



**ROYAL CANADIAN ARMY CADETS**

# **RED STAR – QUALIFICATION STANDARD AND PLAN**

(ENGLISH)

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

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





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

**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-702/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers in accordance with 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 A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Cadet Organization.
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Army Cadet Corps to conduct the Red 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 Training Development Staff Officer (D Cdts 3-2-5) or by email to [arm.dev@cadets.net](mailto:arm.dev@cadets.net).

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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 the Red Star Program is to provide an Army Cadet with the basic theoretical knowledge and practical experience required to participate in cadet corps activities as a section member.

#### 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 cadet 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 Red Star Program has been designed:
  - a. assuming that the majority of second year cadets are between 13 and 14 years of age;
  - b. assuming that the majority of cadets have successfully completed Green Star;
  - c. using age-appropriate learning strategies;
  - d. using 30 minutes as a standard period of instruction;

- e. by providing a programming mix consisting of fixed mandatory and flexible complementary training;
- f. to include 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 PO 201 to PO 219) and the POs specific to the Red Star Program:

- a. **Citizenship.** PO 201 – Identify the Role of an Environmentally Conscious Canadian Citizen.
  - (1) The aim of Red Star citizenship is to provide a basic understanding of the role of a good citizen in practicing environmental stewardship.
  - (2) Red 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 202 – Perform Community Service.
  - (1) The aim of Red Star community service is to encourage the cadet to become a more active citizen through participation in a local community service activity as a section member.
  - (2) Red Star community service contributes directly to the achievement of the program aim of developing the attributes of good citizenship, and the participant outcome of proactive citizenship.
- c. **Leadership.** PO 203 – Demonstrate Leadership Attributes Within a Peer Setting.
  - (1) The aim of Red Star leadership is to introduce the cadet to the ways peer leaders are able to influence the behaviour of their group.
  - (2) Red Star leadership contributes directly to the achievement of the program aim of developing the attributes of leadership and the participant outcome of social competence.
- d. **Personal Fitness and Healthy Living.** PO 204 – Update Personal Activity Plan.
  - (1) The aim of Red 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) Red 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 205 – Participate in Recreational Sports.
  - (1) The aim of Red Star recreational sports is to encourage the cadet to actively participate in recreational sports activities.
  - (2) Red Star recreational sports contribute 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 206 – Fire the Cadet Air Rifle During Recreational Marksmanship.
- (1) The aim of Red Star air rifle marksmanship is to develop the cadet's marksmanship abilities through participation in recreational marksmanship.
  - (2) Red Star air rifle marksmanship contributes indirectly to the achievement of the program aim 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 207 – Serve in an Army Cadet Corps.
- (1) The aim of Red Star general cadet knowledge is to provide the cadet with information on the opportunities inherent in the Army Cadet Program, and provide them with skills and knowledge that allow them to integrate successfully within the cadet organization.
  - (2) Red Star general cadet knowledge contributes directly to the achievement of the program aim of stimulating an interest in the land activities of the CF and the participant outcomes of social competence and understanding the CF.
- h. **Drill.** PO 208 – Execute Drill as a Member of a Squad.
- (1) The aim of Red Star drill is to teach the cadet with drill movements designed to improve the efficiency of a squad on the march.
  - (2) Red Star drill 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 social competence through participation in a team activity.
- i. **Biathlon.** PO 211 – Participate in Competitive Summer Biathlon Activities.
- (1) The aim of Red Star biathlon is to provide the cadet with an opportunity to enhance individual marksmanship skills and personal fitness while introducing cadets to the sport of biathlon.
  - (2) Red Star biathlon contributes directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.
- j. **CF Familiarization.** PO 220 – Recognize CF Peace Support Operations.
- (1) The aim of Red Star CF familiarization is to introduce the cadet to the role of the CF in peace support operations.
  - (2) Red 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. **Field Training.** PO 221 – Perform the Duties of a Section Member During a Weekend Bivouac Exercise.
  - (1) The aim of Red Star field training is to provide the cadet with an introduction to the duties of a section member during a weekend bivouac field training exercise.
  - (2) Red Star field training supports Army Cadet Expeditions through building basic skills that will allow a cadet to bivouac comfortably. The Army Cadet Expedition Program 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. **Navigation.** PO 222 – Navigate Along a Route Using a Map and Compass.
  - (1) The aim of Red Star navigation is to provide the cadet an opportunity to navigate on a point-to-point route using a map, compass, and pacing techniques.
  - (2) Red Star navigation supports Army Cadet Expeditions through the development of navigation skills to be used in conjunction with trekking. The Army Cadet Expedition Program 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. **Trekking.** PO 223 – Hike Along a Route as Part of an Overnight Exercise.
  - (1) The aim of Red Star trekking is to provide the cadet an opportunity to participate in a hike where they will encounter some Class 2 terrain (simple scrambling, crossing obstacles with the occasional use of hands, requires route-finding skills, may be backcountry dense bush).
  - (2) Red Star trekking supports Army Cadet Expeditions through the development of trekking as one mode of travel in support of expedition activities. The Army Cadet Expedition Program 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.

- n. **Wilderness Survival.** PO 224 – Identify Immediate Actions to Take When Lost.
- (1) The aim of Red Star wilderness survival is to introduce the cadet to the immediate actions to take upon realizing they are lost in a wilderness setting.
  - (2) Red 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. The Army Cadet Expedition Program 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 Red Star POs are skill-related. Skills are acquired through practical periods of instruction and practice. In order to achieve these POs, a hands-on learning approach is essential. The following guidance may assist in the implementation of the Red Star Program:

- a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using hands-on practical methods.
- b. Ensure training sessions are well organized and planned in advance to allow instructors adequate time to prepare for the delivery/conduct of training. This includes reviewing lesson specifications and instructional guide 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 Red Star Program, youths must be members of a cadet corps, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, art 4.01.

12. Cadets participating in the Red Star Program shall normally be between 13 and 14 years of age.

### **USE OF THE QSP**

13. 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 Red Star. This QSP shall also be used by the Directorate Cadets and Junior Canadian Rangers (D Cdts & JCR) as the primary reference for validation of Red Star qualification training.

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

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## CHAPTER 2

### TRAINING MANAGERMENTS DETAILS

#### RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

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

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

#### TRAINING DETAILS

2. In accordance with CATO 11-04, *Cadet Program Outline*, and CATO 40-01, *Army Cadet Program Outline*, the Star Level Program is conducted between 1 September and 30 June of each training year through a combination of 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. **Red Star Training Outline.** The distribution of mandatory and complementary training in Red Star is as follows:

- a. Mandatory Training:
  - (1) 60 periods of instruction to be conducted during training sessions (3 periods per session);
  - (2) 18 periods of instruction to be conducted during mandatory training days (9 periods per day) for a total of two days;
  - (3) one weekend bivouac field training exercise (FTX); to consist of 11 periods of instruction (EO M221.06 to EO M221.08, and EO M224.02 and EO M224.03) and 7 periods of practical experience (M121.CA); and
  - (4) one weekend navigation and trekking FTX; to consist of 6 periods of instruction (EO M222.04 to EO M222.06) and 12 periods of practical experience (EO M222.CA and EO M223.CA).

## b. Complementary Training:

- (1) 30 periods of instruction to be conducted during training sessions (3 periods per session);
- (2) 18 periods of instruction to be conducted during complementary training days (9 periods per day) for a total of two days; and
- (3) one weekend Army Cadet adventure training activities FTX (C123.01) or cold weather FTX (EO C121.05).

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 [Annex A](#). Total period allocation by PO is as follows:

Topic	PO	Performance Objective	Mandatory Periods	Mandatory Field Instruction	Mandatory FTX Experience	Complementary Periods	Complementary FTX Experience
Citizenship	201	Identify the Role of the Environmentally Conscious Canadian Citizen	2	–	–	11	–
Community Service	202	Perform Community Service	9	–	–	12	–
Leadership	203	Demonstrate Leadership Attributes Within a Peer Setting	10	–	–	11	–
Personal Fitness and Healthy Living	204	Update Personal Activity Plan	6	–	–	4	–
Recreational Sports	205	Participate in Recreational Sports	9	–	–	27	–
Air Rifle Marksmanship	206	Fire the Cadet Air Rifle During Recreational Marksmanship	3	–	–	10	–
General Cadet Knowledge	207	Serve in an Army Cadet Corps	4	–	–	6	–
Drill	208	Execute Drill as a Member of a Squad	3	–	–	16	–
Biathlon	211	Participate in Competitive Summer Biathlon Activities	0	–	–	9	–
CF Familiarization	220	Recognize CF Peace Support Operations	4	–	–	24	–
Field Training	221	Perform the Duties of a Section Member During a Weekend Bivouac Exercise	11	6	5	14	18

Topic	PO	Performance Objective	Mandatory Periods	Mandatory Field Instruction	Mandatory FTX Experience	Complementary Periods	Complementary FTX Experience
Navigation	222	Navigate Along a Route Using a Map and Compass	5	9	–	9	–
Trekking	223	Hike Along a Route as Part of an Overnight Exercise	5	–	9	10	18
Wilderness Survival	224	Identify Immediate Actions to Take When Lost	4	7	–	4	–
Annual Ceremonial Review (ACR)	N/A	N/A	3	–	–	–	–
<b>Total</b>			<b>78</b>	<b>22</b>	<b>14</b>	<b>167</b>	<b>36</b>

5. **Training Capacity.** The training capacity is limited to the capacity of the cadet 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 DP2 Junior Officer CIC Qualification  Preferred: Senior Instructor Course; and CIC Training Officer Course

b. Red Star Course Officer:

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 Sgt and above	N/A	1 per 10 cadets	Minimum: Completion of the Gold Star Program Preferred: CSTC specialties appropriate for activity requirements (eg, Air Rifle Marksmanship Instructor to instruct Marksmanship, PO 206)

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 Red Star Program are:

a. Specialist Instructors:

- (1) Range Safety Officer (RSO) (Air Rifle) in support of PO 206 and PO 211;
- (2) Cold Weather Instructor in support of EO C121.05 and EO C123.03; and
- (3) Instructor(s) as detailed in A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, and as required in support of EO C123.01.

b. Specialist Cadet Instructors:

- (1) Fitness and Sports Instructor(s) as available in support of PO 204 and PO 205;
- (2) Drill and Ceremonial Instructor(s) as available in support of PO 208;
- (3) Air Rifle Marksmanship Instructor(s) as available in support of PO 206 and PO 211; and
- (4) Expedition Instructor(s) as available in support of PO 221, PO 222, PO 223 and PO 224.

c. Guest speaker(s) as required.

8. **Resource Requirements.** 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 [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 Red Star Program Qualification Record ([Annex B](#)). Training files are temporary documents, which may be disposed of upon migration of the Red Star Program Qualification Record to the Cadet Personnel Record (DND 2399).

### QUALIFICATION

11. The Red 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. Cadet Administration and Training Orders (CATOs); and
  - b. A-CR-CCP-702/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 [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 plan 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 cadet corps. Day training shall be conducted at the cadet corps parade location or, where suitable facilities do not exist at the cadet corps parade location, within the local community.
- b. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within 300 km of the cadet corps parade location.

- c. Where support of mandatory or complementary days/weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 40-01, *Army Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.
- d. Training days and weekends shall be structured, unless otherwise specified in the individual Star 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 [Annex D](#).

**RED STAR PROGRAM TRAINING SUMMARY AND TIME ALLOCATION**

**PERIOD ALLOCATION**

<b>PO</b>	<b>Performance Objective</b>	<b>EO</b>	<b>Enabling Objective</b>	<b>No. of Pd</b>	
201	Identify the Role of an Environmentally Conscious Canadian Citizen	M201.01	Discuss the Rights and Responsibilities of a Canadian Citizen	1	
		M201.02	Discuss the Principles of Environmental Stewardship	1	
		C201.01	Discuss Environmental Issues Relative to Canada	1	
		C201.02	Tour a Local Municipal, Provincial or National Political Institution	3	
		C201.03	Tour a Local Municipal, Provincial or National Environmental Facility	3	
		C201.04	Participate in a Presentation Given by an Environmental Guest Speaker	2	
		C201.05	Participate in a Presentation Given by a Government Representative	2	
		<b>PO 201 – Total Mandatory</b>			<b>2</b>
		<b>PO 201 – Total Complementary</b>			<b>11</b>
202	Perform Community Service	M202.01	Perform Community Service	9	
		C102.01	Participate in a Ceremonial Parade	3	
		C102.02	Perform Community Service	9	
		<b>PO 202 – Total Mandatory</b>			<b>9</b>
		<b>PO 202 – Total Complementary (Max 9 pd allowed)</b>			<b>12</b>
203	Demonstrate Leadership Attributes Within a Peer Setting	M203.01	Discuss Leadership Within a Peer Setting	1	
		M203.02	Discuss the Principles of Leadership	1	
		M203.03	Discuss Effective Communication in a Peer Setting	1	
		M203.04	Demonstrate Positive Group Dynamics	2	
		M203.05	Discuss Influence Behaviours	1	
		M203.06	Employ Problem Solving	2	
		M203.07	Discuss Personal Integrity as a Quality of Leadership	1	
		M203.08	Participate in Team-Building Activities	1	
		C203.01	Record Entries in a Reflective Journal	3	
		C203.02	Employ Problem Solving	2	
		C203.03	Discuss Characteristics of a Leader	2	
		C203.04	Participate in a Presentation Given by a Leader	2	
		C203.05	Participate in Trust-Building Activities	1	
		C203.06	Participate in Problem-Solving Activities	1	
		<b>PO 203 – Total Mandatory</b>			<b>10</b>
<b>PO 203 – Total Complementary</b>			<b>11</b>		
204	Update Personal Activity Plan	M204.01	Perform the PACER (Beginning Year)	2	
		M204.02	Identify Healthy Food Choices	1	

PO	Performance Objective	EO	Enabling Objective	No. of Pd	
		M204.03	Identify the Benefits of a Healthy Lifestyle	1	
		M204.04	Update Personal Activity Plan	1	
		M204.05	Perform the PACER (End Year)	1	
		C204.01	Perform the PACER (Mid Year)	1	
		C204.02	Develop a Personal Nutrition Plan	2	
		C104.01	Create Team Goals	1	
		<b>PO 204 – Total Mandatory</b>			<b>6</b>
		<b>PO 204 – Total Complementary</b>			<b>4</b>
205	Participate in Recreational Sports	M205.01	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	
		<b>PO 205 – Total Mandatory</b>			<b>9</b>
		<b>PO 205 – Total Complementary (Max 9 pd allowed)</b>			<b>27</b>
206	Fire the Cadet Air Rifle During Recreational Marksmanship	M206.01	Participate in a Recreational Marksmanship Activity	3	
		C206.01	Practice Holding Techniques	1	
		C206.02	Practice Aiming Techniques	2	
		C206.03	Practice Firing Techniques	1	
		C106.01	Participate in a Recreational Marksmanship Activity	6	
		<b>PO 206 – Total Mandatory</b>			<b>3</b>
<b>PO 206 – Total Complementary</b>			<b>10</b>		
207	Serve in an Army Cadet Corps	M207.01	Identify Red Star Training Opportunities	1	
		M207.02	Recognize the History of the Royal Canadian Army Cadets (RCAC)	1	
		M207.03	Recognize the Role and Responsibilities of the Local Sponsor	1	
		M207.04	Identify Year Two CSTC Training Opportunities	1	
		C207.01	Identify the Rank Structure of the Royal Canadian Sea and Air Cadets	1	
		C207.02	Visit a Local Cadet Corps or Squadron	3	
		C107.03	Participate in an Activity on the History of the Cadet Corps	2	
		<b>PO 207 – Total Mandatory</b>			<b>4</b>
<b>PO 207 – Total Complementary</b>			<b>6</b>		
208	Execute Drill as a Member of a Squad	M208.01	Execute Left and Right Turns on the March	2	
		M208.02	Form Single File From the Halt	1	
		C208.01	Practice Ceremonial Drill as a Review	2	
		C208.02	Execute Drill With Arms	8	
		C108.01	Execute Supplementary Drill Movements	6	
		<b>PO 208 – Total Mandatory</b>			<b>3</b>

