion about when and how team leaders motivate team members, to include: <ol style="list-style-type: none"> a. praising effort and perseverance during a task; b. praising the use of different strategies during a task; c. praising improvement during a task; d. encouraging the development of knowledge and skills; e. praising the completion of a task; f. thanking team members for their endeavours; and g. giving credit for the completion of tasks to the team rather than yourself. 	Group Discussion	25 min	C0-411

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	In-Class Activity:	20 min
c.	Interactive Lecture:	5 min
d.	Group Discussion:	25 min
e.	Total:	60 min

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about advantages and disadvantages of extrinsic and intrinsic motivators.
- b. An interactive lecture was chosen for TP 2 to orient the cadets to encourage intrinsic motivation.
- c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about when and how to motivate team members.

7. **References:**

- a. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
- b. C0-401 ISBN 0-7879-6068-3 Hesselbein, F., & Johnston, R. (2002). *A leader to leader guide: On mission and leadership*. San Francisco, CA: Jossey-Bass Publishing.
- c. C0-411 Dweck, C. S. (2007). The perils and promises of praise. *Education Leadership*, 65(2), 34-39.
- d. C0-414 Bainbridge, C. (2009). About.com: Gifted children. *Extrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/extrinsic.htm>
- e. C0-415 Bainbridge, C. (2009). About.com: Gifted children. *Intrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/intrinsic.htm>

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

9. **Learning Aids:** Extrinsic and Intrinsic Motivation handouts.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.
11. **Remarks:** Nil.

EO M403.04

1. **Performance:** Provide Feedback to Team Members
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. recognize when feedback must be provided; and
 - b. provide feedback.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets brainstorm and prepare a list of times when feedback should be provided.	In-Class Activity	5 min	C0-258
TP2	Explain the principles of effective feedback, to include: <ol style="list-style-type: none"> a. frequent, b. accurate, c. specific, and d. timely. 	Interactive Lecture	10 min	C0-412 (pp. 3–10, pp. 111–113)
TP3	Explain the ground rules for providing feedback, to include: <ol style="list-style-type: none"> a. focusing on what is observed; b. focusing on behaviour; c. keeping it neutral; d. using it to inform; e. making it supportive; and f. keeping it simple. 	Interactive Lecture	10 min	C0-403 (pp. 11–15, pp. 111–116)

TP	Description	Method	Time	Refs
TP4	<p>Explain the steps for providing feedback, to include:</p> <ol style="list-style-type: none"> planning what to say; providing examples of behaviours; allowing time for feedback; motivating; and setting a timeline for action and follow-up. <p>Explain the steps for receiving feedback, to include:</p> <ol style="list-style-type: none"> seeing each feedback session as a learning opportunity; actively listening to the sender's ideas; asking for more information if the ideas are not understood; being honest about how the feedback is affecting one's emotions; and remaining open-minded about future learning opportunities. 	Interactive Lecture	10 min	C0-404
TP5	Using scenarios, have the cadets practice providing feedback to team members.	In-Class Activity	15 min	

5. **Time:**

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

6. **Substantiation:**

- An in-class activity was chosen for TPs 1 and 5 as an interactive way to provoke thought, and to stimulate an interest among cadets about feedback.
- An interactive lecture was chosen for TPs 2–4 to orient the cadets to giving effective feedback.

7. **References:**

- C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.
- C0-403 Peeling, G. (2000). *Feedback techniques: 7 things to know about giving feedback: Trainers Guide*. Cambridgeshire, England: Fenman Limited.

- c. C0-404 Mochal, T. (2006). *Follow these six steps when providing constructive performance feedback*. Retrieved February 5, 2009, from http://articles.techrepublic.com.com/5100-10878_11-6102736.html
 - d. C0-412 ISBN 978-0-87425-495-2 Tulgan, B. (1999). *Fast feedback* (2nd ed). Amherst, MA: HRD Press, Inc.
8. **Training Aids:**
- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and
 - b. Scenarios.
9. **Learning Aids:**
- a. Effective Feedback handout, and
 - b. Scenarios.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.
11. **Remarks:** Nil.

EO M403.05

1. **Performance:** Participate in a Mentoring Relationship
2. **Conditions:**
 - a. Given:
 - (1) Scenario,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a mentoring relationship by:
 - a. providing feedback and coaching to junior cadets; and
 - b. receiving feedback and coaching from senior cadets or staff.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Review the mentoring relationship, to include: <ol style="list-style-type: none"> a. recognizing the purpose of a mentoring relationship; b. identifying the benefits of participating in a mentoring relationship; c. contributing to a mentoring match; d. being open to new things; e. being responsive to suggestions and constructive criticism; f. providing feedback to the mentor; g. learning from the mentor's example; h. participating in mentoring activities; and i. appreciating the mentoring relationship. 	Interactive Lecture	5 min	C0-258 (pp. 15–21, 37–48, 70– 73)
TP2	Discuss the difference between formal and informal mentoring.	Group Discussion	5 min	C0-258 (p. 20, p. 64, pp. 78– 79, 174– 178, 182– 187) C0-405 (pp. 9–18, 59–87)

TP	Description	Method	Time	Refs
TP3	Describe the steps of a formal mentoring session, to include: a. getting acquainted; b. setting goals; c. meeting goals and expectations; and d. concluding the mentoring session.	Interactive Lecture	10 min	C0-258 (pp. 260–265)
TP4	Demonstrate and explain a mentoring session, to include: a. keeping the mentoring relationship professional; b. keeping the conversation during the mentoring session in confidence; and c. using the ground rules for feedback during a mentoring session.	Demonstration	10 min	C0-258 (pp. 260–265) C0-324 (pp. 21–26, p. 31, p. 32)
TP5	Have the cadets role-play a mentoring session based on two given scenarios. Cadets will role-play the mentor in one scenario, and the cadet being mentored in another scenario.	Role-Play	20 min	C0-258 (pp. 260–265) C0-324 (pp. 21–26, p. 31, p. 32)

5. Time:

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 15 min |
| c. | Group Discussion: | 5 min |
| d. | Demonstration: | 10 min |
| e. | Role-Play: | 20 min |
| f. | Total: | 60 min |

6. Substantiation:

- a. An interactive lecture was chosen for TPs 1 and 3 to review the mentoring relationship and to orient the cadets to the steps in a mentoring session.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share knowledge, experiences, opinions and feeling about formal and informal mentoring.
- c. A demonstration was chosen for TP 4 as it allows the instructor to explain and demonstrate a mentoring session.
- d. A role-play was chosen for TP 5 as it provides the cadets an opportunity to view and then conduct a mentoring session under supervision.

7. **References:**

- a. C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.
- b. C0-324 Taylor, J. S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. USA: The National Mentoring Center.
- c. C0-405 ISBN 0-7879-6294-5 Rhodes, J. (2002). *New directions for youth development: A critical view of youth mentoring*. New York, NY: Jossey-Bass.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and
- b. Scenarios.

9. **Learning Aids:** Scenarios.

10. **Test Details:** Nil.

11. **Remarks:** Cadets will have opportunities to participate in formal and informal mentoring relationships through the training year. A cadet in Proficiency Level Four is in a position to both mentor a subordinate cadet and be mentored by a more senior cadet and / or adult staff member.

EO M403.06

1. **Performance:** Act as a Team Leader During a Leadership Appointment
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall act as a team leader during a leadership appointment by:
 - a. preparing for the leadership appointment;
 - b. carrying out the tasks associated with the leadership appointment;
 - c. giving feedback to the team; and
 - d. meeting with the activity manager to discuss the outcomes of the leadership appointment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe a leadership assignment and a leadership appointment.	Interactive Lecture	5 min	
TP2	Describe the leadership appointments that may be assigned at the corps.	Interactive Lecture	5 min	
TP3	Describe how to conduct the leadership appointment, to include: <ol style="list-style-type: none"> a. preparing for the leadership appointment, to include: <ol style="list-style-type: none"> (1) ensuring the required resources are available; (2) completing a time appreciation; and (3) making a plan; b. briefing the team members during the leadership appointment, to include: <ol style="list-style-type: none"> (1) communicating the overall plan; (2) communicating the tasks involved in the leadership appointment; (3) assigning tasks to team members as 	Interactive Lecture	15 min	C0-114 (p. 16, p. 36, p. 99) C0-243 C0-245 (pp. 70–71) C0-247 (pp. 133–136) C0-248 (p. 20, p. 21)

TP	Description	Method	Time	Refs
	<p>applicable; and</p> <p>(4) ensuring the team members understand their tasks;</p> <p>c. carrying out the tasks associated with the leadership appointment, to include:</p> <p>(1) supervising team members;</p> <p>(2) ensuring the tasks within the appointment are progressing according to the time allotted;</p> <p>(3) providing feedback to the team members throughout the appointment; and</p> <p>(4) modifying the plan as required;</p> <p>d. providing feedback to the team members upon conclusion of the leadership appointment; and</p> <p>e. meeting with the activity manager to discuss the outcomes of the leadership appointment.</p>			<p>C0-253 (p. 24)</p> <p>C0-254 (p. 34, p. 35)</p> <p>C0-255 (pp. 86–89)</p> <p>C0-256 (p. 54, p. 55)</p>

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the leadership appointment.

7. **References:**

- a. C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.
- b. C0-243 Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>
- c. C0-243 Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>
- d. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
- e. C0-247 ISBN 0-14-024272-4 Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.

- f. C0-248 ISBN 0-7894-4862-9 Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.
 - g. C0-253 ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.
 - h. C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.
 - i. C0-255 ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.
 - j. C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Leadership Appointment Aide-Memoire.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.
11. **Remarks:** Acquire the list of leadership appointments developed by the Training Officer before instructing this lesson.

EO C403.01

1. **Performance:** Participate in a Leadership Seminar
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a leadership seminar.
4. **Teaching Points:** Have the cadets participate in a leadership seminar on one or more of the following topics:
 - a. problem solving,
 - b. time management,
 - c. communication, and
 - d. supervision.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Seminar:	80 min
c. Subtotal (3 periods):	90 min
d. Total:	360 min
6. **Substantiation:** A seminar method was chosen for this lesson to stimulate active participation in a tutorial setting and to allow cadets to practice reflective thinking skills. Seminars assist cadets in developing new and imaginative interpretations of leadership topics being explored. Seminars are an interactive way to exchange information on techniques and approaches to the leadership subjects being researched and discussed.
7. **References:**
 - a. C0-022 ISBN 0-02864-207-4 Cole, Kris (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.

- b. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- c. C0-425 Shurdington Scouts Resource. (1999). *NASA exercise: Survival on the moon*. Retrieved April 14, 2009, from <http://www.shurdington.org/Downloads/NASA%20Exercise.pdf>
- d. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Stepladder technique: Making better group decisions*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_89.htm
- e. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Six thinking hats*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_07.htm
- f. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Why do we procrastinate*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_96.htm
- g. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Preparing a to-do list*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_05.htm
- h. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Simple prioritization*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_92.htm
- i. C0- 479 PedagoNet: Brainteasers. (2009). *Problem solving: Do you have the answer?* Retrieved April 15, 2009, from <http://www.pedagonet.com/brain/brainers.html>
- j. C0-480 Discovery Education. (2009). *Brain boosters*. Retrieved April 15, 2009, from <http://school.discoveryeducation.com/brainboosters/>
- k. C0-481 Total success: A different type of training. (2009). *Time management: Manage yourself, not your time*. Retrieved March 31, 2009, from, <http://www.tsuccess.dircon.co.uk/timemanagementtips.htm>
- l. C0-482 About.com: Small Business: Canada. (2009). *11 Time management tips*. Retrieved March 30, 2009, from, <http://sbinfocanada.about.com/cs/timemanagement/a/timemggtips.htm>

- m. C0-483 College Board: Inspiring Minds (2009). *Time management tips for high school students*. Retrieved March 31, 2009, from, <http://www.collegeboard.com/student/plan,college-success/116.html>
 - n. C0-487 Department for Community Development, Government of Western Australia. (2008). *Supervision of children*. Retrieved April 1, 2009, from <http://www.pscwa.org.au/documents/DCDGUIOSHCFactSheetSupervisionofChildren.pdf>
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:**
- a. Scenarios, and
 - b. Handouts for the seminar selected.
10. **Test Details:** Nil.
11. **Remarks:** This EO may be conducted as many as four times during Gold Star training.

EO C403.02

1. **Performance:** Conduct an Evening Activity During a Field Training Exercise (FTX)
2. **Conditions:**
 - a. Given:
 - (1) Activity equipment as required, and
 - (2) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, as one group, shall conduct an evening activity during an FTX.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss selecting evening activities by considering: <ol style="list-style-type: none"> a. the goal, b. the participants, c. resources, d. time available, e. space available, and f. weather. 	Group Discussion	5 min	C2-100 (pp. 22–25) C2-151 (pp. 88–89, pp. 50–51)
TP2	Discuss the format of an evening activity, to include: <ol style="list-style-type: none"> a. set-up; b. introduction; c. conduct of the activity; d. debriefing; and e. tear down. 	Interactive Lecture	5 min	C0-114 (p. 36, p. 99) C0-245 (p. 70–71) C0-254 (p. 34–35) C2-100 (pp. 20–34)
TP3	Have the cadets, as members of a group, prepare an evening activity to be conducted during an FTX by: <ol style="list-style-type: none"> a. selecting an activity; b. identifying resources required; and c. assigning tasks to team members. <p>Note: A selection of evening activities are provided in the</p>	In-Class Activity	15 min	

TP	Description	Method	Time	Refs
	instructional guide for this EO.			

5. **Time:**

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

6. **Substantiation:**

- a. A group discussion was chosen for TP 1 as it allows the cadet to interact with their peers and share their knowledge and opinions about selecting evening activities to conduct during an FTX. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.
- b. An interactive lecture was chosen for TP 2 to orient the cadet to the format of an evening activity.
- c. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about conducting an evening activity during an FTX.

7. **References:**

- a. C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.
- b. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
- c. C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.
- d. C2-100 ISBN 0-7872-0107-3 Project Adventure, Inc. (1995). *Youth leadership in action: A guide to cooperative games and group activities written by and for youth leaders*. Dubuque, IO: Kendall / Hunt Publishing Company.
- e. 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.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Activity equipment as required, and
- c. Evening Activities handout.

9. **Learning Aids:**

- a. Activity equipment as required, and
- b. Evening Activities handout.

10. **Test Details:** Nil.

11. **Remarks:** Evening activities shall be conducted by the Gold Star cadets (as one group), during an FTX.

PO 404

1. **Performance:** Update Personal Activity Plan
2. **Conditions:**
 - a. Given:
 - (1) Cadet Fitness Assessment Scoresheet,
 - (2) Cadet Fitness Assessment results,
 - (3) Personal Activity Plan handout,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group and suitable for conducting the Cadet Fitness Assessment.
3. **Standard:** The cadet will update their personal activity plan by:
 - a. participating in the Cadet Fitness Assessment; and
 - b. setting new short- and long-term personal goals for the training year.
4. **Remarks:** Nil.
5. **Complementary Material:**
 - a. Complementary material associated with this PO is designed to enhance the cadet's knowledge of personal fitness and healthy living through a number of activities:
 - (1) EO C404.01 (Describe Nutrition and Hydration Requirements for Fitness and Sports Activities), and
 - (2) EO C404.02 (Prepare to Conduct the Cadet Fitness Assessment).
 - b. Some complementary material offered in previous star levels may be conducted as complementary training in Gold Star, specifically:
 - (1) EO C304.01 (Participate in the Cadet Fitness Assessment),
 - (2) EO C304.02 (Evaluate Personal Activity Plan),
 - (3) EO C304.03 (Describe Stress),
 - (4) EO C204.02 (Develop a Personal Nutrition Plan), and

(5) EO C104.01 (Create Team Goals).

- c. When selecting complementary training from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.

EO M404.01

1. **Performance:** Participate in the Cadet Fitness Assessment
2. **Conditions:**
 - a. Given:
 - (1) Cadet Fitness Assessment Scoresheet, and
 - (2) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Training area large enough to accommodate the entire group and suitable for conducting the Cadet Fitness Assessment.
3. **Standard:** The cadet shall participate in the Cadet Fitness Assessment, to include:
 - a. the cardiovascular component,
 - b. the muscular strength component, and
 - c. the muscular flexibility component.
4. **Teaching Points:**
 - a. Conduct a warm-up session, composed of light cardiovascular exercises, meant to:
 - (1) stretch the muscles;
 - (2) gradually increase respiratory action and heart rate;
 - (3) expand the muscles' capillaries to accommodate the increase in blood circulation; and
 - (4) raise muscle temperature to facilitate reactions in muscle tissue.
 - b. Supervise while the cadets perform and score:
 - (1) the Progressive Aerobic Cardiovascular Endurance Run (PACER),
 - (2) the curl-up,
 - (3) the push-up, and
 - (4) two of the following:
 - (a) the trunk lift,
 - (b) the shoulder stretch, and
 - (c) the back-saver sit and reach.

- c. Conduct a cool-down session, composed of light cardiovascular exercises, meant to:
 - (1) allow the body to slowly recover from physical activity and help to prevent injury;
 - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (3) stretch the muscles.

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Practical Activity: | 25 min |
| c. | Subtotal: | 30 min |
| d. | Total (two periods): | 60 min |

6. **Substantiation:** A practical activity was chosen for this lesson as it allows the cadets to participate in the Cadet Fitness Assessment in a safe and controlled environment.

7. **References:**

- a. C0-095 ISBN 0-7360-5962-8 The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.
- b. C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

8. **Training Aids:**

- a. EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide,
- b. Cadet Fitness Assessment Scoresheet,
- c. Pylons,
- d. Measuring tape,
- e. Gym mats,
- f. CD player,
- g. Curl-up measuring strip,
- h. 30-cm (12-inch) ruler, and
- i. Small cardboard box.

9. **Learning Aids:** Cadet Fitness Assessment Scoresheet.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. The Cadet Fitness Assessment is an individual assessment used to set personal fitness goals. Results from this assessment shall not be used for competition or classification among cadets.
 - b. The Cadet Fitness Assessment shall be set up prior to conducting this EO.
 - c. This EO shall be conducted at the start and the end of the training year.

EO M404.02

1. **Performance:** Update Personal Activity Plan
2. **Conditions:**
 - a. Given:
 - (1) Cadet Fitness Assessment results,
 - (2) Personal Activity Plan handout,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall update their Personal Activity Plan for the training year by:
 - a. reviewing Cadet Fitness Assessment results;
 - b. listing current involvement in fitness and sports activities; and
 - c. setting new short- and long-term personal goals for the training year.
4. **Teaching Points:** Have the cadets update their Personal Activity Plan from Silver Star, to include:
 - a. reviewing Cadet Fitness Assessment results;
 - b. listing current involvement in fitness and sports activities; and
 - c. creating goals for the training year.
5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Practical Activity:	25 min
c.	Total:	30 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to update their Personal Activity Plan. This activity contributes to the development of personal fitness goals in a fun and challenging setting.

7. **References:**

- a. C0-104 ISBN 0-662-26628-5 Public Health Agency of Canada. (1998). *Handbook for Canada's physical activity guide to healthy active living*. Ottawa, ON: Public Health Agency of Canada.
- b. C0-105 ISBN 0-662-32897-3 Public Health Agency of Canada. (2002). *Teacher's guide to physical activity for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- c. C0-106 ISBN 0-662-32899-X Public Health Agency of Canada. (2002). *Let's get active! Magazine for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- d. C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.
- e. C0-174 ISBN 978-0-7360-6828-4 Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for life: Middle school: Teacher's guide*. Windsor, ON: Human Kinetics.

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

9. **Learning Aids:**

- a. Cadet Fitness Assessment results, and
- b. Personal Activity Plan handout.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson shall follow the start of year Cadet Fitness Assessment (EO M404.01 [Participate in the Cadet Fitness Assessment]).
- b. Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

EO M404.03

1. **Performance:** Evaluate Personal Activity Plan
2. **Conditions:**
 - a. Given:
 - (1) Cadet Fitness Assessment results,
 - (2) Personal Activity Plan,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall evaluate their Personal Activity Plan for the training year by:
 - a. comparing start and end of year Cadet Fitness Assessment results;
 - b. comparing actual and planned fitness and sports activities; and
 - c. setting new goals.
4. **Teaching Points:** Have the cadets evaluate their Personal Activity Plan by:
 - a. comparing start and end of year Cadet Fitness Assessment results;
 - b. comparing actual and planned fitness and sports activities; and
 - c. creating new goals based on Cadet Fitness Assessment results and participation in fitness and sports activities.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Total:	30 min
6. **Substantiation:** A practical activity was chosen for this lesson as it allows the cadets to evaluate their Personal Activity Plan in a safe and controlled environment.
7. **References:**
 - a. C0-104 ISBN 0-662-26628-5 Public Health Agency of Canada. (1998). *Handbook for Canada's physical activity guide to healthy active living*. Ottawa,

ON: Public Health Agency of Canada.

- b. C0-105 ISBN 0-662-32897-3 Public Health Agency of Canada. (2002). *Teacher's guide to physical activity for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
 - c. C0-106 ISBN 0-662-32899-X Public Health Agency of Canada. (2002). *Let's get active! Magazine for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
 - d. C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.
 - e. C0-174 ISBN 978-0-7360-6828-4 Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for life: Middle school: Teacher's guide*. Windsor, ON: Human Kinetics.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
9. **Learning Aids:**
- a. Cadet Fitness Assessment results, and
 - b. Personal Activity Plan from start of training year.
10. **Test Details:** Nil
11. **Remarks:**
- a. This lesson shall follow the end of year Cadet Fitness Assessment (EO M404.01 [Participate in the Cadet Fitness Assessment]).
 - b. Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html> through the Public Health Agency of Canada to be given as handouts to the cadets.

EO C404.01

1. **Performance:** Describe Nutrition and Hydration Requirements for Fitness and Sports Activities
2. **Conditions:**
 - a. Given:
 - (1) *Nutrition Facts*,
 - (2) Energy Expenditure for Physical Activity table,
 - (3) Estimated Daily Energy Requirements worksheet,
 - (4) Resting Energy Expenditures table,
 - (5) Estimated Number of Servings table,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. analyze food labels;
 - b. estimate daily energy requirements; and
 - c. describe nutrition and hydration requirements for fitness and sports activities.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain food labels, to include: <ol style="list-style-type: none"> a. purpose of nutrition information, b. ingredients list, c. nutrition facts table, and d. nutrition claims. 	Interactive Lecture	15 min	C0-155 C0-176 C0-178 C0-180 C0-181 C0-182
TP2	Conduct an activity where the cadets will estimate their daily energy requirements, to include: <ol style="list-style-type: none"> a. resting energy expenditure, b. thermic effect of food, and 	In-Class Activity	20 min	A0-111 (pp.16–20) C0-344

TP	Description	Method	Time	Refs
	c. caloric requirements for daily life.			C0-345 C0-346
TP3	Describe nutrition and hydration requirements for fitness and sports activities, to include: a. pre-exercise, to include: (1) time to allow between meal and activity; and (2) foods to choose; b. during exercise, to include: (1) what to drink; and (2) what to eat; and c. post-exercise.	Interactive Lecture	15 min	A0-111 (pp.10–13, pp. 36–42) C0-166 (pp. 89– 136) C0-175 (pp. 19–39) C0-320 C0-321 C0-348

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 3 to orient the cadets to food labels and to the relationship between nutrition, hydration and fitness and sports activities.
- b. An in-class activity was chosen for TP 2 as it is an interactive way for the cadets to estimate daily energy requirements.

7. **References:**

- a. A0-111 A-MD-007-006/PW-001 Department of National Defence. (2005). *Top fuel for top performance*. Ottawa, ON: Department of National Defence.
- b. C0-155 ISBN 0-662-33410-8 Health Canada. (2003). *Nutrition facts*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

- c. C0-166 ISBN 978-0-7360-4602-2 Clark, N. (2003). *Sports nutrition guide book* (3rd ed.). Windsor, ON: Human Kinetics.
- d. C0-175 ISBN 978-0-7360-4406-6 McNeely, E., & McLaughlin, W. (Eds.). (2003). *ACSM fitness book: A proven step-by-step program from the experts*. Windsor, ON: Human Kinetics, Inc
- e. C0-176 ISBN 0-662-33411-6 Health Canada. (2003). *Nutrition labelling...Get the facts!* Ottawa, ON: Her Majesty the Queen in Right of Canada.
- f. C0-178 Health Canada. (2006). *Core nutrients*. Retrieved October 28, 2007, from http://hc-sc.gc.ca/fn-an/label-etiquet/nutrition/interactive/core_nutrients-principaux_nutriments_e.html
- g. C0-180 Heart and Stroke Foundation of Canada. (2007). *Fibre, whole grains and carbohydrates*. Retrieved October 30, 2007, from <http://ww2.heartandstroke.ca/Page.asp?PageID=110&ArticleID=5327&Src=living>
- h. C0-181 Canadian Diabetes Association and Dietitians of Canada. (n.d.). *Look at the label*. Retrieved October 30, 2007, from http://www.healthyeatingisinstore.ca/pdf/Fact_ENG.pdf
- i. C0-182 British Columbia Ministry of Health. (n.d.). *BC health files: Iron and your health*. Retrieved October 30, 2007, from <http://www.bchealthguide.org/healthfiles/pdf/hfile68c.pdf>
- j. C0-320 American College of Sports Medicine. (n.d.). *Exercise and fluid replacement*. Retrieved September 26, 2008 from http://www.acsm.org/Content/NavigationMenu/Research/Roundtables_Specialty_Conf/PastRoundtables/Position_Stand_Fluid_Replacement.htm
- k. C0-321 BC Dairy Foundation. (n.d.). *Sport nutrition*. Retrieved September 26, 2008, from http://www.bcdairyfoundation.ca/nutrition_education/docs/sportnutrition.pdf
- l. C0-344 VacuMed. (1998). *Resting energy expenditures*. Retrieved October 23, 2008, from <http://www.vacumed.com/293.html>
- m. C0-345 Ionescu, G. (n.d.). *Basal metabolic rate & daily energy requirements calculator*. Retrieved October 23, 2008, from <http://health.drgily.com/basal-metabolic-rate-calculator.php>
- n. C0-346 NutriStrategy. (n.d.) *Calories burned during exercise*. Retrieved October 23, 2008, from <http://www.nutristrateg.com/activitylist4.htm>

- o. C0-348 Manore, M. M., Barr S. I., & Butterfield, G. E. (2000). *Nutrition and athletic performance*. Retrieved October 29, 2008, from http://www.coach.ca/eng/nutrition/documents/sports_nutrition_position_2000.pdf

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate to the classroom / training area,
- b. *Nutrition Facts*,
- c. Nutrition Facts Quiz answer key,
- d. Energy Expenditures for Physical Activity Table handout,
- e. Estimated Daily Energy Requirements worksheet,
- f. Resting Energy Expenditures Table handout, and
- g. Estimated Number of Servings table.

9. **Learning Aids:**

- a. *Nutrition Facts*,
- b. Nutrition Facts Quiz,
- c. Energy Expenditures for Physical Activity Table handout,
- d. Estimated Daily Energy Requirements worksheet,
- e. Resting Energy Expenditures Table handout, and
- f. Calculator.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C404.02

1. **Performance:** Prepare to Conduct the Cadet Fitness Assessment
2. **Conditions:**
 - a. Given:
 - (1) EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide,
 - (2) Pylons,
 - (3) Measuring tape,
 - (4) Gym mats,
 - (5) CD player,
 - (6) 30-cm (12-inch) ruler,
 - (7) Small cardboard box,
 - (8) Supervision, and
 - (9) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group and suitable for conducting the Cadet Fitness Assessment.
3. **Standard:** The cadet shall:
 - a. describe the components of the Cadet Fitness Assessment, to include:
 - (1) cardiovascular,
 - (2) muscular strength, and
 - (3) muscular flexibility;
 - b. prepare to conduct the Cadet Fitness Assessment by reviewing M404.01 / M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide;
 - c. set up the Cadet Fitness Assessment;
 - d. supervise:
 - (1) the warm-up session,
 - (2) cadets performing and scoring:
 - (a) the PACER,

- (b) the curl-up,
 - (c) the push-up,
 - (d) the trunk lift,
 - (e) the shoulder stretch, and
 - (f) the back-saver sit and reach, and
- (3) the cool-down session; and
- e. tear down the Cadet Fitness Assessment.