PO	Performance Objective	EO	Enabling Objective	No. of Pd	
		<b>PO 208 – Total Complementary (Max 9 pd allowed)</b>		<b>16</b>	
211	Participate in Competitive Summer Biathlon Activities	C211.01	Identify Civilian Biathlon Opportunities	1	
		C211.02	Run on Alternating 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	
		<b>PO 211 – Total Mandatory</b>			<b>0</b>
		<b>PO 211 – Total Complementary</b>			<b>9</b>
220	Recognize Canadian Forces (CF) Peace Support Operations	M220.01	Identify the Role of the Canadian Forces (CF) in International Institutions	2	
		M220.02	Participate in a Discussion on Peace Support Operations of the Canadian Forces (CF)	2	
		C220.01	Participate in a Tour of a Canadian Forces (CF) Facility	9	
		C220.02	Participate in a Canadian Forces (CF) Presentation	9	
		C220.03	Recognize Canada's Role in Peace Support Operations	3	
		C120.03	Contact a Deployed Soldier	3	
		<b>PO 220 – Total Mandatory</b>			<b>4</b>
		<b>PO 220 – Total Complementary (Max 9 pd allowed)</b>			<b>24</b>
221	Perform the Duties of a Section Member During a Weekend Bivouac Exercise	M221.01	Perform the Duties of a Section Member in the Field	1	
		M221.02	Identify Section Equipment	2	
		M221.03	Identify Provincial/Territorial Wildlife	2	
		M221.04	Perform Basic First Aid	1	
		M221.05	Tie Knots	3	
		M221.06	Construct a Hoochie Shelter	3 Field	
		M221.07	Use Section Equipment	2 Field	
		M221.08	Prepare an Individual Meal Package (IMP)	1 Field	
		M221.09	Maintain Section Equipment Following a Field Training Exercise (FTX)	2	
		M221.CA	Weekend Bivouac FTX	5 Field	
		C221.01	Participate in a Discussion on Canada's Wilderness Conservation Efforts	2	
		C221.02	Construct Field Amenities	6	
		C221.03	Identify Species of Trees	2	
		C121.02	Participate in a Discussion on Cold Climate Exposure	1	
		C121.03	Select Cold Weather Clothing	1	
		C121.04	Recognize the Effects of Cold Weather	2	
		C121.05	Participate in Cold Weather Training	18 Field	

PO	Performance Objective	EO	Enabling Objective	No. of Pd
		<b>PO 221 – Total Mandatory</b>		<b>11</b>
		<b>PO 221 – Total Mandatory Field</b>		<b>11</b>
		<b>PO 221 – Total Complementary</b>		<b>14</b>
		<b>PO 221 – Total Complementary Field</b>		<b>18</b>
222	Navigate Along a Route Using a Map and Compass	M222.01	Review Green Star Navigation	2
		M222.02	Describe Bearings	2
		M222.03	Identify Compass Parts	1
		M222.04	Determine Distance Along a Route	3 Field
		M222.05	Orient a Map Using a Compass	1 Field
		M222.06	Follow a Magnetic Bearing Point to Point	2 Field
		M222.CA	Weekend Navigation/Trekking FTX	3 Field
		C222.01	Practice Navigation Using a Map and Compass	9
		<b>PO 222 – Total Mandatory</b>		<b>5</b>
		<b>PO 222 – Total Mandatory Field</b>		<b>9</b>
<b>PO 222 – Total Complementary</b>		<b>9</b>		
223	Hike Along a Route as Part of an Overnight Exercise	M223.01	Prepare for Trekking	2
		M223.02	Identify Hiking/Trekking Associations	1
		M223.03	Participate in a Discussion on Crossing Obstacles While Trekking	2
		M223.CA	Weekend Navigation/Trekking FTX	9 Field
		C123.01	Participate in Adventure Training	18 Field
		C123.02	Adhere to Snowshoe March Discipline	1
		C123.03	Participate in Snowshoeing	9
		<b>PO 223 – Total Mandatory</b>		<b>5</b>
		<b>PO 223 – Total Mandatory Field</b>		<b>9</b>
		<b>PO 223 – Total Complementary</b>		<b>10</b>
<b>PO 223 – Total Complementary Field</b>		<b>18</b>		
224	Identify Immediate Actions to Take When Lost	M224.01	Describe Immediate Actions to Take When Lost	2
		M224.02	Identify the Seven Enemies of Survival	1
		M224.03	Predict Weather Using Cloud Formations	1
		M224.04	Identify Emergency Shelters	2 Field
		M224.05	Prepare, Light, Maintain, and Extinguish a Fire	3 Field
		M224.06	Identify Methods of Signalling	3 Field
		C224.01	Cook in the Field	2
		C224.02	Prepare a Signal Fire	2
		<b>PO 224 – Total Mandatory</b>		<b>4</b>
		<b>PO 224 – Total Mandatory Field</b>		<b>7</b>
<b>PO 224 – Total Complementary</b>		<b>4</b>		
		N/A	Annual Ceremonial Review	3
<b>Total Mandatory</b>			<b>78</b>	

PO	Performance Objective	EO	Enabling Objective	No. of Pd
			<b>Total Mandatory Field</b>	<b>36 Field</b>
			<b>Total Complementary (Max 48 Periods)</b>	<b>167</b>
			<b>Total Complementary Field (Max 18 Periods)</b>	<b>36 Field</b>

**Note:** CA – Confirmation Activity

### TRAINING DAY/WEEKEND ALLOCATION

#### MANDATORY

Activity	Description	Time
Mandatory Training Periods	18 periods of instruction (9 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 9 period days in the Lesson Specifications (eg, PO 202 Community Service PO 205 Recreational Sports, or PO 206 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 cadet corps to participate in a weekend bivouac FTX to include two days of practical experience in support of PO 221 Field Training and PO 224 Wilderness Survival.	1 Weekend
Navigation/Trekking FTX	One weekend of mandatory support will be provided for cadet corps to participate in a weekend navigation/trekking FTX to include two days of practical experience in support of PO 222 Navigation and PO 223 Trekking.	1 Weekend
<b>Total Mandatory</b>		<b>6 Days</b>

#### COMPLEMENTARY

Activity	Description	Time
Complementary Training Periods	18 periods of instruction (9 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 9 period days in the Lesson Specifications (eg, PO 202 Community Service, PO 205 Recreational Sports, or PO 223 Trekking). However, corps may choose to deliver any complementary EOs, that meet their specific circumstances, on these days.	2 Days
Army Cadet Adventure Training Activities FTX	One weekend of complementary support will be provided for cadet corps to participate in <u>either</u> :	1 Weekend

Activity	Description	Time
	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>	
<b>Total Complementary</b>		<b>4 Days</b>

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

### SAMPLE TRAINING SCHEDULE

#### SAMPLE 1: FIELD TRAINING FOCUSED UNIT

Field Training Focused Unit Training Sessions		Period 1	Period 2	Period 3
<b>Session 1</b>	EO	M207.01 Identify Red Star Training Opportunities	M203.01 Discuss Leadership Within a Peer Setting	M203.02 Discuss the Principles of Leadership
	Instructor			
	Location			
<b>Session 2</b>	EO	M203.04 Demonstrate Positive Group Dynamics	M203.04 Demonstrate Positive Group Dynamics	C203.01 Record Entries in a Reflective Journal
	Instructor			
	Location			
<b>Session 3</b>	EO	M207.02 Recognize the History of the Royal Canadian Army Cadets	M208.01 Execute Left and Right Turns on the March	M208.01 Execute Left and Right Turns on the March
	Instructor			
	Location			
<b>Session 4</b>	EO	M203.05 Discuss Influence Behaviours	M203.07 Discuss Personal Integrity as a Quality of Leadership	M208.02 Form Single File From the Halt
	Instructor			
	Location			
<b>Session 5</b>	EO	M204.01 Perform the PACER	M204.01 Perform the PACER	M204.04 Update Personal Activity Plan
	Instructor			
	Location			
<b>Session 6</b>	EO	C201.03 Tour a Local Municipal, Provincial, or National Environmental Facility	C201.03 Tour a Local Municipal, Provincial, or National Environmental Facility	C201.03 Tour a Local Municipal, Provincial, or National Environmental Facility
	Instructor			
	Location			
<b>Session 7</b>	EO	M222.01 Review Green Star Navigation	M222.01 Review Green Star Navigation	M201.01 Discuss the Rights and Responsibilities of a Canadian Citizen
	Instructor			
	Location			
<b>Session 8</b>	EO	M203.06 Employ Problem Solving	M203.06 Employ Problem Solving	M221.01 Perform the Duties of a Section Member in the Field
	Instructor			
	Location			

Field Training Focused Unit Training Sessions		Period 1	Period 2	Period 3
Session 9	EO	M220.01 Identify the Role of the Canadian Forces (CF) in International Institutions	M220.01 Identify the Role of the Canadian Forces (CF) in International Institutions	M201.02 Discuss the Principles of Environmental Stewardship
	Instructor			
	Location			
Session 10	EO	M207.04 Identify Year Two CSTC Training Opportunities	M224.01 Describe Immediate Actions to Take When Lost	M224.01 Describe Immediate Actions to Take When Lost
	Instructor			
	Location			
Session 11	EO	M221.04 Perform Basic First Aid	M204.02 Identify Healthy Food Choices	M204.03 Identify the Benefits of a Healthy Lifestyle
	Instructor			
	Location			
Session 12	EO	M224.02 Identify the Seven Enemies of Survival	M224.03 Predict Weather Using Cloud Formations	M203.08 Participate in Team-Building Activities
	Instructor			
	Location			
Session 13	EO	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports
	Instructor			
	Location			
Session 14	EO	C203.05 Participate in Trust-Building Activities	M221.02 Identify Section Equipment	M221.02 Identify Section Equipment
	Instructor			
	Location			
Session 15	EO	M222.02 Describe Bearings	M222.02 Describe Bearings	M222.03 Identify Compass Parts
	Instructor			
	Location			
Session 16	EO	C221.01 Participate in a Discussion on Canada's Wilderness Conservation Efforts	C221.01 Participate in a Discussion on Canada's Wilderness Conservation Efforts	C121.02 Participate in a Discussion on Cold Climate Exposure
	Instructor			
	Location			

Field Training Focused Unit Training Sessions		Period 1	Period 2	Period 3
<b>Session 17</b>	EO	M207.03 Recognize the Role and Responsibilities of the Local Sponsor	M203.03 Discuss Effective Communication in a Peer Setting	C207.01 Identify the Rank Structure of the Royal Canadian Sea and Air Cadets
	Instructor			
	Location			
<b>Session 18</b>	EO	C104.01 Create Team Goals	C203.06 Participate in Problem-Solving Activities	C203.01 Record Entries in a Reflective Journal
	Instructor			
	Location			
<b>Session 19</b>	EO	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports
	Instructor			
	Location			
<b>Session 20</b>	EO	C204.01 Perform the PACER	M220.02 Participate in a Discussion on Peace Support Operations of the Canadian Forces (CF)	M220.02 Participate in a Discussion on Peace Support Operations of the Canadian Forces (CF)
	Instructor			
	Location			
<b>Session 21</b>	EO	M223.02 Identify Hiking/ Trekking Associations	M221.03 Identify Provincial/ Territorial Wildlife	M221.03 Identify Provincial/ Territorial Wildlife
	Instructor			
	Location			
<b>Session 22</b>	EO	M223.01 Prepare for Trekking	M223.01 Prepare for Trekking	C206.01 Practice Holding Techniques
	Instructor			
	Location			
<b>Session 23</b>	EO	C206.02 Practice Aiming Techniques	C206.02 Practice Aiming Techniques	C206.03 Practice Firing Techniques
	Instructor			
	Location			
<b>Session 24</b>	EO	M221.09 Maintain Section Equipment Following a Field Training Exercise (FTX)	M221.09 Maintain Section Equipment Following a Field Training Exercise (FTX)	C201.01 Discuss Environmental Issues Relative to Canada
	Instructor			
	Location			

Field Training Focused Unit Training Sessions		Period 1	Period 2	Period 3
Session 25	EO	C207.02 Visit a Local Cadet Corps or Squadron	C207.02 Visit a Local Cadet Corps or Squadron	C207.02 Visit a Local Cadet Corps or Squadron
	Instructor			
	Location			
Session 26	EO	M223.03 Participate in a Discussion on Crossing Obstacles While Trekking	M223.03 Participate in a Discussion on Crossing Obstacles While Trekking	C211.01 Identify Civilian Biathlon Opportunities
	Instructor			
	Location			
Session 27	EO	C221.03 Identify Species of Trees	C221.03 Identify Species of Trees	M204.05 Perform the PACER
	Instructor			
	Location			
Session 28	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 29	EO	C107.03 Participate in an Activity on the History of the Corps	C208.01 Practice Ceremonial Drill as a Review	C208.01 Practice Ceremonial Drill as a Review
	Instructor			
	Location			
Session 30	EO	Annual Ceremonial Review	Annual Ceremonial Review	Annual Ceremonial Review
	Instructor			
	Location			

**SAMPLE 1 MANDATORY DAYS AND WEEKENDS**

FIELD TRAINING FOCUSED UNIT TRAINING DAYS Mandatory EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
<b>Day 1</b>	EO	Participate in a Recreational Marksmanship Activity	M206.01			M221.05 Tie Knots		Participate in Organized Recreational Team Sports	M205.01	
	Instructor									
	Location									
<b>Day 2</b>	EO	Perform Community Service	M202.01							
	Instructor									
	Location									

**Note:** Day 1 to be placed prior to 31 December.

FIELD TRAINING FOCUSED UNIT TRAINING DAYS Bivouac Exercise (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
<b>Day 1</b>	EO	M221.07 Use Section Equipment		M221.08 Prepare an Individual Meal Package (IMP)	Construct a Hoochie Shelter	M221.06 Construct a Hoochie Shelter		Prepare, Light, Maintain, and Extinguish a Fire	M224.05	
	Instructor									
	Location									
<b>Day 2</b>	EO	M224.04 Identify Emergency Shelters		M224.06 Identify Methods of Signalling			M221/M224.CA Weekend Bivouac FTX			
	Instructor									
	Location									

**Note:** This activity should be placed after session 11.

FIELD TRAINING FOCUSED UNIT TRAINING DAYS Navigation/Trekking FTX (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9		
<b>Day 1</b>	EO	Determine Distance Along a Route	M222.04	M222.05 Orient a Map Using a Compass	M222.06 Follow a Magnetic Bearing Point to Point	M222.CA	Navigate a Route Using a Map and Compass					
	Instructor											
	Location											
<b>Day 2</b>	EO	M223.CA Weekend Navigation/Trekking FTX										
	Instructor											
	Location											

**Note:** This activity should be placed after session 27.

**SAMPLE 1 COMPLEMENTARY DAYS AND WEEKENDS**

FIELD TRAINING FOCUSED UNIT TRAINING DAYS Complementary EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
<b>Day 1</b>	EO	C105.03 Participate in an Orienteering Event								
	Instructor									
	Location									
<b>Day 2</b>	EO	C121.02 Participate in a Discussion on Cold Climate Exposure	C123.02 Adhere to Snowshoe March Discipline	C123.03 Participate in Snowshoeing						
	Instructor									
	Location									

**Note:** This winter activity should be placed during winter conditions and after session 11.

FIELD TRAINING FOCUSED UNIT TRAINING DAYS Expedition Elements (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
<b>Day 1</b>	EO	C123.01 Canoeing Activity IAW A-CR-CCP-951/PT-002, Chapter 3								
	Instructor									
	Location									
<b>Day 2</b>	EO	C123.01 Canoeing Activity IAW A-CR-CCP-951/PT-002, Chapter 3								
	Instructor									
	Location									

**Note:** Canoeing is only one example of the many expedition oriented activities units may wish to carry out.

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## RESOURCE REQUIREMENTS

### MANDATORY TRAINING

Item	Quantity	PO/EO
4-lb axe (36-inch handle)	1 per group	M224.05, M221.02, M221.07 and M221.09
Air mattress	1 per cadet	M221.06
Baseball	3	M205.01
Baseball base	4	M205.01
Baseball bat	2	M205.01
Baseball glove (right and left handed)	12	M205.01
Basketball	2	M205.01
Basketball net	2	M205.01
Batter's helmet	2	M205.01
Bow saw (24-inch handle)	1 per group	M224.05, M221.02, M221.07 and M221.09
Cardboard	6 sheets	M207.01
CD/cassette player	1	M204.01 and M204.05
Coloured paper	2 pieces per cadet	M207.01
Compass (magnetic)	1 per group	M222.02 to M222.06
Cooking pot	2	M221.08
Dual-mantle naptha lantern	1 per group	M221.02, M221.07 and M221.09
DVD player	1	M204.01 and M204.05
Environmental spill kit	1 kit	M221.02
Esbit stove fuel	1	M221.02
Field crosse	24	M205.01
Fire extinguisher Type A	1	M221.02 and M224.05
First aid kit	1	M205.01, M221.02 and M221.04
Fitnessgram 8.0 Stand-Alone Test Kit	1	M204.01 and M204.05
Flag/ribbon	18	M205.01

Item	Quantity	PO/EO
Flipchart paper	6 sheets	M207.01
Football	2	M205.01
Fuel container	1	M221.02
Glue	1 stick	M207.01
Goalie equipment	2 sets	M205.01
Goalie stick	2	M205.01
Goalkeeper's crosse	2	M205.01
Goalkeeper's face mask (lacrosse)	2	M205.01
Goalkeeper's face mask (ringette)	2	M205.01
Goalkeeper's helmet (lacrosse)	2	M205.01
Goalkeeper's stick (ringette)	2	M205.01
Goalkeeper's throat and chest protector (lacrosse)	2	M205.01
Groundsheet	1 per cadet	M221.06 and M221.09
Hockey ball	2	M205.01
Hockey net	2	M205.01
Hockey stick	12	M205.01
Individual Meal Package (IMP)	1 per cadet	M221.08
Jerry can	1	M221.02
Lacrosse ball	2	M205.01
Lacrosse net	2	M205.01
Magazines	Various	M207.01
Markers	1 package	M207.01
Matches	1 package per group	M224.05
Measuring tape	1	M204.01, M204.05 and M222.04
Mini pack-away battery lantern	1	M221.02
Mirror	1	M224.06
Mouthguard	1 per cadet	M205.01

Item	Quantity	PO/EO
Naptha fuel	4L	M221.02
Pail	1	M224.05
Paracord	2 rolls	M221.06
Pens/pencils	1 per cadet	M204.01 to M204.05 and M207.01
Plastic disk (Frisbee)	2	M205.01
Pocket knife	1 per two cadets	M221.06
Pot set	1 per group	M221.02 and M221.09
Propane	1 cylinder	M221.02
Pylons	4 per lane	M204.01 and M204.05
Railings/dowels	1 per group	M221.05
Ringette net	2	M205.01
Romer	1 per group	M222.01
Rope (10 mm)	1 metre per cadet	M221.05
Rope (12 mm)	10 metres	M221.05
Rubber ring (ringette)	2	M205.01
Ruler	1 per group	M207.01
Scissors	1 pair per group	M207.01
Shovel	1	M224.05
Single-burner Coleman stove	1	M221.02
Single-burner MSR stove	1	M221.02
Single-mantle lantern – naptha fuelled	1	M221.02
Sleeping bag	1 per cadet	M221.06
Soccer ball	2	M205.01
Soccer net	2	M205.01
Softball	3	M205.01
Stopwatch	1	M204.01 and M205.01
Stove	1	M221.08
Topographical map	1 per group	M222.01 to M222.06

Item	Quantity	PO/EO
TV	1	M204.01 and M204.05
Twine or bungee cord	1 roll	M221.06
Two-burner Coleman stove	1 per group	M221.07 and M221.09
Volleyball	2	M205.01
Volleyball net	1	M205.01
Water carrier, water bag	1	M221.02
Water carriers, military canteen	1	M221.02
Water carriers, nalgene	1	M221.02
Whistle	1	M205.01 and M205.06

**COMPLEMENTARY TRAINING**

Item	Quantity	PO/EO
.177 air rifle pellets	Minimum of 700	C211.04
4-lb axe (36-inch handle)	1 per group	C221.02
BART	1 per firing point	C211.03 and C211.04
Bow saw (24-inch handle)	1 per group	C221.02
Bright coloured tape	1 roll	C221.03
Cadet air rifle	1 per lane	C206.01 to C206.03, C211.03 and C211.04
Cadet air rifle sling	1 per cadet air rifle	C206.01 to C206.03, C211.03 and C211.04
Caught in the Crossfire DVD	1	C220.03
CCT2000GRTD Grouping Target	1 per lane	C206.02
CD/cassette player	1	C204.01
Compass (magnetic)	1 per group	C222.01
DVD player	1	C204.01 and C204.03
Fitnessgram 8.0 Stand-Alone Test Kit	1	C204.01
Matches	1 package per group	C224.01 and C224.02
Measuring tape	1	C204.01
Paracord	2 rolls	C221.02 and C224.02
Pens/pencils	1 per cadet	C204.01 to C204.04
Potato	1 per cadet	C224.01
Pylons	4 per lane	C204.01
Safety glasses/goggles	1 per firing point	C211.03 and C211.04
Scissors	1 per cadet	C204.02
Shooting mat	2 per firing point	C211.03
Shooting mat (if available)	1 per lane	C206.01 to C206.03, C211.03 and C211.04
Shovel	1 per group	C224.01
Stopwatch	5	C211.04

Item	Quantity	PO/EO
String	1 spool	C224.02
Suitable target	As required	C206.03
Tape	1 roll	C207.01
Tape/glue	1 per every 2 cadets	C204.02
Target frame	1 per firing point	C211.03 and C211.04
Tin Foil	1 roll per 10 cadets	C224.01
Topographical map	1 per group	C222.01
TV	1	C204.01 and C204.03
Whistle	1	C211.02

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## CHAPTER 3

### CADET EVALUATION

#### PURPOSE

1. The purpose of this chapter is to outline the specific evaluation requirements for the Red Star Program of the Royal Canadian Army Cadets.

#### LEARNER EVALUATION

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

#### DEVELOPMENTAL PERIODS

3. A developmental period (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 aims of the CP and contribute to the achievement of the CP outcomes. DPs are distinguished by progressive training levels and associated learning objectives ensuring each level of training will be relevant, achievable and age-appropriate for the target audience.

4. The CP is conducted across the three adolescent DPs applicable to the CP population. Outlined in each DP are specific philosophies and approaches to learning which impact training and evaluation. Red Star training and evaluation are participatory in nature. A basic overview of the DP characteristics is located at [Annex A](#).

#### RED STAR CADET EVALUATION

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

#### RED STAR QUALIFICATION STANDARD

6. The minimum standard for Red Star Program qualification is:
- sixty percent overall attendance in all scheduled mandatory and complementary training as calculated by the corps; and
  - successful completion of each PO as outlined in the Red Star Program Qualification Record located at [Annex B](#).

#### ADDITIONAL CADET EVALUATIONS

7. All cadets must successfully complete the Cadet Air Rifle Handling Test, located at A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets, Green Star – Qualification Standard and Plan*, Chapter 3, Annex C, prior to participating in familiarization and recreational marksmanship activities.

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

#### MONITORING CADET PROGRESS

9. 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.

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

### **REPORTING CADET PROGRESS**

11. The progress of each cadet shall be reported using the Red Star Program Qualification Record, located at [Annex B](#), which is also used to determine successful completion of the Red Star Program. The results shall be recorded on DND 2399, Cadet Personnel Record.

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

12. Cadets who do not meet the minimum qualification standard shall be given a reasonable opportunity to complete the training missed. If, by the end of the training year, the cadet still has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the corps CO should consider the overall performance of the cadet and the legitimacy of their reason for failing to attain the PO. In granting a waiver, the CO must also consider the cadet's attendance and behaviour.

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

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

### **RED STAR CERTIFICATE OF QUALIFICATION**

15. The CF 558, Cadet Certificate of Qualification, CF 558 (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Red Star Program. Until cadets who have been waived from the minimum qualification standard have attained said standard, they shall not be granted the Cadet Certificate of Qualification.

CHARACTERISTICS OF CP DPs

DEVELOPMENTAL PERIOD (DP)	DEVELOPMENTAL PERIOD 1 (DP1)	DEVELOPMENTAL PERIOD 2 (DP2)	DEVELOPMENTAL PERIOD 3 (DP3)
AGES	12 to 14	15 to 16	17 to 18
YEARS	Y1 Y2	Y3 Y4	Y5+
DP OVERVIEW	<i>Learning in the Cadet Program is designed around three progressive Developmental Periods (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	<b>EXPERIENCE-BASED</b>	<b>DEVELOPMENTAL</b>	<b>COMPETENCY</b>
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	<b>PARTICIPATORY</b>	<b>BASELINE PROFICIENCY</b>	<b>ENHANCED PROFICIENCY</b>
ASSESSMENT PURPOSE	<ul style="list-style-type: none"> <li>Stimulation and maintenance of an enhanced interest in the CP.</li> </ul> <p><b>Note:</b> Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.</p> <ul style="list-style-type: none"> <li>Exposure to a broad knowledge base and skill set.</li> </ul> <p><b>Note:</b> CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest.</p>	<ul style="list-style-type: none"> <li>Development of a broad knowledge base and skill set as well as introducing reasoning proficiency.</li> <li>Ongoing determination and development of specific specialty areas of interest and capability.</li> <li>Recognition of enhanced proficiency achievement.</li> <li>Ongoing stimulation and maintenance of an enhanced interest in the CP.</li> </ul>	<ul style="list-style-type: none"> <li>Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to Program requirements.</li> <li>Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency.</li> <li>Ongoing recognition of enhanced proficiency achievement.</li> <li>Ongoing stimulation and maintenance of an enhanced interest in the CP.</li> </ul>

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### RED STAR TRAINING PROGRAM QUALIFICATION RECORD

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

Topic	PO	Performance Statement	PO Assessment		CO's Waiver
			Participated	Did Not Participate	
Citizenship	201	Identify the Role of an Environmentally Conscious Canadian Citizen			
Community Service	202	Perform Community Service			
Leadership	203	Demonstrate Leadership Attributes Within a Peer Setting			
Personal Fitness and Healthy Living	204	Update Personal Activity Plan			
Recreational Sports	205	Participate in Recreational Sports			
Air Rifle Marksmanship	206	Fire the Cadet Air Rifle During Recreational Marksmanship			
General Cadet Knowledge	207	Serve in an Army Cadet Corps			
Drill	208	Execute Drill as a Member of a Squad			
Canadian Forces Familiarization	220	Recognize Canadian Forces (CF) Peace Support Operations			
Field Training	221	Perform the Duties of a Section Member During a Weekend Bivouac Exercise			
Navigation	222	Navigate Along a Route Using a Map and Compass			
Trekking	223	Hike Along a Route as Part of an Overnight Exercise			
Wilderness Survival	224	Identify Immediate Actions to Take When Lost			

**Note:** The CO's waiver section requires initialling from the Corps Commanding Officer when being applied.

<b>Red Star Program Qualification Achieved</b>	<b>Yes</b>	
	<b>No</b>	

Trg O's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PERFORMANCE OBJECTIVE (PO) REQUIRED STANDARDS**

<b>PO</b>	<b>Performance Statement</b>	<b>Abbreviated Standard</b>
201	Identify the Role of the Environmentally Conscious Canadian Citizen	The cadet identified the role of an environmentally conscious Canadian including the rights and responsibilities of a Canadian citizen and the Government of Canada's code of environmental stewardship.
202	Perform Community Service	The cadet participated in a community service activity.
203	Demonstrate Leadership Attributes Within a Peer Setting	The cadet demonstrated leadership attributes within a peer setting by positively contributing to a group, displaying a positive attitude toward learning, and being accountable for personal actions and choices.
204	Update Personal Activity Plan	The cadet participated in the PACER test and updated their personal activity plan.
205	Participate in Recreational Sports	The cadet participated in a recreational sports activity.
206	Fire the Cadet Air Rifle During Recreational Marksmanship	The cadet participated in recreational marksmanship using the cadet air rifle.
207	Serve in an Army Cadet Corps	Over the course of the training year, the cadet demonstrated an ability to recognize significant historical aspects related to the Royal Canadian Army Cadets, recognize the role of the local sponsor, and identify year two summer training opportunities.
208	Execute Drill as a Member of a Squad	The cadet executed drill as a member of a squad.
220	Recognize Canadian Forces (CF) Peace Support Operations	The cadet demonstrated knowledge of the role of the Canadian Forces during peace support operations.
221	Perform the Duties of a Section Member During a Weekend Bivouac Exercise	The cadet assumed the duties of a section member during a weekend exercise by setting up a hoochie, maintaining a hygienic bivouac site, lighting a stove and lantern, cooking an IMP and applying basic first aid treatments for lacerations and burns.
222	Navigate Along a Route Using a Map and Compass	The cadet navigated along a route using a map and compass including calculating distance and a bearing, orienting the map

PO	Performance Statement	Abbreviated Standard
		using a compass, and pacing a route following a bearing.
223	Hike Along a Route as Part of an Overnight Exercise	The cadet participated in a 8-12 km two-day hike with some Class 2 terrain.
224	Identify Immediate Actions to Take When Lost	The cadet described the actions to take when lost; STOP, locate shelter, employ signalling techniques, and ignite a fire.

**Note:** The abbreviated standards are based on the lesson specifications detailed in Chapter 4.

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**CHAPTER 4**  
**PERFORMANCE OBJECTIVES**

**SECTION 1**

**PO 201 – IDENTIFY THE ROLE OF AN ENVIRONMENTALLY CONSCIOUS CANADIAN CITIZEN**

1. **Performance.** Identify the Role of an Environmentally Conscious Canadian Citizen
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references, the cadet shall identify the role of an environmentally conscious Canadian citizen, to include:
  - a. the rights and responsibilities of a Canadian citizen; and
  - b. the Government of Canada's code of environmental stewardship.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 201 is designed to enhance the cadet's knowledge of citizenship and environmental stewardship:
    - (1) EO C201.01 (Participate in a Discussion on Environmental Issues Relative to Canada);
    - (2) EO C201.02 (Tour a Local Municipal, Provincial or National Political Institution);
    - (3) EO C201.03 (Tour a Local Municipal, Provincial or National Environmental Facility);
    - (4) EO C201.04 (Participate in a Presentation Given by an Environmental Guest Speaker); and
    - (5) EO C201.05 (Participate in a Presentation Given by a Government Representative).
  - b. Complementary training associated with PO 201 is limited to a total of 11 periods, which may be conducted during sessions or on a supported day. Corps are not required to use all 11 periods.

**EO M201.01 – DISCUSS THE RIGHTS AND RESPONSIBILITIES OF A CANADIAN CITIZEN**

1. **Performance.** Discuss the Rights and Responsibilities of a Canadian Citizen.
2. **Conditions**
  - a. Given:
    - (1) handout of the rights and responsibilities of a Canadian citizen;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with *Citizenship and Immigration Canada Fact Sheet: Rights and Responsibilities*, the cadet shall discuss the rights and the responsibilities of a Canadian citizen.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the rights of a Canadian citizen, to include: <ol style="list-style-type: none"> <li>a. equality rights;</li> <li>b. democratic rights;</li> <li>c. legal rights;</li> <li>d. mobility rights;</li> <li>e. language rights; and</li> <li>f. minority language education rights.</li> </ol>	Interactive Lecture	10 min	C0-081
TP2	Explain the responsibilities of a Canadian citizen, to include: <ol style="list-style-type: none"> <li>a. understanding and obeying Canadian laws;</li> <li>b. participating in Canada's democratic political system;</li> <li>c. voting in elections;</li> <li>d. allowing other Canadians to enjoy their rights and freedoms; and</li> <li>e. appreciating and helping to preserve Canada's multicultural heritage.</li> </ol>	Interactive Lecture	5 min	C0-081
TP3	Conduct a group discussion where cadets decide which right or responsibility is the most important to them.	Group Discussion	10 min	

**5. Time**

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

**6. Substantiation**

- a. An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the rights and responsibilities of a Canadian citizen, to generate an interest and to present basic material.
- b. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the rights and responsibilities of a Canadian citizen.

7. **References.** C0-081 Citizenship and Immigration Canada. (2006). *Fact Sheet: Rights and Responsibilities*. Retrieved 2 February 2007, from [http://www.cic.gc.ca/english/newcomer/fact\\_08e.html](http://www.cic.gc.ca/english/newcomer/fact_08e.html).

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

9. **Learning Aids.** Handout of the rights and responsibilities of a Canadian citizen located at A-CR-CCP-702/PF-001, Chapter 1, Annex A.

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

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

**EO M201.02 – DISCUSS THE PRINCIPLES OF ENVIRONMENTAL STEWARDSHIP**

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

TP	Description	Method	Time	Ref
TP1	<p>Explain the <i>Government of Canada's Code of Environmental Stewardship</i>, to include:</p> <ol style="list-style-type: none"> <li>a. incorporating environmental concerns in relevant decisions;</li> <li>b. ensuring environmental considerations are incorporated in purchasing practices;</li> <li>c. applying environmentally responsible practices in disposal;</li> <li>d. meeting or exceeding federal environmental laws;</li> <li>e. reusing, recycling and reducing waste; and</li> <li>f. improving the level of environmental awareness.</li> </ol>	Interactive Lecture	10 min	C0-090
TP2	<p>Explain that the CCM has a <i>Code of Environmental Stewardship</i> in CATO 11-08, <i>Environmental Protection and Stewardship</i>, to include:</p> <ol style="list-style-type: none"> <li>a. the definition of due diligence;</li> <li>b. that if a member of the CF does not comply with the Code they may be personally liable to cover financial loss or imprisonment; and</li> <li>c. that if a cadet does not comply with the Code they may be charged under the <i>Youth Criminal Justice Act</i>.</li> </ol>	Interactive Lecture	5 min	A0-039

TP	Description	Method	Time	Ref
TP3	Conduct a group discussion about environmental stewardship within the CP, to include: <ul style="list-style-type: none"> <li>a. reducing, reusing and recycling at the corps; and</li> <li>b. improving environmental awareness:               <ul style="list-style-type: none"> <li>(1) at the corps;</li> <li>(2) while at outdoor activities; and</li> <li>(3) within the community.</li> </ul> </li> </ul>	Group Discussion	10 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the principles of environmental stewardship, generate an interest and present basic material.
- b. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about environmental stewardship.

7. **References**

- a. A0-039 CATO 11-08 D Cdts 3. (1997). *Environmental Protection and Stewardship*. Ottawa, ON: Department of National Defence.
- b. C0-090 Environment Canada. (2007). *Code of Environmental Stewardship*. Retrieved 2 February 2007 from <http://www.ns.ec.gc.ca/g7/code.html>.