4. Teaching Points:

TP	Description	Method	Time	Refs
TP1	<p>Describe the components of the Cadet Fitness Assessment, to include:</p> <ul style="list-style-type: none"> a. the sequence for the Cadet Fitness Assessment; b. cardiovascular component (Progressive Aerobic Cardiovascular Endurance Run [PACER]), to include: <ul style="list-style-type: none"> (1) objective, (2) setting up, (3) conducting, and (4) scoring; c. the muscular strength component, to include: <ul style="list-style-type: none"> (1) curl-up, to include: <ul style="list-style-type: none"> (a) objective, (b) setting up, (c) conducting, and (d) scoring; and (2) push-up, to include: <ul style="list-style-type: none"> (a) objective, (b) setting up, (c) conducting, and (d) scoring; d. the muscular flexibility component, to include: <ul style="list-style-type: none"> (3) trunk lift, to include: <ul style="list-style-type: none"> (a) objective, (b) setting up, (c) conducting, and 	Interactive Lecture	35 min	C0-095 C0-167 (pp. 25–56)

TP	Description	Method	Time	Refs
	(d) scoring; (4) shoulder stretch, to include: (a) objective, (b) setting up, (c) conducting, and (d) scoring; and (5) back-saver sit and reach, to include: (a) objective, (b) setting up, (c) conducting, and (d) scoring.			
TP2	Conduct an activity where the cadets will become familiar with the enabling objective, lesson specification and instructional guide for EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment).	In-Class Activity	15 min	

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to present basic material on the components of the Cadet Fitness Assessment and to generate interest.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought, stimulate interest and become familiar with the enabling objective, lesson specification and instructional guide for EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment).

7. **References:**

- a. C0-095 ISBN 0-7360-5962-8 The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.
- b. C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

8. Training Aids:

- a. EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide,
- b. Cadet Fitness Assessment Scoresheet,
- c. Pylons,
- d. Measuring tape,
- e. Gym mats,
- f. CD player,
- g. Curl-up measuring strip,
- h. 30-cm (12-inch) ruler, and
- i. Small cardboard box.

9. Learning Aids:

- a. EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide,
- b. Cadet Fitness Assessment Scoresheet,
- c. Pylons,
- d. Measuring tape,
- e. Gym mats,
- f. CD player,
- g. Curl-up measuring strip,
- h. 30-cm (12-inch) ruler, and
- i. Small cardboard box.

10. Test Details: Nil.**11. Remarks:**

- a. This lesson should be conducted prior to EO M404.01 (Participate in the Cadet Fitness Assessment).
- b. The cadets will be provided the opportunity to conduct the Cadet Fitness Assessment during EO M404.01 (Participate in the Cadet Fitness Assessment).

PO 405

1. **Performance:** Participate in Recreational Sports
2. **Conditions:**
 - a. Given:
 - (1) Sports equipment,
 - (2) Safety equipment,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will:
 - a. attend a briefing on the selected sport's rules;
 - b. participate in a warm-up;
 - c. play the selected sport; and
 - d. participate in a cool-down.
4. **Remarks:** Recreational sports may be conducted as nine periods during a supported day or over three sessions of three periods each.
5. **Complementary Material:**
 - a. Complementary training offered in Green Star may be selected as complementary training in Silver Star, specifically:
 - (1) EO C105.01 (Participate in an Organized Sports Tabloid),
 - (2) EO C105.02 (Participate in an Organized Intramural Sports Event), and
 - (3) EO C105.03 (Participate in an Orienteering Event).
 - b. When selecting complementary training from Green Star, training staff will review the applicable performance objective, lesson specification and instructional guide.
 - c. Complementary training associated with PO 405 is limited to a total of nine periods conducted during sessions or on a supported day. If PO 405 is conducted as sessions, it will be comprised of three periods of training per

session. If recreational sports are conducted as a full day activity, it will be comprised of nine periods.

EO M405.01

1. **Performance:** Participate in Organized Recreational Team Sports
2. **Conditions:**
 - a. Given:
 - (1) Sports equipment,
 - (2) Safety equipment,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. attend a briefing on the selected sport's rules;
 - b. participate in a warm-up;
 - c. play the selected sport; and
 - d. participate in a cool-down.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce the cadets to the selected sport's rules, to include: <ol style="list-style-type: none"> a. an overview of how to play the sport; and b. rules and regulations of the sport. 	Interactive Lecture	10 min	C0-001
TP2	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> a. stretch the muscles; b. gradually increase respiratory action and heart rate; c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise the muscle temperature to facilitate reactions in muscle tissue. 	Practical Activity	10 min	C0-002 (pp.109–113) C0-089
TP3	Supervise while the cadets play the selected sport.	Practical Activity	50 min	C0-001

TP	Description	Method	Time	Refs
				C0-030 C0-031 C0-034 C0-074
TP4	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ul style="list-style-type: none"> a. allow the body time to slowly recover from physical activity and to help prevent injury; b. prepare the respiratory and cardiovascular systems to return to their normal state; and c. stretch the muscles. 	Practical Activity	10 min	C0-002 (pp. 109–113) C0-089

5. **Time:**

- | | | |
|----|----------------------------|---------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 10 min |
| c. | Practical Activity: | 70 min |
| d. | Sub-total: | 90 min |
| e. | Total (three sessions): | 270 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to introduce the cadets to the rules of the selected sport.
- b. A practical activity was chosen for TPs 2–4 as it allows cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

7. **References:**

- a. C0-001 ISBN 0-88011-807-5 Hanlon, T. (1998). *The sports rules book: Essential rules for 54 sports*. USA: Human Kinetics Publishers, Inc.
- b. C0-002 ISBN 0-88962-630-8 LeBlanc, J., & Dickson, L. (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. Oakville, ON: Mosaic Press.
- c. C0-030 Ringette Canada. (2006). *How ringette is played*. Retrieved October 30, 2006, from <http://www.ringette.ca/e/about/played.htm>

- d. C0-031 What is Ultimate Frisbee? (2006). *What is ultimate – the game*. Retrieved October 30, 2006, from http://www.whatisultimate.com/what/what_game_en.html
 - e. C0-034 About Ultimate. (2006). *About ultimate*. Retrieved October 30, 2006, from <http://www.upa.org/ultimate>
 - f. C0-074 Norris, G. (Ed.). (1998). *National Football Federation: Touch football rule book 2004*. Ottawa, ON: National Football Federation.
 - g. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
8. **Training Aids:**
- a. Sports / safety equipment for the selected sport,
 - b. First aid kit,
 - c. Whistles, and
 - d. Stopwatch.
9. **Learning Aids:** Sports / safety equipment for the selected sport.
10. **Test Details:** Nil.
11. **Remarks:**
- a. The CCO list of approved sports is located at Attachment A of the instructional guide to the EO.
 - b. Recreational sports may be carried out as nine periods during a supported day or over three sessions of three periods each.
 - c. This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

PO 406

1. **Performance:** Fire the Cadet Air Rifle During Recreational Marksmanship
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle sling,
 - (3) Air rifle pellets,
 - (4) Target frame,
 - (5) Suitable target,
 - (6) Shooting mat,
 - (7) Safety glasses / goggles,
 - (8) Supervision, and
 - (9) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.
3. **Standard:** IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, the cadet will fire the cadet air rifle during recreational marksmanship by:
 - a. carrying out safety precautions;
 - b. applying basic marksmanship techniques; and
 - c. following the rules and commands given on a range.
4. **Remarks:** All range practices must be conducted by a Range Safety Officer (Air Rifle) (RSO AR).
5. **Complementary Material:**
 - a. Complementary material associated with PO 406 is designed to provide opportunities for cadets to act as a range assistant, specifically:
 - (1) EO C406.01 (Assist the Range Safety Officer), and
 - (2) EO C406.02 (Score Air Rifle Marksmanship Targets).

- b. Some complementary training offered in previous star levels may be selected as complementary training in the Gold Star Program, specifically:
 - (1) EO C306.01 (Identify Civilian Marksmanship Organizations),
 - (2) EO C306.02 (Correct Marksmanship Error),
 - (3) EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle), and
 - (4) EO C106.01 (Participate in a Recreational Marksmanship Activity).
- c. When selecting complementary material from previous star levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
- d. Corps choosing EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle) in either the Silver Star or Gold Star Programs may follow this training with EO C106.01 (Participate in a Recreational Air Rifle Marksmanship Activity) from the standing position.
- e. Corps choosing to instruct EO C406.01 (Perform the Duties of a Range Assistant) should allow cadets to fill roles on the range during air rifle marksmanship practices.

EO M406.01

1. **Performance:** Participate in a Recreational Marksmanship Activity
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle sling,
 - (3) Air rifle pellets,
 - (4) Target frame,
 - (5) Target,
 - (6) Shooting mat,
 - (7) Safety glasses / goggles,
 - (8) Supervision, and
 - (9) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall participate in a recreational marksmanship activity.
4. **Teaching Points:**
 - a. Conduct a range briefing, to include:
 - (1) explaining pertinent sections of range standing orders;
 - (2) reviewing general rules observed on all ranges;
 - (3) reviewing commands used on an air rifle range;
 - (4) describing the layout of the range; and
 - (5) reviewing hand-washing procedures on completion of firing.
 - b. Supervise the cadet's participation in a recreational marksmanship activity, choosing from the following categories:
 - (1) classification,
 - (2) fun activities,
 - (3) timed activities, and
 - (4) competitive team / individual activities.

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Practical Activity: | 80 min |
| c. | Total: | 90 min |

6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
- b. A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

8. **Training Aids:**

- Cadet air rifle,
- Cadet air rifle sling,
- Air rifle pellets,
- Target frame,
- Target,
- Shooting mat,
- Safety glasses / goggles,
- Stopwatch, and
- Pen / pencil.

9. **Learning Aids:**

- Cadet air rifle,
- Cadet air rifle sling,
- Air rifle pellets,
- Target frame,
- Target,
- Shooting mat, and
- Safety glasses / goggles.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Hand-washing stations must be available for cleanup after the activity is completed.
- b. Cadets may fire in the standing position if they have previously received the training during C306.03 (Adopt the Standing Position With the Cadet Air Rifle).
- c. Corps choosing to instruct EO C406.01 (Assist the Range Safety Officer) should allow cadets to fill these roles during air rifle marksmanship activities.
- d. This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

EO C406.01

1. **Performance:** Assist the Range Safety Officer (RSO)
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.
3. **Standard:** The cadet shall assist the RSO, to include:
 - a. setting up and dismantling an air rifle range;
 - b. acting as the pellet controller;
 - c. acting as a range sentry;
 - d. acting as a firing point assistant; and
 - e. scoring targets.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss ways to assist the RSO, to include: <ol style="list-style-type: none"> a. setting up an air rifle range, to include: <ol style="list-style-type: none"> (1) posting warning signals; (2) setting up equipment at the backstop; (3) indicating firing lanes; (4) placing equipment at the firing point; (5) placing equipment behind the firing point; and (6) placing the cadet air rifle at the firing point; and b. dismantling an air rifle range, to include: <ol style="list-style-type: none"> (1) storing the cadet air rifle; (2) storing the equipment behind the firing point; (3) storing the equipment at the firing point; (4) cleaning the backstop area; (5) cleaning the firing lanes; and 	Group Discussion	25 min	A0-027 (pp. 1-9-1 to 1-8-3, pp. 4-4-14 to 4-4-16) A0-041 (pp. E1-1/8 to E1-8/8)

TP	Description	Method	Time	Refs
	<p>(6) removing the warning signals;</p> <p>c. controlling pellets, to include:</p> <p>(1) maintaining possession of the pellets at all times;</p> <p>(2) distributing pellets;</p> <p>(3) disposing of pellets;</p> <p>(4) recording the number of pellets used during the activity; and</p> <p>(5) recording the number of pellets used for each rifle;</p> <p>d. performing the role of a range sentry, to include:</p> <p>(1) restricting access to the range during firing;</p> <p>(2) controlling range warning signals; and</p> <p>(3) notifying the RSO of safety concerns inside / outside the range area;</p> <p>e. assisting on the firing point, to include:</p> <p>(1) supervising firers responding to range commands;</p> <p>(2) assisting firers as necessary;</p> <p>(3) correcting errors; and</p> <p>(4) notifying the RSO of safety concerns; and</p> <p>f. scoring targets.</p>			

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Group Discussion: | 25 min |
| c. | Total: | 30 min |

6. **Substantiation:** A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about assisting the RSO. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National

Defence.

- b. A0-041 CATO 14-41 Director Cadets 4. (2009). *Authorized rifle training*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Assist the RSO handout.
10. **Test Details:** Nil.
11. **Remarks:** Cadets will assist the RSO during marksmanship activities, specifically EO M406.01 (Participate in a Recreational Marksmanship Activity) and EO C106.01 (Participate in a Recreational Marksmanship Activity).

EO C406.02

1. **Performance:** Score Air Rifle Marksmanship Targets
2. **Conditions:**
 - a. Given:
 - (1) Exercise targets,
 - (2) Air rifle grouping template,
 - (3) .177 scoring magnifier,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall score air rifle marksmanship targets, to include:
 - a. grouping targets, and
 - b. competition targets.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe air rifle marksmanship targets, to include: <ol style="list-style-type: none"> a. CCM air rifle grouping targets, b. CCM competition targets, and c. non-standard targets. 	Interactive Lecture	5 min	A0-027 (p. 1-9-1)
TP2	Explain, demonstrate and have the cadets score the CCM Air Rifle Grouping Target by: <ol style="list-style-type: none"> a. determining there are five shots in the grouping; b. aligning the air rifle grouping template over the five-shot grouping so that all shots are within a scoring ring; c. determining if the grouping will fit within the next smallest ring without touching the scoring ring; d. repeating as required until the grouping will not fit within the next smallest scoring ring without touching the scoring ring; 	Demonstration and Performance	10 min	A0-027 (pp. 1-9-1 to 1-9-2)

TP	Description	Method	Time	Refs
	e. recording the grouping size on the target; and f. determining the classification category.			
TP3	Explain, demonstrate and have the cadets score the CCM Competition Target by: a. determining the score on each diagram by: (1) determining the value by inspecting with the naked eye; and (2) determining the value using the .177-scoring magnifier by: (a) aligning a scoring magnifier over the pellet hole; (b) awarding the higher value where a shot touches a scoring ring or breaks a scoring ring; and (c) awarding the lower value where a gap exists between the shot and a scoring ring; b. calculating any penalties; and c. recording the score on the target. Note: If scoring plugs and templates are required to determine a value, they shall be used under the supervision of an Air Rifle Marksmanship Instructor / Air Rifle Range Safety Officer.	Demonstration and Performance	10 min	A0-027 (pp. 1-9-2 to 1-9-4)

5. **Time:**

- | | | |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Interactive Lecture: | 5 min |
| c. | Demonstration and Performance: | 20 min |
| d. | Total: | 30 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the targets used during air rifle marksmanship activities and to generate interest.

- b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate scoring grouping and competition targets while providing an opportunity for the cadets to practice under supervision.
7. **References:** A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.
8. **Training Aids:**
- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for classroom / training area,
 - b. Exercise targets,
 - c. Air rifle grouping template, and
 - d. .177 scoring magnifier.
9. **Learning Aids:**
- a. Exercise targets,
 - b. Air rifle grouping template,
 - c. .177 scoring magnifier, and
 - d. Pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

PO 407

1. **Performance:** Serve in an Army Cadet Corps
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will serve in an army cadet corps, to include:
 - a. participating in Gold Star training; and
 - b. exploring year four CSTC training opportunities.
4. **Remarks:**
 - a. EO M407.01 (Identify Gold Star Training Opportunities) shall be conducted at the beginning of the training year.
 - b. EO M407.02 (Identify Year Four CSTC Training Opportunities) shall be conducted prior to the CSTC application deadline.
5. **Complementary Material:**
 - a. Complementary material associated with PO 407 is designed to enhance the cadet's knowledge of serving in an army cadet corps through EO C407.01 (Prepare for a Merit Review Board).
 - b. Some complementary training offered in previous star levels may be conducted as complementary training in Gold Star, specifically:
 - (1) EO C307.01 (Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit [RCSU]),
 - (2) EO C307.02 (Participate in a Presentation Given by the Cadet Liaison Officer), and

- (3) EO C307.03 (Participate in a Presentation Given by a Guest Speaker From the Army Cadet League of Canada).
- c. When selecting complementary training from previous star levels, training staff will review the applicable performance objective and lesson specification.

EO M407.01

1. **Performance:** Identify Gold Star Training Opportunities
2. **Conditions:**
 - a. Given:
 - (1) Handout of Gold Star performance objectives (POs) and enabling objectives (EOs),
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. identify Gold Star mandatory training, to include:
 - (1) common training, and
 - (2) army elemental training;
 - b. identify Gold Star complementary training; and
 - c. discuss leadership appointment opportunities.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify Gold Star mandatory training opportunities, to include: <ol style="list-style-type: none"> a. training common to the sea, army, and air elements of the CCO, to include: <ol style="list-style-type: none"> (1) citizenship, (2) community service, (3) leadership, (4) personal fitness and healthy living, (5) recreational sports, (6) air rifle marksmanship, (7) general cadet knowledge, (8) drill, (9) instructional techniques, and (10) biathlon; 	Interactive Lecture	5 min	A0-096 A2-077

TP	Description	Method	Time	Refs
	b. army elemental training, to include: <ul style="list-style-type: none"> (1) Canadian Forces (CF) familiarization, (2) navigation, (3) wilderness survival, (4) outdoor leadership, and (5) expedition; and c. the Gold Star assessment plan.			
TP2	Identify Gold Star complementary training opportunities.	Interactive Lecture	5 min	See Remark para. 11.a.
TP3	Discuss leadership appointment opportunities at the corps.	Group Discussion	5 min	
TP4	Review the goals of a Full Value Contract (FVC), to include: <ul style="list-style-type: none"> a. be here; b. be safe; c. set goals; d. be honest; and e. let go and move on. 	Interactive Lecture	10 min	C2-038 (pp. 67–78)

5. Time:

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

6. Substantiation:

- a. An interactive lecture was chosen for TPs 1, 2 and 4 to orient the cadets to and generate interest in Gold Star training opportunities.
- b. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about opportunities for leadership appointments at the corps. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

7. References:

- a. A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.
- b. A2-077 CATO 40-01 Director Cadets 4. (2008). *Army cadet program outline*. Ottawa, ON: Department of National Defence.
- c. C2-038 ISBN 0-7872-2459-6 Henton, M. (2006). *Adventure in the classroom: Using adventure to strengthen learning and build a community of life-long learners*. Dubuque, IA: Kendall Hunt Publishing.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- b. Handouts of the POs and EOs for Gold Star training, and
- c. Tape.

9. **Learning Aids:** Handouts of the POs and EOs for Gold Star training.

10. **Test Details:** Nil.

11. **Remarks:**

- a. For Gold Star complementary training opportunities in TP 2, refer to the corps' annual training plan.
- b. This EO should be scheduled as early as possible in the training year. See the sample schedule located at Chapter 2, Annex C.

EO M407.02

1. **Performance:** Identify Year Four Cadet Summer Training Centre (CSTC) Training Opportunities

2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.

 - b. Denied: Nil.

 - c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard:** The cadet shall identify year four CSTC training opportunities, to include:
 - a. areas of interest,
 - b. courses within each area of interest,
 - c. prerequisites for the courses within each area of interest,
 - d. staff cadet employment, and
 - e. the selection process for year four CSTC training opportunities.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Review the specialty areas for year four CSTC training, to include: <ol style="list-style-type: none"> a. ceremonial leadership, b. expedition leadership, c. fullbore marksmanship, d. air rifle marksmanship, e. fitness and sports, f. military band, and g. pipe band. 	Group Discussion	5 min	A0-033 A0-096 A2-077
TP2	Describe year four CSTC courses, to include: <ol style="list-style-type: none"> a. common courses, to include: <ol style="list-style-type: none"> (1) Air Rifle Marksmanship Instructor, (2) Fitness and Sports Instructor, (3) Military Band–Intermediate Musician and Advanced Musician, and (4) Pipe Band–Intermediate Musician and 	Interactive Lecture	15 min	A0-033 A0-096 A2-077

TP	Description	Method	Time	Refs
	Advanced Musician; and b. army elemental courses, to include: (1) Drill and Ceremonial Instructor, (2) Expedition Instructor, (3) Leadership and Challenge, and (4) Fullbore Marksman Phase II.			
TP3	Describe staff cadet employment opportunities.	Interactive Lecture	5 min	

5. **Time:**

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

6. **Substantiation:**

- a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year four CSTC training opportunities. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.
- b. An interactive lecture was chosen for TPs 2 and 3 to orient the cadets to the selection process for year four CSTC training opportunities and to generate interest.

7. **References:**

- a. A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.
- b. A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.
- c. A0-128 CATO 13-28 Director Cadets 2. (2006). *Advanced training—Staff cadets*. Ottawa, ON: Department of National Defence.

- d. A2-077 CATO 40-01 Director Cadets 4. (2008). *Army cadet program outline*. Ottawa, ON: Department of National Defence.
- 8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
- 9. **Learning Aids:** Nil.
- 10. **Test Details:** Nil.
- 11. **Remarks:**
 - a. This EO shall be conducted before the summer training application deadline.
 - b. It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

EO M407.03

1. **Performance:** Identify the Structure of a Cadet Corps
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify the structure of a cadet corps, to include:
 - a. functional organization,
 - b. training organization, and
 - c. duty organization.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the functional organization of a cadet corps, to include: <ol style="list-style-type: none"> a. Regimental Sergeant Major, b. Company Sergeant Major, c. Platoon Warrant Officer, d. Drum Major, e. Flag Party Commander, f. Training Assistant, g. Supply Assistant, and h. Administration Assistant. 	Interactive Lecture	15 min	A2-089
TP2	Identify the training organization of a cadet corps, to include: <ol style="list-style-type: none"> a. Star Level Non-commissioned Officer (NCO), and b. specialist instructors, to include: <ol style="list-style-type: none"> (1) Drill and Ceremonial Instructor, (2) Expedition Instructor, (3) Fitness and Sports Instructor, (4) Music Instructor, and (5) Air Rifle Marksmanship Instructor. 	Interactive Lecture	10 min	A2-083 A2-084 A2-086 A2-087 A2-088 A2-089
TP3	Identify the duty organization of a cadet corps, to include:	Interactive	5 min	A1-069

TP	Description	Method	Time	Refs
	a. Duty NCO, and b. Duty Assistants.	Lecture		A2-085
TP4	Conduct an activity to have the cadets identify NCO responsibilities in a cadet corps.	In-Class Activity	20 min	

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1–3 to give the cadet direction on the structure of a cadet corps and how all cadets can work together to achieve a common training goal(s).
- b. An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among the cadet about the duties of the functional, training and duty organizations of a cadet corps.

7. **References:**

- a. A1-069 A-CR-CCP-603/PG-001 Director Cadets 3. (2009). *Phase Three qualification standard and plan*. Ottawa, ON: Department of National Defence.
- b. A2-083 A-CR-CCP-716/PG-001 Director Cadets 3. (2009). *Expedition Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.
- c. A2-084 A-CR-CCP-713/PG-001 Director Cadets 3. (2009). *Drill and Ceremonial Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.
- d. A2-085 A-CR-CCP-832/PG-001 Director Cadets 3. (2009). *Leadership and Ceremonial Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.
- e. A2-086 A-CR-CCP-902/PG-001 Director Cadets 3. (2009). *Fitness and Sports Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

- f. A2-087 A-CR-CCP-903/PG-001 Director Cadets 3. (2009). *Air Rifle Marksmanship Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.
 - g. A2-088 A-CR-CCP-905/PG-001 Director Cadets 3. (2009). *Military Band—Intermediate Musician qualification standard and plan*. Ottawa, ON: Department of National Defence.
 - h. A2-089 A-CR-CCP-909/PG-001 Director Cadets 3. (2009). *Pipe Band—Advanced Musician qualification standard and plan*. Ottawa, ON: Department of National Defence.
8. **Training Aids:**
- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
 - b. Terms of Reference handouts, and
 - c. Organizational Charts handouts.
9. **Learning Aids:**
- a. Terms of Reference handouts, and
 - b. Organizational Chart handouts.
10. **Test Details:** Nil.
11. **Remarks:** Where the local cadet corps structure varies, tailor the content of this EO to match.

EO C407.01

1. **Performance:** Prepare for a Merit Review Board
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. identify occasions for a merit review board; and
 - b. prepare for a merit review board, by:
 - (1) completing tasks, as requested by the merit review board chair;
 - (2) preparing a uniform;
 - (3) identifying where and when the merit review board will be conducted; and
 - (4) reviewing for possible interview questions.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify occasions for a merit review board, to include: <ol style="list-style-type: none"> a. promotion requirements for: <ol style="list-style-type: none"> (1) Master Warrant Officer, and (2) Chief Warrant Officer; and b. other possible occasions, to include: <ol style="list-style-type: none"> (1) awards, (2) scholarships, (3) senior appointments within the corps (eg, Regimental Sergeant Major), (4) Cadet Summer Training Centre (CSTC) training opportunities, (5) expedition opportunities, and (6) staff appointments at a CSTC. 	Interactive Lecture	5 min	A0-126 A2-028 C0-416
TP2	Describe:	Interactive	20 min	A0-126

TP	Description	Method	Time	Refs
	a. how to prepare for a merit review board for promotion; and b. tips for a successful interview. Note: The cadets will be given scenarios to prepare for a merit review board at the end of this TP.	Lecture		A2-028 C0-416
TP3	Have the cadets participate in a practice merit review board based on the scenario given.	In-Class Activity	55 min	A0-126

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Interactive Lecture: | 25 min |
| c. | Subtotal (one period): | 30 min |
| d. | Introduction / Conclusion: | 5 min |
| e. | In-Class Activity: | 55 min |
| f. | Subtotal (two periods): | 60 min |
| g. | Total: | 90 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce merit review boards and to summarize the teaching points.
- b. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about merit review boards.

7. **References:**

- a. A0-126 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.
- b. A2-028 CATO 46-01 Director Cadets 4. (2005). *Army Cadet dress instructions*. Ottawa, ON: Department of National Defence.
- c. C0-416 Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF

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

9. **Learning Aids:**

- a. Annex B of CATO 13-02, *Cadet Rank Promotions*,
 - b. Merit Review Board Scoresheet, and
 - c. Dress Inspection Scoresheet.
10. **Test Details:** Nil.
11. **Remarks:** When scheduling this lesson, allow at least two weeks between TPs 2 and 3.