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

9. **Learning Aids.** Handout of the Code of Environmental Stewardship.

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

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

**EO C201.01 – DISCUSS ENVIRONMENTAL ISSUES RELATIVE TO CANADA**

1. **Performance.** Discuss Environmental Issues Relative to Canada.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall discuss local, provincial/territorial and national environmental issues, to include:
  - a. recycling opportunities;
  - b. lowering greenhouse gas emissions; and
  - c. disposing of hazardous waste.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a group discussion on recycling opportunities in the local community, to include, the availability of: <ol style="list-style-type: none"> <li>a. aluminum can and bottle recycling;</li> <li>b. paper/cardboard recycling;</li> <li>c. battery recycling; and</li> <li>d. other recycling opportunities.</li> </ol>	Group Discussion	10 min	See Remarks para 11
TP2	Conduct a group discussion on suggestions for lowering greenhouse gas emissions locally, provincially/territorially or nationally, to include: <ol style="list-style-type: none"> <li>a. walking or taking public transit instead of driving a vehicle;</li> <li>b. avoiding unnecessary idling of a vehicle;</li> <li>c. driving a hybrid car;</li> <li>d. investing in a programmable thermostat;</li> <li>e. turning down the temperature in the house before going to sleep;</li> <li>f. replacing standard bulbs with fluorescent bulbs;</li> <li>g. turning off lights when not in the room;</li> </ol>	Group Discussion	10 min	C0-091

TP	Description	Method	Time	Ref
	h. tax incentives for towns and cities to create public transportation; i. researching and developing alternate fuels and energy sources; j. taxing; k. educating the public about greenhouse gas emissions; and l. having all governments employees use the ideas from the previous TP.			
TP3	Conduct a group discussion on local, provincial/territorial or national hazardous waste disposal sites, to include: a. a list of household hazard waste items; and b. disposal locations for: (1) nuclear waste; (2) biomedical waste; (3) household hazardous waste; and (4) chemical waste.	Group Discussion	5 min	C0-092 C0-093 C0-094

#### 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 to allow the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about environmental issues.

#### 7. References

- a. C0-091 The City of Red Deer. (2007). *Household Tips to Reduce Greenhouse Gas Emissions*. Retrieved 19 February 2007 from <http://www.city.red-deer.ab.ca/Keeping+You+Informed/Environmental+Tips+and+Initiatives/Household+Tips+to+Reduce+Greenhouse+Gas+Emissions.htm>.
- b. C0-092 The City of Red Deer. (2007). *Household Hazardous Waste*. Retrieved 19 February 2007 from <http://www.city.red-deer.ab.ca/Keeping+You+Informed/Environmental+Tips+and+Initiatives/Household+Hazardous+Waste.htm>.
- c. C0-093 Industry Canada. (2007). *Canadian Company Capabilities*. Retrieved 19 February 2007 from <http://www.strategis.ic.gc.ca/app/ccs/search/navigate.do?language=eng&portal=1&subportal=&estmntNo=234567041421&profile=completeProfile>.
- d. C0-094 Depository Services Program. (2007). *High-Level Radioactive Waste in Canada*. Retrieved 19 February 2007 from <http://www.dsp-psd.pwgsc.gc.ca/Collection-R/LoPBdP/BP/bp338-e.htm>.

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

9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks.** References for TP1 can be found by investigating the website for your local, municipality, region and/or province/territory.

**EO C201.02 – TOUR A LOCAL MUNICIPAL, PROVINCIAL OR NATIONAL POLITICAL INSTITUTION**

1. **Performance.** Tour a Local Municipal, Provincial or National Political Institution.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: The corps Commanding Officer will determine conditions suitable for this training.
3. **Standard.** The cadet shall tour a local municipal, provincial or federal political institution to gain an awareness of the role of political institutions in:
  - a. improving the level of environmental awareness; and
  - b. applying environmentally responsible waste disposal practices.
4. **Teaching Points.** The tour guide is asked to explain:
  - a. the rights of a Canadian citizen;
  - b. the responsibilities of a Canadian citizen; and
  - c. the government's role in:
    - (1) improving environmental awareness; and
    - (2) applying environmentally responsible waste disposal practices.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Field Trip:	80 min
c.	Total:	90 min
6. **Substantiation.** A field trip was chosen for this lesson to reinforce the cadet's knowledge of material previously taught in EO M201.01 (Discuss the Rights and Responsibilities of a Canadian Citizen) and EO M201.02 (Discuss the Principles of Environmental Stewardship) through participation in a tour.
7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Cadet corps personnel are to determine whether a guide will escort the group or if an instructor from the corps will be responsible for conducting the tour. If an instructor from the corps will conduct the tour, the government's role in improving environmental awareness and applying environmentally responsible waste disposal practices are to be researched in advance.

- b. This field trip can be completed on a supported day or during a complementary session.
- c. There is no instructional guide for the lesson.

**EO C201.03 – TOUR A LOCAL MUNICIPAL, PROVINCIAL OR NATIONAL ENVIRONMENTAL FACILITY**

1. **Performance.** Tour a Local Municipal, Provincial or National Environmental Facility.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: The corps Commanding Officer will determine conditions suitable for this training.
3. **Standard.** The cadet shall tour a local municipal, provincial or federal environmental facility to gain an awareness of environmental stewardship, to include:
  - a. improving the level of environmental awareness; and
  - b. applying environmentally responsible practices.
4. **Teaching Points.** The tour guide is asked to explain:
  - a. reducing;
  - b. reusing;
  - c. recycling; and
  - d. recovering.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Field Trip:	80 min
c.	Total:	90 min
6. **Substantiation.** A field trip was chosen for the lesson to reinforce the cadet's knowledge of material previously taught in EO M201.02 (Discuss the Principles of Environmental Stewardship) through participation in a tour.
7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Cadet corps personnel are to determine whether a guide will escort the group or if an instructor from the corps will be responsible for conducting the tour. If an instructor from the corps will conduct the tour, all teaching points are to be researched in advance.
  - b. This field trip can be completed on a supported day or during a complementary session.
  - c. There is no instructional guide for the lesson.

**EO C201.04 – PARTICIPATE IN A PRESENTATION GIVEN BY AN ENVIRONMENTAL GUEST SPEAKER**

1. **Performance.** Participate in a Presentation Given by an Environmental Guest Speaker.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by an environmental guest speaker to gain an awareness of environmental stewardship.
4. **Teaching Points.** The environmental guest speaker is asked to:
  - a. describe the environmental service or facility of which they are a member;
  - b. describe their duties;
  - c. explain the role of their service or facility within the community; and
  - d. facilitate a question and answer period.
5. **Time**

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	50 min
c. Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to review, clarify, emphasize and summarize the teaching points.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Required training aids should be determined by contacting the speaker prior to the presentation.
  - b. There is no instructional guide for the lesson.

**EO C201.05 – PARTICIPATE IN A PRESENTATION GIVEN BY A GOVERNMENT REPRESENTATIVE**

1. **Performance.** Participate in a Presentation Given by a Government Representative.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a government representative, to gain an awareness of environmental stewardship at the various levels of government.
4. **Teaching Points.** The government representative is asked to:
  - a. explain the decision-making process with regard to:
    - (1) improving environmental awareness;
    - (2) applying environmentally responsible practices in waste disposal; and
    - (3) reducing, reusing and recycling; and
  - b. facilitate a question and answer period.
5. **Time**

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	50 min
c. Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to review, clarify, emphasize and summarize the teaching points.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Required training aids should be determined by contacting the speaker prior to the presentation.
  - b. There is no instructional guide for the lesson.

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**SECTION 2**  
**PO 202 – PERFORM COMMUNITY SERVICE**

1. **Performance.** Perform Community Service.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** As a member of a team, 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. Corps are encouraged to participate in a community service activity that contributes to the conservation of the environment.
  - b. Community service may be conducted as nine periods during a supported day or over three sessions of three periods each.
  - c. 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.
  - d. Corps should consult their sponsor in the selection of community service activities.
  - e. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
5. **Complementary Material**
  - a. Complementary material associated with PO 202 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 Red Star Program.
  - c. Some complementary training offered in the Green Star Program may be selected as complementary training in the Red 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 Green Star, training staff will review the applicable performance objective, lesson specification, and instructional guide.

- e. Complementary training associated PO 202 is limited to a total of nine periods 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 M202.01 – PERFORM COMMUNITY SERVICE**

1. **Performance.** Perform Community Service.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** As a member of a team, the cadet shall 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 clean up, 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 prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to 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; and
  - b. Following participation in the activity, the cadets are to be debriefed, ideally by a guest speaker or specialist who was involved in the activity. They 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.
5. **Time**

a.	Introduction:	15 min
b.	Experiential:	255 min
c.	Total:	270 min
6. **Substantiation.** The experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge through a direct experience. This approach allows cadets to actively participate in their community and experience the positive outcomes that are derived from that participation. Cadets can then define that experience at a personal level, and through reflection on the experience, derive an understanding of how their individual efforts may benefit their community in future projects.

7. **References**

- a. A0-010 CATO 11-03 D Cdts 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 25 May 2006, from [http://www.legion.ca/asp/docs/about/community\\_e.asp](http://www.legion.ca/asp/docs/about/community_e.asp).
- c. C0-015 Kiwanis International. (2006). *About Kiwanis*. Retrieved 25 May 2006, from <http://www.kiwanis.org/about>.
- d. C0-016 Lions Club International. (2006). *Lions Clubs International History*. Retrieved 25 May 2006, from [http://www.lionsclubs.org/en/content/lions\\_history.shtml](http://www.lionsclubs.org/en/content/lions_history.shtml).
- e. C0-017 Rotary International. (2005). *About Rotary*. Retrieved 25 May 2006, from <http://www.rotary.org/aboutrotary/index.html>.
- f. C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved 16 August 2006, from <http://www.unesco.ca>.

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

9. **Learning Aids.** Appropriate equipment/material for the activity.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material immediately following the activity by means of a debrief.

11. **Remarks**

- a. A sample listing of community based/oriented groups could include:
  - (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 (three periods x three occasions) 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.

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**SECTION 3****PO 203 – DEMONSTRATE LEADERSHIP ATTRIBUTES WITHIN A PEER SETTING**

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

**EO M203.01 – DISCUSS LEADERSHIP WITHIN A PEER SETTING**

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

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

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

5. **Time**

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

6. **Substantiation**

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

7. **References**

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

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

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

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

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

**EO M203.02 – DISCUSS THE PRINCIPLES OF LEADERSHIP**

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

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

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

**7. References**

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

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

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

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

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

**EO M203.03 – DISCUSS EFFECTIVE COMMUNICATION IN A PEER SETTING**

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

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

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

7. **References**

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

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

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

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

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

**EO M203.04 – DEMONSTRATE POSITIVE GROUP DYNAMICS**

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

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

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>i. resolving conflicts as quickly as possible at the lowest and most appropriate level; and</li> <li>j. celebrating successes.</li> </ul>			
TP3	Demonstrate positive group dynamics.	In-class Activity	15 min	

5. **Time**

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

6. **Substantiation**

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

7. **References**

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

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

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

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

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

**EO M203.05 – DISCUSS INFLUENCE BEHAVIOURS**

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

4. **Teaching Points**

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

5. **Time**

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

**6. Substantiation**

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

**7. References**

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

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

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

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

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

**EO M203.06 – EMPLOY PROBLEM SOLVING**

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

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

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

**6. Substantiation**

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

**7. References**

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

**8. Training Aids**

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

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

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

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

**EO M203.07 – DISCUSS PERSONAL INTEGRITY AS A QUALITY OF LEADERSHIP**

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

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

**5. Time**

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

**6. Substantiation**

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

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

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

**9. Learning Aids.**

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

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

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

**EO M203.08 – PARTICIPATE IN TEAM-BUILDING ACTIVITIES**

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

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

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

**EO C203.01 – RECORD ENTRIES IN A REFLECTIVE JOURNAL**

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

4. **Teaching Points**

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

5. **Time**

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

**EO C203.02 – EMPLOY PROBLEM SOLVING**

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

4. **Teaching Points**

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

5. **Time**

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 10 min |
| b. In-class Activity:       | 25 min |
| c. Group Discussion:        | 25 min |
| d. Total:                   | 60 min |

**6. Substantiation**

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

**7. References**

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

**8. Training Aids**

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

**9. Learning Aids.** Scenarios of problems.**10. Test Details.** N/A.**11. Remarks.** N/A.

**EO C203.03 – DISCUSS CHARACTERISTICS OF A LEADER**

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

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

5. **Time**

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

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

**EO C203.04 – PARTICIPATE IN A PRESENTATION GIVEN BY A LEADER**

1. **Performance.** Participate in a Presentation Given by a Leader.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough for the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a leader.
4. **Teaching Points.** The leadership guest speaker is asked to:
  - a. describe their leadership characteristics, to include:
    - (1) their principles of leadership; and
    - (2) their qualities as a leader; and
  - b. facilitate a question and answer period.
5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Interactive Lecture: 50 min
  - c. Total: 60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to review, clarify, emphasize and summarize the teaching points.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. This EO is not to be conducted by corps personnel so as to expose cadets to other leaders.
  - b. This EO may be duplicated by using a variety of leaders during optional periods in the training schedule.
  - c. Required training aids should be determined by contacting the speaker prior to the presentation.
  - d. There is no instructional guide for the lesson.

**EO C203.05 – PARTICIPATE IN TRUST-BUILDING ACTIVITIES**

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

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct team-building activities through trust games.	Experiential	25 min	C0-077 (pp. 79 to 95)

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

**EO C203.06 – PARTICIPATE IN PROBLEM-SOLVING ACTIVITIES**

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

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct team-building activities through problem-solving games.	Experiential	25 min	C0-077 (pp. 110 to 123)

5. **Time**

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

**SECTION 4**  
**PO 204 – UPDATE PERSONAL ACTIVITY PLAN**

1. **Performance.** Update Personal Activity Plan.
2. **Conditions**
  - a. Given:
    - (1) *Canada's Food Guide*;
    - (2) *Fitnessgram 8.0 Stand-Alone Test Kit*;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Training area large enough to conduct the PACER; and
    - (2) Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadets will update their personal activity plan, to include:
  - a. participating in the PACER; and
  - b. setting new short-term and long-term personal goals for the training year.
4. **Remarks.** The PACER focuses on individual assessment and achievement. Cadets will run the PACER in order to obtain a benchmark for tailoring their personal activity plan for the training year.
5. **Complementary Material**
  - a. Complementary material associated with PO 204 is designed to enhance the cadet's personal activity plan, through a number of activities:
    - (1) EO C204.01 (Perform the PACER) allows the cadet to track individual progress; and
    - (2) EO C204.02 (Develop a Personal Nutrition Plan).
  - b. Some complementary training offered in the Green Star Program may be selected as complementary training in the Red Star Program, specifically EO C104.01 (Create Team Goals), to enhance a cadet's personal activity plan through the creation of team goals as a member of a group.
  - c. When selecting complementary training from Green Star, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
  - d. Complementary training associated with PO 204 is limited to a total of three periods conducted during sessions or on a supported day. Corps are not required to use all three periods.

**EO M204.01 – PERFORM THE PACER**

1. **Performance.** Perform the PACER.
2. **Conditions**
  - a. Given:
    - (1) *Fitnessgram 8.0 Stand-Alone Test Kit*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to conduct the PACER.
3. **Standard.** In accordance with specified references, the cadet shall perform the PACER.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe heart rate/pulse, to include: <ol style="list-style-type: none"> <li>a. how to determine heart rate/pulse;</li> <li>b. the normal range for resting heart rate; and</li> <li>c. target heart rate.</li> </ol>	Interactive Lecture	5 min	C0-096 C0-097 C0-098 (pp. 177 and 178) C0-102 (p. 11-7)
TP2	Introduce methods to increase cardiovascular endurance, to include: <ol style="list-style-type: none"> <li>a. pacing;</li> <li>b. running form; and</li> <li>c. progression.</li> </ol>	Interactive Lecture	5 min	C0-098 (p. 69) C0-099
TP3	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP4	Demonstrate and have the cadets practice performing the PACER, to include: <ol style="list-style-type: none"> <li>a. identifying the layout of the PACER;</li> </ol>	Demonstration and Performance	10 min	C0-095

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>b. responding to the beeps; and</li> <li>c. recording the results.</li> </ul>			
TP5	Supervise while the cadets perform the PACER.	Practical Activity	25 min	C0-095
TP6	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ul style="list-style-type: none"> <li>a. allow the body time to slowly recover from physical activity and to help prevent injury;</li> <li>b. prepare the respiratory and cardiovascular systems to return to their normal state; and</li> <li>c. stretch the muscles.</li> </ul>	Practical Activity	5 min	C0-002 (pp 109 to 113) C0-089

#### 5. Time

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	10 min
c.	Practical Activity:	35 min
d.	Demonstration and Performance:	10 min
e.	Total:	60 min

#### 6. Substantiation

- a. An interactive lecture was chosen for TP1 and TP2 to present basic information on heart rate/pulse and cardiovascular endurance.
- b. A practical activity was chosen for TP3, TP5 and TP6 as it is an interactive way to introduce cadets to cardiovascular activities in a safe and controlled environment. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.
- c. Demonstration and performance was chosen for TP4 as it allows the instructor to explain and demonstrate how to perform the PACER while providing an opportunity for the cadets to practice the PACER under supervision.

#### 7. References

- a. 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 and Buffalo, NY: Mosaic Press.
- b. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- c. C0-058 Webb Physiotherapists Inc. *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- d. C0-059 Webb Physiotherapists Inc. *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- e. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.

- f. C0-061 City of Saskatoon, Community Services Department. *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>.
- g. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary*. (Rev. Ed.) Bolinas, CA: Shelter Publications, Inc.
- h. C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-alone Test Kit*. Windsor, ON: Human Kinetics.
- i. C0-096 Kaleida Health Cardiovascular Services. *Target Heart Rate*. Retrieved 20 February 2007, from <http://www.cardiovascularservices.org/HeartRate.html>.
- j. C0-097 Government of Ontario. (2006). *Target Heart Rate Chart*. Retrieved 20 February 2007, from [http://www.active2010.ca/index.cfm?fa=english\\_tools.target](http://www.active2010.ca/index.cfm?fa=english_tools.target).
- k. C0-098 (ISBN 0-7360-0212-X) Bompa, T.O. (2000). *Total Training for Young Champions: Proven Conditioning Programs for Athletes Ages 6 to 18*. Windsor, ON: Human Kinetics.
- l. C0-099 Manitoba Marathon. *Manitoba Marathon: Training-Easy Run Pacing*. Retrieved 20 February 2007, from [http://www.manitobamarathon.mb.ca/training\\_pacing.aspx](http://www.manitobamarathon.mb.ca/training_pacing.aspx).
- m. C0-102 (ISBN 0-662-69515-1) St. John Ambulance. (2006). *First on the Scene: Student Reference Guide*. Ottawa, ON: Her Majesty the Queen of Right in Canada.
- n. C0-136 RCMP Recruiting. *RCMP Recruiting—Physical Abilities Requirement Evaluation (PARE)*. Retrieved 21 March 2007, from [http://www.rcmp-grc.ca/recruiting/pare\\_partb\\_e.htm](http://www.rcmp-grc.ca/recruiting/pare_partb_e.htm).

8. **Training Aids**

- a. Stopwatch;
- b. Measuring tape;
- c. Pylons;
- d. Score sheets;
- e. Cassette/CD player;
- f. TV;
- g. DVD player; and
- h. *Fitnessgram 8.0 Stand-Alone Test Kit*.

9. **Learning Aids.**

- a. Pylons;
- b. Score sheets;
- c. Pens/pencils; and
- d. *Fitnessgram 8.0 Stand-Alone Test Kit*.

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

11. **Remarks.** The PACER is an individual assessment of cardiovascular fitness. Results from this assessment are not to be used for competition or classification among cadets.

**EO M204.02 – IDENTIFY HEALTHY FOOD CHOICES**

1. **Performance.** Identify Healthy Food Choices.
2. **Conditions**
  - a. Given:
    - (1) *Canada's Food Guide*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify healthy food choices, to include:
  - a. identifying food groups; and
  - b. recognizing the recommended number of servings per day.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce <i>Canada's Food Guide</i> , to include: <ol style="list-style-type: none"> <li>a. food groups; and</li> <li>b. food guide servings.</li> </ol>	Interactive Lecture	10 min	C0-100 C0-101
TP2	Introduce the recommended daily intake, depending on: <ol style="list-style-type: none"> <li>a. age groups; and</li> <li>b. gender.</li> </ol>	Interactive Lecture	5 min	C0-100 C0-101
TP3	Conduct an activity using <i>Canada's Food Guide</i> .	In-class Activity	10 min	C0-100 C0-101 C0-138

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 and TP2 to introduce *Canada's Food Guide*.

- b. An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate an interest in healthy eating among cadets.

**7. References**

- a. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- b. C0-058 Webb Physiotherapists Inc. *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- c. C0-059 Webb Physiotherapists Inc. *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- d. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- e. C0-061 City of Saskatoon, Community Services Department. *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>.
- f. C0-100 (ISBN 0-662-44467-1) Health Canada. (2007). *Canada's Food Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- g. C0-101 (ISBN 0-662-44470-1) Health Canada. (2007). *Eating Well With Canada's Food Guide: A Resource for Educators and Communicators*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- h. C0-138 WP Clipart. *Food Section*. Retrieved 29 March 2007, from <http://www.clipart.com/food/index.html>.

**8. Training Aids.** *Canada's Food Guide*.

**9. Learning Aids**

- a. *Canada's Food Guide*;
- b. Handouts located at A-CR-CCP-702/PF-001, Chapter 4, Annex B;
- c. Pens/pencils (one per cadet);
- d. Scissors; and
- e. Glue/tape.

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

**11. Remarks.** Copies of *Canada's Food Guide* can be ordered from Health Canada's Website at [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca) to be given as a handout to each cadet.

**EO M204.03 – IDENTIFY THE BENEFITS OF A HEALTHY LIFESTYLE**

1. **Performance.** Identify the Benefits of a Healthy Lifestyle.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify the benefits of a healthy lifestyle.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss personal decisions that can be made to achieve a healthy lifestyle, to include, but not limited to: <ol style="list-style-type: none"> <li>a. not smoking;</li> <li>b. making healthy nutrition choices; and</li> <li>c. participating in physical activity.</li> </ol>	Group Discussion	10 min	C0-100 C0-104 C0-105 (p. 4–6) C0-126 (Gr. 7 Lesson Plans)
TP2	Discuss the physical benefits of a healthy lifestyle, to include: <ol style="list-style-type: none"> <li>a. healthy growth and development;</li> <li>b. a healthy heart;</li> <li>c. stronger bones and muscles;</li> <li>d. weight control; and</li> <li>e. lower health risks.</li> </ol>	Group Discussion	10 min	C0-104 (p. 4) C0-105 (p. 4) C0-108 C0-127 C0-128 C0-130
TP3	Discuss the psychological benefits of a healthy lifestyle, to include: <ol style="list-style-type: none"> <li>a. positive self-esteem;</li> <li>b. positive self/body image;</li> <li>c. higher energy; and</li> <li>d. reduced stress/increased relaxation.</li> </ol>	Group Discussion	5 min	C0-104 (pp. 4 and 8) C0-108 C0-129 C0-130 C0-133

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 the benefits of a healthy lifestyle.
7. **References**
  - a. C0-100 (ISBN 0-662-44467-1) Health Canada. (2007). *Canada's Food Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
  - b. C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (ND). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
  - c. 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.
  - d. C0-108 (ISBN 0-662-28677-4) Health Canada. (2000). *The vitality Approach: A Guide for Leaders*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
  - e. C0-126 (ISBN 0-9687739-3-1) The Lung Association. (2000). *Lungs for Life: Grade 7*. Ontario, Canada: The Lung Association.
  - f. C0-127 Winnipeg in Motion. *In Motion: Prevention of....* Retrieved 12 March 2007, from <http://www.winnipeginmotion.ca/prevention/>.
  - g. C0-127 Winnipeg in Motion. *In Motion: Children and Youth*. Retrieved 12 March 2007, from <http://www.winnipeginmotion.ca/youths/facts.php>.
  - h. C0-128 CAHPERD Advocacy Action Centre. (1996–2006). *Facts and Stats*. Retrieved 12 March 2007, from [http://www.cahperd.ca/eng/advocacy/facts/facts\\_stats.cfm](http://www.cahperd.ca/eng/advocacy/facts/facts_stats.cfm).
  - i. C0-129 Canadian Sugar Institute. (2005). *Clips on Sugars: For Up-to-date Information on Sugars in Healthy Eating*. Retrieved 12 March 2007, from <http://www.sugar.ca>.
  - j. C0-130 (ISBN 2-550-360-427-7) Thibault, G. (2000). *Physical Activity, a Determinant of Health in Youth: Advisory Option of the Kino-Quebec Scientific Committee*. Quebec: Government of Quebec.
  - k. C0-133 (ISBN 1-895724-51-1) Cragg, S. & Cameron, C. (2006). *Physical Activity of Canadian Youth – An Analysis of 2002 Health Behaviour in School-aged Children Data*. Ottawa, ON: Canadian Fitness and Lifestyle Research Institute.
8. **Training Aids.** Presentation aids (eg, whiteboard/flipchart/OHP) suitable for the classroom/training area.
9. **Learning Aids.** Handout located at A-CR-CCP-702/PF-001, Chapter 4, Annex C.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Points that arise from the group discussions in TP1 to TP4 should be placed on a whiteboard/flipchart/OHP to be referenced during the conclusion of the lesson.
  - b. The handout located at A-CR-CCP-702/PF-001, Chapter 4, Annex C is not to be used by the instructor. It is a personal resource for each cadet.

**EO M204.04 – UPDATE PERSONAL ACTIVITY PLAN**

1. **Performance.** Update Personal Activity Plan.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadets shall update their personal activity plan for the training year.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Have cadets adjust their personal activity plan (from Green Star) for the training year.	In-class Activity	25 min	C0-024 C0-104 C0-105 C0-106

5. **Time**

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 5 min  |
| b. In-class Activity:       | 25 min |
| c. Total:                   | 30 min |

6. **Substantiation.** An in-class activity was chosen for this lesson as it is an interactive way to reinforce the importance of goal setting within a personal activity plan.

7. **References**

- a. C0-019 (ISBN 0-7894-7147-7) Eaton, J. & Johnson, R. (2001). *Coaching Successfully*. New York: Dorling, Kindersley.
- b. C0-024 (ISBN 0-19-541731-3) Barber, K. (Ed.). (2001). *The Canadian Oxford Dictionary*. Don Mills, ON: Oxford University Press.
- c. C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (ND). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- d. 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.
- e. 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.

**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Paper;
- c. Pens/pencils; and
- d. *Canada's Physical Activity Guide to Healthy Active Living.*

**9. Learning Aids**

- a. Pens/pencils;
- b. Paper;
- c. Activity plan from Green Star; and
- d. Handout of a blank activity plan located at A-CR-CCP-702/PF-001, Chapter 4, Annex D.

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

**11. Remarks**

- a. Copies of the cadets' updated personal activity plans should be kept by the Training Officer.
- b. Resources such as: *Canada's Physical Activity Guide for Youth*, *Let's Get Active! Magazine for Youth 10–14 Years of Age*, and *Family Guide to Physical Activity for Youth 10–14 Years of Age*, can be ordered from [www.paguide.com](http://www.paguide.com) through the Public Health Agency of Canada to be given as a handout to each cadet.

**EO M204.05 – PERFORM THE PACER**

1. **Performance.** Perform the PACER.
2. **Conditions**
  - a. Given:
    - (1) *Fitnessgram 8.0 Stand-Alone Test Kit*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall perform the PACER.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP2	Supervise while the cadets perform the PACER.	Practical Activity	15 min	C0-095
TP3	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. allow the body time to slowly recover from physical activity and to help prevent injury;</li> <li>b. prepare the respiratory and cardiovascular systems to return to their normal state; and</li> <li>c. stretch the muscles.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089

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 track their progress in cardiovascular endurance. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.

7. **References**

- a. 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 and Buffalo, NY: Mosaic Press.
- b. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- c. C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- d. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- e. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- f. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>.
- g. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary (Rev. ed.)*. Bolinas, CA: Shelter Publications, Inc.
- h. C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-alone Test Kit*. Windsor, ON: Human Kinetics.
- i. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#1>.

8. **Training Aids**

- a. Measuring tape;
- b. Pylons;
- c. *PACER Individual Score Sheet A*;
- d. Cassette/CD player;
- e. TV;
- f. DVD player; and
- g. *Fitnessgram 8.0 Stand-Alone Test Kit*.

9. **Learning Aids**

- a. Pylons;
- b. *PACER Individual Score Sheet A*;
- c. Pens/pencils; and

d. *Fitnessgram 8.0 Stand-Alone Test Kit.*

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

11. **Remarks**

- a. The PACER is an individual assessment of cardiovascular fitness. Results from this assessment are not to be used for competition or classification among cadets.
- b. The results of the second PACER should be compared to the results of the first PACER to determine the cadets' individual progress in cardiovascular endurance.

**EO C204.01 – PERFORM THE PACER**

1. **Performance.** Perform the PACER.
2. **Conditions**
  - a. Given:
    - (1) *Fitnessgram 8.0 Stand-Alone Test Kit*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall perform the PACER.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP2	Supervise while the cadets perform the PACER.	Practical Activity	15 min	C0-095
TP3	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. allow the body time to slowly recover from physical activity and to help prevent injury;</li> <li>b. prepare the respiratory and cardiovascular systems to return to their normal state; and</li> <li>c. stretch the muscles.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089

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 track their progress in cardiovascular endurance. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.

7. **References**

- a. 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 and Buffalo, NY: Mosaic Press.
- b. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- c. C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- d. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- e. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- f. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>.
- g. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary (Rev. ed.)*. Bolinas, CA: Shelter Publications, Inc.
- h. C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-alone Test Kit*. Windsor, ON: Human Kinetics.
- i. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

8. **Training Aids**

- a. Measuring tape;
- b. Pylons;
- c. *PACER Individual Score Sheet A*;
- d. Cassette/CD player;
- e. TV;
- f. DVD player; and
- g. *Fitnessgram 8.0 Stand-Alone Test Kit*.

9. **Learning Aids**

- a. Pylons;
- b. *PACER Individual Score Sheet A*;
- c. Pens/pencils; and

d. *Fitnessgram 8.0 Stand-Alone Test Kit.*

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

11. **Remarks**

- a. The PACER is an individual assessment of cardiovascular fitness. Results from this assessment are not to be used for competition or classification amongst cadets.
- b. This EO gives the cadet the opportunity to run the PACER a third time in the middle of the training year allowing them to better track their progress in cardiovascular endurance.

**EO C204.02 – DEVELOP A PERSONAL NUTRITION PLAN**

1. **Performance.** Develop a Personal Nutrition Plan.
2. **Conditions**
  - a. Given:
    - (1) *Canada's Food Guide*;
    - (2) handout of a blank weekly meal plan;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall develop a personal nutrition plan, to include:
  - a. creating a food journal; and
  - b. choosing healthy foods based on the recommendations in *Canada's Food Guide*.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Have cadets complete a food journal of what they ate that day.	In-class Activity	10 min	
TP2	Discuss how the cadets' food choices compare with <i>Canada's Food Guide</i> .	Group Discussion	10 min	C0-100 C0-101
TP3	Have the cadets develop a personal nutrition plan for one week.	In-class Activity	30 min	C0-107

5. **Time**

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

6. **Substantiation**

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

7. **References**

- a. C0-100 (ISBN 0-662-44467-1) Health Canada. (2007). *Canada's Food Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- b. C0-101 (ISBN 0-662-44470-1) Health Canada. (2007). *Eating Well With Canada's Food Guide: A Resource for Educators and Communicators*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- c. C0-107 Health Canada. (2007). *Canada's Food Guide: My Food Guide*. Retrieved 20 February 2007, from [http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index_e.html).

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flipchart/OHP) appropriate to the classroom/training area; and
- b. *Canada's Food Guide*.

9. **Learning Aids**

- a. *Canada's Food Guide*;
- b. Pens/pencils;
- c. Paper;
- d. Food journal handout located at A-CR-CCP-702/PF-001, Chapter 4, Annex E; and
- e. Personal nutrition plan handout located at A-CR-CCP-702/PF-001, Chapter 4, Annex F.

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

11. **Remarks.** The personal nutrition plan is not to be used as a measurement tool. It should be developed solely for use by the cadet to understand healthy food choices.

**SECTION 5****PO 205 – PARTICIPATE IN RECREATIONAL SPORTS**

1. **Performance.** Participate in Recreational Sports.
2. **Conditions**
  - a. Given:
    - (1) sports equipment;
    - (2) Canadian Cadet Organization's (CCO) list of acceptable sports;
    - (3) safety equipment;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references, the cadet will participate in organized recreational team sports, to include:
  - a. receiving a briefing on the specific sport's rules and regulations;
  - b. participating in a warm-up;
  - c. participating in recreational sports; and
  - d. participating in a cool-down.
4. **Remarks.** Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.
5. **Complementary Material**
  - a. Some complementary training offered in the Green Star Program may be selected as complementary training in the Red Star Program, 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 material training from the Green Star Program, training staff will review the applicable performance objective, lesson specification, and instructional guide.
  - c. Complementary training associated with PO 205 is limited to a total of nine periods conducted during sessions or on a supported day. If PO 205 is carried out over three training sessions, it will be comprised of three periods of training per night. If recreational team sports is carried out as a full day activity, it will be comprised of nine periods. Corps are not required to use all nine periods.