PO 408

1. **Performance:** Command a Platoon on Parade
2. **Conditions:**
 - a. Given:
 - (1) Parade sequence aide mémoire, and
 - (2) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will command a platoon on parade, to include:
 - a. executing correct and sharp drill movements;
 - b. following a parade sequence;
 - c. delivering words of command by:
 - (1) applying vocal techniques; and
 - (2) using the following parts of the command:
 - (a) cautionary, and
 - (b) executive; and
 - (3) calling on the correct foot;
 - d. demonstrating confidence; and
 - e. correcting errors as required.
4. **Remarks:** Nil.
5. **Complementary Material:**
 - a. Complementary material associated with PO 408 is designed to provide a historical background about drill as well as allow additional opportunities for cadet corps with an interest in drill to develop the cadets' skills in this area, specifically:
 - (1) EO C408.01 (Discuss the History of Drill), and

- (2) EO C408.02 (View a Re-Enactment that Demonstrates the History of Drill).
- b. Some complementary training offered in previous star levels may be selected as complementary training in the Gold Star Program, specifically:
 - (1) EO C308.01 (Execute Flag Party Drill),
 - (2) EO C308.02 (Deliver Words of Command),
 - (3) EO C208.01 (Practice Ceremonial Drill as a Review), and
 - (4) EO C208.02 (Execute Drill With Arms).
- c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.

EO M408.01

1. **Performance:** Discuss Commanding a Platoon on Parade
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, as a member of a group, shall discuss commanding a platoon on parade, to include:
 - a. communicating effectively;
 - b. executing sharp personal drill;
 - c. maintaining dress IAW dress instructions;
 - d. exhibiting a positive attitude; and
 - e. conducting oneself in an appropriate manner.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss commanding a platoon on parade, to include: <ol style="list-style-type: none"> a. communicating effectively; b. executing sharp personal drill; c. maintaining dress IAW dress instructions; d. exhibiting a positive attitude; and e. conducting oneself in an appropriate manner. 	Group Discussion	25 min	A0-002 (p. 1-1-1, pp. 1-1-3 to 1-1-8) A2-028 (pp. 16/27 to 17/27)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Group Discussion: 25 min
 - c. Total: 30 min
6. **Substantiation:** A group discussion was chosen for this lesson as it allows the cadet to interact with their peers and share their knowledge and opinions about commanding a

platoon on parade. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

7. **References:**

- a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
- b. A2-028 CATO 46-01 Director Cadets 4. (2005). *Army Cadet dress instructions*. Ottawa, ON: Department of National Defence.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M408.02

1. **Performance:** Identify Parade Sequence
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify the sequence of the following parades:
 - a. parade night, and
 - b. annual ceremonial review (ACR).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the roles of the following parades within the Cadet Program: <ol style="list-style-type: none"> a. parade night, b. ACR, c. Remembrance Day, and d. special ceremonial parades. 	Interactive Lecture	5 min	A0-002 (p. 1-2-7, p. 2-6, pp. 11-1-2 to 11-1-3, p. 11-2-10, pp. 12-1-1 to 12-1-2)
TP2	Describe the parade night sequence, to include: <ol style="list-style-type: none"> a. opening parade, to include: <ol style="list-style-type: none"> (1) forming up; (2) calling the roll; (3) inspecting; (4) marching past; (5) making announcements; and (6) dismissing; and b. closing parade, to include: <ol style="list-style-type: none"> (1) forming up; (2) making announcements; (3) advancing in review order; and 	Interactive Lecture	10 min	A0-002 (pp. 2-1 to 2-26, pp. 2-10 to 2-29, pp. 3-1 to 3-9, pp. 3-15 to 3-19, pp. 3-24 to 3-26, pp. 3-29 to 3-32, pp. 7-1-1 to 8-7-4)

TP	Description	Method	Time	Refs
	(4) dismissing.			
TP3	Describe the ACR sequence, to include: a. form up; b. reception of the reviewing officer (RO); c. inspection by the RO; d. march past; e. awards and presentations; f. address by the RO; g. advance in review order; h. departure of the RO; and i. dismissal.	Interactive Lecture	10 min	A0-002 (pp. 7-1-1 to 8-7-4, p. 9-2-1)

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadet to the parade sequences of a parade night and an ACR.

7. **References:** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M408.03

1. **Performance:** Command a Squad
2. **Conditions:**
 - a. Given:
 - (1) Parade sequence aide mémoire card,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** The cadet shall command a squad, to include:
 - a. assuming proper command position;
 - b. delivering words of command by:
 - (1) applying vocal techniques;
 - (2) using the following parts of the command:
 - (a) cautionary, and
 - (b) executive;
 - (3) calling on the correct foot; and
 - c. paying compliments, as required.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets command a squad, to include: <ol style="list-style-type: none"> a. falling in; b. greeting the Reviewing Officer (RO) to complete the inspection; c. leading the squad on the march past; and d. falling out. 	Demonstration and Performance	25 min	A0-002 (pp. 7-2-1 to 7-2-9, pp. 7-3-2 to 7-3-38, p. 7-4-10, p. 7-4-17, p. 7-4-22, p. 9-2-4, pp. 9-2-9 to 9-2-10)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of commanding a squad while providing an opportunity for the cadet to practice the skill under supervision.
7. **References:** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Parade Sequence Aide-Mémoire Card.
9. **Learning Aids:** Parade Sequence Aide-Mémoire Card.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 408 PC.
11. **Remarks:** Where there are a large number of cadets, divide the group into two or three squads and rotate the cadets through as commanders.

EO M408.04

1. **Performance:** Inspect a Cadet on Parade
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** The cadet shall inspect a cadet on parade, to include:
 - a. evaluating dress; and
 - b. correcting errors.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where the cadets will, in groups of three, identify the correct way of wearing the cadet uniform by referring to elemental cadet dress instructions, to include: <ol style="list-style-type: none"> a. headdress; b. clothes on the upper body; c. clothes on the lower body; d. footwear; and e. overall personal appearance. 	In-Class Activity	15 min	A2-028 (p. 1/28 to 27/28)
TP2	Explain, demonstrate and have the cadets perform an individual inspection, to include: <ol style="list-style-type: none"> a. inspecting the front of a cadet from head to toe; b. inspecting the back of a cadet from head to toe; and c. correcting errors verbally. 	Demonstration and Performance	35 min	A0-002 (p. 1-1-12, p. 7-3-17)

5. **Time:**
 - a. Introduction / Conclusion: 10 min
 - b. In-Class Activity: 15 min
 - c. Demonstration and Performance: 35 min
 - d. Total: 60 min

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest and confirm comprehension of elemental dress instructions.
- b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill of inspecting a cadet on parade while providing an opportunity for the cadet to practice the skill under supervision.

7. **References:**

- a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
- b. A2-028 CATO 46-01 Director Cadets 4. (2005). *Army Cadet dress instructions*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. CATO 46-01, *Army Cadet Dress Instructions*, and
- b. Dress Instructions Activity Answer Sheet.

9. **Learning Aids:**

- a. CATO 46-01, *Army Cadet Dress Instructions*,
- b. Dress Instructions Activity Worksheet, and
- c. Pens / pencils.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C408.01

1. **Performance:** Discuss the History of Drill
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall discuss the history of drill, to include:
 - a. origins of drill,
 - b. purposes of drill on the battlefield,
 - c. evolution of drill procedures, and
 - d. variance of drill between the three services before unification.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the origins of drill, to include: <ol style="list-style-type: none"> a. Romans, b. Greeks and Spartans, and c. Chinese. 	Interactive Lecture	10 min	A0-002 (pp. 1-1-1 to 1-1-2) C2-249 (pp. 102–121)
TP2	Discuss the evolution of drill movements, to include: <ol style="list-style-type: none"> a. Swiss, b. Dutch, c. Germans, d. British, to include: <ol style="list-style-type: none"> (1) march, (2) quick march, (3) wheeling step, and (4) double march; and e. Canadian, to include: <ol style="list-style-type: none"> (1) Royal Canadian Navy, 	Interactive Lecture	15 min	A0-002 (p. 1-1-2) C2-249 (pp. 127–145)

TP	Description	Method	Time	Refs
	(2) Canadian Army, and (3) Royal Canadian Air Force.			

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the history of drill and generate interest.

7. **References:**

- a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
- b. C2-249 ISBN 978-0674-5023-07 McNeill, W. (1997). *Keeping together in time: Dance and drill in human history*. Cambridge, MA: Harvard University Press.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C408.02

1. **Performance:** View a Re-Enactment That Demonstrates the History of Drill
2. **Conditions:**
 - a. Given:
 - (1) Re-enactment demonstrating the history of drill (live performance or video),
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. view a re-enactment that demonstrates the history of drill; and
 - b. participate in a group discussion comparing past military drill to current military drill.
4. **Teaching Points:** This EO offers an opportunity for the cadet to view and discuss a re-enactment that demonstrates the history of drill. This lesson shall be structured as follows:
 - a. Brief the cadet, prior to the re-enactment, on the relevance of the history of drill, to include:
 - (1) the purpose of drill on the battlefield; and
 - (2) the evolution of drill throughout the years.
 - b. View a re-enactment that demonstrates the history of drill.
 - c. Conduct a group discussion in which the cadets discuss:
 - (1) what they learned from the re-enactment;
 - (2) what they felt was the most interesting aspect; and
 - (3) what they found was different compared to drill today.
5. **Time:**
 - a. Introduction / Conclusion: 10 min

- b. In-Class Activity / Field Trip: 60 min
 - c. Group Discussion: 20 min
 - d. Total: 90 min
6. **Substantiation:** An in-class activity / field trip was chosen as it is an interactive way to stimulate interest in the history of drill.
7. **References:** Nil.
8. **Training Aids:**
- a. TV, as required, and
 - b. DVD or VCR, as required.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
- a. The historical drill re-enactment chosen can be an in-class activity (video or DVD) or a field trip (live performance).
 - b. There is no instructional guide provided for this EO.

PO 409

1. **Performance:** Instruct a Lesson
2. **Conditions:**
 - a. Given:
 - (1) A lesson specification,
 - (2) An instructional guide, and
 - (3) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will instruct a 30-minute lesson by:
 - a. preparing the lesson;
 - b. introducing the lesson;
 - c. presenting the content of the lesson;
 - d. confirming the knowledge / skills learned during the lesson; and
 - e. concluding the lesson.
4. **Remarks:**
 - a. The lessons assigned will be chosen from the Green or Red Star program.
 - b. It is recommended that this PO be conducted early in the training year to allow time for the cadets to instruct their assigned lessons to Green or Red Star cadets.
5. **Complementary Material:**
 - a. Complementary material associated with PO 409 is designed to enhance the cadet's ability to instruct a lesson through a number of activities:
 - (1) EO C409.01 (Plan a Lesson),
 - (2) EO C409.02 (Instruct a 30-Minute Lesson),
 - (3) EO C409.03 (Act as an Assistant Instructor),
 - (4) EO C409.04 (Participate in a Creative Lesson-Planning Workshop),
 - (5) EO C409.05 (Act as an Assistant Drill Instructor), and
 - (6) EO C409.06 (Instruct a 30-Minute Drill Lesson)

- b. Some complementary material offered in previous star levels may be conducted as complementary training in Gold Star, specifically:
 - (1) EO C309.04 (Identify Formations for Drill Instruction),
 - (2) EO C309.05 (Plan a Drill Lesson), and
 - (3) EO C309.06 (Instruct a 15-Minute Drill Lesson).

- c. When selecting complementary training from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.

EO M409.01

1. **Performance:** Identify Methods of Instruction
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. identify the following methods of instruction:
 - (1) group discussion,
 - (2) guided discussion,
 - (3) role-play,
 - (4) experiential learning,
 - (5) problem-based learning, and
 - (6) case study; and
 - b. select an appropriate method of instruction for a given topic.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where the cadets will review methods of instruction, to include: <ol style="list-style-type: none"> a. interactive lecture, b. demonstration and performance, c. in-class activity, d. practical activity, e. game, and f. field trip. 	In-Class Activity	10 min	A0-055 (pp. 17–22)
TP2	Conduct an activity where the cadets will describe methods of instruction, to include: <ol style="list-style-type: none"> a. group discussion, b. guided discussion, 	In-Class Activity	20 min	A0-055 (p. 16, p. 19, p. 21) A0-123

TP	Description	Method	Time	Refs
	c. role-play, d. experiential learning, e. problem-based learning, and f. case study.			(pp. 5–17) C0-379
TP3	Conduct a group discussion on the application of methods of instruction, to include: a. interactive lecture, b. demonstration and performance, c. in-class activity, d. practical activity, e. game, f. field trip, g. group discussion, h. guided discussion, i. role-play, j. experiential learning, k. problem-based learning, and l. case study	Group Discussion	20 min	A0-055 (pp. 17–22) A0-123 (p. 3)

5. **Time:**

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

6. **Substantiation:**

- a. An in-class activity was chosen for TPs 1 and 2 as it is an interactive way to review previously learned material and confirm the cadets' comprehension of new methods of instruction.
- b. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the application of various methods of instruction.

7. **References:**

- a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.
- b. A0-123 A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National

Defence.

- c. C0-379 Kizlik, R. (2009). *Education Information for new and future teachers*. Retrieved February 26, 2009 from www.adprima.com

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Teaching = learning handouts,
- c. Methods of instruction worksheets,
- d. Methods of instruction puzzles,
- e. Methods of instruction guides,
- f. Methods of instruction information sheets,
- g. Methods worksheets,
- h. Method madness handouts,
- i. Envelopes,
- j. Binders
- k. Markers,
- l. Pens / pencils,
- m. Tape, and
- n. Stopwatch.

9. **Learning Aids:**

- a. Teaching = learning handouts,
- b. Methods of instruction worksheets,
- c. Methods of instruction puzzles,
- d. Methods of instruction information sheets,
- e. Methods worksheets, and
- f. Method madness handouts.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:** Nil.

EO M409.02

1. **Performance:** Identify Elements of a Positive Learning Environment
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify elements of a positive learning environment, to include:
 - a. physical and emotional safety;
 - b. stress management; and
 - c. classroom / training area management.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the importance of a physically and emotionally safe learning environment.	Interactive Lecture	15 min	A0-118 (p. 5, p. 7, p. D 1) C0-376 (p. 39, p. 103) C0-383 C0-385
TP2	Conduct a group discussion on stress management techniques, to include: <ol style="list-style-type: none"> a. creating positive stress to encourage learning; and b. controlling negative stress by: <ol style="list-style-type: none"> (1) informing cadets of expectations; (2) providing necessary resources; (3) providing adequate time to accomplish tasks; (4) incorporating physical activity; (5) providing time to process information; and 	Group Discussion	15 min	A0-055 (pp. 44–47) A0-118 (p. 12, p. L 1) C0-191 (p. 293, p. 294, p. 300, p.301)

TP	Description	Method	Time	Refs
	(6) practicing relaxation techniques.			C0-375 C0-380 (pp. 8.14– 8.16, p. 4.4 C0-191
TP3	Identify classroom / training area management techniques, to include: a. attention signals; b. correcting behaviour; c. providing positive reinforcement; d. engaging the learner; and e. managing distractions.	Interactive Lecture	20 min	A0-055 (pp. 44–47) C0-375 (p. 5.6, p. 5.7) C0-381 C0-382 C0-384

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 3 to provoke thought and stimulate the cadet's interest in the importance of a physically and emotionally safe learning environment and a well-managed classroom / training area.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about stress management.

7. **References:**

- a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.
- b. A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.

- c. C0-191 ISBN 978-0-7360-6675-4 Corbin, C. & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor: Human Kinetics.
- d. C0-375 ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.
- e. C0-376 ISBN 0-7619-4626-8 Earle, L. M. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.
- f. C0-380 Scott, E. (2008). *Cortisol and stress: how to stay healthy*. Retrieved February 25, 2009, from <http://www.Stress.about.com/od/stresshealth/a/cortisol.htm?p=1>
- g. C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml
- h. C0-382 Bear, TC. (2009). *Quiet signals for getting attention and control of your classroom*. Retrieved February 27, 2009, from <http://www.teachercreated.com/blog/?tag=attention-signals>
- i. C0-383 Bell, A. (2007). *Creating a learning centered environment - Introduction*. Retrieved February 23, 2009, from <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>
- j. C0-384 Handy, K. (2009). *Classroom management plan*. Retrieved February 27, 2009, from <http://www.katiehandy.wordpress.com/classroom-management-plan/>
- k. C0-385 Boudreau, D. (2008). *Creating the ideal learning environment - Emotional*. Retrieved February 25, 2009, from <http://ezinearticles.com/?Creating-the-Ideal-Learning-Environment---Emotional&id=1536435>

8. Training Aids:

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Relaxation exercise handouts,
- c. Create a positive learning environment crossword puzzles, and
- d. Create a positive learning environment crossword puzzle answer key.

9. Learning Aids:

- a. Relaxation exercise handouts, and
- b. Create a positive learning environment crossword puzzles.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.
11. **Remarks:** Nil.

EO M409.03

1. **Performance:** Describe Learner Needs
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe:
 - a. the importance of:
 - (1) relevant and meaningful material, and
 - (2) information processing time;
 - b. types of learners using:
 - (1) developmental periods, and
 - (2) learning styles; and
 - c. the needs of learners, specific to:
 - (1) developmental periods, and
 - (2) learning styles.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the importance of: <ol style="list-style-type: none"> a. making material relevant and meaningful; and b. providing information processing time. 	Interactive Lecture	5 min	A0-118 (p. 10, p. G 1, p. G 2, p. K 1) C0-397 (p. 1) C0-398 (p. 31, p. 38)

TP	Description	Method	Time	Refs
TP2	Describe and identify the needs of the developmental periods (DP), to include: a. DP 1, b. DP 2, and c. DP 3.	Interactive Lecture	10 min	A0-118 (pp. 5–7, p. 10, p. H 1, p. H 2)
TP3	Conduct an activity where the cadets will describe and identify the needs of the different learning styles, to include: a. visual, b. kinaesthetic, and c. auditory.	In-Class Activity	20 min	A0-118 (pp. 5–7, p. 10, p. G 1, p. G 2, p. H 1, p. H 2, p. K 1)
TP4	Conduct an activity where the cadets will describe how to structure a lesson to meet the needs of the different types of learners.	In-Class Activity	15 min	A0-118 (p. 10, p. G 1, p. G 2, p. K 1)

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce, provoke thought and stimulate the cadet's interest in learner needs.
- b. An in-class activity was chosen for TPs 3 and 4 as it is an interactive way to provoke thought and stimulate interest in the different types of learners and how to meet their needs.

7. **References:**

- a. A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.
- b. C0-397 Belding, S. (2004). *Stickiness: Skills retention and synthesis*. Retrieved March 23, 2009 from http://www.airs.org/files/public/Making_Training_Stick.pdf
- c. C0-398 ISBN I-57517-344-1 Burke, K. (2000). *What to do with the kid who....* Arlington Heights, IL: Skylight Professional Development.

8. Training Aids:

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Tiger comic slide,
- c. Learning pyramid handouts,
- d. Developmental periods confirmation strips,
- e. Learning styles information sheets,
- f. Learning styles surveys,
- g. Instructions to make a jumping frog,
- h. Instructions to make a triangle box,
- i. Schoolies comic strip,
- j. Instructor tips for learning styles worksheets,
- k. Instructor tips for learning styles answer key,
- l. Activities in Developmental Periods worksheets, and
- m. Activities in Developmental Periods answer key.
- n. Markers,
- o. Pens / pencils,
- p. Letter size paper,
- q. Square sized sticky notes (eg, size 3 inches by 3 inches),
- r. Sticky notes—4 inches by 6 inches, and
- s. Stopwatch.

9. Learning Aids:

- a. Learning pyramid handouts,
- b. Learning styles information sheets,
- c. Learning styles surveys,
- d. Instructor tips for learning styles worksheets,
- e. Activities in Developmental Periods worksheets, and
- f. Letter size paper,
- g. Square sized sticky notes (eg, size 3 inches by 3 inches), and
- h. Sticky notes—4 inches by 6 inches.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:** Nil.

EO M409.04

1. **Performance:** Explain Assessment
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall explain assessment, to include:
 - a. types of assessment, and
 - b. assessment instructions and instruments.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain types of assessment, to include: <ol style="list-style-type: none"> a. assessment of learning, and b. assessment for learning. 	Interactive Lecture	10 min	A2-067 (p. 3-1, p. 3-2) C0-376 (pp. 21-28)
TP2	Describe assessment instructions and instruments.	Interactive Lecture	15 min	A2-067 (p. 3-3, p. 3-4, pp. 3B-1 to 3B-3, pp. 3B1-4 to 3B1-12)

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson as a way to introduce the cadets to assessment types, instructions and instruments, provoke thought and stimulate interest among cadets.

7. **References:**

- a. A2-067 A-CR-CCP-703/PG-001 Director Cadets 3. (2008). *Silver star qualification standard and plan*. Ottawa, ON: Department of National Defence.
- b. C0-376 ISBN 0-7619-4626-8 Guskey, T., & Marzano, R. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
- b. Assessment handouts.

9. **Learning Aids:** Assessment handouts.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:** Nil.

EO M409.05

1. **Performance:** Instruct a 30-Minute Lesson
2. **Conditions:**
 - a. Given:
 - (1) A lesson specification,
 - (2) An instructional guide, and
 - (3) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall instruct a 30-minute lesson by:
 - a. preparing the lesson;
 - b. introducing the lesson;
 - c. presenting the content of the lesson;
 - d. confirming the knowledge / skills learned during the lesson; and
 - e. concluding the lesson.
4. **Teaching Points:** Have the cadets instruct a 30-minute lesson by:
 - a. preparing the lesson;
 - b. introducing the lesson;
 - c. presenting the content of the lesson;
 - d. confirming the knowledge / skills learned during the lesson; and
 - e. concluding the lesson.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	85 min
c. Total:	90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.
7. **References:** Nil.

8. **Training Aids:** Instructional Techniques Assessment Form.
9. **Learning Aids:**
 - a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
 - b. Instructional Techniques Assessment Form.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.
11. **Remarks:**
 - a. There is no instructional guide for this EO.
 - b. Additional instructions regarding the conduct and assessment of this EO are located in Chapter 3, Annex B, 409 PC.
 - c. The cadets shall instruct Green or Red Star cadets during a regular training session.
 - d. The course officer shall communicate with the training officer to:
 - (1) place the Gold Star cadets into the instructor schedule;
 - (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
 - (a) a lesson specification, and
 - (b) an instructional guide; and
 - (3) adjust the period allocation for this EO if all three periods are not required for each Gold Star cadet to instruct a 30-minute lesson.
 - e. Time for lesson planning for this EO is available in EO C409.01 (Plan a Lesson), should the course officer deem it necessary.
 - f. Additional time for this EO is available in EO C409.02 (Instruct a 30-Minute Lesson).

EO C409.01

1. **Performance:** Plan a Lesson
2. **Conditions:**
 - a. Given:
 - (1) A lesson specification,
 - (2) An instructional guide, and
 - (3) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. research lesson content; and
 - b. develop a lesson plan.
4. **Teaching Points:** Supervise and provide assistance while the cadets plan a lesson.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Practical Activity:	50 min
c. Total:	60 min
6. **Substantiation:** A practical activity was chosen to allow the cadets to plan a lesson in a structured and controlled environment. This activity contributes to the development of lesson-planning skills and will serve as preparation for EO M409.05 (Instruct a 30-Minute Lesson).
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:**
 - a. A lesson specification, and
 - a. An instructional guide.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This EO may be used as time to plan for EO M409.05 (Instruct a 30-Minute Lesson).
- b. This EO should be scheduled at least one week prior to EO M409.05 (Instruct a 30-Minute Lesson).
- c. There is no instructional guide for this EO.

EO C409.02

1. **Performance:** Instruct a 30-Minute Lesson
2. **Conditions:**
 - a. Given:
 - (1) A lesson specification,
 - (2) An instructional guide, and
 - (3) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall instruct a 30-minute lesson by:
 - a. preparing the lesson;
 - b. introducing the lesson;
 - c. presenting the content of the lesson;
 - d. confirming the knowledge / skills learned during the lesson; and
 - e. concluding the lesson.
4. **Teaching Points:** Have the cadets instruct a 30-minute lesson by:
 - a. preparing the lesson;
 - b. introducing the lesson;
 - c. presenting the content of the lesson;
 - d. confirming the knowledge / skills learned during the lesson; and
 - e. concluding the lesson.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	85 min
c. Total:	90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.
7. **References:** Nil.

8. **Training Aids:** Instructional Techniques Assessment Form.
9. **Learning Aids:**
 - a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
 - b. Instructional Techniques Assessment Form.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. There is no instructional guide for this EO.
 - b. This EO may serve as additional time to complete EO M409.05 (Instruct a 30-Minute Lesson) or as additional time for the cadets to practice instruction.
 - c. The cadets shall instruct Green or Red Star cadets on a regular training session.
 - d. The course officer shall communicate with the training officer to:
 - (1) place the Gold Star cadets into the instructor schedule;
 - (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
 - (a) a lesson specification, and
 - (b) an instructional guide; and
 - (3) the period allocation for this EO may be shortened if all three periods are not required for each Gold Star cadet to instruct a 30-minute lesson.
 - e. Time for lesson planning for this EO is available in EO C409.01 (Plan a Lesson).

EO C409.03

1. **Performance:** Act as an Assistant Instructor
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall act as an assistant instructor, to include:
 - a. preparing training aids as required;
 - b. helping instruct the lesson;
 - c. supervising the cadets;
 - d. providing assistance as required; and
 - e. securing training aids as required.
4. **Teaching Points:** Have the cadets act as assistant instructors in on-the-job training (OJT), to include:
 - a. preparing training aids as required;
 - b. helping instruct the lesson;
 - c. supervising the cadets;
 - d. providing assistance as required; and
 - e. securing training aids as required.
5. **Time:** OJT: 90 min
6. **Substantiation:** OJT was chosen for this lesson as it allows the cadet to assist instructing a lesson in a safe and controlled environment. The OJT experience provides the cadet a practical application of learned skills in a realistic setting. The cadet reflects on the experience and receives feedback on the performance, which helps to shape future experiences. The cadet develops a sense of responsibility from the OJT aiding their development as a leader.
7. **References:** Nil.

8. **Training Aids:** Nil.
9. **Learning Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Green, Red or Silver Star instructor on a regular training session.
 - b. A number of factors may exist based on the size of the corps that will not allow for all Gold Star cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C422.03 (Discuss Map Software) and reversing the schedule for the following training session.
 - c. During this EO, the instructor shall:
 - (1) brief the cadet prior to commencing the lesson;
 - (2) assign the cadet tasks IAW Paragraph 3;
 - (3) monitor the cadet; and
 - (4) debrief the cadet at the end of the lesson.