**EO M205.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS**

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: N/A.
- c. Environmental: Appropriate sporting venue.

3. **Standard.** In accordance with specified references, the cadet shall:

- a. follow the rules and regulations of the specific sport;
- b. participate in a warm-up;
- c. participate in the given sport; and
- d. participate in a cool-down.

4. **Teaching Points**

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

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

## 5. Time

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

## 6. Substantiation

- a. An interactive lecture was chosen for TP1 to illustrate the application of rules, principles, or concepts of the specific sport to be played.
- b. A practical activity was chosen for TP2 to TP4 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., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, And teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- c. C0-030 Ringette Canada. (2006). *How Ringette is Played*. Retrieved 30 October 2006, from <http://www.ringette.ca/e/about/played.htm>.
- d. C0-031 What is Ultimate Frisbee? (2006). *What is Ultimate – The Game*. Retrieved 30 October 2006, from [http://www.whatisultimate.com/what/what\\_game\\_en.html](http://www.whatisultimate.com/what/what_game_en.html).
- e. C0-034 About Ultimate. (2006). *About Ultimate*. Retrieved 30 October 2006, from <http://www.upa.org/ultimate>.
- f. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- g. C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- h. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.

- i. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- j. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>.
- k. C0-074 Norris, G. (Ed.). (1998). *National Football Federation: Touch Football Rule Book 2004*. Ottawa, ON: National Football Federation.
- l. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary (Rev. Ed.)*. Bolinas, CA: Shelter Publications, Inc.
- m. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

8. **Training Aids**

- a. Sports/safety equipment appropriate for the activity;
- b. First aid kit;
- c. Whistles; and
- d. Stopwatch.

9. **Learning Aids.** Sports equipment.

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

11. **Remarks**

- a. The CCO list of approved sports is located at A-CR-CCP-702/PF-001, Chapter 5, Annex A.
- b. Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.

**SECTION 6****PO 206 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP**

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

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

**EO M206.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY**

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

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

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

#### 5. Time

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

#### 6. Substantiation

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

#### 7. References

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

#### 8. Training Aids

- a. Cadet air rifle;
- b. Cadet air rifle safety rod;
- c. Safety glasses/goggles;
- d. Air rifle pellets;
- e. Target frame;
- f. Suitable target;
- g. Shooting mat;
- h. Flags (red and green); and
- i. Local range standing orders.

9. **Learning Aids**

- a. Cadet air rifle;
- b. Cadet air rifle safety rod;
- c. Safety glasses/goggles;
- d. 50 air rifle pellets;
- e. Target frame;
- f. 5 suitable targets; and
- g. Shooting mat.

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

11. **Remarks.** Cadets must successfully complete the Cadet Air Rifle Handling Test (located in A-CR-CCP-701/PG-001, Chapter 3, Annex C) prior to firing pellets or cleaning pellets on an air rifle range.

**EO C206.01 – PRACTICE HOLDING TECHNIQUES**

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

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

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

5. **Time**

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

6. **Substantiation**

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

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

8. **Training Aids**

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

9. **Learning Aids**

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

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

11. **Remarks**

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

**EO C206.02 – PRACTICE AIMING TECHNIQUES**

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

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

TP	Description	Method	Time	Ref
	<p><b>Note:</b> Explain that elevation is the up and down movement, and windage is the left and right movement of the rear sights. Adjusting sights will not be covered at this time.</p>			
TP3	<p>Explain, demonstrate and have cadets practice marksmanship-related breathing, to include:</p> <ul style="list-style-type: none"> <li>a. discussing the importance of controlled breathing in marksmanship; and</li> <li>b. achieving a controlled breathing sequence.</li> </ul>	Demonstration and Performance	15 min	A0-027 (p. 2-12)

#### 5. Time

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

#### 6. Substantiation

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

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

#### 8. Training Aids

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

#### 9. Learning Aids

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

#### 10. Test Details. N/A.

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

**EO C206.03 – PRACTICE FIRING TECHNIQUES**

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

TP	Description	Method	Time	Ref
TP1	Explain, demonstrate and have the cadets practice natural alignment by: <ol style="list-style-type: none"> <li>a. adopting a comfortable prone position;</li> <li>b. acquiring a sight picture;</li> <li>c. closing both eyes;</li> <li>d. taking several normal breaths to relax the muscles;</li> <li>e. looking through sights when comfortable;</li> <li>f. adjusting body position until a proper sight picture is achieved; and</li> <li>g. proceed with firing.</li> </ol>	Demonstration and Performance	15 min	A0-027 (p. 1-5-7)
TP2	Demonstrate and explain trigger control, to include: <ol style="list-style-type: none"> <li>a. position of the hand on the rifle;</li> <li>b. trigger finger position; and</li> <li>c. squeezing the trigger.</li> </ol>	Demonstration	5 min	A0-027 (pp. 1-5-9 and 1-5-10)
TP3	Define follow-through as the act of remaining in a stable prone position for two seconds and reacquiring the sight picture after firing the air rifle.	Interactive Lecture	5 min	A0-027 (p. 1-5-10)

5. **Time**

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

6. **Substantiation**

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

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

8. **Training Aids**

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

9. **Learning Aids**

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

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

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

**SECTION 7**  
**PO 207 – SERVE IN AN ARMY CADET CORPS**

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

**EO M207.01 – IDENTIFY RED STAR TRAINING OPPORTUNITIES**

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

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

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

5. **Time**

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

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

7. **References**

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

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

9. **Learning Aids.** Handout of POs and EOs for Red Star training.

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

11. **Remarks**

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

**EO M207.02 – RECOGNIZE THE HISTORY OF THE ROYAL CANADIAN ARMY CADETS (RCAC)**

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

TP	Description	Method	Time	Ref
TP1	Discuss Red Star mandatory training. <ol style="list-style-type: none"> <li>a. the formation of drill associations;</li> <li>b. the first commissioned officers;</li> <li>c. the contributions from Lord Strathcona;</li> <li>d. the impact of World War I;</li> <li>e. the impact of World War II;</li> <li>f. given the title “Royal”;</li> <li>g. the next important reorganization;</li> <li>h. the introduction of the RCAC crest;</li> <li>i. the unification of the Canadian Forces (CF);</li> <li>j. the inclusion of girls;</li> <li>k. the new uniform;</li> <li>l. the presentation of the Army Cadet Banners;</li> <li>m. the change of enrolment age;</li> <li>n. the Cadet Instructor Cadre (CIC);</li> <li>o. the 125<sup>th</sup> anniversary; and</li> <li>p. the updates to modern form.</li> </ol>	Interactive Lecture	15 min	A0-036 (pp. 2-20 to 2-24 and p. 2-27) A0-045 C2-063
TP2	Introduce significant dates in the Army Cadet League of Canada, to include: <ol style="list-style-type: none"> <li>a. the history; and</li> </ol>	Interactive Lecture	5 min	C2-063

TP	Description	Method	Time	Ref
	b. the objectives.			
TP3	Conduct a group discussion on: a. topics that were of interest; and b. why the topic was interesting.	Group Discussion	5 min	

5. **Time**

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

6. **Substantiation**

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

7. **References**

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

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

9. **Learning Aids.** Handout of significant events.

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

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

**EO M207.03 – RECOGNIZE THE ROLE AND RESPONSIBILITIES OF THE LOCAL SPONSOR**

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

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

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

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

**EO M207.04 – IDENTIFY YEAR TWO CSTC TRAINING OPPORTUNITIES**

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

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

TP	Description	Method	Time	Ref
	c. prerequisites for each three-week course.			

5. **Time**

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

6. **Substantiation**

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

7. **References**

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

8. **Training Aids**

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

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

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

11. **Remarks**

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

**EO C207.01 – IDENTIFY THE RANK STRUCTURE OF THE ROYAL CANADIAN SEA AND AIR CADETS**

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

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

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

5. **Time**

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

6. **Substantiation**

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

7. **References**

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

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

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

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

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

## EO C207.02 – VISIT A LOCAL CADET CORPS OR SQUADRON

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

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

11. **Remarks**

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

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**SECTION 8****PO 208 – EXECUTE DRILL AS A MEMBER OF A SQUAD**

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

**EO M208.01 – EXECUTE LEFT AND RIGHT TURNS ON THE MARCH**

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

4. **Teaching Points**

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

5. **Time**

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

- b. Assistant instructors may be required for this lesson.

**EO M208.02 – FORM SINGLE FILE FROM THE HALT**

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

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

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

11. **Remarks**

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

## EO C208.01 – PRACTICE CEREMONIAL DRILL AS A REVIEW

1. **Performance.** Practice Ceremonial Drill as a Review.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall participate in a review of ceremonial drill, chosen from EOs M108.01 to M108.11.
4. **Teaching Points.** As per reference.
5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Demonstration and Performance: 50 min
  - c. Total: 60 min
6. **Substantiation.** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate ceremonial drill while providing an opportunity for the cadets to practice these skills under supervision.
7. **References.** A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. It is recommended that ongoing feedback be provided during drill practices, weekly parade nights, and ceremonial parades.
  - b. A maximum of two periods have been allocated for this EO to review any mandatory drill from EOs M108.01 to M108.11.
  - c. Assistant instructors may be required for this lesson.
  - d. No instructional guide will be provided for this EO.

**EO C208.02 – EXECUTE DRILL WITH ARMS**

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

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

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

**SECTION 9****PO C211 – PARTICIPATE IN COMPETITIVE SUMMER BIATHLON ACTIVITIES**

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

**5. Complementary Material**

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

**EO C211.01 – IDENTIFY CIVILIAN BIATHLON OPPORTUNITIES**

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

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

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

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

**EO C211.02 – RUN ON ALTERNATING TERRAIN**

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

TP	Description	Method	Time	Ref
TP1	Describe running techniques for alternating terrain, to include: <ol style="list-style-type: none"> <li>a. posture/body alignment;</li> <li>b. foot position; and</li> <li>c. endurance.</li> </ol>	Interactive Lecture	5 min	C0-080
TP2	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP3	Supervise while cadets run on alternating terrain.	Practical Activity	5 min	
TP4	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. allow the body time to slowly recover from physical activity and to help prevent injury;</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089

TP	Description	Method	Time	Ref
	b. prepare the respiratory and cardiovascular systems to return to their normal state; and c. stretch the muscles.			
TP5	Describe how to create and implement a running schedule.	Interactive Lecture	5 min	C0-146

## 5. Time

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

## 6. Substantiation

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

## 7. References

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 16 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>.
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- C0-061 City of Saskatoon, Community Services Department. (ND). *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://in-motion.ca/walkingworkout/plan/flexibility/>.
- C0-080 Cool Running. (2007). *Fitness and performance*. Retrieved 12 February 2007, from [http://www.coolrunning.com/engine/2/2\\_3/181.shtml](http://www.coolrunning.com/engine/2/2_3/181.shtml).
- C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- C0-146 Will-Weber, M. (2006). *Runner's World: Beginner's: Training: First Steps*. Retrieved 18 April 2007, from <http://www.runnersworld.com/article/printer/1,7124,s6-380-381-386-678-0,00.html>.

- j. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

8. **Training Aids**

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

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

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

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

**EO C211.03 – FIRE THE CADET AIR RIFLE USING A SLING FOLLOWING PHYSICAL ACTIVITY**

1. **Performance.** Fire the Cadet Air Rifle Using a Sling Following Physical Activity.

2. **Conditions**

- a. Given:
  - (1) cadet air rifle;
  - (2) cadet air rifle sling;
  - (3) biathlon air rifle target (BART);
  - (4) safety glasses/goggles;
  - (5) Shooting Mat;
  - (6) supervision; and
  - (7) assistance as required.
- b. Denied: N/A.
- c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.

3. **Standard.** In accordance with specified references, the cadet shall fire the cadet air rifle using the cadet air rifle sling following physical activity.

4. **Teaching Points**

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

5. **Time**

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

## 6. Substantiation

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

## 7. References

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. C0-002 (ISBN 0-88962-630-8) LeBlanc, J. and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- c. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 16 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- d. C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>.
- e. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>.
- f. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- g. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching For Fitness*. Retrieved 26 October 2006, from <http://in-motion.ca/walkingworkout/plan/flexibility/>.
- h. C0-080 Cool Running. (2007). *Cool Running*. Retrieved 12 February 2007, from [http://www.coolrunning.com/engine/2/2\\_3/181.shtml](http://www.coolrunning.com/engine/2/2_3/181.shtml).
- i. C0-085 Daisy Outdoor Products. (2006). *AVANTI Competition Pellet Rifle: Operation Manual: AVANTI Legend Model 853*. Rogers, AR: Daisy Outdoor Products.
- j. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- k. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#1>.

## 8. Training Aids

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

## 9. Learning Aids

- a. Cadet air rifle;

- b. Biathlon air rifle target (BART);
  - c. Safety glasses/goggles;
  - d. Target frames; and
  - e. Cadet air rifle sling.
10. **Test Details.** N/A.
11. **Remarks.** EO C206.01 (Practice Holding Techniques) must be completed prior to this lesson.

**EO C211.04 – PARTICIPATE IN A COMPETITIVE SUMMER BIATHLON ACTIVITY**

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

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

**5. Time**

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

**6. Substantiation**

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

**7. References**

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

- g. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- h. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- i. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching For Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>.
- j. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- k. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun And Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#l1>.

## 8. Training Aids

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

## 9. Learning Aids

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

i. BART.

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

11. **Remarks**

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

**SECTION 10****PO 220 – RECOGNIZE CANADIAN FORCES (CF) PEACE SUPPORT OPERATIONS**

1. **Performance.** Recognize Canadian Forces (CF) Peace Support Operations.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** The cadet will recognize the role of the CF during Peace Support Operations.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 220 is designed to provide additional opportunities to familiarize the cadets with CF operations, to include:
    - (1) EOs C220.01 (Participate in a Tour of a Canadian Forces Facility) C220.02 (Participate in a Canadian Forces Presentation). These complementary packages are designed to provide cadets with opportunities to tour CF establishments and participate in guest speaker displays/ talks; and
    - (2) EO C220.03 (Recognize Canada's Role in Peace Support Operations).
  - b. Some complementary training offered in the Green Star Program may be selected as complementary training in the Red Star Program, specifically EO C120.03 (Participate in a Discussion on a Soldier's Experience).
  - c. When selecting complementary material from Green Star, training staff will review the applicable performance objective, lesson specification, and instructional guide.
  - d. Complementary training associated with PO 220 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 M220.01 – IDENTIFY THE ROLE OF THE CANADIAN FORCES (CF) IN INTERNATIONAL INSTITUTIONS**

1. **Performance.** Identify the Role of the Canadian Forces (CF) in International Institutions.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall discuss the mandate of international institutions and their relationship with the CF, to include:
  - a. the United Nations (UN);
  - b. North Atlantic Treaty Organization (NATO); and
  - c. North American Aerospace Defence Command (NORAD).
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the relationship of the CF and the UN, to include: <ol style="list-style-type: none"> <li>a. the mandate and a brief history of the UN; and</li> <li>b. the role of the CF in the UN's operations.</li> </ol>	Interactive Lecture	10 min	C2-047
TP2	Explain the relationship of the CF and NATO, to include: <ol style="list-style-type: none"> <li>a. the mandate, the structure and a brief history of NATO; and</li> <li>b. the role of the CF in NATO's operations.</li> </ol>	Interactive Lecture	15 min	C2-049 C2-050 C0-120 (pp. 1-45 to 1-48)
TP3	Explain the relationship of the CF and NORAD, to include: <ol style="list-style-type: none"> <li>a. the mandate, the structure and brief history of NORAD; and</li> <li>b. the role of the CF in NORAD.</li> </ol>	Interactive Lecture	10 min	C2-048
TP4	Have the cadets identify the role of the CF in international institutions, chosen from the following activities: <ol style="list-style-type: none"> <li>a. an association game; or</li> <li>b. a quiz game.</li> </ol>	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**

- An interactive lecture was chosen for TP1 to TP3 to introduce the cadets to the role of the Canadian Forces in international institutions.
- An in-class activity was chosen for TP4 as it is an interactive way to reinforce the topic and confirm the cadet's comprehension of the role of the CF in international institutions.

7. **References**

- C0-120 (ISBN 0-9680685-7-X) Canadian Defence Industries Association. (2004). *Canadian Defence Almanac 2004*. Ottawa, ON: Canadian Defence Industries Association.
- C2-047 Foreign Affairs and International Trade Canada. (2006). *Canada and the United Nations*. Retrieved 20 February 2007, from [http://geo.international.gc.ca/canada\\_un/ottawa/canada\\_un/default-en.asp](http://geo.international.gc.ca/canada_un/ottawa/canada_un/default-en.asp).
- C2-048 North American Aerospace Defence Command. (2007). *Canada NORAD Region (CANR)*. Retrieved 20 February 2007, from [http://www.norad.mil/about\\_us/canr.htm](http://www.norad.mil/about_us/canr.htm).
- C2-049 North Atlantic Treaty Organization. (2006). *Frequently Asked Questions*. Retrieved 20 February 2007, from <http://www.nato.int/issues/faq/index.html>.
- C2-050 Foreign Affairs and International Trade Canada. (2007). *NATO and Canada*. Retrieved 20 February 2007, from [http://www.dfait-maeci.gc.ca/foreign\\_policy/nato/nato\\_and\\_canada-en.asp](http://www.dfait-maeci.gc.ca/foreign_policy/nato/nato_and_canada-en.asp).