EO C409.04

1. **Performance:** Participate in a Creative Lesson-Planning Workshop
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a creative lesson-planning workshop.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where the cadets will define creativity.	In-Class Activity	15 min	C0-387 C0-389 C0-395
TP2	Have the cadets participate in activities that celebrate and encourage creativity.	In-Class Activity	10 min	C0-375
TP3	Conduct an activity where the cadets will identify the benefits of a creative lesson.	In-Class Activity	15 min	C0-381 C0-383
TP4	Conduct an activity where the cadets will identify the stages of the creative process.	In-Class Activity	20 min	C0-377 C0-388
TP5	Conduct an activity where the cadets will incorporate creativity into the lesson-planning process.	In-Class Activity	20 min	C0-375 (p. 10.15) C0-385 C0-386

5. **Time:**
 - a. Introduction / Conclusion: 10 min
 - b. In-Class Activity: 80 min
 - c. Total: 90 min

6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in the creative process and how to incorporate creativity into the lesson-planning process.
7. **References:**
- a. C0-375 ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.
 - b. C0-377 Canadian Yachting Association. (2002). *Level 2 technical coach manual*. Kingston, ON: Canadian Yachting Association.
 - c. C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml
 - d. C0-383 Bell, A. (2007). *Creating a learning centered environment–Introduction*. Retrieved February 23, 2009, from <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>
 - e. C0-385 Exalted Living. (2009). *Creativity on demand*. Retrieved March 3, 2009, from <http://www.exaltedliving.com/creativity.htm>
 - f. C0-386 International Forum of Educational Technology & Society. (2006). *Integrating creativity into online university courses*. Retrieved February 11, 2009, from http://ifets.ieee.org/discussions/discuss_september2006.html
 - g. C0-387 Beals, G. (1998). *Thomas Edison "Quotes"*. Retrieved March 9, 2009, from <http://www.thomasedison.com/index.html>
 - h. C0-388 Schoenherr, N. (2007). *Being more creative in everyday life is simple, says author of 'Group Genius'*. Retrieved March 10, 2009, from <http://news-innfo.wustl.edu/tips/page/normal/9421.html>
 - i. C0-389 Soria, R. (2009). *How to think like a genius*. Retrieved March 09, 2009, from <http://www.creativity-portal.com/howto/a/davinci/genius.html>
 - j. C0-395 MindTools. (2009). *Approaches to creativity*. Retrieved March 16, 2009, from http://www.mindtools.com/pages/article/newCT_00.htm
8. **Training Aids:**
- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

- b. Mixer worksheets,
- c. Mixer worksheet Answer Key,
- d. Picture This worksheets,
- e. Cliché Stretching worksheets,
- f. Celebrate Success handouts,
- g. The Benefits of Creative Lessons worksheets,
- h. The Benefits of Creative Lessons Answer Key,
- i. The Benefits of Creative Lessons phrase strips,
- j. The Creative Process handouts,
- k. Forced Analogy worksheets,
- l. Forced Analogy Answer Key,
- m. Empty match boxes,
- n. Ways to Incorporate Creativity handouts,
- o. Flip chart paper,
- p. Markers, and
- q. CD player.

9. **Learning Aids:**

- a. Mixer worksheets,
- b. Picture This worksheets,
- c. Cliché Stretching worksheets,
- d. Celebrate Success handouts,
- e. The Benefits of Creative Lessons worksheets,
- f. The Creative Process handouts,
- g. Forced Analogy worksheets,
- h. Empty match boxes,
- i. Ways to Incorporate Creativity handouts,
- j. Flip chart paper, and
- k. Markers.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This EO should be scheduled as one training session.
- b. This EO shall be conducted after EO M409.05 (Instruct a 30-Minute Lesson).

EO C409.05

1. **Performance:** Act as an Assistant Drill Instructor
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** The cadet shall act as an assistant drill instructor, to include:
 - a. preparing training aids as required;
 - b. helping instruct the lesson;
 - c. supervising the cadets;
 - d. providing assistance as required; and
 - e. securing training aids as required.
4. **Teaching Points:** Have the cadets act as assistant drill instructors in on-the-job training (OJT), to include:
 - a. preparing training aids as required;
 - b. helping instruct the lesson;
 - c. supervising the cadets;
 - d. providing assistance as required; and
 - e. securing training aids as required
5. **Time:** OJT: 90 min
6. **Substantiation:** OJT was chosen for this lesson as it allows the cadet to assist instructing a drill lesson in a safe and controlled environment. The OJT experience provides the cadet a practical application of learned skills in a realistic setting. The cadet reflects on the experience and receives feedback on the performance, which helps to shape future experiences. The cadet develops a sense of responsibility from the OJT aiding their development as a leader.
7. **References:** Nil.
8. **Training Aids:** Nil.

9. **Learning Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Green, Red or Silver Star instructor on a regular training session.
 - b. A number of factors may exist based on the size of the corps that will not allow for all Gold Star cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C422.03 (Discuss Map Software) and reversing the schedule for the following training session.
 - c. During this EO, the instructor shall:
 - (1) brief the cadet prior to commencing the lesson;
 - (2) assign the cadet tasks IAW Paragraph 3;
 - (3) monitor the cadet; and
 - (4) debrief the cadet at the end of the lesson.

EO C409.06

1. **Performance:** Instruct a 30-Minute Drill Lesson
2. **Conditions:**
 - a. Given:
 - (1) A lesson specification,
 - (2) An instructional guide, and
 - (3) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: A drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-PD-201-000/PT-001, *Canadian Forces Manual of Drill and Ceremonial*, the cadet shall instruct a 30-minute drill lesson by:
 - a. preparing the lesson,
 - b. introducing the lesson;
 - c. presenting the content of the lesson
 - d. applying the drill instruction sequence;
 - e. confirming the skills learning during the lesson;
 - f. concluding the lesson.
4. **Teaching Points:** Supervise while the cadets instruct a 30-minute drill lesson.
5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Practical Activity:	85 min
c.	Total:	90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop drill instructional skills in a safe and controlled environment.
7. **References:** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Drill Instructional Techniques Assessment Form.
9. **Learning Aids:** Drill Instructional Techniques Assessment Form.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This EO shall be conducted after C309.04 (Identify Formations for Drill Instruction), EO C309.05 (Plan a Drill Lesson) and EO C309.06 (Instruct a 15-Minute Drill Lesson).
- b. The cadets shall instruct Green or Red Star cadets on a regular training session.
- c. The course officer shall communicate with the training officer to:
 - (1) place the Gold Star cadets into the instructor schedule; and
 - (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
 - (a) a lesson specification, and
 - (b) an instructional guide.
- d. Time for lesson planning for this EO is available in EO C309.05 (Plan a Drill Lesson), should the course officer deem it necessary.
- e. Adjust the period allocation for this EO if all three periods are not required for each Gold Star cadet to instruct a 30-minute drill lesson.

PO 411 BIATHLON**1. Complementary Material:**

- a. Some complementary training offered in previous levels in PO X11 (Biathlon) may be selected as complementary training in the Gold Star Program, specifically:
 - (1) EO C311.01 (Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity),
 - (2) EO C311.02 (Participate in a Recreational Summer Biathlon Activity),
 - (3) EO C211.01 (Identify Civilian Biathlon Opportunities),
 - (4) EO C211.02 (Run on Alternate Terrain),
 - (5) EO C211.03 (Fire the Cadet Air Rifle Using a Sling Following Physical Activity),
 - (6) EO C211.04 (Participate in a Competitive Summer Biathlon Activity),
 - (7) EO C111.01 (Participate in a Biathlon Briefing),
 - (8) EO C111.02 (Run Wind Sprints),
 - (9) EO C111.03 (Fire the Cadet Air Rifle Following Physical Activity),
and
 - (10) EO C111.04 (Participate in a Recreational Summer Biathlon Activity).
- b. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification, and instructional guide.

PO 420

1. **Performance:** Identify the Structure of the Canadian Army
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will identify the structure of the Canadian Army.
4. **Remarks:** Nil.
5. **Complimentary Material:**
 - a. Complementary material associated with PO 420 is designed to provide additional opportunities to familiarize cadets with the history of the Canadian Army, to include:
 - (1) EO C420.01 (Simulate an Interview With a Historic Canadian Leader),
 - (2) EO C420.02 (View a Video on a Significant Event in the History of the Canadian Army), and
 - (3) EO C420.03 (Participate in a CF Familiarization Activity).
 - b. Some complementary training offered in Silver Star may be selected as complementary training in the Gold Star Program, specifically, EO C320.03 (Tour a Local Historical Site Illustrating the Role of the Canadian Army).
 - c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.
 - d. Complementary material associated with PO 420 is limited to nine periods which may be conducted during sessions or on a supported day. Corps are not required to use all nine periods.

EO M420.01

1. **Performance:** Identify the Arms and Trades of the Canadian Army
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify the arms and trades of the Canadian Army, to include:
 - a. combat arms, to include:
 - (1) infantry,
 - (2) armoured,
 - (3) artillery, and
 - (4) combat engineers;
 - b. combat support arms, to include:
 - (1) communications and electronics (signals),
 - (2) military police, and
 - (3) intelligence; and
 - c. service support arms, to include:
 - (1) logistics,
 - (2) health services,
 - (3) electrical and mechanical engineers, and
 - (4) chaplains.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the mission and vision statements of the Canadian Army.	Interactive Lecture	5 min	A2-036

TP	Description	Method	Time	Refs
TP2	<p>Conduct an activity where the cadets will identify the arms and trades of the Canadian Army, to include:</p> <p>a. combat arms, to include:</p> <p>(1) infantry, (2) armoured, (3) artillery, and (4) combat engineers;</p> <p>b. combat support arms, to include:</p> <p>(1) communications and electronics (signals), (2) military police, and (3) intelligence; and</p> <p>c. service support arms, to include:</p> <p>(1) logistics, (2) health services, (3) electrical and mechanical engineers, and (4) chaplains.</p>	In-Class Activity	20 min	A2-036 A3-051 C2-241

5. Time:

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

6. Substantiation:

- An interactive lecture was chosen for TP 1 to introduce the cadet to the mission and vision statements of the Canadian Army.
- An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest regarding the arms and trades of the Canadian Army.

7. References:

- A2-036 National Defence and the Canadian Forces. (2006). *Canada's Army*. Retrieved February 23, 2009, from <http://www.army.forces.gc.ca/lf/English>
- A3-051 National Defence and the Canadian Forces. (2009). *Canadian Forces recruiting*. Retrieved April 15, 2009, from <http://www.forces.ca>

- c. C2-241 Canadian Soldiers. (2008). *Canadian Army*. Copyright Canadian Soldiers 1999-2008. Retrieved February 23, 2009, from <http://www.canadiansoldiers.com>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Arms and Trades of the Canadian Army Information Cards,
- c. Arms and Trades of the Canadian Army Bingo Card,
- d. Arms and Trades of the Canadian Army Question Sheet,
- e. Arms and Trades of the Canadian Army Answer Sheet, and
- f. Whistle.

9. **Learning Aids:**

- a. Arms and Trades of the Canadian Army Information Cards,
- b. Arms and Trades of the Canadian Army Bingo Card,
- c. Arms and Trades of the Canadian Army Question Sheet,
- d. Pen / pencil, and
- e. Highlighter.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M420.02

1. **Performance:** Identify the History of the Canadian Army
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify the historical significance(s) of a period of Canadian Army history, to include:
 - a. pre-World War I [WW I] (1855–1913),
 - b. WW I (1914–1938),
 - c. World War II (1939–1949),
 - d. Cold War (1950–1980), and
 - e. post Cold War (1980–present).
4. **Teaching Points:**
 - a. Brief the cadets prior to the start of the activity, to include:
 - (1) an explanation of the objective, and
 - (2) the directions to perform the activity.
 - b. Have the cadets complete the activity.
 - c. Debrief the cadets by asking:
 - (1) how they felt about the activity,
 - (2) what they felt they accomplished or learned, and
 - (3) how they feel the information that they learned can be applied to what they do in cadets.
5. **Time:**
 - a. Introduction / Conclusion: 10 min
 - b. In-Class Activity: 80 min

- c. Total: 90 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest regarding the history of the Canadian Army.
7. **References:**
- a. A1-001 Veterans Affairs Canada. (2009). *Canada remembers*. Retrieved February 23, 2009, from <http://www.vac-acc.gc.ca/remembers>
 - b. A1-059 National Defence and the Canadian Forces. (2008). *Canada Command*. Retrieved April 17, 2009, from http://www.canadacom.forces.gc.ca/en/index_e.asp
 - c. A2-078 National Defence and the Canadian Forces. (2009). *The Canadian Army*. Retrieved April 17, 2009, from http://army.forces.gc.ca/li/English/1_6_3.asp
 - d. A2-079 National Defence and the Canadian Forces. (2009). *About DND / CF*. Retrieved April 17, 2009, from <http://forces.gc.ca/site/acf-apfc/index-eng.asp>
 - e. A2-080 National Defence and the Canadian Forces. (2009). *Canadian Expeditionary Force Command*. Retrieved April 17, 2009, from <http://www.cefcom-comfec.forces.gc.ca/index-eng.asp>
 - f. A2-081 National Defence and the Canadian Forces. (2009). *Canadian Operational Support Command*. Retrieved April 17, 2009, from <http://www.canoscom-comsocan.forces.gc.ca/index-eng.asp>
 - g. A2-082 National Defence and the Canadian Forces. (2009). *Canadian Special Operations Forces Command*. Retrieved April 17, 2009, from <http://www.cansofcom.forces.gc.ca/index-eng.asp>
 - h. C2-233 The Canadian Encyclopedia. (2009). *Armed forces*. Retrieved February 23, 2009, from <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1S EC816228>
 - i. C2-236 Juno Beach Centre. (2003). *Canada in WW II*. Retrieved February 23, 2009, from <http://junobeach.org/e/4/can-tac-e.htm>
 - j. C2-241 Canadian Soldiers. (2008). *Canadian Army*. Retrieved February 23, 2009, from <http://www.canadiansoldiers.com/organizations/canadianarmy.htm>

- k. C2-241 Canadian Soldiers. (2008). *Otter committee*. Retrieved February 23, 2009, from <http://www.canadiansoldiers.com/organizations/.htm>
 - l. C2-243 ISBN 978-155-263-5094 Morton, D., & Granatstein, J. (2003). *Canada and the two World Wars: Marching to armageddon: 1914–1919 & A nation forged in fire: 1939–1945*. Toronto, ON: Key Porter Books Ltd.
 - m. C2-244 ISBN 978-077-106-4814 Morton, D. (2007). *A military history of Canada* (5th ed.). Toronto, ON: McClelland & Stewart Ltd.
 - n. C2-245 ISBN 978-292-071-8517 Bernier, S. (2000). *Canadian military heritage*. Montreal, QC: Art Global.
 - o. C2-254 ISBN 978-085-045-6004 Chappell, M. (2005). *The Canadian army at war*. University Park, IL: Osprey Publishing.
 - p. C2-255 ISBN 0-8020-4691-6 Granatstein, J. (2002). *Canada's army: Waging war and keeping the peace*. Toronto, ON: University of Toronto Press.
8. **Training Aids:**
- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
 - b. History of the Canadian Army Information Cards,
 - c. History of the Canadian Army Worksheet, and
 - d. History of the Canadian Army Timeline.
9. **Learning Aids:**
- a. History of the Canadian Army Information Cards,
 - b. History of the Canadian Army Worksheet,
 - c. History of the Canadian Army Timeline,
 - d. Lined paper,
 - e. Highlighter, and
 - f. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C420.01

1. **Performance:** Simulate an Interview With a Historic Canadian Army Leader
2. **Conditions:**
 - a. Given:
 - (1) Historic Canadian Army Leader Biographies,
 - (2) List of sample interview questions, as required,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, in pairs, shall simulate an interview with a historic Canadian Army leader, chosen from the following:
 - a. General Sir William Dillon Otter,
 - b. Sergeant Edward James Gibson Holland,
 - c. General Sir Arthur William Currie,
 - d. Colonel Elizabeth Lawrie Smellie,
 - e. Lieutenant-Colonel John Alexander McCrae,
 - f. General Andrew George Latta McNaughton,
 - g. General Henry Duncan Graham Crerar,
 - h. Sergeant Thomas George Prince,
 - i. Lieutenant-General Romeo Antonius Dallaire, and
 - j. General Richard J. Hillier.
4. **Teaching Points:** Interviewing a historic Canadian Army leader shall be structured as follows:
 - a. Conduct a briefing, to include an explanation of:
 - (1) the objective and importance of the activity;
 - (2) how the activity will be conducted; and
 - (3) the resources that are required to perform the activity.
 - b. In the first period, introduce the selected historic Canadian Army leaders and provide background biographical information. Have the cadets, in pairs, select one historic Canadian Army Leader to learn about.

- c. Have the cadets, in pairs, prepare three to five questions to ask when simulating an interview with their chosen historic Canadian Army leader, such as:
- (1) how long were you in the Canadian Army;
 - (2) what was your biggest accomplishment as a member of the Canadian Army;
 - (3) where did you do some of your schooling;
 - (4) what did you do after the army; and
 - (5) were you awarded any medals, and if so, which ones.
- d. After a minimum of one week, conduct the second period of 30 minutes to allow the cadets, in pairs, to simulate an interview with a historic Canadian Army leader. One cadet will be the interviewer, while the other cadet is the interviewee. Each interview will be no longer than 5 minutes. The remaining cadets will view the interviews.
- e. Conduct a group discussion in which the cadets will discuss:
- (1) how they felt about the activity;
 - (2) what they felt they accomplished;
 - (3) what they learned about the Canadian Army leaders; and
 - (4) what they felt was the most interesting aspect.

5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	In-Class Activity:	25 min
c.	Subtotal (two periods):	30 min
d.	Total:	60 min

6. **Substantiation:** An in-class activity was chosen for this activity as it is an interactive way to stimulate interest in historic Canadian Army leaders.

7. **References:**

- a. C2-230 Dictionary of Canadian Biography Online. (2008). *Biography of General Sir William Dillon Otter*. Retrieved February 19, 2009, from http://www.biographi.ca/009004-119.01-e.php?&id_nbr=7848
- b. C2-231 A Little Bit About My Page and Edward J. G. Holland. (2009). *About Sgt. Edward J.G. Holland*. Retrieved February 19, 2009, from http://www.geocities.com/ejghvc/EJGH_VC.html?200919

- c. C2-232 First World War.com—A multimedia history of World War One. (2009). *Who's who: Sir Arthur Currie*. Retrieved February 19, 2009, from <http://www.firstworldwar.com/bio/currie.html>
 - d. C2-233 The Canadian Encyclopedia. (2009). *Biography of Smellie, Elizabeth Lawrie*. Retrieved February 19, 2009, from <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ART0007467>
 - e. C2-234 Ontario's Provincial Plaques. (2008). *Colonel Elizabeth Smellie historical plaque*. Retrieved February 19, 2009, from http://www.ontarioplaques.com/Plaques_STU/Plaque_ThunderBay21.html
 - f. C2-235 Essortment Articles: Free Online Articles on Health, Science, Education & More. (2005). *John McCrae biography*. Retrieved February 19, 2009, from http://www.essortment.com/all/johnmccraebiog_rhxb.htm
 - g. C2-236 Juno Beach Centre. (2003). *General Andrew G.L. McNaughton*. Retrieved February 19, 2009, from <http://www.junobeach.org/3/can-pep-can-mcnaughton-e.htm>
 - h. C2-236 Juno Beach Centre. (2003). *General Andrew H.D.G. Crerar*. Retrieved February 19, 2009, from <http://www.junobeach.org/3/can-pep-can-crerar-e.htm>
 - i. C2-238 First Nations Drum. (2009). *History—Thomas Prince: Canada's forgotten aboriginal war hero*. Retrieved February 19, 2009, from <http://www.firstnationsdrum.com/Fall2002/HisPrince.htm>
 - j. C2-239 L. Gen Romeo Dallaire. (2007). *Biography of L.Gen Romeo Dallaire*. Retrieved February 19, 2009, from <http://www.romoeodallaire.com/biography.html>
 - k. C2-240 Canadian Army—National Defence and the Canadian Forces. (2009). *Canadian Army—Biography of Major-General Rick Hillier, CMM, CD*. Retrieved February 19, 2009, from http://www.army.dnd.ca/LF/English/1_6_2_2.asp
8. **Training Aids:**
- a. List of Canadian Army Leaders,
 - b. List of Sample Interview Questions, as required, and
 - c. Historic Canadian Army Leader Biographies.
9. **Learning Aids:**

- a. List of Canadian Army Leaders,
 - b. List of Sample Interview Questions, as required, and
 - c. Historic Canadian Army Leader Biographies.
10. **Test Details:** Nil.
11. **Remarks:** This lesson shall be conducted in two 30-minute periods, allowing a minimum of one week between each period for the cadet to prepare their simulated interviews.

EO C420.02

1. **Performance:** View a Video on a Significant Event in the History of the Canadian Army
2. **Conditions:**
 - a. Given:
 - (1) TV,
 - (2) DVD player or VCR,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall view a video on a significant event in the history of the Canadian Army.
4. **Teaching Points:**
 - a. Brief the cadets prior to the start of the video, to include:
 - (1) an explanation of the objectives of the activity; and
 - (2) a review of significant events in the history of the Canadian Army.
 - b. Have the cadets view a video on a significant event in the history of the Canadian Army.
 - c. Debrief the cadets on the selected video by asking:
 - (1) what they learned from the video;
 - (2) what they felt was the most interesting aspect(s);
 - (3) what other significant event interests them; and
 - (4) what other research they would like to complete.
5. **Time:**
 - a. Introduction / Conclusion: 10 min
 - b. In-Class Activity: 80 min
 - c. Total: 90 min

6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to stimulate interest in the significant historical event(s) of the Canadian Army.
7. **References:** Nil.
8. **Training Aids:**
 - a. TV, and
 - b. DVD player or VCR.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Videos may be selected from local resources, libraries, etc. Some examples of possible videos, to watch online or order, include:
 - (1) from the National Film Board (<http://www.nfb.ca/explore-by/title/?txt=canadian%26army>):
 - (a) *Fields of Sacrifice*, 1964, by Britten, D.,
 - (b) *Valour and the Horror* (3 parts), 1992, by McKenna, B., and
 - (c) *Canada Remembers* (3 parts), 1995, by Macartenev-Filgate;
 - (2) from Veterans Affairs Canada (http://www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/hrp/adv_search), search the Video Archive on the Canadian Army;
 - (3) from the Canadian Broadcasting Corporation (CBC) Archives, *The First World War: Canadian Remembers* (consisting of eight television episodes); and
 - (4) at the local movie store:
 - (a) *Passchendale*, 2008, by Gross, P.,
 - (b) *Dieppe*, 2000, by Smith, J., and
 - (c) *Shake Hands With the Devil*, 2007, by Raymont, P.
 - b. There is no instructional guide provided for this EO.

EO C420.03

1. **Performance:** Participate in a CF Familiarization Activity
2. **Conditions:**
 - a. Given:
 - (1) Activity equipment as required,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Activity area, during daylight hours, in favourable conditions.
3. **Standard:** The cadet shall participate in a CF familiarization activity, chosen from the following list:
 - a. C7 training,
 - b. rappel,
 - c. mock tower,
 - d. simulated arms trainer (SAT) range,
 - e. presentation given by a CF member, or
 - f. tour a CF facility.
4. **Teaching Points:**
 - a. Brief the cadets prior to the start of the activity, to include an explanation of:
 - (1) the objective and importance of the activity;
 - (2) the resources that may be required to perform the activity;
 - (3) the relevance of the activity to the CF; and
 - (4) any safety guidelines that must be followed while participating in the activity.
 - b. Have the cadets participate in the CF familiarization activity.
 - c. Debrief the cadets, ideally by a specialist who was involved in the activity, by asking:
 - (1) how they felt about the activity;
 - (2) what they felt they accomplished or learned;

- (3) what they would try to improve on if given the opportunity to complete the activity again; and
- (4) where they could use the skills they have learned.

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Experiential Learning: 260 min
- c. Total: 270 min

6. **Substantiation:** The experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct CF familiarization activity. By reflecting on what they have seen, felt and thought they are better able to connect this learning to past situations and use this learning to plan how these skills can be applied in future experiences.

7. **References:** As per the chosen activity.

8. **Training Aids:** As per the chosen activity.

9. **Learning Aids:** As per the chosen activity.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).
- b. There will be no instructional guide provided for this EO.

PO 421 FIELD TRAINING

1. Complementary Material:

- a. Some complementary training offered in previous levels in PO X21 (Field Training) may be selected as complementary training in the Gold Star Program, specifically:
 - (1) EO C121.02 (Participate in a Discussion on Cold Climate Exposure),
 - (2) EO C121.03 (Select Cold Weather Clothing),
 - (3) EO C121.04 (Recognize the Effects of Cold Weather), and
 - (4) EO C121.05 (Participate in Cold Weather Training).
- b. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification, and instructional guide.
- c. Where some cadets have already received this training and it will be instructed again, develop the instruction and training by considering leadership opportunities for those cadets.

PO 422

1. **Performance:** Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver
2. **Conditions:**
 - a. Given:
 - (1) GPS receiver,
 - (2) Four 10-figure grid references (GR),
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting.
3. **Standard:** The cadet, in a group of no more than four, will follow a multi-leg route, using a GPS receiver by:
 - a. inputting four 10-figure GRs in a GPS receiver;
 - b. linking points of interest (POIs) to establish a multi-leg route in the GPS receiver; and
 - c. following the GPS receiver to each POI along the route (within a 10-m radius).
4. **Remarks:** The route chosen for each cadet should be approximately 2 km.
5. **Complementary Material:**
 - a. Complementary material associated with PO 422 is designed to provide opportunities for additional navigation practice, to include:
 - (1) EO C422.01 (Locate a Geocache),
 - (2) EO C422.02 (Create a Geocache),
 - (3) EO C422.03 (Discuss Map Software),
 - (4) EO C422.04 (Measure a Grid Bearing With a Protractor),
 - (5) EO C422.05 (Determine Location Using Resection), and
 - (6) EO C422.06 (Practice Navigation as a Member of a Small Group).
 - b. Some complementary training offered in Silver Star may be selected as complementary training in the Gold Star Program, specifically EO C322.02 (Identify Factors That Impact Navigation in the Winter).

- c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.
- d. No more than nine periods in total shall be used to support EO C422.06 (Practice Navigation as a Member of a Small Group).

EO M422.01

1. **Performance:** Review Silver Star Navigation
2. **Conditions:**
 - a. Given:
 - (1) GPS receiver,
 - (2) Topographical map,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard:** The cadet, as a member of a group of no more than five, shall review Silver Star navigation, to include:
 - a. identifying the components of a GPS;
 - b. identifying the features of a GPS receiver;
 - c. setting the map datum on a GPS receiver; and
 - d. identifying location using a GPS receiver, to include:
 - (1) confirming that the correct coordinate system is set on the GPS receiver;
 - (2) locating the geographical position screen;
 - (3) reading the grid reference (GR); and
 - (4) plotting the GR on the topographical map.
4. **Teaching Points:**
 - a. Set up three learning stations to have the cadets:
 - (1) identify how satellites, ground stations, and receivers work and the features of a GPS receiver, such as:
 - (a) components, to include:
 - i. antenna,
 - ii. screen,
 - iii. battery compartment, and
 - iv. buttons; and

- (b) screens, to include:
 - i. satellite status,
 - ii. menu,
 - iii. position,
 - iv. compass navigation, and
 - v. map;

(2) identify and set map datum from a topographical map, to include:

- (a) completing the process for confirming the correct coordinate system, to include:
 - i. identifying Military Grid Reference System (MGRS) grid system on a topographical map;
 - ii. locating the grid zone designator; and
 - iii. confirming the 100 000-m square identifier; and
- (b) locating the map datum from a topographical map and setting the map datum on a GPS receiver; and

(3) identify location using a GPS receiver, to include:

- (a) confirming that the correct coordinate system is set on the GPS receiver;
- (b) locating the geographical position screen;
- (c) reading the GR;
- (d) plotting the eight-figure GR on the topographical map.

- b. Brief the cadets on the activity.
- c. Start the activity.
- d. Rotate the cadets through the learning stations.
- e. Debrief the cadets at the end of the activity.

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Practical Activity: | 50 min |
| c. | Total: | 60 min |

6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way for the cadet to develop navigation skills and knowledge in a safe and controlled environment. This activity contributes to the development of navigation skills and knowledge in a fun and challenging setting.

7. References:

- a. A2-036 A-CR-CCP-121/PT-001 Director Cadets 3. (2003). *Royal Canadian army cadet reference book*. Ottawa, ON: Department of National Defence.
- b. C2-142 ISBN 0-7645-6933-3 McNamara, J. (2004). *GPS for dummies*. Hoboken, NJ: Wiley Publishing, Inc.
- c. C2-143 ISBN 1-58923-145-7 Featherstone, S. (2004). *Outdoor guide to using your GPS*. Chanhassen, MN: Creative Publishing International, Inc.
- d. C2-144 ISBN 0-07-223171-8 Broida, R. (2004). *How to do everything with your GPS*. Emerville, CA: McGraw-Hill.

8. Training Aids:

- a. GPS receiver,
- b. Topographical map, and
- c. Navigation worksheet.

9. Learning Aids:

- a. GPS receiver,
- b. Topographical map,
- c. Navigation worksheet,
- d. Paper, and
- e. Pencil.

10. Test Details: Nil.**11. Remarks:**

- a. The navigation activity will consist of three learning stations. The cadet will rotate through the stations every 15 minutes. There will be 5 minutes provided at the end of the lesson to answer questions or provide additional instruction on areas where cadets experienced difficulty.
- b. This EO shall be conducted during the bivouac field training exercise.
- c. Assistant instructors are required for this lesson, at each learning station.
- d. Topographical maps have not been provided, so the cadet can use local area topographical maps.

EO M422.02

1. **Performance:** Set a Multi-Leg Route Using a GPS Receiver
2. **Conditions:**
 - a. Given:
 - (1) GPS receiver,
 - (2) Four 10-figure GRs,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard:** IAW the GPS receiver user's manual, the cadet shall set a multi-leg route with four points of interest (POIs) using a GPS receiver by:
 - a. creating four POIs;
 - b. creating a route; and
 - c. saving the route.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the two types of POIs, to include: <ol style="list-style-type: none"> a. marked, and b. stored. 	Interactive Lecture	5 min	C1-178 (pp. 14–25)
TP2	Explain, demonstrate and have the cadets: <ol style="list-style-type: none"> a. identifying a POI, to include: <ol style="list-style-type: none"> (1) location, (2) name, (3) date and time, and (4) icon / symbol; and b. creating POIs, using: <ol style="list-style-type: none"> (1) a quick mark, (2) a personalized mark, (3) a coordinate mark, and / or (4) a map cursor mark. 	Demonstration and Performance	20 min	C1-178 (pp. 25–29)
TP3	Discuss types of routes, to include:	Interactive	5 min	C1-178

TP	Description	Method	Time	Refs
	a. GOTO, b. multi-leg, and c. backtrack.	Lecture		(pp. 37–46)
TP4	Explain, demonstrate and have the cadets create a GOTO route by: a. pressing GOTO; b. using the POI database to select (highlight) the POI that will be the destination; and c. pressing ENTER.	Demonstration and Performance	15 min	C1-178 (pp. 37–38)
TP5	Explain, demonstrate and have the cadets: a. create a multi-leg route; and b. activate / deactivate a multi-leg route.	Demonstration and Performance	30 min	C1-178 (pp. 41–42)
TP6	Demonstrate how to modify a multi-leg route by: a. changing destination leg of an active route; b. editing a saved route; c. reversing a route; and d. deleting a route.	Demonstration	15 min	C1-178 (pp. 41–50)
TP7	Explain, demonstrate and have the cadets: a. create a backtrack route by; and b. deactivating a backtrack route.	Demonstration and Performance	20 min	C1-178 (p. 54)

5. Time:

- | | | |
|----|--------------------------------|---------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 10 min |
| c. | Demonstration and Performance: | 85 min |
| d. | Demonstration: | 15 min |
| e. | Total: | 120 min |

6. Substantiation:

- a. An interactive lecture was chosen for TPs 1 and 3 to introduce the cadet to the features available on a GPS receiver.
- b. A demonstration and performance was chosen for TPs 2, 4, 5 and 7 as it allows the instructor to explain and demonstrate how to create POIs and routes while providing the cadet the opportunity to practice these skills under supervision.
- c. A demonstration was chosen for TP 6 as it allows the instructor to demonstrate the process of working a GPS receiver providing the cadet with the knowledge on how these skills can be applied in the future.

7. **References:** C1-178 Thales Navigation Inc. (2004). *Magellan eXplorist 200 GPS user manual*. San Dimas, CA: Thales Navigation Inc.
8. **Training Aids:** GPS receiver.
9. **Learning Aids:** GPS receiver.
10. **Test Details:** This lesson is assessed IAW Chapter 3, Annex B, 422 PC.
11. **Remarks:**
 - a. For specific instruction on use of GPS receiver models, refer to the user's manual.
 - b. This EO shall be conducted during the allocated bivouac field training exercise.

EO M422.03

1. **Performance:** Follow a Multi-Leg Route Using a GPS Receiver
2. **Conditions:**
 - a. Given:
 - (1) GPS receiver,
 - (2) Start point,
 - (3) Three POIs,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard:** IAW the GPS receiver user's manual, the cadet, in a group of no more than four, shall follow a multi-leg route using a GPS receiver.
4. **Teaching Points:**
 - a. Brief the cadets prior to the start of the activity, to include an explanation of:
 - (1) the objectives and importance of the activity;
 - (2) the coordinates they will require to input their routes, including start and end points and the POIs; and
 - (3) any safety guidelines that must be followed while performing the activity.
 - b. Have the cadets follow a multi-leg route using a GPS receiver by:
 - (1) confirming that the GPS receiver is set to the correct coordinate system;
 - (2) confirming that the correct map datum is set;
 - (3) marking the start point, using a personalized mark;
 - (4) establishing three POIs using coordinate marks;
 - (5) creating a multi-leg route;
 - (6) activating the route; and
 - (7) navigating to each POI along the set route using the GPS receiver (within a 10-m radius).
 - c. Debrief the cadets by asking:
 - (1) how they felt about the activity;

- (2) what part of the activity they found difficult;
- (3) what they felt they accomplished; and
- (4) what they would try to improve if given the chance to complete the activity again.

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Practical Activity: | 80 min |
| c. | Total: | 90 min |

6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience following a multi-leg route using a GPS receiver in a safe and controlled environment.

7. **References:** C1-178 Thales Navigation Inc. (2004). *Magellan eXplorist 200 GPS user manual*. San Dimas, CA: Thales Navigation Inc.

8. **Training Aids:** GPS receiver.

9. **Learning Aids:**

- a. GPS receiver,
- b. Compass,
- c. Topographical map of the local area,
- d. Whistle, and
- e. Input a Multi-Leg Route in the Magellan eXplorist 200 GPS Receiver handout.

10. **Test Details:** This lesson is assessed IAW Chapter 3, Annex B, 422 PC.

11. **Remarks:**

- a. This EO shall be conducted during the allocated bivouac field training exercise.
- b. Additional instructors will be required to supervise the cadets while participating in the activity. Assistant instructors shall be randomly placed along the route to assist cadets.
- c. The type of GPS receiver may vary, refer to the owner's manual for instructions and proper methods of use.

EO C422.01

1. **Performance:** Locate a Geocache
2. **Conditions:**
 - a. Given:
 - (1) GPS receiver,
 - (2) Geocache location coordinates,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard:** IAW the GPS receiver user's manual, the cadet, in a group of three, shall:
 - a. confirm the GPS receiver is set to the correct coordinate system;
 - b. confirm the correct map datum is set;
 - c. establish the geocache POI;
 - d. create a GOTO route;
 - e. navigate to the geocache;
 - f. search for the geocache; and
 - g. locate the geocache.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the sport of geocaching, to include: <ol style="list-style-type: none"> a. definition, b. origin, and c. equipment required. 	Interactive Lecture	5 min	C2-142 (pp. 117– 125)
TP2	Have the cadets, in pairs, locate a geocache by: <ol style="list-style-type: none"> a. setting up the GPS receiver by: <ol style="list-style-type: none"> (1) confirming that the correct coordinate system is set; and (2) confirming the correct map datum is set; b. creating a POI from a coordinate mark; and c. navigating to the geocache by: 	Practical Activity	20 min	C1-178 (pp. 25–50)

TP	Description	Method	Time	Refs
	(1) selecting a GOTO route; (2) choosing the geocache POI; (3) navigating to the area; (4) searching the area of the POI for the geocache; and (5) locating the geocache.			

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to introduce the cadet to geocaching.
- b. A practical activity was chosen for TP 2 as it is an interactive way for the cadet to locate a geocache and increase their GPS receiver navigation skills in a safe, controlled environment. This activity contributes to the development of navigation skills and knowledge in a fun and challenging setting.

7. **References:**

- a. C1-178 Thales Navigation Inc. (2004). *Magellan eXplorist 200 GPS user manual*. San Dimas, CA: Thales Navigation Inc.
- b. C2-142 ISBN 0-7645-6933-3 McNamara, J. (2004). *GPS for dummies*. Hoboken, NJ: Wiley Publishing, Inc.

8. **Training Aids:**

- a. GPS receiver, and
- b. Geocache.

9. **Learning Aids:**

- a. GPS receiver,
- b. Compass,
- c. Topographical map of the area,
- d. Geocache.

10. **Test Details:** Nil.
11. **Remarks:** The instructor is to create a sample geocache, select a location in the vicinity of the class, place the geocache and mark the coordinates prior to conducting this lesson.

EO C422.02

1. **Performance:** Create a Geocache
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, in a group of no more than three, shall:
 - a. prepare a geocache;
 - b. select a location; and
 - c. maintain the geocache.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify factors to consider when selecting a container to store a geocache, to include: <ol style="list-style-type: none"> a. characteristics, to include: <ol style="list-style-type: none"> (1) durability, (2) size, to include: <ol style="list-style-type: none"> (a) micro, (b) small, (c) regular, and (d) large; (3) colour; and b. contents, to include: <ol style="list-style-type: none"> (1) visitor register, (2) pen or pencil, (3) trinkets or treasures, (4) resealable plastic bag, and (5) identifying information, to include: 	Interactive Lecture	5 min	C2-142 (pp. 133–135)

TP	Description	Method	Time	Refs
	(a) geocache information sheet, and (b) official geocache label.			
TP2	<p>Describe geocache locations, to include:</p> <p>a. locations a geocache should be placed, to include:</p> <ol style="list-style-type: none"> (1) in the vicinity of a unique feature; (2) in a location where there is incredible scenery or a gorgeous view; and (3) in a location that provides a significant challenge; and <p>b. locations where a geocache should not be placed, to include:</p> <ol style="list-style-type: none"> (1) on private property without the owners permission, (2) underground, (3) in environmentally sensitive areas, (4) in national parks or designated wilderness areas, (5) within 46 m (150 feet) of railroad tracks, (6) anywhere that might cause concerns about possible terrorist activities, and (7) within 160 m (one-tenth of a mile) of another geocache. 	Interactive Lecture	10 min	C2-142 (pp. 134–136)
TP3	<p>Identify how to submit a geocache to a website, to include:</p> <p>a. accessing geocache websites;</p> <p>b. registering the geocache by submitting the geocache information, to include:</p> <ol style="list-style-type: none"> (1) geocache type, (2) geocache size, (3) nickname, (4) date placed, (5) coordinates, (6) location, (7) difficulty rating, (8) terrain rating, (9) short description, (10) long description, and (11) trackable items; and 	Interactive Lecture	10 min	C2-142 (pp. 137–139)

TP	Description	Method	Time	Refs
	c. maintaining the geocache by: (1) servicing the geocache; and (2) overseeing posted blogs.			

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the cadet to creating a geocache.

7. **References:** C2-142 ISBN 0-7645-6933-3 McNamara, J. (2004). *GPS for dummies*. Hoboken, NJ: Wiley Publishing, Inc.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- Container and contents, and
- Notebook.

9. **Learning Aids:**

- Container and contents, and
- Notebook.

10. **Test Details:** Nil.

11. **Remarks:**

- Print a list of local geocaches from a website (eg, www.geocaching.com) illustrating the information from an established geocache.
- EO C422.01 (Locate a Geocache) shall be completed prior to conducting this lesson.
- Time has not been allocated during this lesson for the cadets to create a geocache. A geocaching activity has been developed as an option in EO C422.06 (Practice Navigation as a Member of a Small Group). Corps are strongly encouraged to use these complementary periods to create and locate geocaches.

EO C422.03

1. **Performance:** Discuss Map Software
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall discuss map software, to include:
 - a. GPS manufacturer software, and
 - b. web-based software.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe GPS manufacturer software features, to include: <ol style="list-style-type: none"> a. setting POIs; b. printing maps on a personal computer; c. uploading maps, waypoints, routes and tracks to GPS receivers; and d. downloading GPS data to a personal computer. 	Interactive Lecture	15 min	C2-142 (pp. 169– 173)
TP2	Describe web-based resources.	Interactive Lecture	10 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 25 min
 - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the cadet to map software for GPS receivers.
7. **References:** C2-142 ISBN 0-7645-6933-3 McNamara, J. (2004). *GPS for dummies*. Hoboken, NJ: Wiley Publishing, Inc.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Computer(s), and
- c. Mapping software and / or Internet access.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C422.04

1. **Performance:** Measure a Grid Bearing With a Protractor
2. **Conditions:**
 - a. Given:
 - (1) Protractor,
 - (2) Topographical map of the area being used,
 - (3) Six-figure GR for start and finish points,
 - (4) Grid and magnetic bearings,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard:** The cadet shall measure a grid bearing by:
 - a. plotting the six-figure GR start and finish points by:
 - (1) sharpening a pencil;
 - (2) identifying the start GR and marking it as point A;
 - (3) identifying the finish GR and marking it as point B;
 - (4) drawing a straight line from point A to point B; and
 - (5) extending the plotting ray and marking the direction of travel;
 - b. placing the protractor on the map by:
 - (1) ensuring the centre hole is on the plotting ray;
 - (2) orienting zero mils to the top of the map; and
 - (3) ensuring the mils scale is placed east or west of the grid lines;
 - c. aligning the protractor parallel to the eastings by:
 - (1) sliding the centre hole along the plotting ray; and
 - (2) matching the vertical line on the protractor with an easting line; and
 - d. reading the bearing at the point where the plotting ray crosses the protractor by:
 - (1) finding and reading the grid bearing off the protractor on the mils scale;
 - (2) determining which bearing is the correct one; and

- (3) recording the bearing.

4. Teaching Points:

TP	Description	Method	Time	Refs
TP1	Describe the features of a protractor, to include: <ol style="list-style-type: none"> a. 1 : 50 000 scale romer, b. 1 : 25 000 scale romer, c. a hole in each romer for plotting GRs, d. conversion scale, e. graduations in mils (outside edge), f. graduations in degrees (outside edge), g. 1 : 50 000 scale for measuring distance, h. 1 : 25 000 scale for measuring distance, i. centre lines (vertical and horizontal), j. a centre hole, and k. scales for measuring distance. 	Interactive Lecture	10 min	A2-041 (pp. 40–41)
TP2	Explain, demonstrate and have the cadets measure a grid bearing with a protractor by: <ol style="list-style-type: none"> a. plotting the six-figure GR start and finish points by: <ol style="list-style-type: none"> (1) sharpening a pencil; (2) identifying the start GR and marking it as point A; (3) identifying the finish GR and marking it as point B; (4) drawing a straight line from point A to point B; and (5) extending the plotting ray and marking the direction of travel; b. placing the protractor on the map by: <ol style="list-style-type: none"> (1) ensuring the centre hole is on the plotting ray; (2) orienting zero mils to the top of the map; and (3) ensuring the mils scale is placed east or west of the grid lines; c. aligning the protractor parallel to the eastings by: <ol style="list-style-type: none"> (1) sliding the centre hole along the plotting ray; and (2) matching the vertical line on the protractor with an easting line; and 	Demonstration and Performance	20 min	A2-041 (pp. 52–54) C2-041 (p. 53)

TP	Description	Method	Time	Refs
	d. reading the bearing at the point where the plotting ray crosses the protractor by: <ul style="list-style-type: none"> (1) finding and reading the grid bearing off the protractor on the mils scale; (2) determining which bearing is the correct one; and (3) recording the bearing. 			
TP3	Conduct an activity where the cadets will demonstrate the effects of magnetic declination adjustment.	Practical Activity	30 min	
TP4	Explain, demonstrate and have the cadets convert bearings from: <ul style="list-style-type: none"> a. grid to magnetic by: <ul style="list-style-type: none"> (1) calculating the current magnetic declination; (2) adjusting for magnetic declination; and (3) listing the magnetic bearing; and b. magnetic to grid by: <ul style="list-style-type: none"> (1) calculating the current magnetic declination; (2) adjusting for magnetic declination; and (3) listing the grid bearing. 	Demonstration and Performance	20 min	A2-041 (pp. 52–58)

5. Time:

- | | | |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 10 min |
| c. | Demonstration and Performance: | 40 min |
| d. | Practical Activity: | 30 min |
| e. | Total: | 90 min |

6. Substantiation:

- a. An interactive lecture was chosen for TP 1 to introduce the cadet to the features of a protractor.
- b. A demonstration and performance was chosen for TPs 2 and 4 as it allows the instructor to explain and demonstrate the skill of measuring grid bearings with a protractor and converting bearings while providing an opportunity for the cadet to practice the skill under supervision.
- c. A practical activity was chosen for TP 3 as it is an interactive way to allow cadets to experience following a magnetic bearing in a safe and controlled environment.

7. **References:**

- a. A2-041 B-GL-382-005/PT-001 Directorate of Army Doctrine 8. (2006). *Maps, field sketching, compasses and the global positioning system*. Ottawa, ON: Department of National Defence.
- b. C2-041 ISBN 0-07-136110-3 Seidman, D., & Cleveland, P. (1995). *The essential wilderness navigator*. Camden, ME: Ragged Mountain Press.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Protractor,
- c. Topographical map of the area being used,
- d. Grid and magnetic bearings,
- e. Pencil sharpener, and
- f. Six-figure GR for start and finish points.

9. **Learning Aids:**

- a. Protractor,
- b. Topographical map of the area being used,
- c. Grid and magnetic bearings,
- d. Six-figure GR for start and finish points, and
- e. Pencil.

10. **Test Details:** Nil.

11. **Remarks:** Topographical maps can be requested through RCSU.

EO C422.05

1. **Performance:** Determine Location Using Resection
2. **Conditions:**
 - a. Given:
 - (1) Topographical map of the area being used,
 - (2) Compass,
 - (3) Pencil,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard:** IAW B-GL-382-005/PT-00, *Maps, Field Sketching, Compasses and the Global Positioning System*, the cadet shall determine their location using resection, within +/- 500 m.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain, demonstrate and have the cadets determine their location using resection by:</p> <ol style="list-style-type: none"> a. calculating the current declination of the topographical map; b. setting the current declination on the compass; c. locating three prominent objects; d. identifying the location of the three prominent objects on the topographical map; e. marking the three prominent objects on the topographical map; f. determining the magnetic bearing to each prominent object using a compass; g. determining the back bearing for each prominent object; h. plotting each back bearing on the topographical map 	Demonstration and Performance	50 min	A2-041 (pp. 78–84)

TP	Description	Method	Time	Refs
	by: (1) placing the compass on the topographical map and pointing it in the direction of travel; (2) lining up the meridian lines on the compass with the easting lines on the map by rotating the compass, ensuring that the edge of the compass is always in contact with the prominent object; (3) drawing a line along the edge of the compass extending from the object in the direction of the back bearing; and (4) repeating Steps 1–3 for the remaining prominent objects; and i. determining location based on the intersection of the lines or the centre of the triangle created.			

5. **Time:**

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

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of determining location using resection while providing an opportunity for the cadet to practice the skill under supervision.

7. **References:** A2-041 B-GL-382-005/PT-001 Directorate of Army Doctrine 8. (2006). *Maps, field sketching, compasses and the global positioning system*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- Topographical map of the area being used,
- Compass,
- Pencil sharpener, and
- Pencil.

9. **Learning Aids:**

- a. Topographical map of the area being used,
 - b. Compass, and
 - c. Pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C422.06

1. **Performance:** Practice Navigation as a Member of a Small Group
2. **Conditions:**
 - a. Given:
 - (1) A prepared route,
 - (2) Topographical map of the area being used,
 - (3) Compass,
 - (4) GPS receiver,
 - (5) Pencil,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard:** The cadet, as a member of a group of no more than four, shall practice navigation using a GPS receiver.
4. **Teaching Points:** The navigation activity should be structured as follows:
 - a. Conduct a safety briefing to include an explanation of:
 - (1) actions to be taken if a cadet becomes lost;
 - (2) time limits for the activity;
 - (3) boundaries;
 - (4) rules and safety procedures for the activity; and
 - (5) a narrative of the specific activity being conducted.
 - b. Have the cadets, as members of a group of no more than four, participate in a navigation activity that will allow them to set and follow routes using a GPS receiver by:
 - (1) inputting GRs into a GPS receiver;
 - (2) linking POIs to establish a route in the GPS receiver; and
 - (3) following the GPS receiver to each POI along the route.
 - c. Conduct a debriefing where the cadets may be asked:
 - (1) how they felt about the activity;

- (2) what they felt they accomplished;
- (3) what they would try to improve on if given the opportunity to complete the activity again; and
- (4) what they learned about using a GPS with a map.

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Practical Activity:	80 min
c.	Subtotal:	90 min
d.	Total (three sessions):	270 min

6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience navigation by setting and following a route using a GPS receiver, in a safe and controlled environment. This activity contributes to physical fitness and to the development of navigation skills and knowledge in a fun and challenging setting.

7. **References:**

- a. A2-036 A-CR-CCP-121/PT-001 Director Cadets 3. (2003). *Royal Canadian Army Cadet reference book*. Ottawa, ON: Department of National Defence.
- b. A2-041 B-GL-382-005/PT-001 Directorate of Army Doctrine 8. (2006). *Maps, field sketching, compasses and the global positioning system*. Ottawa, ON: Department of National Defence.
- c. C1-178 Thales Navigation Inc. (2004). *Magellan eXplorist 200 GPS user manual*. San Dimas, CA: Thales Navigation Inc.
- d. C2-142 ISBN 0-7645-6933-3 McNamara, J. (2004). *GPS for dummies*. Hoboken, NJ: Wiley Publishing, Inc.

8. **Training Aids:**

- a. A prepared route,
- b. Topographical map of the area being used,
- c. Compass,
- d. GPS receiver, and
- e. Pencil sharpener.

9. **Learning Aids:**

- a. A prepared route,

- b. Topographical map of the area being used,
- c. Compass,
- d. GPS receiver,
- e. Whistle, and
- f. Pencils.

10. **Test Details:** Nil.

11. **Remarks:**

- a. If a different GPS receiver is being used for the navigation exercise, refer to the user manual for that receiver.
- b. This EO may be conducted in conjunction with Green and Red Star map and compass practice (eg, EO C122.01 [Practice Navigation as a Member of a Small Group] and EO C222.01 [Practice Navigation Using a Map and Compass]). When the Green and Red Star cadets practice using a map and compass, the Gold Star cadets use the GPS receiver.
- c. This complementary activity can be carried out as nine periods during a supported day or over three sessions of three periods each, to a maximum of nine periods.
- d. This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).
- e. Assistant instructors are required for this lesson.

PO 423 TREKKING

1. Complementary Material:

- a. Some complementary training offered in previous levels in PO X23 (Trekking) may be selected as complementary training in the Gold Star Program, specifically:
 - (1) EO C123.01 (Participate in Adventure Training),
 - (2) EO C123.02 (Adhere to March Discipline), and
 - (3) EO C123.03 (Participate in Snowshoeing).
- b. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification, and instructional guide.
- c. Where some cadets have already received this training and it will be instructed again, develop the instruction and training by considering leadership opportunities for those cadets.

PO 424

1. **Performance:** Employ Natural Resources in a Survival Situation
2. **Conditions:**
 - a. Given:
 - (1) Survival knife,
 - (2) Supervision, and
 - (3) Assistance.
 - b. Environmental: Field setting.
3. **Standard:** The cadet will employ natural resources in a survival situation by:
 - a. assessing available resources; and
 - b. weaving 0.5-m (1.5-feet) of cordage.
4. **Remarks:** A survival knife has a fixed blade, is fully tanged (where the blade is secured in the handle) and made of stainless steel. The length of the blade can range from 10–15 cm (4–6 inches) and between 0.4–0.6 cm (5 / 32 to 8 / 32 inches) in width.
5. **Complementary Material:**
 - a. Complementary material associated with PO 424 is designed to provide opportunities for additional survival training, to include:
 - (1) EO C424.01 (Whittle Wood),
 - (2) EO C424.02 (Boil Water Using Heated Rocks),
 - (3) EO C424.03 (Employ Cattails), and
 - (4) EO C424.04 (Prepare Remedies for Common Aliments Using Medicinal Plants).
 - b. Some complementary training offered in Silver Star may be selected as complementary training in the Gold Star Program, specifically:
 - (1) EO C324.01 (Identify Animal and Insect Food Sources),
 - (2) EO C324.02 (Construct Snares),
 - (3) EO C324.03 (Catch a Fish),
 - (4) EO C324.04 (Collect Edible Plants), and
 - (5) EO C324.05 (Prepare a Meal From Food Sources).

- c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide. When completing EOs C324.03 (Catch a Fish) and C324.05 (Prepare a Meal From Food Sources), ensure provincial / territorial licensing regulations are followed when fishing / catching game.

EO M424.01

1. **Performance:** Sharpen a Survival Knife
2. **Conditions:**
 - a. Given:
 - (1) Survival knife,
 - (2) Sharpening stone,
 - (3) Lubricating oil,
 - (4) Cleaning cloths / rags,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall sharpen a survival knife with a sharpening stone by:
 - a. lubricating the sharpening stone;
 - b. laying the sharpening stone on a flat surface;
 - c. holding the survival knife by the handle;
 - d. determining the sharpening angle of the knife blade;
 - e. applying pressure to the blade while pushing it in a circular motion on the sharpening stone;
 - f. turning the survival knife over and sharpening the other side;
 - g. checking to ensure the survival knife is sharp;
 - h. repeating to sharpen on both sides, if required; and
 - i. cleaning the survival knife.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify types of knives, to include: <ol style="list-style-type: none"> a. folding blade, b. fixed blade, and c. multi-purpose. 	Interactive Lecture	5 min	C0-111 (pp. 594–597) C2-008 (pp. 33–35)
TP2	Describe the parts of a survival knife, to include: <ol style="list-style-type: none"> a. blade, b. cutting edge, 	Interactive Lecture	5 min	C0-111 (pp. 595–597)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> c. tip or point, d. back, e. handle, f. tang, g. scale or slab, h. butt plate or pommel, i. pins or rivets, j. shank, k. spacers, l. hilt, m. finger grips, and n. hollow grind. 			
TP3	<p>Describe the characteristics of a survival knife, to include:</p> <ul style="list-style-type: none"> a. length of the blade, b. width of the blade, c. composition of the blade, to include: <ul style="list-style-type: none"> (1) carbon steel, and (2) stainless steel; d. length of tang, to include: <ul style="list-style-type: none"> (1) full tang, and (2) narrow tang; and e. composition of the handle. 	Interactive Lecture	5 min	C0-111 (pp. 595–597) C2-008 (pp. 33–35) C2-225
TP4	<p>Explain the care and maintenance of a survival knife, to include:</p> <ul style="list-style-type: none"> a. practicing proper usage; b. cleaning; c. storing; and d. sharpening. 	Interactive Lecture	5 min	C0-111 (pp. 595–596)
TP5	<p>Explain, demonstrate and have the cadets sharpen a survival knife, by:</p> <ul style="list-style-type: none"> a. lubricating the sharpening stone; b. laying the sharpening stone on a flat surface; c. holding the survival knife by the handle; d. determining the sharpening angle of the knife blade; e. applying pressure to the blade while pushing it in a circular motion on the sharpening stone; f. turning the survival knife over and sharpening the other side; g. checking to ensure the survival knife is sharp by: <ul style="list-style-type: none"> (1) rubbing the thumb lightly across the blade; (2) cutting a piece of paper without ripping or tearing; or (3) slicing fruit with ease; 	Demonstration and Performance	30 min	C0-111 (p. 596) C2-008 (p. 35)

TP	Description	Method	Time	Refs
	h. repeating sharpening on both sides, if required, until desired sharpness is achieved; and i. cleaning the survival knife. Note: Focus shall be placed on safety while using the survival knife.			