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

9. **Learning Aids**

- Game sheet; and
- Pencil.

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

11. **Remarks.** The discussion may generate questions on specific peace operations. The peace operations will be covered in more detail in EO M220.02 (Participate in a Discussion on Peace Support Operations of the CF).

## EO M220.02 – PARTICIPATE IN A DISCUSSION ON PEACE SUPPORT OPERATIONS OF THE CANADIAN FORCES (CF)

1. **Performance.** Participate in a Discussion on Peace Support Operations of the Canadian Forces (CF).
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall participate in a discussion on CF Peace Support Operations, to include:
  - a. international operations; and
  - b. domestic operations.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Using the definition from Foreign Affairs and International Trade Canada (2007), peace support operations is defined as a label for a range of connected military, diplomatic and humanitarian tasks.	Interactive Lecture	5 min	C2-076
TP2	Discuss international operations and domestic operations, to include: <ol style="list-style-type: none"> <li>a. a definition of international operations; and</li> <li>b. a definition of domestic operations.</li> </ol>	Interactive Lecture	10 min	A2-043
TP3	Conduct a group activity where cadets present a mission to their peers. Missions will be chosen from the following: <ol style="list-style-type: none"> <li>a. international operations, to include:               <ol style="list-style-type: none"> <li>(1) Cyprus (1964–1993);</li> <li>(2) Golan Heights of Syria (1974–2006);</li> <li>(3) The Balkans (1991–____); and</li> <li>(4) Afghanistan (2002–____).</li> </ol> </li> </ol>	In-class Activity	35 min	A2-043 C0-118 (pp. 201 to 203, pp. 209 to 212) C0-124 C0-125 C0-158 C0-159

TP	Description	Method	Time	Ref
	<p>b. domestic operations, to include:</p> <p>(1) Operation Assistance, Red River, Manitoba (1997);</p> <p>(2) Operation Recuperation, east central Canada (1999); and</p> <p>(3) Operation Peregrine, British Columbia (2003).</p> <p><b>Note:</b> Divide cadets into groups of three to four. Provide groups with a specification sheet on the operation they need to present. Groups will have 10 minutes to prepare their presentation and four minutes to present their findings to the other groups.</p>			

#### 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 method was chosen for TP1 and TP2 to orient the cadets and generate interest in Canadian peace support operations.
- b. An in-class activity was chosen for TP3 as it is an interactive way to reinforce the topic and stimulate an interest among cadets in Canadian peace support operations.

#### 7. References

- a. A2-043 DND. (2007). *Current Operations*. Retrieved 23 February 2007 from [http://www.forces.gc.ca/site/operations/current\\_ops\\_e.asp](http://www.forces.gc.ca/site/operations/current_ops_e.asp).
- b. A2-043 DND. (2007). *Past Operations*. Retrieved 23 February 2007 from [http://www.forces.gc.ca/site/operations/past\\_ops\\_e.asp](http://www.forces.gc.ca/site/operations/past_ops_e.asp).
- c. C0-118 (ISBN 978-1-55365-209-0) Zuehlke, M. (2001). *Canadian Military Atlas*. Vancouver, BC: Douglas & McIntyre Ltd.
- d. C0-124 (ISBN 0-662-69061-3) Veterans Affairs Canada. (2005). *Canada Remembers: The Canadian Forces in the Balkans*. Canada: Her Majesty the Queen in Right of Canada.
- e. C0-125 (ISBN 0-662-69622-0) Veterans Affairs Canada. (2006). *Canada Remembers: the Canadian Forces in Afghanistan*. Canada: Her Majesty the Queen of Canada in Right of Canada.
- f. C0-158 Veterans Affairs Canada. (2006). *Canada Remembers: the Canadian Forces in Cyprus*. Canada: Her Majesty the Queen of Canada in Right of Canada.
- g. C0-159 Veterans Affairs Canada. (2006). *Canada Remembers: the Canadian Forces in Golan*. Canada: Her Majesty the Queen of Canada in Right of Canada.

- h. C2-065 Foreign Affairs and International Trade Canada. (2003). *Canada and Peacekeeping*. Retrieved 19 March 2007 from <http://www.international.gc.ca/peacekeeping/conflict-en.asp>.
- i. C2-076 Foreign Affairs and International Trade Canada. (2007). *Canada and Peace Operations*. Retrieved 30 April 2007 from <http://www.international.gc.ca/peacekeeping/menu-en.asp>.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- b. Canada's Remembers Fact Sheets from Veteran Affairs Canada.

9. **Learning Aids.** Specification sheet.

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

11. **Remarks.** To reinforce material, EO C220.03 (Recognize Canada's Role in Peace Support Operations) may be scheduled right after this lesson.

**EO C220.01 – PARTICIPATE IN A TOUR OF A CANADIAN FORCES (CF) FACILITY**

1. **Performance.** Participate in a Tour of a Canadian Forces (CF) Facility.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references, the cadet shall participate in a tour of a CF facility.
4. **Teaching Points.** This EO offers an opportunity for cadets to visit a military facility to better understand the roles of the Canadian Army. The visit will be chosen from the following:
  - a. a tour of a CF facility (which may include a CF base or affiliated unit); or
  - b. a tour of a unit historical collection/museum.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Experiential:	170 min
c.	Total:	180 min
6. **Substantiation.** An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge through a direct experience. This tour is designed to stimulate interest in the CF, and define that experience at a personal level. Cadets will be given an opportunity to reflect on and examine what they saw, felt, and thought while they were having the experience, and consider how this will relate to future experiences.
7. **References**
  - a. A2-018 DND. (2007). *About DND/CF: Our Mission*. Retrieved 20 March 2007, from [http://www.forces.gc.ca/site/about/mission\\_e.asp](http://www.forces.gc.ca/site/about/mission_e.asp).
  - b. A2-044 DND. (2007). *Media Contacts-DND/CF Public Affairs Contact*. Retrieved 20 March 2007, from [http://www.forces.gc.ca/site/contact\\_pa\\_e.asp](http://www.forces.gc.ca/site/contact_pa_e.asp).
  - c. C0-120 (ISBN 0-9680685-7-X) Canadian Defence Industries Association. (2004). *Canadian Defence Almanac*. 2004. Ottawa, ON: Canadian Defence Industries Association.
8. **Training Aids.** Presentation aids, as applicable.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Tours are to provide the cadets with an overview of the roles of the Canadian Army and are not required to go into great detail regarding any particular aspect.

- b. The content of this EO is similar to content in other levels of the Star Program. Training staff are encouraged to review the applicable QSP(s) and conduct this training concurrently with other star levels where possible.
- c. No instructional guide will be provided for this EO.

**EO C220.02 – PARTICIPATE IN A CANADIAN FORCES (CF) PRESENTATION**

1. **Performance.** Participate in a Canadian Forces (CF) Presentation.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom or CF facility.
3. **Standard.** In accordance with specified references, the cadet shall participate in a presentation given by a CF member.
4. **Teaching Points.** This EO offers an opportunity for cadets to participate in a presentation on the CF to develop a better understanding of military life. The presentation will be chosen from the following:
  - a. a presentation of CF vehicles, chosen from the following:
    - (1) communications vehicles;
    - (2) logistic vehicles;
    - (3) engineer vehicles;
    - (4) artillery vehicles;
    - (5) combat support vehicles;
    - (6) armoured vehicles;
    - (7) infantry vehicles; and/or
    - (8) aircraft;
  - b. a presentation of a CF soldier's equipment, chosen from the following:
    - (1) seasonal clothing, to include:
      - (a) Canadian Disruptive Pattern (CADPAT) woodland/arid;
      - (b) combat jacket;
      - (c) combat hat;
      - (d) lightweight thermal underwear;
      - (e) temperate gloves;
      - (f) wet weather boots;
      - (g) extreme cold weather (ECW) parka;
      - (h) winter gloves;
      - (i) bib overalls;

- (j) fleece top and bottom;
  - (k) combat pants (lined);
  - (l) combat jacket (lined);
  - (m) toque;
  - (n) mukluks;
  - (o) scarf;
  - (p) multi-tool,
  - (q) night vision goggles (NVG);
  - (r) ballistic eye wear/visor; and/or
  - (s) fragmentation vest;
- (2) carriage system, to include:
- (a) tactical vest;
  - (b) small pack system; and
  - (c) rucksack;
- (3) field equipment, to include:
- (a) light assault radio;
  - (b) combat net radio (HF); and
  - (c) air/ground radio; or
- c. a presentation given by a CF member, to include:
- (1) the reasons the member decided to enroll in the CF;
  - (2) a description of the unit to which the member belongs including its role in the CF;
  - (3) a description of the member's trade;
  - (4) a description of any CF operations in which the member has been involved (with pictures if possible); and
  - (5) any significant memories the member has of experiences as a member of the CF.

**5. Time**

a. Introduction/Conclusion:	10 min
b. Practical Activity:	65 min
c. Group Discussion:	15 min
d. Total:	90 min

**6. Substantiation**

- a. A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to equipment and vehicles used by the CF.
- b. A group discussion was chosen to allow cadets to interact with their peers as they process and reflect on their experiences.

**7. References**

- a. A2-011 DND. (2006). *Clothe the Soldier: Items and Clothing*. (2006). Retrieved 25 May 2006, from [http://www.army.forces.gc.ca/chief\\_land\\_staff/clothe\\_the\\_soldier/hab/2/2\\_e.asp](http://www.army.forces.gc.ca/chief_land_staff/clothe_the_soldier/hab/2/2_e.asp).
- b. A2-040 DND. (2006). *The Canadian Army Equipment*. (2006). Retrieved 16 February 2007 from [http://www.army.forces.gc.ca/lf/English/2\\_5.asp?cat=1](http://www.army.forces.gc.ca/lf/English/2_5.asp?cat=1).

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

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

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

**11. Remarks**

- a. Clothing and equipment are not limited to the articles mentioned above.
- b. The guest speaker shall be briefed on the type of significant memories and stories suitable for cadets.
- c. Resources for this EO are limited to those available through cooperation with CF establishments/units.
- d. The content of this EO is similar to content in other levels of the Star Program. Training staff are encouraged to review the applicable QSP(s) and conduct this training concurrently with other star levels where possible.
- e. No instructional guide will be provided for this EO.

## EO C220.03 – RECOGNIZE CANADA’S ROLE IN PEACE SUPPORT OPERATIONS

1. **Performance.** Recognize Canada’s Role in Peace Support Operations.
2. **Conditions**
  - a. Given:
    - (1) *Caught in the Crossfire* (DVD);
    - (2) TV;
    - (3) DVD player;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** The cadets shall watch a documentary and participate in a discussion to enhance their knowledge of Canada’s role in peace support operations.
4. **Teaching Points.** This EO offers an opportunity for cadets to acquire new knowledge through a direct experience. The lesson shall be structured as follows:
  - a. Briefly introduce the cadets to the topic of the video and pass the activity sheet.
  - b. Play the DVD; and
  - c. Review the cadets’ answers and conduct a group discussion on the video to include:
    - (1) what the cadets thought of the documentary;
    - (2) what the cadets learned; and
    - (3) how they feel about Canada’s role in peace support operations.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Experiential:	85 min
c. Total:	90 min
6. **Substantiation.** An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge through a direct experience. This lesson is designed to stimulate an interest in the CF and in peace support operations, and define that experience at a personal level. Cadets will be given an opportunity to reflect on and examine what they saw, felt, and thought while they were having the experience, and consider how this will relate to future experiences.
7. **References.** Krepakevich, J. & McCrea, G. (Producers) and Pritchard, G. (Director). (1995). *Caught in the Crossfire*. [Motion Picture]. Canada: National Film Board of Canada.
8. **Training Aids**
  - a. Presentation aids as applicable;

- b. *Caught in the Crossfire* DVD;
- c. TV; and
- d. DVD player.

9. **Learning Aids**

- a. *Caught in the Crossfire* DVD;
- b. TV; and
- c. DVD player.

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

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

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**SECTION 11****PO 221 – PERFORM THE DUTIES OF A SECTION MEMBER DURING A WEEKEND BIVOUAC EXERCISE**

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

**5. Complementary Material**

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

**EO M221.01 – PERFORM THE DUTIES OF A SECTION MEMBER IN THE FIELD**

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

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

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

TP	Description	Method	Time	Ref
	e. treating injuries as soon as they occur.			
TP4	Discuss receiving, caring for, and returning equipment during a weekend bivouac FTX, to include: a. signing out equipment from the designated quartermaster; b. keeping equipment clean; c. storing equipment, when not in use; d. reporting any loss/damage as soon as it occurs; and e. returning equipment to the designated quartermaster.	Interactive Lecture	5 min	

5. **Time**

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

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

7. **References**

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

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

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

10. **Test Details.** This EO will be confirmed by the cadets' performance as a section member in a field environment during a weekend bivouac FTX.

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

**EO M221.02 – IDENTIFY SECTION EQUIPMENT**

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

## 4. Teaching Points

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

TP	Description	Method	Time	Ref
	<p>b. the dressings (or the equivalent sizes), to include:</p> <ul style="list-style-type: none"> <li>(1) 25 separately wrapped sterile adhesive bandages (25 mm x 75 mm);</li> <li>(2) 25 separately wrapped sterile gauze compresses (101.6 mm x 101.6 mm);</li> <li>(3) four separately wrapped rolls of sterile gauze bandages (50 mm x 9 m);</li> <li>(4) four separately wrapped rolls of sterile gauze bandages (101.6 mm x 9 m);</li> <li>(5) six triangular bandages,</li> <li>(6) two rolls of 75 mm wide elastic bandages;</li> <li>(7) four separately wrapped sterile compress bandages (101.6 mm x 101.6 mm);</li> <li>(8) a roll of adhesive plaster (25 mm x 9 m); and</li> <li>(9) two rolls of 50-g cotton batting;</li> </ul> <p>c. 25 separately wrapped antiseptic pads;</p> <p>d. sugar (dextrose monobject); and</p> <p>e. the equipment, to include:</p> <ul style="list-style-type: none"> <li>(1) one blanket of wool or a moisture-proof insulating material;</li> <li>(2) one water-proof lighter or matches; and</li> <li>(3) two pairs of latex gloves.</li> </ul>			

## 5. Time

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

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

## 7. References

- a. A2-001 A-CR-CCP-951/PT-002 D Cdts 3. (2006). *Royal Canadian Army Cadets Adventure Training Safety Standards*. Ottawa, ON: Department of National Defence.
- b. C0-111 (ISBN 0-9740820-2-8) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. (2<sup>nd</sup> ed.). Lebanon, NH: Leonard Paul Tawrell.

- c. C2-010 (ISBN 0-375-70323-3) Rawlins, C., & Fletcher, C. (2004). *The Complete Walker IV*. New York, NY: Alfred A. Knopf.
- d. C2-016 (ISBN 0-517-88783-5) Curtis, R. (1998). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.
- e. C2-042 (ISBN 0-7566-0946-1) Berger, K. (2005). *Backpacking & Hiking*. New York, NY: DK Publishing, Inc.