5. **Time:**

- | | | |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 20 min |
| c. | Demonstration and Performance: | 30 min |
| d. | Total: | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1–4 to introduce the cadet to a survival knife and how to care for and maintain a survival knife.
- b. A demonstration and performance was chosen for TP 5 as it allows the instructor to explain and demonstrate sharpening a survival knife while providing the cadet the opportunity to practice these skills under supervision.

7. **References:**

- a. C0-111 ISBN 978-0-9740820-2-8 Tawrell, P. (2006). *Camping and wilderness survival* (2nd ed.). Lebanon, NH: Author.
- b. C2-008 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
- c. C2-225 Fontaine, R. *Survival topics: Your online survival kit!* Retrieved February 11, 2009, from <http://www.survivaltopics.com/survival/how-to-choose-a-survival-knife/>

8. **Training Aids:**

- a. Folding knife,
- b. Survival knife,
- c. Multi-purpose knife,
- d. Sharpening stone,
- e. Sharpening steel,
- f. Lubricating oil,

- g. Water,
- h. Soap, and
- i. Container.

9. **Learning Aids:**

- a. Survival knife,
- b. Sharpening stone, and
- c. Lubricating oil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This EO shall be conducted prior to the bivouac field training exercise.
- b. The instructor shall remind the cadet to use the survival knife in a safe manner. Caution the cadet when working the blade on a sharpening stone. If it is dark, make sure a source of light is positioned nearby.

EO M424.02

1. **Performance:** Employ the Improvising Process
2. **Conditions:**
 - a. Given:
 - (1) Scenario,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting.
3. **Standard:** The cadet shall employ the improvising process, to include:
 - a. determining items needed for survival;
 - b. identifying available resources;
 - c. considering options available;
 - d. selecting a survival item to improvise;
 - e. constructing the survival item; and
 - f. repeating the process for other survival items, as required.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Review techniques for survival, to include: <ol style="list-style-type: none"> a. the STOP procedure, to include: <ol style="list-style-type: none"> (1) sitting, (2) thinking, (3) observing, and (4) planning; b. the five elements of survival, to include: <ol style="list-style-type: none"> (1) attitude, (2) shelter, (3) water, (4) fire, and (5) food; and c. the seven enemies of survival, to include: 	Interactive Lecture	5 min	C2-016 (pp. 238– 240, pp. 250–251) C2-069 (pp. 21–22) C2-148 (pp. 268– 269)

TP	Description	Method	Time	Refs
	(1) cold, (2) pain, (3) thirst, (4) hunger, (5) fatigue, and (6) boredom and loneliness;			
TP2	Conduct a scenario-based activity where the cadets will employ the improvising process, to include: a. determining items needed for survival; b. identifying available resources, to include: (1) natural, and (2) man-made; c. considering options available; d. selecting a survival item to improvise; e. constructing the survival item; and f. repeating the process for other survival items, as required.	Practical Activity	20 min	C2-148 (pp. 268–269)

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to review techniques for survival and to generate interest.
- b. A practical activity was chosen for TP 2 as it is an interactive way to introduce cadets to the improvising process. This activity contributes to the development of survival skills and knowledge in a fun and challenging setting.

7. **References:**

- a. C2-016 ISBN 0-517-88783-5 Curtis, R. (1998). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.
- b. C2-069 ISBN 0-9694132-0-3 Gino (G.F.) Ferri, Ph. D (2000). *The Psychology of Wilderness Survival*. Hanover, Ontario: Skyway Printing.

- c. C2-148 ISBN 978-0-8117-3292-5 Davenport, G. (2006). *Wilderness survival*. Mechanicsburg, PA: Stackpole Books.
- 8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
- 9. **Learning Aids:** Nil.
- 10. **Test Details:** Nil.
- 11. **Remarks:** This EO shall be conducted during the allocated bivouac field training exercise.

EO M424.03

1. **Performance:** Weave Cordage
2. **Conditions:**
 - a. Given:
 - (1) Survival knife,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting.
3. **Standard:** The cadet shall:
 - a. make cordage by:
 - (1) gathering raw materials; and
 - (2) wrapping the raw materials into a 1-m (3-foot) long continuous cord; and
 - b. weave cordage into a 0.5-m (1.5-foot) one-strand braid (simple wrap) by:
 - (1) holding one end of the cordage between the thumb and forefinger of the non-dominant hand;
 - (2) rolling the cordage with the palm of the dominant hand in one direction on the thigh until tight;
 - (3) grasping the other end of the cordage;
 - (4) placing the middle of the cordage between the teeth;
 - (5) bringing both ends of the cordage together;
 - (6) holding the ends of the cordage tightly together in one hand;
 - (7) releasing the cordage from between the teeth to create the braid;
 - (8) tightening the braid; and
 - (9) tying an overhand knot at the end of the cordage.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the uses for cordage, to include: <ol style="list-style-type: none"> a. lashing materials together; b. binding materials; c. making snares; 	Interactive Lecture	5 min	C2-068 (pp. 241– 244)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> d. hanging food; e. hanging items; f. constructing water carrying devices; g. making shelter; h. constructing clothing; and i. sewing items together. 			
TP2	<p>Identify the characteristics of cordage materials, to include:</p> <ul style="list-style-type: none"> a. length of the fibre, b. strength of the fibre, c. pliability of the fibre, and d. availability of grip on the fibre. 	Interactive Lecture	5 min	C2-008 (pp. 319–320)
TP3	<p>Explain, demonstrate and have the cadets select cordage materials, to include:</p> <ul style="list-style-type: none"> a. trees, b. stalks, c. leaves, d. roots, and e. miscellaneous materials, to include: <ul style="list-style-type: none"> (1) rushes / sedges / grasses, (2) animal sinew, and (3) animal hair. 	Demonstration and Performance	20 min	C2-008 (pp. 319–320) C2-068 (pp. 241–243) C2-148 (p. 269)
TP4	<p>Explain, demonstrate and have the cadet construct cordage from the selected materials by wrapping the raw materials into a 1-m (3-foot) long continuous cord.</p>	Demonstration and Performance	20 min	C2-068 (pp. 241–244) C2-148 (p. 269)
TP5	<p>Explain, demonstrate and have the cadets weave cordage into a 0.5-m (1.5-foot) one-strand braid (simple wrap) by:</p> <ul style="list-style-type: none"> a. holding one end of the cordage between the thumb and forefinger of the non-dominant hand; b. rolling the cordage with the palm of the dominant hand in one direction on the thigh until tight; c. grasping the other end of the cordage; d. placing the middle of the cordage between the teeth; e. bringing both ends of the cordage together; f. holding the ends of the cordage tightly together in one hand; g. releasing the cordage from between the teeth to create the braid; h. tightening the braid; and i. tying an overhand knot at the end of the cordage. 	Demonstration and Performance	30 min	C2-068 (pp. 242–244) C2-148 (pp. 269–271)

5. Time:

- a. Introduction / Conclusion: 10 min

- | | | |
|----|--------------------------------|--------|
| b. | Interactive Lecture: | 10 min |
| c. | Demonstration and Performance: | 70 min |
| d. | Total: | 90 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 as it introduces the cadet to the characteristics and many uses of cordage.
- b. A demonstration and performance was chosen for TPs 3–5 as it allows the instructor to explain and demonstrate making and weaving cordage while providing an opportunity for the cadet to practice this skill under supervision.

7. **References:**

- a. C2-008 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
- b. C2-068 ISBN 0-425-10572-5 Brown, T., Jr., & Morgan, B. (1983). *Tom Brown's field guide: Wilderness survival*. New York, NY: The Berkley Publishing Group.
- c. C2-148 ISBN 978-0-8117-3292-5 Davenport, G. (2006). *Wilderness survival*. Mechanicsburg, PA: Stackpole Books.

8. **Training Aids:**

- a. Natural resources, and
- b. Survival knife.

9. **Learning Aids:**

- a. Natural resources, and
- b. Survival knife.

10. **Test Details:** This lesson is assessed IAW Chapter 3, Annex B, 424 PC.

11. **Remarks:** Select an area where the raw materials required for this EO may be found. If that is not possible, gather enough raw materials, for each cadet, from an alternate location and bring them to the area.

EO C424.01

1. **Performance:** Whittle Wood
2. **Conditions:**
 - a. Given:
 - (1) Survival knife,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting.
3. **Standard:** The cadet shall whittle wood to create a whistle.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define whittling.	Interactive Lecture	5 min	C2-256 (pp. 1–2)
TP2	Discuss items that can be whittled out of wood, such as: <ol style="list-style-type: none"> a. a walking stick, b. a splint, c. a hunting spear, d. a sling shot, e. a fire poker, f. a whistle, and g. utensils, to include: <ol style="list-style-type: none"> (1) spoon, (2) spreader, (3) fork, and (4) knife. 	Group Discussion	10 min	C2-256 (p. 11, p. 19, p. 23, p. 29, p. 35, p. 81, p. 85, p. 89)
TP3	Explain how to whittle wood using a survival knife, to include: <ol style="list-style-type: none"> a. identifying basic cutting strokes, to include: <ol style="list-style-type: none"> (1) straightaway cutting; (2) draw cutting; (3) thumb pushing; and (4) shoulder and latissimus pulling; and b. identifying the whittling process, to include: 	Interactive Lecture	10 min	C2-228 C2-256 (p. 10) C2-257 (p. 20)

TP	Description	Method	Time	Refs
	(1) determining an object to whittle; (2) selecting a piece of wood; (3) ensuring the survival knife is sharp; (4) marking the outline, if required; and (5) whittling the wood into the object.			
TP4	Explain, demonstrate and have the cadets whittle a whistle using a survival knife. Note: Focus shall be placed on safety while using the survival knife.	Practical Activity	55 min	C2-256 (pp. 89–92)

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 3 as it introduces the cadet to the craft of whittling wood using a survival knife.
- b. A group discussion was chosen for TP 2 as it allows the cadet to interact with their peers and share their knowledge, experiences, opinions and feelings on the many survival items that may be crafted by whittling wood using a survival knife. Sharing in the discussion encourages the cadet to examine their own thoughts and may prompt them to re-think their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.
- c. A practical activity was chosen for TP 4 as it is an interactive way to allow the cadet to whittle wood in a safe and controlled environment. This activity contributes to the development of survival skills and knowledge in a fun and challenging setting.

7. **References:**

- a. C2-228 eHow Hobbies, Games & Toys Editor. (2009). *How to whittle*. Retrieved February 13, 2009, from http://www.eHow.com/how_11286_whittle.html
- b. C2-256 ISBN 978-1-56523-274-7 Lubkemann, C. (2005). *The little book of whittling*. Petersburg, PA: Fox Chapel Publishing, Inc.

- c. C2-257 ISBN 0-918804-53-1 (1986). *Fine wood working on hand tools*. Newtown, CT: The Taunton Press, Inc.

8. **Training Aids:**

- a. Survival knife,
- b. Wood, and
- c. Whittle a Whistle handout.

9. **Learning Aids:**

- a. Survival knife,
- b. Two pieces of wood,
- c. Wood glue, and
- d. Whittle a Whistle handout.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Select an area where the natural resources required for whittling wood may be found.
- b. The instructor shall remind the cadet to use the survival knife in a safe manner when whittling wood and avoid whittling toward oneself or in close proximity to others.

EO C424.02

1. **Performance:** Boil Water Using Heated Rocks
2. **Conditions:**
 - a. Given:
 - (1) Water container,
 - (2) Controlled fire,
 - (3) Fire safety equipment,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting.
3. **Standard:** The cadet, in a group of no more than three, shall boil water using heated rocks by:
 - a. selecting rocks;
 - b. heating the rocks in a fire;
 - c. removing the rocks from the fire; and
 - d. immersing the rocks into a water container.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the uses of rocks in a survival situation, such as: <ol style="list-style-type: none"> a. insulation; b. cooking; c. trapping wildlife for food; d. building shelter; and e. tools. 	Group Discussion	5 min	C0-111 (p. 417, p. 442, p. 448, p. 451) C2-008 (pp. 246–247) C2-227 (pp. 80–81)
TP2	Identify the following types of rocks: <ol style="list-style-type: none"> a. igneous, b. sedimentary, and c. metamorphic. 	Interactive Lecture	5 min	C2-227 (pp. 101–103)
TP3	Have the cadets, in a group of no more than three, boil water using heated rocks by:	Practical Activity	40 min	C2-068 (pp. 236–

TP	Description	Method	Time	Refs
	a. selecting rocks; b. heating the rocks in a fire; c. removing the rocks from the fire; and d. immersing rocks in a container of water.			237)

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Group Discussion:	5 min
c.	Interactive Lecture:	5 min
d.	Practical Activity:	40 min
e.	Total:	60 min

6. **Substantiation:**

- a. A group discussion was chosen for TP 1 as it allows the cadet to interact with their peers and share their knowledge, experiences, opinions and feelings on uses of rocks in a survival situation. Sharing in the discussion encourages the cadet to examine their own thoughts and may prompt them to re-think their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.
- b. An interactive lecture was chosen for TP 2 as it introduces the cadet to types of rocks and their heating properties.
- c. A practical activity was chosen for TP 3 as it is an interactive way for the cadet to develop skills and knowledge about boiling water using heated rocks in a safe and controlled environment. This activity contributes to the development of survival skills and knowledge in a fun and challenging setting.

7. **References:**

- a. C0-111 ISBN 0-9740820-2-3 Tawrell, P. (2006). *Camping and wilderness survival* (2nd Ed.). Lebanon, NH: Author.
- b. C2-008 ISBN 0-00-2653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
- c. C2-068 ISBN 0-425-10572-5 Brown, T., Jr., & Morgan, B. (1983). *Tom Brown's field guide: Wilderness survival*. New York, NY: The Berkley Publishing Group.
- d. C2-227 ISBN 0-425-09147-3 Brown, T., Jr., & Morgan, B. (1984). *Tom Brown's field guide: Living with the earth*. New York, NY: The Berkley Publishing Group.

8. **Training Aids:**

- a. Water container,
- b. Controlled fire, and
- c. Fire safety equipment.

9. **Learning Aids:**

- a. Water container,
- b. Controlled fire, and
- c. Fire safety equipment.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Select an area where the natural resources required may be found.
- b. The instructor shall have prepared a fire(s) for the cadets to use.

EO C424.03

1. **Performance:** Employ Cattails
2. **Conditions:**
 - a. Given:
 - (1) Survival knife,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting.
3. **Standard:** The cadet shall employ cattails to:
 - a. prepare food;
 - b. construct survival items;
 - c. provide warmth; or
 - d. treat ailments.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify a cattail and its environment.	Interactive Lecture	5 min	C2-068 (pp. 83–84) C2-226 (pp. 87–91) C2-227 (p. 223)
TP2	Identify ways to employ cattails, to include: <ol style="list-style-type: none"> a. cooking; b. weaving; c. making cordage; d. insulating; e. burning; and f. treating common ailments. 	Interactive Lecture	15 min	C2-008 (p. 136) C2-068 (pp. 83–84, p. 97) C0-111 (p. 331, p. 437) C2-226 (pp. 87–91)

TP	Description	Method	Time	Refs
				C2-227 (pp. 88–92, p. 223)
TP3	Have the cadets, in groups of no more than three, employ cattails.	Practical Activity	30 min	

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 as it introduces the cadet to the many possible ways that cattails may be employed.
- b. A practical activity was chosen for TP 3 as it is an interactive way for the cadets to employ cattails in a safe and controlled environment.

7. **References:**

- a. C0-111 ISBN 0-9740820-2-3 Tawrell, P. (2006). *Camping and wilderness survival* (2nd ed.). Lebanon, NH: Author.
- b. C2-008 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.
- c. C2-068 ISBN 0-425-10572-5 Brown, T., Jr., & Morgan, B. (1983). *Tom Brown's field guide: Wilderness survival*. New York, NY: The Berkley Publishing Group.
- d. C2-226 ISBN 0-425-10063-4 Brown, T., Jr., & Morgan, B. (1985). *Tom Brown's field guide: Wild edible and medicinal plants*. New York, NY: The Berkley Publishing Group.
- e. C2-227 ISBN 0-425-09147-3 Brown, T., Jr., & Morgan, B. (1984). *Tom Brown's field guide: Living with the earth*. New York, NY: The Berkley Publishing Group.

8. **Training Aids:**

- a. Survival knife, and
- b. Natural resources.

9. **Learning Aids:**

- a. Survival knife, and
- b. Natural resources.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Select an area where cattails can be found.
- b. Permission may need to be granted before employing cattails.

EO C424.04

1. **Performance:** Prepare Remedies for Common Ailments Using Medicinal Plants
2. **Conditions:**
 - a. Given:
 - (1) Survival knife,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Field setting.
3. **Standard:** The cadet, in pairs, shall:
 - a. identify the remedy(s) for the following ailments:
 - (1) fever,
 - (2) headache,
 - (3) aches and pains,
 - (4) colds and sore throats,
 - (5) bleeding,
 - (6) sores and wounds,
 - (7) itching and stings,
 - (8) constipation,
 - (9) diarrhea, and
 - (10) gas and cramps;
 - b. locate the medicinal plant(s); and
 - c. prepare the remedy.
4. **Teaching Points:**
 - a. The cadet is to be briefed prior to the start of the activity, to include:
 - (1) describing medicinal plants; and
 - (2) describing how to treat common ailments using medicinal plants, to include:
 - (a) cold and flu, to include:

- i. fever,
- ii. headache,
- iii. aches and pains, and
- iv. colds and sore throats

(b) skin ailments, to include:

- i. bleeding,
- ii. sores and wounds, and
- iii. itching and stings; and

(c) digestive ailments, to include:

- i. constipation,
- ii. diarrhea, and
- iii. gas and cramps; and

(3) the safety guidelines that must be followed while performing the activity.

b. The cadet, in pairs, are to prepare a remedy by:

- (1) locating the medicinal plant; and
- (2) processing the medicinal plant by:

- (a) making an infusion;
- (b) making a decoction;
- (c) making a poultice; or
- (d) expressing juice.

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Practical Activity: | 50 min |
| c. | Total: | 60 min |

6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to prepare a remedy using medicinal plants in a safe and controlled environment. This activity contributes to the development of survival skills and knowledge in a fun and challenging setting.

7. **References:**

- a. C2-008 ISBN 0-00-653140-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: HarperCollins Publishers.

- b. C2-226 ISBN 0-425-10063-4 Brown, T., Jr., & Morgan, B. (1985). *Tom Brown's field guide: Wild edible and medicinal plants*. New York, NY: The Berkley Publishing Group.

8. **Training Aids:**

- a. Survival knife,
- b. Pots,
- c. Bowls,
- d. Stone mortar and pestle, and
- e. Fire safety equipment.

9. **Learning Aids:**

- a. Survival knife,
- b. Pots,
- c. Bowls,
- d. Stone mortar and pestle, and
- e. Fire safety equipment.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson shall be instructed by a guest speaker with specialist knowledge in preparing remedies using medicinal plants.
- b. Select an area where the natural resources required are easily accessible.
- c. When locating and processing medicinal plants, a reference book specific to the area shall be used. This book shall be approved by the Regional Cadet Support Unit.
- d. Fire safety equipment to prepare, light, maintain and extinguish a fire includes the following:
 - (1) 4-lb axe (36-inch handle)
 - (2) 24-inch bow saw,
 - (3) shovel,
 - (4) pail filled with sand or water,
 - (5) tinder, and
 - (6) kindling.

PO 425

1. **Performance:** Develop an Expedition Plan
2. **Conditions:**
 - a. Given:
 - (1) Maps of the area being used,
 - (2) Expedition planning booklet,
 - (3) Duo-Tang,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will develop an expedition plan by:
 - a. identifying the objective(s) of the expedition;
 - b. analyzing group composition;
 - c. selecting a route, incorporating two of the following three modes of travel:
 - (1) paddle a canoe on flatwater for a minimum of 10 km;
 - (2) ride a mountain bike on familiarization / intermediate trails for a distance of 30–40 km; and
 - (3) hike on Class 2 / 3 terrain for a minimum of 8 km;
 - d. identifying possible rest / extraction / safety / re-supply points;
 - e. identifying a campsite location(s);
 - f. creating an equipment list; and
 - g. determining a ration plan.
4. **Remarks:**
 - a. It is recommended that the location used to plan the expedition be local to the area. However, where resources are limited, sample locations with applicable maps are provided in A-CR-CCP-704/PF-001, *Gold Star Instructional Guides*.
 - b. Each cadet should be given a Duo-Tang during this EO to hold all of the expedition planning booklet sections. This Duo-Tang will be required for all EOs in PO 425.

- c. Cadets will be able to use the knowledge gained throughout this PO to assist in planning corps level activities, such as:
 - (1) day hikes,
 - (2) field training exercises,
 - (3) weekend activities,
 - (4) a Duke of Edinburgh adventurous journey,
 - (5) community service activities, etc.

5. **Complementary Material:**

- a. Complementary material associated with PO 425 is designed to provide additional outdoor leadership opportunities, to include:
 - (1) EO C425.01 (Discuss Actions Taken When a Person is Lost), and
 - (2) EO C425.02 (Analyze Problems Using an Expedition Case Study).
- b. Some complementary training offered in Silver Star may be selected as complementary training in the Gold Star Program, specifically:
 - (1) EO C325.01 (Communicate During an Expedition), and
 - (2) EO C325.02 (Participate in a Presentation on the Duke of Edinburgh Award Program).
- c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.

EO M425.01

1. **Performance:** Establish Expedition Parameters
2. **Conditions:**
 - a. Given:
 - (1) Section 1 of the Expedition Planning Booklet,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall establish expedition parameters, to include:
 - a. determining expedition objectives; and
 - b. identifying expedition guidelines, to include:
 - (1) length,
 - (2) time of year,
 - (3) modes of travel,
 - (4) types of terrain,
 - (5) number of personnel, and
 - (6) associated costs.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss: <ol style="list-style-type: none"> a. reasons for conducting expeditions, such as: <ol style="list-style-type: none"> (1) challenging participants; (2) developing hard and soft skills; (3) providing leadership opportunities; (4) increasing physical fitness levels; and (5) providing opportunities to receive qualifications; b. the army cadet expedition philosophy; and c. the Outward Bound expedition philosophy. 	Group Discussion	5 min	A2-035 C2-153 (pp. 265–269) C2-208 (pp. 129–130, pp. 138–139)
TP2	Discuss expedition goals and objectives, to include:	Interactive	10 min	C2-009

TP	Description	Method	Time	Refs
	a. defining goals and objectives; and b. creating goals and objectives.	Lecture		(pp. 41–42) C2-153 (p. 229, pp. 265–268) C2-208 (pp.138– 139)
TP3	Have the cadets, in groups of no more than three, identify the following expedition guidelines using the Expedition Planning Booklet: a. time of year, b. number of days, c. number of participants, d. participant experience level, e. budget, if applicable, and f. mode(s) of travel, to include: (1) distance, and (2) terrain.	In-Class Activity	10 min	C2-034 (p. 120) C2-153 (pp. 265– 269) C2-208 (pp. 138– 139)

5. Time:

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

6. Substantiation:

- a. A group discussion was chosen for TP 1 as it allows the cadet to interact with their peers and share their knowledge and opinions about the reasons for conducting expeditions. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.
- b. An interactive lecture was chosen for TP 2 to orient the cadet to expedition objectives and generate interest.
- c. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest in planning an expedition.

7. References:

- a. A2-035 CATO 41-05 Director Cadets 3. (2006). *Army cadet expedition program*. Ottawa, ON: Department of National Defence.
- b. C2-009 ISBN 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.
- c. C2-034 ISBN 0-87322-637-2 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming* (2nd ed.). Windsor, ON: Human Kinetics Publishing Inc.
- d. C2-153 ISBN 0-7360-5731-5 Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor leadership: Theory and practice*. Windsor, ON: Human Kinetics Publishing Inc.
- e. C2-208 ISBN 978-1-59485-033-2 Reynolds, J., Lodato, A., Gordon, R., Blair-Smith, C., Welsh, J., & Gerzon, M. (2007). *Leadership the outward bound way*. Seattle, WA: The Mountaineers Books.

8. Training Aids:

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
- b. Completed example of Section 1 of the Expedition Planning Booklet.

9. Learning Aids:

- a. Section 1 of the Expedition Planning Booklet,
- b. Expedition Parameters Information Sheet,
- c. Silver Star Expedition Information Sheet, and
- d. Duo-Tang.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M425.02

1. **Performance:** Plan an Expedition Route
2. **Conditions:**
 - a. Given:
 - (1) Section 2 of the Expedition Planning Booklet,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall plan an expedition route, to include:
 - a. researching possible routes and locations;
 - b. identifying factors to consider when developing an expedition route;
 - c. selecting the best expedition route; and
 - d. preparing an expedition route card.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify expedition route planning resources, to include: <ol style="list-style-type: none"> a. reference material, such as: <ol style="list-style-type: none"> (1) topographical maps, (2) recreation maps, (3) trail maps, (4) river maps, (5) guidebooks, (6) outdoors clubs' newsletters, (7) magazines, (8) books, and (9) websites; and b. organizations / authorities, such as: <ol style="list-style-type: none"> (1) Parks Canada, (2) provincial / territorial parks, (3) conservation authorities, (4) municipal offices, 	Group Discussion	10 min	C2-009 (pp. 44–45)

TP	Description	Method	Time	Refs
	(5) local river / lake authorities, (6) outdoors clubs, (7) local trail authorities, and (8) private property owners.			
TP2	Identify factors to consider when selecting an expedition location, to include: <ol style="list-style-type: none"> a. the distance and time needed to travel to and from the location; b. the distance and time needed to obtain emergency services; c. the ability to conduct the selected modes of travel; d. the availability of campsites / rest stops; e. the ease and cost of obtaining permission to use the area; and f. the ability to comply with established land management practices. 	Interactive Lecture	10 min	C2-009 (p. 44) C2-034 (pp. 120–127) C2-153 (pp. 276–277) C2-208 (pp. 140–144)
TP3	Identify elements of an expedition route, to include: <ol style="list-style-type: none"> a. number of days to complete the expedition, b. pick-up and drop-off points, c. campsites, d. modes of travel, e. terrain requirements, f. distance requirements, g. mode(s) of travel change points, h. lunch locations, i. rest stop / resupply locations, and j. evacuation routes. 	Interactive Lecture	10 min	C2-009 (p. 43) C2-034 (pp. 120–127) C2-153 (pp. 270–271) C2-208 (pp. 140–145)
TP4	Explain and have the cadets, in groups of three, plan an expedition route by: <ol style="list-style-type: none"> a. developing two possible routes, to include: <ol style="list-style-type: none"> (1) identifying the number of days to complete the expedition; (2) selecting drop-off and pick-up points, (3) selecting a primary and possibly a secondary campsite for each night of the expedition; (4) incorporating the selected modes of travel ensuring that: 	In-Class Activity	30 min	C0-007 (p. 96, pp. 171–172) C2-016 (pp. 8–9) C2-017 (pp. 10–11) C2-110 (pp. 62–63, p. 67)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> (a) terrain requirements are met, and (b) distance requirements are met; (5) selecting mode of travel change point(s), if required; (6) identifying possible lunch locations for each day; (7) identifying at least two possible rest stop / resupply locations along the route; and (8) identifying evacuation routes to the nearest hospital; b. plotting the routes on the topographical map, to include: <ul style="list-style-type: none"> (1) drop-off and pick-up points, (2) campsites, (3) mode of travel number one route, (4) mode of travel number two route, (5) mode of travel change points, (6) lunch locations, (7) rest stop / resupply locations, and (8) evacuation routes; and c. comparing the two expedition routes; and d. rating the expedition routes based on compatibility. 			
TP5	<p>Describe expedition route cards, to include:</p> <ul style="list-style-type: none"> a. the purpose; and b. the components, to include: <ul style="list-style-type: none"> (1) mode of travel, (2) grid references, (3) bearing, (4) distance, (5) elevation, (6) time, (7) route description, and (8) group detail. 	Interactive Lecture	10 min	A2-064 (EO 105.05 pp. 11–12) C2-051 (pp. 47–48)
TP6	Explain and have the cadets, in groups of three, prepare an expedition route card.	In-Class Activity	10 min	

5. Time:

- a. Introduction / Conclusion: 10 min
- b. Group Discussion: 10 min

c.	Interactive Lecture:	30 min
d.	In-Class Activity:	40 min
e.	Total:	90 min

6. **Substantiation:**

- a. A group discussion was chosen for TP 1 as it allows the cadet to interact with their peers and share their knowledge and opinions about identifying different types of expedition resource materials. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.
- b. An interactive lecture was chosen for TPs 2, 3 and 5 to introduce the cadet to factors that should be considered when planning an expedition route and to provide an introduction to expedition route cards.
- c. An in-class activity was chosen for TPs 4 and 6 as it is an interactive way to provoke thought and stimulate interest in planning an expedition route and preparing a route card.

7. **References:**

- a. A2-064 A-CR-CCP-050-804/PF-001 Director Cadets 6. (2008). *Instructional guide: DP 1 Cadet Instructors Cadre land environmental training course*. Ottawa, ON: Department of National Defence.
- b. C0-007 ISBN 0-02-029265-1 Kjellstrom, B. (1994). *Be expert with map & compass: The complete orienteering handbook*. New York, NY: Hungry Minds, Inc.
- c. C2-009 ISBN 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside Books.
- d. C2-016 ISBN 0-517-88783-5 Curtis, R. (1998). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.
- e. C2-017 ISBN 0-7627-0476-4 Roberts, H. (1999). *Basic essentials, backpacking*. Guilford, CT: The Globe Pequot Press.
- f. C2-034 ISBN 0-87322-637-2 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming (2nd ed.)*. Windsor, ON: Human Kinetics Publishing Inc.

- g. C2-051 ISBN 978-0-7153-2254-0 Bagshaw, C. (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David & Charles.
 - h. C2-110 ISBN 978-0-89886-953-6 Burns, B., & Burns, M. (2004). *Wilderness navigation* (2nd ed.). Seattle, WA: The Mountaineers Books.
 - i. C2-153 ISBN 0-7360-5731-5 Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor leadership: Theory and practice*. Windsor, ON: Human Kinetics.
 - j. C2-208 ISBN 978-1-59485-033-2 Reynolds, J., Lodato, A., Gordon, R., Blair-Smith, C., Welsh, J., & Gerzon, M. (2007). *Leadership the outward bound way*. Seattle, WA: The Mountaineers Books.
8. **Training Aids:**
- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
 - b. Completed example of Section 2 of the Expedition Planning Booklet.
9. **Learning Aids:**
- a. Section 2 of the Expedition Planning Booklet,
 - b. Expedition Route Planning Information handout,
 - c. Maps,
 - d. Campground Information,
 - e. Mountain Bike Trails Information,
 - f. Canoe Route Information,
 - g. Hospital Information,
 - h. Compass, and
 - i. Pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO M425.03

1. **Performance:** Develop an Expedition Equipment List
2. **Conditions:**
 - a. Given:
 - (1) Section 3 of the Expedition Planning Booklet,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, in a group of no more than three, shall develop an expedition equipment list, to include:
 - a. personal equipment,
 - b. group equipment, and
 - c. activity-specific equipment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets, in groups of no more than three, develop an expedition equipment list, to include: <ol style="list-style-type: none"> a. personal equipment, b. group equipment, and c. activity-specific equipment. 	In-Class Activity	50 min	A2-001 (pp. 3-3 to 3-4, pp. 7-2 to 7-3, pp. 8-3 to 8-4) C2-042 (pp. 70–101) C2-051 (pp. 36–39, pp. 102–107)

5. **Time:**
 - a. Introduction / Conclusion: 10 min
 - b. In-Class Activity: 50 min

- c. Total: 60 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest about developing expedition equipment lists.
7. **References:**
- a. 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.
 - b. C2-042 ISBN 0-7566-0946-1 Berger, K. (2005). *Backpacking & hiking*. New York, NY: DK Publishing, Inc.
 - c. C2-051 ISBN 978-0-7153-2254-3 Bagshaw, C. (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David & Charles.
8. **Training Aids:** Completed example of Section 3 of the Expedition Planning Booklet.
9. **Learning Aids:**
- a. Section 3 of the Expedition Planning Booklet, and
 - b. Pen / pencil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO M425.04

1. **Performance:** Develop an Expedition Ration Plan
2. **Conditions:**
 - a. Given:
 - (1) Section 4 of the Expedition Planning Booklet,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall develop an expedition ration plan by considering:
 - a. meal requirements based on activity,
 - b. food options,
 - c. food weight, and
 - d. nutritional value.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss daily nutrition requirements when on an expedition, to include: <ol style="list-style-type: none"> a. calories, b. sodium, c. carbohydrates, to include: <ol style="list-style-type: none"> (1) complex carbohydrates, (2) fibre, (3) simple carbohydrates, and (4) sugars; d. protein, e. vitamin C, and f. iron. 	Interactive Lecture	10 min	C2-034 (p. 123) C2-153 (pp. 278–281) C2-208 (pp. 152–154)
TP2	Discuss planning meals for an expedition by considering: <ol style="list-style-type: none"> a. the type of activity, b. the number of people, c. the size of cooking groups, to include: 	Interactive Lecture	10 min	C2-034 (p. 123) C2-153 (pp. 278–

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> (1) one large group, and (2) several small groups; <p>d. special meal requirements, and</p> <p>e. helpful tips, to include:</p> <ul style="list-style-type: none"> (1) planning ahead; (2) eating often; (3) packing individual snack bags; (4) keeping snacks accessible; (5) starting slow-cooking food early; (6) oiling the pot; (7) being creative with leftovers; (8) making hot drinks for more than one; (9) drinking, drinking, drinking; (10) using dried fruits and vegetables. 			281) C2-208 (pp. 152–154) C2-251 (pp. 2–7, pp. 20–33, pp. 40–41)
TP3	Discuss the types and options of expedition rations, to include: <ul style="list-style-type: none"> a. expedition ration types, to include: <ul style="list-style-type: none"> (1) freeze-dried, (2) dehydrated, (3) trail food, (4) fresh rations, (5) Individual Meal Packages (IMPs) and Meals Ready to Eat (MREs); and b. expedition ration options, to include: <ul style="list-style-type: none"> (1) menu planning, (2) steps of the menu planning system; and (3) bulk rationing. 	Interactive Lecture	10 min	C2-153 (pp. 278–281) C2-208 (pp. 152–154)
TP4	Discuss packing food for an expedition, to include: <ul style="list-style-type: none"> a. stripping away the packaging; b. selecting containers; c. pre-assembling the meals; d. developing storage for cold items; and e. dividing items among group members. 	Interactive Lecture	5 min	C2-034 (p. 123) C2-153 (pp. 278–281) C2-208 (pp. 152–154)
TP5	Have the cadets, in groups of no more than three, develop an expedition ration plan.	In-Class Activity	15 min	

5. **Time:**

- a. Introduction / Conclusion: 10 min

b.	Interactive Lecture:	35 min
c.	In-Class Activity:	15 min
d.	Total:	60 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1–4 as it introduces the cadet to developing an expedition ration plan.
- b. An in-class activity was chosen for TP 5 as it is an interactive way for the cadets to confirm their comprehension of developing an expedition ration plan.

7. **References:**

- a. C2-034 ISBN 0-87322-637-2 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming* (2nd ed.). Windsor, ON: Human Kinetics Publishing Inc.
- b. C2-153 ISBN 0-7360-5731-5 Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor leadership: Theory and practice*. Windsor, ON: Human Kinetics.
- c. C2-208 ISBN 978-1-59485-033-2 Reynolds, J., Lodato, A., Gordon, R., Blair-Smith, C., Welsh, J., & Gerzon, M. (2007). *Leadership the outward bound way*. Seattle, WA: The Mountaineers Books.
- d. C2-251 ISBN 978-0-8117-3464-6 Pearson, C., & Kuntz, J. (Eds.) (2008). *NOLS backcountry cooking: Creative menu planning for short trips*. Mechanicsburg, PA: Stackpole Books.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Expedition Ration Plan Information Sheet, and
- c. Completed example of Section 4 of the Expedition Planning Booklet.

9. **Learning Aids:**

- a. Section 4 of the Expedition Planning Booklet,
- b. Expedition Ration Plan Information Sheet,
- c. *Eating Well With Canada's Food Guide*,
- d. Energy Expenditures for Physical Activity Information Sheet, and
- e. Pen / pencil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C425.01

1. **Performance:** Discuss Actions Taken When a Person is Lost
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall discuss:
 - a. the behaviour of a lost person;
 - b. precautions to avoid becoming lost;
 - c. actions the group will take when a person becomes lost; and
 - d. when to contact emergency services.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss lost person behaviour, to include: <ol style="list-style-type: none"> a. initial actions; b. movement patterns; and c. behaviour patterns, to include: <ol style="list-style-type: none"> (1) day behaviour; (2) night behaviour; (3) panic behaviour; and (4) behaviour when a person does not want to be found. 	Interactive Lecture	10 min	C2-016 (pp. 242–243) C2-069 (pp. 25–27) C2-229 (pp. 70–75) C3-208 (pp. 233–234)
TP2	Explain precautions that will minimize the possibility of a person becoming lost, to include: <ol style="list-style-type: none"> a. providing clear and detailed instructions on the activity being completed; b. setting activity boundaries; c. providing all personnel with a safety bearing; d. enforcing a "Buddy System" at all times; and e. providing all personnel with noise-making devices. 	Interactive Lecture	10 min	C2-016 (pp. 233–246)

TP	Description	Method	Time	Refs
TP3	<p>Explain immediate actions to take when one becomes lost or separated from the group, to include:</p> <ol style="list-style-type: none"> a. employing the STOP procedure; b. listening for a whistle signal / yell / horn honking from the group / searchers; c. communicating the location to the group / searchers by making noise (eg, blowing a whistle, yelling); and d. walking on the safety bearing to the nearest road or fence line. 	Interactive Lecture	5 min	C2-016 (pp. 233–246)
TP4	<p>Explain actions the group / searchers will take when a person becomes lost, to include:</p> <ol style="list-style-type: none"> a. analyzing the severity of the situation, to include: <ol style="list-style-type: none"> (1) the time of day, (2) the weather, (3) the age and experience level of the person, (4) medical concerns, (5) equipment in the person's possession, and (6) signalling devices available; b. communicating with the lost person, to include: <ol style="list-style-type: none"> (1) making noise (eg, blowing a whistle, yelling); (2) marking trees; and / or (3) using signalling devices; and c. confining the area to establish a search perimeter by using: <ol style="list-style-type: none"> (1) road blocks / trail blocks / patrols, (2) lookouts, (3) track traps, and (4) string lines. 	Interactive Lecture	15 min	<p>C0-111 (pp. 544–548)</p> <p>C2-009 (pp. 210–212)</p> <p>C2-016 (p. 241)</p> <p>C2-229 (pp. 68–69, pp. 84–88, pp. 92–94, pp. 106–107)</p> <p>C3-208 (p. 242)</p>
TP5	<p>Discuss when to contact emergency services.</p> <p>Note: Refer to the local area instructions as well as the corps / regional standard operating procedure (SOP).</p>	Group Discussion	5 min	
TP6	<p>Discuss ground search procedures used by search and rescue professionals when dispatched, to include:</p> <ol style="list-style-type: none"> a. hasty searches; b. loose grid searches; and c. tight grid searches. 	Interactive Lecture	5 min	C3-208 (pp. 240–247)

5. Time:

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	45 min
c.	Group Discussion:	5 min
d.	Total:	60 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1–4 and TP 6 as it introduces the cadet to precautions to take, lost person behaviour, ways to communicate with a lost person and common search and rescue techniques.
- b. A group discussion was chosen for TP 5 as it allows the cadet to interact with their peers and share their knowledge and opinions about when to contact emergency services when lost. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

7. **References:**

- a. C0-111 ISBN 0-9740820-2-3 Tawrell, P. (2006). *Camping and wilderness survival* (2nd ed.). Lebanon, NH: Author.
- b. C2-009 ISBN 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.
- c. C2-016 ISBN 0-517-88783-5 Curtis, R. (1998). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.
- d. C2-069 ISBN 0-9694132-0-3 Ferri, G. F. (2000). *The psychology of wilderness survival*. Hanover, ON: Skyway Printing.
- e. C2-229 ISBN 0-913724-30-0 LaValla, P. (1999). *Search is an emergency, field coordinator's handbook for managing search operations*. Olympia, WA: ERI International, Inc.
- f. C3-208 ISBN 978-0-7637-4807-4 National Association for Search and Rescue. (2005). *Fundamentals of search and rescue*. Mississauga, ON: Jones and Bartlett Publishers Canada.

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

9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Cadet corps may wish to arrange for a guest speaker from a local agency, eg, search and rescue organization, police, etc., to present this information.

EO C425.02

1. **Performance:** Analyze Problems Using an Expedition Case Study
2. **Conditions:**
 - a. Given:
 - (1) Case study,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, in a group of no more than three, shall analyze problems using an expedition case study.
4. **Teaching Points:**
 - a. Conduct a briefing, to include an explanation of:
 - (1) the objective and importance of the activity; and
 - (2) the resources required to perform the activity.
 - b. Have the cadets complete an expedition case study activity.
 - c. Conduct a debriefing on the activity by asking:
 - (1) if it was difficult for the group to solve the problems in the case study (why / why not);
 - (2) what issues were difficult to decide on;
 - (3) why some decisions were more difficult to make than others;
 - (4) how some of the issues identified in the activity relate to issues that have occurred on a previous expedition(s), if any;
 - (5) what three words you would use to summarize what you learned from completing this activity; and
 - (6) how this information can assist you when planning an expedition.
5. **Time:**
 - a. Introduction / Conclusion: 10 min

- | | | |
|----|-------------------------|---------|
| b. | Case study: | 80 min |
| c. | Subtotal: | 90 min |
| d. | Total (three sessions): | 270 min |
6. **Substantiation:** A case study was chosen for this lesson as it allows the cadet to analyze problems using expedition case studies.
7. **References:**
- a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces manual of individual training and education* (Vol.6). Ottawa, ON: Department of National Defence.
 - b. C2-208 ISBN 978-1-59485-033-2 Raynolds, J., Lodato, A., Gordon, R., Blair-Smith, C., Welsh, J., & Gerzon, M. (2007). *Leadership the outward bound way*. Seattle, WA: The Mountaineer Books.
 - c. 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.
 - d. C2-252 ISBN 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.
8. **Training Aids:**
- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
 - b. Case Study, and
 - c. Case Study Worksheet.
9. **Learning Aids:**
- a. Case Study,
 - b. Case Study Worksheet, and
 - c. Pens / pencils.
10. **Test Details:** Nil.
11. **Remarks:**
- a. An experienced instructor shall be chosen to instruct this lesson.

- b. This EO may be conducted over as many as three sessions of three periods each.

PO 426

1. **Performance:** Perform Expedition Skills
2. **Conditions:**
 - a. Given:
 - (1) Personal expedition equipment,
 - (2) Group expedition equipment,
 - (3) Canoeing equipment as required,
 - (4) Mountain biking equipment as required,
 - (5) Hiking equipment as required,
 - (6) Snowshoeing equipment as required,
 - (7) Cross-country skiing equipment as required,
 - (8) Expedition journal,
 - (9) Supervision, and
 - (10) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Expedition centre.
3. **Standard:** The cadet will participate in an expedition, to include:
 - a. travelling by a minimum of two of the following modes of travel:
 - (1) canoeing on flatwater for 15–20 km;
 - (2) mountain biking on familiarization / intermediate trails for 40–50 km;
 - (3) hiking along a route with some Class 3 terrain for 10–15 km;
 - (4) snowshoeing along a route for 8–10 km; and
 - (5) cross-country skiing on a Level 2 route for 6–10 km;
 - b. leading a minimum of one leg of the expedition;
 - c. navigating a minimum of one leg of the expedition;
 - d. following expedition routine;
 - e. demonstrating environmental awareness; and
 - f. reflecting on the expedition experience.
4. **Remarks:**
 - a. Expedition centres will be required to choose a minimum of two dynamic modes of travel based on their location and available resources.

- b. Where location and available resources are limited and only one mode of travel can be selected, permission to deviate from this QSP shall be obtained from D Cds & JCR.
- c. Expedition centres may choose Army Cadet Adventure Training Activities IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadet Adventure Training Safety Standards*, specific to the local training area. These activities are a way to augment the expedition and may be selected as long as the mandatory training requirements are met.
- d. Personal expedition equipment includes:
 - (1) expedition field pack,
 - (2) sleeping bag,
 - (3) waterproof compression sack,
 - (4) air mattress,
 - (5) clothing,
 - (6) rain gear,
 - (7) valise / stuff sack,
 - (8) food,
 - (9) water bottle,
 - (10) water carrier,
 - (11) resealable plastic bags (small and large),
 - (12) garbage bags,
 - (13) carabiner,
 - (14) knife,
 - (15) whistle,
 - (16) headlamp / flashlight,
 - (17) batteries,
 - (18) matches,
 - (19) personal essentials, to include:
 - (a) sunscreen,
 - (b) bug repellent,
 - (c) lip balm,
 - (d) biodegradable soap,
 - (e) tooth brush,
 - (f) toothpaste, and
 - (g) toilet paper.
- e. Group expedition equipment includes:
 - (1) tent,
 - (2) single-burner mountain stove,

- (3) fuel bottle,
- (4) fuel,
- (5) pot set,
- (6) folding saw,
- (7) water filter,
- (8) rope,
- (9) compass,
- (10) hand-held radio,
- (11) global positioning system (GPS) receiver,
- (12) topographical / trail map of the area being used,
- (13) Glow Sticks,
- (14) first aid kit, and
- (15) expedition repair kit, to include:

- (a) duct tape,
- (b) lip balm / petroleum jelly,
- (c) lubricating oil,
- (d) an assortment of fabric swatches,
- (e) an assortment of plastic buckles,
- (f) an assortment of needles,
- (g) thread (heavy duty),
- (h) dental floss,
- (i) aluminium pole-repair sleeve,
- (j) adhesive / seam sealer (Seam Grip),
- (k) alcohol swabs,
- (l) air mattress patches,
- (m) 2–3 m (5–10 feet) of nylon parachute cord,
- (n) heavy duty rubber bands,
- (o) zap straps,
- (p) 1–2 m (2–4 feet) of tubular webbing, and
- (q) a lightweight multi-tool.

- f. Where the expedition consists of snowshoeing and cross-country skiing, the following additional specialized equipment is required:

- (1) personal expedition equipment, to include:
 - (a) sleeping bag (-30 degrees),
 - (b) Gortex jacket,
 - (c) fleece jacket,
 - (d) Gortex pants,
 - (e) fleece pants,
 - (f) mukluks,
 - (g) toque,

- (h) gloves,
 - (i) scarf,
 - (j) long underwear (top and bottom), and
 - (k) sunglasses; and
 - (2) group expedition equipment, to include:
 - (a) tent (four season),
 - (b) wash basin,
 - (c) fuel (additional requirement for cold weather burning), and
 - (d) folding shovel.
- g. Canoe equipment is specified in EO M426.02a (Paddle a Canoe).
- h. Mountain bike equipment is specified in EO M426.02b (Ride a Mountain Bike).
- i. Hiking equipment is specified in EO M426.02c (Hike Along a Route).
- j. Snowshoeing equipment is specified in EO M426.02d (Snowshoe Along a Route).
- k. Cross-country skiing equipment is specified in EO M426.02e (Ski Along a Route).
- l. With the exception of EO M426.01 (Prepare for an Expedition), this PO will be instructed at the expedition centre.
- m. The period count in this PO is an estimate that conforms to the standard 18 periods allocated to a training weekend. The expedition centre may choose to adjust this allocation to reflect the choice of activities, facilities and available resources.

5. **Complementary Material:** Nil.

EO M426.01

1. **Performance:** Prepare for Expedition Training
2. **Conditions:**
 - a. Given:
 - (1) Expedition centre joining instructions,
 - (2) Navigation Review Package,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall prepare for expedition training by:
 - a. reviewing the selection of clothing, footwear, equipment and high-energy snacks;
 - b. discussing the expedition centre's joining instructions and training schedule; and
 - c. receiving the instructions for completing the Navigation Review Package.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Review the selection of: <ol style="list-style-type: none"> a. clothing, b. footwear, c. personal equipment, d. group equipment, and e. high-energy snacks, to include: <ol style="list-style-type: none"> (1) granola bars, (2) dried fruit and nuts, (3) cheese, and (4) "Good Old Raisins and Peanuts" (GORP). 	Interactive Lecture	10 min	C2-051 (pp. 67–74) C2-066 (pp. 22–34, pp. 67–70)
TP2	Brief the cadets on the joining instructions and training schedule for Gold Star Expedition Training.	Interactive Lecture	10 min	A2-001
TP3	Describe the instructions for the Navigation Review Package.	In-Class Activity	5 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to orient the cadet to the selection of expedition equipment and expedition training.
- b. An in-class activity was chosen for TP 3 to give directions to the Navigation Review Package that will be completed prior to attending the Gold Star expedition.

7. **References:**

- a. A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets adventure training and safety standards*. Ottawa, ON: Department of National Defence.
- b. C2-051 ISBN 978-0-7153-2254-3 Bagshaw, C. (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David and Charles.
- c. C2-066 ISBN 1-4000-5309-9 Curtis, R. (2005). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Expedition centre joining instructions, and
- c. Navigation Review Package.

9. **Learning Aids:**

- a. Expedition centre joining instructions, and
- b. Navigation Review Package.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This EO shall be conducted a minimum of two weeks prior to the Gold Star expedition.
- b. Where expedition centres are completing the Gold Star expedition in cold weather, it is advised that the cadets receive cold weather training at the corps.
- c. The joining instructions and timetable referred to in TP 2 will vary depending on the region. Instructors should acquire these from the local expedition centre.
- d. There is no time allocated for the cadet to complete the Navigation Review Package. This package is to be completed by the cadet on their own time. Corps staff should review the completed package with the cadet prior to the Gold Star Expedition.
- e. The Navigation Review Package shall be completed and brought to the expedition centre by the cadet.

EO M426.02a

1. **Performance:** Paddle a Canoe
2. **Conditions:**
 - a. Given:
 - (1) Fully equipped tandem canoe,
 - (2) Personal canoe equipment,
 - (3) Group canoe equipment,
 - (4) Water carrier,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Expedition centre, flatwater IAW A-CR-CCP-030/PT-001, *Water Safety Orders*, during daylight hours.
3. **Standard:** The cadet, in a team of no more than six, shall paddle a tandem canoe on flatwater for 15–20 km, during an expedition.
4. **Teaching Points:**
 - a. Conduct a briefing, to include an explanation of:
 - (1) the objectives and importance of the activity;
 - (2) the resources that may be required to perform the activity; and
 - (3) any safety guidelines that must be followed while performing the activity.
 - b. Have the cadets, in pairs, paddle a tandem canoe on flatwater during an expedition.
 - c. Conduct a debriefing by asking the cadet:
 - (1) how they felt about the activity;
 - (2) how they felt their team worked together;
 - (3) what portion of the activity challenged them the most;
 - (4) how their teammates assisted them when they were challenged;
 - (5) if there any specific examples of when their team bonded;
 - (6) how the team made decisions;
 - (7) whether or not all team members ideas / suggestions were considered; and

- (8) what they would do as a leader of this type of activity to ensure their subordinates enjoyed the experience.

5. **Time:**

- | | | |
|----|----------------------------|---------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Experiential Learning: | 260 min |
| c. | Total: | 270 min |

6. **Substantiation:** The experiential approach was chosen for this activity as it allows the cadet to acquire new knowledge and skills through a direct experience. The cadet experiences paddling a canoe on flatwater during an expedition and defines that experience on a personal level. The cadet will be given the opportunity to reflect on and examine what they saw, felt and thought while canoeing and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References:**

- a. A1-010 A-CR-CCP-030/PT-001 Director Cadets 3. (2005). *Water safety orders*. Ottawa, ON: Department of National Defence.
- b. A2-001 A-CR-CCP-951/PT-002 Director Cadets 4. (2006). *Royal Canadian Army Cadets adventure training safety standards*. Ottawa, ON: Department of National Defence.
- c. C0-025 ISBN 1-895465-33-8 Gifford, D. (Ed.) (2000). *Canoeing instructor's resource manual*. Merrickville, ON: Canadian Recreational Canoeing Association.
- d. C2-076 ISBN 0-87322-443-4 Gullion, L. (1994). *Outdoor pursuits series: Canoeing*. Champaign, IL: Human Kinetics Publishers.
- e. C2-077 ISBN 1-55013-654-2 Mason, B. (1995). *Path of the paddle: An illustrated guide to the art of canoeing*. Toronto, ON: Key Porter Books Limited.
- f. C2-078 ISBN 1-55013-079-X Mason, B. (1988). *Song of the paddle: An illustrated guide to wilderness camping*. Toronto, ON: Key Porter Books Limited.
- g. C2-106 ISBN 0-900082-04-6 Rowe, R. (1997). *Canoeing handbook* (2nd ed.). Guildford, UK: Biddles Limited.

- h. C2-112 ISBN 1-55046377-2 McGuffin, G., & McGuffin, J. (2005). *Paddle your own canoe: An illustrated guide to the art of canoeing*. Erin, ON: Boston Mills Press.

8. **Training Aids:**

- a. Fully equipped tandem canoe,
- b. Personal canoe equipment, and
- c. Group canoe equipment.

9. **Learning Aids:**

- a. Fully equipped tandem canoe,
- b. Personal canoe equipment, and
- c. Group canoe equipment.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 426 PC.

11. **Remarks:**

- a. Expedition centres are required to select two dynamic modes of travel from EO M426.02a (Paddle a Canoe), EO M426.02b (Ride a Mountain Bike), EO M426.02c (Hike Along a Route), EO M426.02d (Snowshoe Along a Route) and EO M426.02e (Ski Along a Route) to incorporate into the expedition training.
- b. This EO has been allocated nine periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources in the expedition centre.
- c. Upon arrival at the expedition centre, cadets will be divided into teams. Cadets will be given an opportunity to navigate and lead peers. These teams will remain the same for the duration of the expedition.
- d. IAW A-CR-CCP-030/PT-001, *Water Safety Orders*:
 - (1) a fully equipped tandem canoe is described as having the following items:
 - (a) bailer,
 - (b) buoyant heaving line or throw bag,
 - (c) sound signalling device,
 - (d) spare paddle, and
 - (e) painter lines;

- (2) the following personal canoe equipment is required when paddling a canoe:
 - (a) personal flotation device (PFD), and
 - (b) paddle; and
- (3) the following group canoe equipment is required when paddling a canoe:
 - (a) topographical or river map of area as required,
 - (b) compass,
 - (c) GPS receiver,
 - (d) first aid kit,
 - (e) communication device (eg, hand-held radio), and
 - (f) canoe repair kit.
- e. The intensity level of the activity shall follow the progression matrix outlined in A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.
- f. IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, there are pre-training requirements for canoeing. Assess the level of pre-training required and plan time into the expedition as necessary.
- g. Ensure that each cadet has an ample supply of drinking water when canoeing.

EO M426.02b

1. **Performance:** Ride a Mountain Bike
2. **Conditions:**
 - a. Given:
 - (1) Fully equipped mountain bike,
 - (2) Personal mountain bike equipment,
 - (3) Group mountain bike equipment,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Expedition centre, familiarization / intermediate mountain bike trails IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, during daylight hours.
3. **Standard:** The cadet, in a team of no more than six, shall ride a mountain bike on familiarization / intermediate trails for a distance of 40–50 km during an expedition.
4. **Teaching Points:**
 - a. Conduct a briefing to include an explanation of:
 - (1) the objectives and importance of the activity;
 - (2) the resources that may be required to perform the activity; and
 - (3) any safety guidelines that must be followed while performing the activity.
 - b. Explain, demonstrate and have the cadets practice the following advanced mountain bike skills prior to / during the conduct of the expedition:
 - (1) log hops, and
 - (2) cornering.
 - c. Have the cadets, in teams of no more than six, ride a mountain bike on familiarization / intermediate trails for a distance of 40–50 km during an expedition.
 - d. Conduct a debriefing by asking the cadets:
 - (1) how they felt about the activity;

- (2) how they felt their team worked together;
- (3) what portion of the activity challenged them the most;
- (4) how their teammates assisted them when they were challenged;
- (5) if there any specific examples of when their team bonded;
- (6) how the team made decisions;
- (7) whether or not all team members ideas / suggestions were considered;
and
- (8) what they would do as a leader of this type of activity to ensure their subordinates enjoyed the experience.

5. **Time:**

- | | | |
|----|----------------------------|---------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Experiential Learning: | 260 min |
| c. | Total: | 270 min |

6. **Substantiation:** The experiential approach was chosen for this activity as it allows the cadet to acquire new knowledge and skills through a direct experience. The cadet experiences mountain biking on familiarization / intermediate trails during an expedition and defines that experience on a personal level. The cadet will be given the opportunity to reflect on and examine what they saw, felt and thought while mountain biking and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References:**

- a. 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.
- b. C2-082 ISBN 1-57954-883-0 Downs, T. (2005). *Bicycle maintenance & repair for road & mountain bikes*. USA: Rodale Inc.
- c. C2-083 ISBN 0-07-149390-5 Brink, T. (2007). *The complete mountain biking manual*. Camden, ME: Ragged Mountain Press.
- d. C2-084 ISBN 1-55297-734-X Allwood, M. (2004). *Mountain bike maintenance: The illustrated manual*. Richmond Hill, ON: Firefly Books Ltd.
- e. C2-087 Badyk, M., Buck, K., Sahl, N., Schultz, R., & Vrooman, D. (1998). *Ontario learn to mountain bike clinic workbook* (2nd ed.). North York, ON: Ontario Cycling Association and Ontario Recreational Mountain Bicycling Alliance.

- f. C2-088 ISBN 1-55297-653-X Crowther, N. (2002). *The ultimate mountain bike book: The definitive illustrated guide to bikes, components, techniques, thrills and trails*. Toronto, ON: Firefly Books Ltd.
- g. C2-089 Ministry of Transport Ontario. (2007). *Young cyclists guide*. Retrieved October 5, 2007, from <http://www.mto.gov.on.ca/english/safety/cycling/youngcyclist.htm>
- h. C2-090 International Mountain Bicycling Association. (2007). *Trail difficulty*. Retrieved October 10, 2007, from http://www.imba.com/resources/trail_building/itn_17_4_trail_difficulty.html
- i. C2-092 Ministry of Transport Ontario. (2007). *Cycling skills: Cycling safety for teen and adult cyclists*. Retrieved October 5, 2007, from <http://www.mto.gov.on.ca/english/pubs/cycling/cyclingskills.htm>

8. Training Aids:

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Personal mountain bike equipment,
- c. Group mountain bike equipment,
- d. Lubricant,
- e. Cleaning kit, and
- f. Gear / masking tape.

9. Learning Aids:

- a. Personal mountain bike equipment,
- b. Group mountain bike equipment,
- c. Lubricant, and
- d. Cleaning kit.

10. Test Details: This EO is assessed IAW Chapter 3, Annex B, 426 PC.

11. Remarks:

- a. Expedition centres are required to select two dynamic modes of travel from EO M426.02a (Paddle a Canoe), EO M426.02b (Ride a Mountain Bike), EO M426.02c (Hike Along a Route), EO M426.02d (Snowshoe Along a Route) and EO M426.02e (Ski Along a Route) to incorporate into the expedition training.
- b. This EO has been allocated nine periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of

activities, facilities and available resources at the expedition centre.

- c. Upon arrival at the expedition centre, cadets will be divided into teams. Cadets will be given an opportunity to navigate and lead peers. These teams will remain the same for the duration of the weekend.
- d. IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*:
 - (1) a fully equipped mountain bike is described as having the following:
 - (a) bell or horn,
 - (b) lights, and
 - (c) reflectors;
 - (2) the following personal mountain bike equipment is required when riding a mountain bike:
 - (a) helmet,
 - (b) water carrier,
 - (c) day pack, and
 - (d) whistle; and
 - (3) the following group mountain bike equipment is required when riding a mountain bike:
 - (a) reflective vest (worn by person in rear of group),
 - (b) topographical / trail map of area as required,
 - (c) compass,
 - (d) first aid kit,
 - (e) communication device (eg, hand-held radio),
 - (f) GPS receiver, and
 - (g) mountain bike repair kit, to include:
 - i. spare tube,
 - ii. tube patch kit,
 - iii. tire levers,
 - iv. bike multi-tool, to include:
 - (i) 2-, 2.5-, 3-, 4-, 5-, 6- and 8-mm hex keys,
 - (ii) chain tool,
 - (iii) flat screwdriver,
 - (iv) Phillips screwdriver,
 - (v) T-25 Torx spoke key,

- (vi) spoke wrenches, and
 - (vii) 8- and 10-mm open wrenches; and
 - (h) mini pump with gauge.
- e. Ensure each cadet has a day pack and an ample supply of water when mountain biking.
- f. A mountain bike cleaning kit is comprised of the following items:
 - (1) bucket,
 - (2) hand brush,
 - (3) cleaning cloth,
 - (4) sponge,
 - (5) small brush,
 - (6) stiff brush,
 - (7) dish soap, and
 - (8) lubricant.

EO M426.02c

1. **Performance:** Hike Along a Route
2. **Conditions:**
 - a. Given:
 - (1) Personal expedition equipment,
 - (2) Personal hiking equipment,
 - (3) Group hiking equipment,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Expedition centre, Class 2 / 3 hiking terrain IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.
3. **Standard:** The cadet, in a team of no more than six, shall hike along a route with some Class 3 terrain for 10–15 km, with an expedition field pack, during an expedition.
4. **Teaching Points:**
 - a. Conduct a briefing, to include an explanation of:
 - (1) the objectives and importance of the activity;
 - (2) the resources that may be required to perform the activity; and
 - (3) any safety guidelines that must be followed while performing the activity.
 - b. Have the cadets, in teams of no more than six, hike along a route with some Class 3 terrain during an expedition.
 - c. Conduct a debriefing by asking the cadet:
 - (1) how they felt about the activity;
 - (2) how they felt their team worked together;
 - (3) what portion of the activity challenged them the most;
 - (4) how their teammates assisted them when they were challenged;
 - (5) if there any specific examples of when their team bonded;
 - (6) how the team made decisions;
 - (7) whether or not all team members ideas / suggestions were considered; and

- (8) what they would do as a leader of this type of activity to ensure their subordinates enjoyed the experience.

5. **Time:**

- | | | |
|----|----------------------------|---------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Experiential Learning: | 260 min |
| c. | Total: | 270 min |

6. **Substantiation:** The experiential approach was chosen for this activity as it allows the cadet to acquire new knowledge and skills through a direct experience. The cadet experiences hiking on Class 3 terrain during an expedition and defines that experience on a personal level. The cadet will be given the opportunity to reflect on and examine what they saw, felt and thought while hiking and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References:**

- a. 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.
- b. C2-016 ISBN 1-4000-5309-9 Curtis, R. (2005). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.
- c. C2-042 ISBN 0-7566-0946-1 Berger, K. (2005). *Backpacking & hiking*. New York, NY: DK Publishing, Inc.
- d. C2-051 ISBN 978-0-7153-2254-3 Bagshaw, C. (Ed.). (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David & Charles.
- e. C2-103 ISBN 0-89886-427-5 Graydon, D., & Hanson, K. (Eds.). (2001). *Mountaineering: The freedom of the hills* (6th ed.). Seattle, WA: The Mountaineers.

8. **Training Aids:**

- a. Personal expedition equipment,
- b. Personal hiking equipment, and
- c. Group hiking equipment.

9. **Learning Aids:**

- a. Personal expedition equipment,
- b. Personal hiking equipment, and
- c. Group hiking equipment.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 426 PC.

11. **Remarks:**

- a. Expedition centres are required to select two dynamic modes of travel from EO M426.02a (Paddle a Canoe), EO M426.02b (Ride a Mountain Bike), EO M426.02c (Hike Along a Route), EO M426.02d (Snowshoe Along a Route) and EO M426.02e (Ski Along a Route) to incorporate into the expedition training.
- b. This EO has been allocated nine periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources in the expedition centre.
- c. Upon arrival at the expedition centre, cadets will be divided into teams. Cadets will be given an opportunity to navigate and lead peers. These teams will remain the same for the duration of the expedition.
- d. IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*:
 - (1) hiking equipment includes:
 - (a) hiking boots, and
 - (b) trekking poles; and
 - (2) the following group hiking equipment is required when hiking:
 - (a) topographical / trail map of area as required,
 - (b) compass,
 - (c) GPS receiver,
 - (d) first aid kit, and
 - (e) communication device (eg, hand-held radio).
- e. The intensity level of the activity shall follow the progression matrix outlined in A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.
- f. Ensure that each cadet has an ample supply of water when hiking.

EO M426.02d

1. **Performance:** Snowshoe Along a Route
2. **Conditions:**
 - a. Given:
 - (1) Personal expedition equipment,
 - (2) Personal snowshoe equipment,
 - (3) Group snowshoe equipment,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Expedition centre, field setting, during daylight hours.
3. **Standard:** The cadet, in a team of no more than six, during an expedition, shall:
 - a. discuss types of snow;
 - b. fit snowshoes; and
 - c. practice snowshoe techniques along a route for 8–10 km with an expedition field pack, to include:
 - (1) adjusting stride;
 - (2) performing a kick-turn;
 - (3) crossing obstacles applicable to the terrain;
 - (4) ascending a hill;
 - (5) descending a hill; and
 - (6) breaking snow.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss types of snow, to include: <ol style="list-style-type: none"> a. new fallen snow, b. powder snow, c. wind-packed snow, d. sun crust, e. corn snow, f. rotten snow, and g. slush snow. 	Interactive Lecture	10 min	C2-004 (pp. 299– 301, pp. 309–311) C2-248 (pp. 39–40, pp. 124–131, pp. 144– 148)
TP2	Explain, demonstrate and have the cadets fit personal	Demonstration	15 min	C2-004

TP	Description	Method	Time	Refs
	snowshoe equipment, to include: a. snowshoes by: (1) identifying parts of a snowshoe, to include: (a) deck, (b) binding, (c) crampon, (d) pivot point, and (e) frame; and (2) selecting snowshoes, b. bindings, and c. poles, to include sizing a pole.	and Performance		(pp. 310–312) C2-248 (pp. 52–57)
TP3	Explain, demonstrate and have the cadets practice snowshoe techniques along a route, to include: a. striding; b. executing kick turns; c. crossing obstacles; d. ascending hills, to include: (1) step kick; (2) edging; and (3) switchbacking; e. descending hills; and f. breaking snow.	Demonstration and Performance	235 min	C2-004 (pp. 310–312) C2-248 (pp. 45–47, pp. 108–121)

5. **Time:**

- | | | |
|----|--------------------------------|---------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 10 min |
| c. | Demonstration and Performance: | 250 min |
| d. | Total: | 270 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to introduce and give direction on the types of snow that may be encountered when snowshoeing.
- b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate the procedure for fitting snowshoes and executing snowshoe techniques while providing an opportunity for the cadet to practice the skills.

7. References:

- a. C2-004 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.
- b. C2-248 ISBN 978-0-89886-891-3 Prater, G. (2002). *Snowshoeing: From novice to master*. Seattle, WA: The Mountaineers Books.

8. Training Aids:

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Personal expedition equipment,
- c. Personal snowshoe equipment, and
- d. Group snowshoe equipment.

9. Learning Aids:

- a. Personal expedition equipment,
- b. Personal snowshoe equipment, and
- c. Group snowshoe equipment.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 426 PC.

11. Remarks:

- a. Expedition centres are required to select two dynamic modes of travel from EO M426.02a (Paddle a Canoe), EO M426.02b (Ride a Mountain Bike), EO M426.02c (Hike Along a Route), EO M426.02d (Snowshoe Along a Route) and EO M426.02e (Ski Along a Route) to incorporate into the expedition training.
- b. This EO has been allocated nine periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.
- c. Upon arrival at the expedition centre, cadets will be divided into teams. Cadets will be given an opportunity to navigate and lead peers. These teams will remain the same for the duration of the weekend.
- d. Total distance for the snowshoe route can be adjusted depending on terrain and level of skill of participants.
- e. The following equipment is required when snowshoeing:

- (1) personal snowshoe equipment, to include:
 - (a) snowshoes,
 - (b) bindings,
 - (c) poles,
 - (d) whistle, and
 - (e) appropriate cold-weather clothing; and

 - (2) group snowshoe equipment, to include:
 - (a) topographical / trail map of area as required,
 - (b) compass,
 - (c) first aid kit,
 - (d) communication device (eg, hand-held radio),
 - (e) GPS receiver,
 - (f) cold weather emergency kit appropriate to the activity.
- f. IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards* weather must be continuously assessed. Training should cease and cadets must be brought inside if the temperature exceeds the maximum low (with wind-chill).

EO M426.02e

1. **Performance:** Ski Along a Route
2. **Conditions:**
 - a. Given:
 - (1) Personal expedition equipment,
 - (2) Personal cross-country ski equipment,
 - (3) Group cross-country ski equipment,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Expedition centre, Level 2, IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadet Adventure Training Safety Standards*, during daylight hours.
3. **Standard:** The cadet, in a team of no more than six, during an expedition, shall:
 - a. analyze different types of snow and ice;
 - b. fit cross-country ski equipment; and
 - c. practice classic cross-country ski techniques along a route for 6–10 km, with an expedition pack, to include:
 - (1) stopping;
 - (2) falling;
 - (3) changing direction;
 - (4) poling;
 - (5) executing the diagonal stride;
 - (6) ascending hills; and
 - (7) descending hills.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss types of snow, to include: <ol style="list-style-type: none"> a. new fallen snow, b. powder snow, c. wind-packed snow, d. sun crust snow, e. corn snow, 	Interactive Lecture	10 min	C2-004 (pp. 299– 301)

TP	Description	Method	Time	Refs
	f. rotten snow, and g. slush snow.			
TP2	Explain, demonstrate and have the cadets: a. select: (1) classic cross-country skis, (2) ski boots, and (3) ski poles; and b. fit cross-country ski equipment.	Demonstration and Performance	30 min	C2-237 (pp. 32–34, pp. 57–75) C2-247 (pp. 33–40)
TP3	Explain, demonstrate and have the cadets practice classic cross-country ski techniques along a route, to include: a. falling down; b. stopping; c. changing direction; d. poling; e. executing the diagonal stride; f. ascending hills; and g. descending hills.	Demonstration and Performance	220 min	C2-237 (pp. 34–53, pp. 138– 141, pp. 148–159) C2-247 (pp. 40–93, pp. 105– 108)

5. Time:

- | | | |
|----|--------------------------------|---------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture: | 10 min |
| c. | Demonstration and Performance: | 250 min |
| d. | Total: | 270 min |

6. Substantiation:

- a. An interactive lecture was chosen for TP 1 to introduce and give the cadet direction on types of snow and how they can affect a cross-country skier.
- b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate the procedure for fitting personal cross-country ski equipment and executing classic cross-country ski techniques while providing an opportunity for the cadet to practice the skill.

7. References:

- a. C2-004 ISBN 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Author.

- b. C2-237 ISBN 978-0-89886-862-3 Hindman, S. (2005). *Cross-country skiing: Building skills for fun and fitness*. Seattle, WA: The Mountaineers Books.
- c. C2-247 ISBN 978-0-393-08734-5 Lederer, W. J., & Wilson, J. P. (1970). *Complete cross-country skiing and ski touring*. (2nd ed.). Toronto, ON: George J. McLeod Ltd.

8. Training Aids:

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Personal expedition equipment,
- c. Personal cross-country ski equipment, and
- d. Group cross-country ski equipment.

9. Learning Aids:

- a. Personal expedition equipment,
- b. Personal cross-country ski equipment, and
- c. Group cross-country ski equipment.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 426 PC.

11. Remarks:

- a. Expedition centres are required to select two dynamic modes of travel from EO M426.02a (Paddle a Canoe), EO M426.02b (Ride a Mountain Bike), EO M426.02c (Hike Along a Route), EO M426.02d (Snowshoe Along a Route) and EO M426.02e (Ski Along a Route) to incorporate into the expedition training.
- b. This EO has been allocated nine periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.
- c. Upon arrival at the expedition centre, cadets will be divided into teams. Cadets will be given an opportunity to navigate and lead peers. These teams will remain the same for the duration of the weekend.
- d. Total distance for the cross-country ski route may be adjusted depending on trail availability and skill level of participants.
- e. IAW A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*:

- (1) the following personal cross-country ski equipment is required when cross-country skiing:
 - (a) ski boots,
 - (b) skis,
 - (c) poles,
 - (d) appropriate cold-weather clothing, and
 - (e) a whistle;

- (2) the following group cross-country ski equipment is required when cross-country skiing:
 - (a) topographical / trail map of area as required,
 - (b) compass,
 - (c) first aid kit,
 - (d) communication device (eg, hand-held radio),
 - (e) GPS receiver, and
 - (f) cold weather emergency kit appropriate to the activity; and

- (3) weather must be continuously assessed. Training should cease and cadets must be brought inside if the temperature does not comply with the maximum low (including wind chill).

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

METHOD	DEVELOPMENTAL PERIOD ONE AGES 12 – 14 EXPERIENCE-BASED	DEVELOPMENTAL PERIOD TWO AGES 15 – 16 DEVELOPMENTAL	DEVELOPMENTAL PERIOD THREE AGES 17 – 18 COMPETENCY
Behaviour Modeling	Not applicable	Not applicable	Applicable
Case Study	Not applicable	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	Not applicable	Not applicable	Applicable
In-class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the job Training (OJT)	Not applicable	Not applicable	Applicable
Peer Learning	Not applicable	Not applicable	Applicable
Practical Activity	Applicable	Applicable	Applicable
Problem-based Learning	Not applicable	Applicable	Applicable
Role Play	Not applicable	Applicable	Applicable
Self-Study	Not applicable	Not applicable	Applicable
Seminar Method	Not applicable	Not applicable	Applicable
Simulation	Not applicable	Not applicable	Applicable
Tutorial	Not applicable	Not applicable	Applicable

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>CASE STUDY</p> <p>Cadets are given a written problem, situation or scenario, to which they respond either individually or as a group in order to achieve a performance objective. The problem situation or scenario should match the experience level of the cadets and they should be given enough time either before or during the instructional period to analyze it. Responses to the case should be recorded under four headings: Facts, Assumptions, Problems and Solutions</p>	<ol style="list-style-type: none"> 1. Learning principles, attitudes and concepts. 	<ol style="list-style-type: none"> 1. Effective application of teaching principles instead of "preaching". 2. Cadets can help each other learn. 3. High energy and perfect demonstrations. 4. Can be easily related to a real life situation in the past and for future applications. 	<ol style="list-style-type: none"> 1. Must be well organized and facilitated in order to ensure learning takes place.
<p>DEMONSTRATION AND PERFORMANCE</p> <p>Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. A good example of this is drill instruction, where cadets are shown a movement and given the opportunity to practice and perform it.</p> <p>Demonstration Method</p> <p>A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.</p>	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. To teach manipulative hands-on operations or procedures. 2. To teach troubleshooting. 3. To illustrate principles. 4. To teach operation or functioning of equipment. 5. To teach teamwork. 6. To set standards of workmanship. 7. To teach safety procedures. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids.

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>Performance Method</p> <p>A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p>	<p>Performance Method</p> <ol style="list-style-type: none"> 1. To teach manipulative hands-on operations or procedures. 2. To teach operations or functioning of equipment. 3. To teach team skills. 4. To teach safety procedures. 	<p>Performance Method</p> <ol style="list-style-type: none"> 1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety. 	<p>Performance Method</p> <ol style="list-style-type: none"> 1. Requires tools and equipment. 2. Requires large blocks of time. 3. Requires more instructors.
<p>EXPERIENTIAL LEARNING</p> <p>Learning in the cadet program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen.</p> <p>Stage 1: Concrete Experience: Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading.</p> <p>Stage 2: Reflective Observation: Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals / logs, and graphs.</p> <p>Stage 3: Abstract Conceptualization: Cadets work to understand and make connections from the experience to new or different situations. Sample activities:</p>	<ol style="list-style-type: none"> 1. To teach practical skills. 2. To learn how to learn. 3. To teach transferable skills. 4. To teach the process or principle. 5. To teach problem solving. 	<ol style="list-style-type: none"> 1. Knowledge is shared and created by everyone. 2. Everyone is actively involved in the teaching – learning process. 3. Numerous resources are used. 4. Cadet based. 	<ol style="list-style-type: none"> 1. Many resources are required (may be expensive). 2. Needs a lot of planning, preparation and organization prior to activity. 3. The instructor must master the subject developed. 4. Instructor needs very good pedagogical skills. 5. May not be a good process for learning details.

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>interview, discussion, model building, analogies and planning.</p> <p>Stage 4: Active Experimentation: Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork.</p> <p>Note: The cycle is ongoing as each learning experience builds on another.</p>			
<p>FIELD TRIP</p> <p>Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples can include trips to areas of local interest, flying / gliding, hiking or sailing.</p>	<ol style="list-style-type: none"> 1. Awareness of historical situations. 2. Can be used in conjunction with many other instructional methods. 3. To introduce / illustrate and confirm topics. 	<ol style="list-style-type: none"> 1. Immerse cadets in a specific environment. 	<ol style="list-style-type: none"> 1. May be difficult to control. 2. Needs much organization and preparation. 3. May have cost involved.
<p>GAME</p> <p>Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through the provision of a challenging activity that allows for the skill practice or knowledge confirmation. Games are a fun and interesting way to introduce a topic, expand cadets' understanding knowledge of topic or review material.</p>	<ol style="list-style-type: none"> 1. Practical situations. 2. Discovery of concepts and principles. 3. Review and confirmation. 4. Games include rules and assessment. 	<ol style="list-style-type: none"> 1. Fun, interesting. 2. Creates ownership. 3. Highly participative. 4. Many resources involved. 	<ol style="list-style-type: none"> 1. May stratify the group by creating a winner and a loser. 2. May be difficult to providing instructor feedback.
<p>GROUP DISCUSSION</p>	<ol style="list-style-type: none"> 1. To develop imaginative solutions 	<ol style="list-style-type: none"> 1. Increases cadet interest. 	<ol style="list-style-type: none"> 1. Requires highly skilled

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to a specific goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.</p>	<p>to problems.</p> <ol style="list-style-type: none"> 2. To stimulate thinking and interest and to secure cadet participation. 3. To emphasize main teaching points. 4. To supplement lectures. 5. To determine how well cadets understand the concepts and principles. 6. To prepare cadets for application of theory or procedure. 7. To summarize, clarify points or review. 8. To prepare cadets for instruction that will follow. 9. To determine cadet progress and effectiveness of prior instruction. 	<ol style="list-style-type: none"> 2. Increases cadet acceptance and commitment. 3. Utilizes cadet knowledge and experience. 4. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement. 	<p>instructors.</p> <ol style="list-style-type: none"> 2. Required preparation by cadets. 3. Limits contents. 4. Consumes time. 5. Restricts size of group. 6. Requires selective group composition.
<p>IN-CLASS ACTIVITY</p> <p>In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. Examples of these activities include learning stations, videos, brainstorming / debating.</p>	<ol style="list-style-type: none"> 1. To reinforce instructional topics. 2. To orient cadets to the subject. 3. To introduce a subject. 4. To give direction on procedures. 5. To present basic material. 6. To introduce a demonstration, discussion or performance. 7. To illustrate the application of rules, principles or concepts. 8. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> 1. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. 2. Permits flexibility with class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence. 	<ol style="list-style-type: none"> 1. Encourages cadet passiveness. 2. Difficult to gauge cadet reaction. 3. Takes time to prepare.
<p>INTERACTIVE LECTURE</p> <p>The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.</p>	<ol style="list-style-type: none"> 1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> 1. Saves time. 2. Permits flexibility of class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence. 	<ol style="list-style-type: none"> 1. Involves one-way communication. 2. Poses problems in skill teaching. 3. Encourages passive behaviour. 4. Difficult to gauge cadet reaction. 5. Requires highly skilled instructors. 6. Requires a high level of concentration from the cadets.

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>LECTURE</p> <p>This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.</p>	<ol style="list-style-type: none"> 1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> 1. Proficient oral skills are required. 2. Useful for big groups. 3. Saves time because of fewer interruptions. 	<ol style="list-style-type: none"> 1. Should have a clear introduction and conclusion. 2. Cadets may be passive and uninvolved.
<p>PRACTICAL ACTIVITY</p> <p>Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> 1. Review. 2. In practical situations such as leadership development, parade appointments, etc. 3. To introduce a subject. 	<ol style="list-style-type: none"> 1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Fun and interesting. 5. Creates ownership. 6. Highly participative in small groups. 7. Many resources involved. 	<ol style="list-style-type: none"> 1. Extensive supervision is required to ensure proper content is covered. 2. Takes time to prepare. 3. Not suitable for large groups.
<p>PROBLEM-BASED LEARNING</p> <p>Cadets analyse a problem, apply the steps in the problem solving method and work toward solving the problem in small groups. Problem-based learning requires cadets to participate and interact with each other while developing critical thinking skills. Instructors choose problem that stimulate thought, reinforce learning and relate to the cadets' interest and needs. Throughout the exercise, instructors pose thought-provoking questions and guide cadets without influencing their decisions.</p>	<ol style="list-style-type: none"> 1. Review. 2. In practical situations such as leadership development, parade appointments, etc. 	<ol style="list-style-type: none"> 1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Many resources involved. 	<ol style="list-style-type: none"> 1. Critical thinking skills are required. 2. Broad knowledge of the subject matter is required.
<p>ROLE PLAY</p> <p>Cadets are assigned roles requiring</p>	<ol style="list-style-type: none"> 1. Skills associated with social systems or human interactions; practical situations eg. CHAP, 	<ol style="list-style-type: none"> 1. High participation, interactive delivery and may lead to discussions. 	<ol style="list-style-type: none"> 1. Participants can be easily sidetracked, need for good preparation and controls must be

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>them to interact with others in responding to various realistic situations. The instructor identifies the purpose of the role-play, provides the cadets with enough background information to help them accurately play their assigned role, and motivates them to become more fully involved in the activity. De-brief after the role-play is essential to connect the activity with the PO / EO.</p>	<p>discipline issues, behaviour on the range, leadership, instructional techniques.</p> <p>2. Attitudinal objectives.</p>	<p>2. Experience is developed in a supportive environment.</p> <p>3. Can be very versatile depending on application eg, introduce a topic, mid-stage learning or as confirmation.</p>	<p>set appropriately.</p> <p>2. Competence, experience and prepared instructors required.</p>