8. **Training Aids**

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

9. **Learning Aids**

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

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

11. **Remarks**

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

**EO M221.03 – IDENTIFY PROVINCIAL/TERRITORIAL WILDLIFE**

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

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

TP	Description	Method	Time	Ref
	<p>b. identifying wildlife located in the province of Prince Edward Island:</p> <ul style="list-style-type: none"> <li>(1) bald eagle;</li> <li>(2) raccoon;</li> <li>(3) skunk;</li> <li>(4) deer;</li> <li>(5) beaver;</li> <li>(6) coyote; and</li> <li>(7) porcupine;</li> </ul> <p>c. identifying wildlife located in the provinces of Nova Scotia and New Brunswick:</p> <ul style="list-style-type: none"> <li>(1) bald eagle;</li> <li>(2) raccoon;</li> <li>(3) skunk;</li> <li>(4) deer;</li> <li>(5) black bear;</li> <li>(6) moose;</li> <li>(7) fox;</li> <li>(8) beaver;</li> <li>(9) coyote; and</li> <li>(10) porcupine;</li> </ul> <p>d. identifying wildlife located in the provinces of Quebec, Ontario, Manitoba, and Saskatchewan:</p> <ul style="list-style-type: none"> <li>(1) bald eagle;</li> <li>(2) raccoon;</li> <li>(3) skunk;</li> <li>(4) deer;</li> <li>(5) black bear;</li> <li>(6) moose;</li> <li>(7) lynx;</li> <li>(8) fox;</li> <li>(9) beaver;</li> <li>(10) caribou;</li> <li>(11) coyote; and</li> <li>(12) porcupine;</li> </ul> <p>e. identifying wildlife located in the province of Alberta:</p> <ul style="list-style-type: none"> <li>(1) wolf;</li> </ul>			

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

TP	Description	Method	Time	Ref
	<p>g. identifying wildlife located in the Yukon territory:</p> <ul style="list-style-type: none"> <li>(1) wolf;</li> <li>(2) bald eagle;</li> <li>(3) black bear;</li> <li>(4) grizzly bear;</li> <li>(5) moose;</li> <li>(6) lynx;</li> <li>(7) fox;</li> <li>(8) beaver;</li> <li>(9) coyote; and</li> <li>(10) porcupine;</li> </ul> <p>h. identifying wildlife located in the Nunavut territory:</p> <ul style="list-style-type: none"> <li>(1) wolf;</li> <li>(2) black bear;</li> <li>(3) grizzly bear;</li> <li>(4) moose;</li> <li>(5) fox; and</li> <li>(6) polar bear; and</li> </ul> <p>i. identifying wildlife located in the Northwest Territory:</p> <ul style="list-style-type: none"> <li>(1) wolf;</li> <li>(2) black bear;</li> <li>(3) grizzly bear;</li> <li>(4) moose;</li> <li>(5) fox;</li> <li>(6) beaver;</li> <li>(7) polar bear;</li> <li>(8) coyote; and</li> <li>(9) porcupine.</li> </ul>			

TP	Description	Method	Time	Ref
	<p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. Instructors shall choose a minimum of four wildlife from the given provincial/territorial list for the in-class activity.</li> <li>2. A minimum of four learning stations shall be set up to include information about the animal's general description, habitat, diet, and unique characteristics.</li> </ol>			
TP2	<p>Lead a discussion on provincial/territorial wildlife, by identifying courses of actions that can be taken to help protect against dangerous animals, to include:</p> <ol style="list-style-type: none"> <li>a. bears;</li> <li>b. wolves;</li> <li>c. coyotes; and</li> <li>d. cougars.</li> </ol>	Interactive Lecture	10 min	C0-111 C2-059 C2-060 C2-061 C2-062 C2-074

#### 5. Time

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

#### 6. Substantiation

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

#### 7. References

- a. C0-111 (ISBN 978-0-9740820-2-8) Tawrell, P. (2006). *Camping and Wilderness: The Ultimate Outdoors Book*. (2<sup>nd</sup> ed.). Lebanon, NH: Leonard Paul Tawrell.
- b. C0-121 Canadian Wildlife Service & Canadian Wildlife Federation. (2007). *Hinterland Who's Who – Species*. Retrieved 26 February 2007, from <http://www.hww.ca/hww.asp?id=1&pid0>.
- c. C0-122 (ISBN 0-618-15313-6) Bowers, Nora, Bowers, Rick, and Kaufman, Kenn. (2004). *Kaufman Focus Guides: Mammals of North America*. New York, NY: Houghton Mifflin Company.
- d. C2-059 Parks Canada. (2007). *Bears and People: A Guide to Safety and Conservation on the Trail*. Retrieved 5 March 2007, from [http://www.pc.gc.ca/pn-np/inc/PM-MP/visit/visit12a\\_e.pdf](http://www.pc.gc.ca/pn-np/inc/PM-MP/visit/visit12a_e.pdf).

- e. C2-060 International Wolf Center. (2003). *Wolves and Humans – Are Wolves Dangerous to Humans ?* Retrieved 5 March 2007, from [http://www.wolf.org/wolves/learn/basic/pdf/wh\\_are\\_wolves\\_dangerous.pdf](http://www.wolf.org/wolves/learn/basic/pdf/wh_are_wolves_dangerous.pdf).
- f. C2-061 Waterton Park Information Services. (2007). *Reference Information Section*. Retrieved 5 March 2007, from <http://www.watertoninfo.com/r/pred.html>.
- g. C2-062 International Wolf Center. (2002). *Living With Wolves: Tips for Avoiding Conflicts*. Retrieved 5 March 2007, from [http://www.wolf.org/wolves/learn/basic/pdf/wh\\_avoiding%20\\_conflict.pdf](http://www.wolf.org/wolves/learn/basic/pdf/wh_avoiding%20_conflict.pdf).
- h. C2-064 Minnesota Trappers Association. (2007). *Canadian Lynx*. Retrieved 12 March 2007, from <http://www.mntrappers.com/lynx.html>.
- i. C2-074 Manitoba Conservation. (2007). *Living With Wildlife in Manitoba*. Retrieved 25 April 2007, from [http://www.gov.mb.ca/conservation/wildlife/problem\\_wildlife/pdf.coyote.html](http://www.gov.mb.ca/conservation/wildlife/problem_wildlife/pdf.coyote.html).
- j. C2-180 The Hunting Outfitters. (2007). *The Hunting Outfitters*. Retrieved 9 February 2007, from <http://www.huntingoutfitters.com>.

8. **Training Aids**

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

9. **Learning Aids**

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

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

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

**EO M221.04 – PERFORM BASIC FIRST AID**

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

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

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

**6. Substantiation**

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

**7. References**

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

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

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

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

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

**EO M221.05 – TIE KNOTS**

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

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

TP	Description	Method	Time	Ref
	<b>Note:</b> Provide cadets with a handout with tying instructions.			
TP3	Explain the uses of, demonstrate, and allow time for the cadets to practice coiling a rope.	Demonstration and Performance	10 min	C2-073 (p. 18)

#### 5. Time

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

#### 6. Substantiation

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

#### 7. References

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

#### 8. Training Aids

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

#### 9. Learning Aids

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

#### 10. Test Details. N/A.

#### 11. Remarks

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

**EO M221.06 – CONSTRUCT A HOOCHIE SHELTER**

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

4. **Teaching Points**

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

TP	Description	Method	Time	Ref
	<b>Note:</b> Instructors are to have a pre-selected site prepared to construct a hoochie shelter. The selected area must exemplify the different factors to consider when selecting a tent site.			
TP2	Explain and demonstrate the procedure for: a. constructing a hoochie shelter, to include: (1) checking the groundsheet for holes; (2) zipping the two groundsheet together; (3) tying each end of the groundsheet to trees, ensuring they are at waist height of the tallest person; (4) ensuring the groundsheet are secured firmly between the two trees; (5) pegging each grommet with small twigs, to allow for ventilation; and (6) pulling the bottom edge of the groundsheet taut, approximately 5 cm above the ground; and b. tearing down a hoochie shelter.	Demonstration	20 min	C2-004 (pp. 96–97) C2-008 (p. 247)
TP3	Explain and demonstrate setting up personal space, to include the placement of: a. the air mattress; b. the sleeping bag; c. the rucksack; and d. boots.	Demonstration	5 min	
TP4	Have the cadets construct a hoochie shelter, in groups of two.	Performance	45 min	C2-004 (pp. 96–97) C2-008 (p. 247)

## 5. Time

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

## 6. Substantiation

- a. Interactive lecture was chosen for TP1 to present basic or background material on constructing a hoochie shelter.

- b. Demonstration was chosen for TP2 and TP3 to allow the instructor to explain and demonstrate constructing a hoochie shelter.
- c. Performance was chosen for TP4 as it provides an opportunity for the cadets to practice constructing a hoochie shelter under supervision.

7. **References**

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

8. **Training Aids**

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

9. **Learning Aids**

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

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

11. **Remarks**

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

**EO M221.07 – USE SECTION EQUIPMENT**

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

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

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

## 5. Time

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

## 6. Substantiation

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

## 7. References

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

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

8. **Training Aids**

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

9. **Learning Aids**

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

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

11. **Remarks**

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

**EO M221.08 – PREPARE AN INDIVIDUAL MEAL PACKAGE (IMP)**

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

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

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

#### 5. Time

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

#### 6. Substantiation

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

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

#### 8. Training Aids

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

#### 9. Learning Aids

- a. IMP;

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

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

11. **Remarks**

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

**EO M221.09 – MAINTAIN SECTION EQUIPMENT FOLLOWING A FIELD TRAINING EXERCISE (FTX)**

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

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

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

TP	Description	Method	Time	Ref
	b. a bow saw, to include: (1) washing and drying surfaces; (2) applying storage oil; (3) inspecting for damage; and (4) storing.			
TP5	Explain, demonstrate and have the cadets practice cleaning and storing groundsheets, to include: a. washing and drying; b. folding; and c. storing.	Demonstration and Performance	10 min	

#### 5. Time

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

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

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

#### 8. Training Aids

- Stove;
- Pot set;
- Lantern;
- 4-lb axe (36-inch handle);
- 24-inch bow saw; and
- Groundsheet.

#### 9. Learning Aids

- Stove;
- Pot set;
- Lantern;
- 4-lb axe (36-inch handle);
- 24-inch bow saw; and
- Groundsheet.

10. **Test Details.** N/A.
11. **Remarks.** Equipment used on the previous weekend bivouac FTX may be used for demonstration.

**M221.CA/M224.CA – WEEKEND BIVOUAC FTX**

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

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

9. **Remarks**

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

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

**EO C221.01 – PARTICIPATE IN A DISCUSSION ON CANADA’S WILDERNESS CONSERVATION EFFORTS**

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

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

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

#### 5. Time

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

#### 6. Substantiation

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

#### 7. References

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

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

**EO C221.02 – CONSTRUCT FIELD AMENITIES**

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

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

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

5. **Time**

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

6. **Substantiation**

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

7. **References**

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

8. **Training Aids**

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

9. **Learning Aids**

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

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

11. **Remarks**

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

**EO C221.03 – IDENTIFY SPECIES OF TREES**

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

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

5. **Time**

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

6. **Substantiation**

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

7. **References**

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

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

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

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

11. **Remarks**

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

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**SECTION 12****PO 222 – NAVIGATE ALONG A ROUTE USING A MAP AND COMPASS**

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

## **EO M222.01 – REVIEW GREEN STAR NAVIGATION**

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

5. **Time**

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

6. **Substantiation**

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

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

8. **Training Aids**

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

9. **Learning Aids**

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

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

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

**EO M222.02 – DESCRIBE BEARINGS**

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

TP	Description	Method	Time	Ref
TP1	Identify and explain the 16 points of a compass, to include: <ol style="list-style-type: none"> <li>a. the 4 cardinal points;</li> <li>b. the 4 inter-cardinal points; and</li> <li>c. the 8 intermediate points.</li> </ol>	Interactive Lecture	10 min	A2-041 (p. 47)
TP2	Explain the scales on a compass, to include: <ol style="list-style-type: none"> <li>a. the degree system; and</li> <li>b. the mils system.</li> </ol>	Interactive Lecture	5 min	A2-041 (p. 47)
TP3	Identify and explain the three norths, to include: <ol style="list-style-type: none"> <li>a. true north;</li> <li>b. grid north; and</li> <li>c. magnetic north.</li> </ol>	Interactive Lecture	10 min	A2-041 (pp. 50-51)
TP4	Explain bearings, to include: <ol style="list-style-type: none"> <li>a. the definition of a bearing; and</li> <li>b. the types of bearings.</li> </ol>	Interactive Lecture	10 min	A2-041 (pp. 48-50)
TP5	Complete a compass rose activity, to confirm:		15 min	

TP	Description	Method	Time	Ref
	a. the points of a compass; b. degrees and mils for each point.	Practical Activity		

5. **Time**

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

6. **Substantiation**

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

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

8. **Training Aids**

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

9. **Learning Aids**

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

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

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

**EO M222.03 – IDENTIFY COMPASS PARTS**

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

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

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

5. **Time**

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

6. **Substantiation**

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

7. **References**

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

8. **Training Aids**

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

9. **Learning Aids.** Compass.

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

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

**EO M222.04 – DETERMINE DISTANCE ALONG A ROUTE**

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

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

**5. Time**

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

**6. Substantiation**

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

**7. References**

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

**8. Training Aids**

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

**9. Learning Aids**

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

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

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

**EO M222.05 – ORIENT A MAP USING A COMPASS**

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

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

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

b. Compass.

9. **Learning Aids**

a. Topographical map; and

b. Compass.

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

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

**EO M222.06 – FOLLOW A MAGNETIC BEARING POINT TO POINT**

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

TP	Description	Method	Time	Ref
TP1	Practice determining the magnetic bearing of a prominent object, using the following steps: <ol style="list-style-type: none"> <li>a. Check and set the predetermined declination on the compass.</li> <li>b. Hold the compass at eye level, arms length, and turn to face the prominent object.</li> <li>c. Aim at the object using the compass sight, ensuring the sighting line is in line with the index pointer.</li> <li>d. Adjust the compass cover so the compass dial is seen in the sighting mirror.</li> <li>e. Look in the mirror and turn the compass dial until the magnetic needle is over the orienting arrow.</li> <li>f. Read the number on the compass dial at the luminous index pointer.</li> </ol>	Demonstration and Performance	10 min	A2-041 (pp. 69 and 70)
TP2	Explain, demonstrate and have cadets practice taking a magnetic bearing on a map by:	Demonstration and Performance	15 min	A2-041 (p. 70)

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

#### 5. Time

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

#### 6. Substantiation

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

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

#### 8. Training Aids

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

9. **Learning Aids**

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

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

11. **Remarks.** Prior to this lesson, using a topographical map, the instructor shall prepare a navigation route, consisting of a minimum of six legs no greater than 100 m apart in distance.

**EO M222.CA/M223.CA – WEEKEND NAVIGATION/TREKKING FTX**

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

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

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

**EO C222.01 – PRACTICE NAVIGATION USING A MAP AND COMPASS**

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

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

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

6. **Substantiation**

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

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

8. **Training Aids**

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

9. **Learning Aids**

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

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

11. **Remarks**

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

**SECTION 13****PO 223 – HIKE ALONG A ROUTE AS PART OF AN OVERNIGHT EXERCISE**

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

**EO M223.01 – PREPARE FOR TREKKING**

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

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

TP	Description	Method	Time	Ref
	<p>d. the characteristics of optional trekking gear, to include:</p> <ul style="list-style-type: none"> <li>(1) raingear;</li> <li>(2) hat;</li> <li>(3) extra insulation layer;</li> <li>(4) sunglasses;</li> <li>(5) sunscreen;</li> <li>(6) insect repellent;</li> <li>(7) camera and film;</li> <li>(8) bathing suit and towel; and</li> <li>(9) binoculars.</li> </ul>			
TP2	<p>Conduct an activity where cadets will:</p> <ul style="list-style-type: none"> <li>a. identify permanent items list, to include: <ul style="list-style-type: none"> <li>(1) personal items;</li> <li>(2) the six essential items; and</li> <li>(3) a last-minute checklist; and</li> </ul> </li> <li>b. create a personal kit list based on the weather forecast, to include: <ul style="list-style-type: none"> <li>(1) a sunny day;</li> <li>(2) a rainy day; and</li> <li>(3) a cold and snowy day.</li> </ul> </li> </ul>	In-class Activity	15 min	C2-042 (pp.104–105, 112–113 and 116–117)
TP3	<p>Discuss the physical demands of a trek, to include:</p> <ul style="list-style-type: none"> <li>a. cardiovascular endurance;</li> <li>b. strength; and</li> <li>c. balance.</li> </ul>	Interactive Lecture	5 min	C2-051 (pp.12 to 14)
TP4	<p>Discuss how to physically prepare for a trek, to include:</p> <ul style="list-style-type: none"> <li>a. exercises to build body strength, such as: <ul style="list-style-type: none"> <li>(1) aerobics exercises; and</li> <li>(2) strength building exercises; and</li> </ul> </li> <li>b. stretching exercises before and during the trek.</li> </ul>	Interactive Lecture	15 min	C2-016 (pp. 169–170) C2-051 (pp. 12 to 14 and pp. 17 to 21) C2-042 (pp. 132-133 and pp. 144-145) C0-089 (pp. 152–153)

5. **Time**

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

6. **Substantiation**

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

7. **References**

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

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

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

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

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

**EO M223.02 – IDENTIFY HIKING/TREKKING ASSOCIATIONS**

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

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

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

5. **Time**

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

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

7. **References**

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

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

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

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

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

**EO M223.03 – PARTICIPATE IN A DISCUSSION ON CROSSING OBSTACLES WHILE TREKKING**

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

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

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

## 5. Time

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

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

## 7. References

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

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

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**SECTION 14****PO 224 – IDENTIFY IMMEDIATE ACTIONS TO TAKE WHEN LOST**

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

**EO M224.01 – DESCRIBE IMMEDIATE ACTIONS TO TAKE WHEN LOST**

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

TP	Description	Method	Time	Ref
TP1	Introduce the acronym S.T.O.P. as the action to take when lost as: a. sitting; b. thinking; c. observing; and d. planning.	Interactive Lecture	10 min	C2-016 (pp. 238 to 240)
TP2	Discuss how to control fear and panic when lost, to include: a. the effects of panic; b. factors that contribute to fear; and c. dealing with fear.	Interactive Lecture	10 min	C2-004 (p. 7)
TP3	Identify the five elements of survival, to include: a. attitude, b. shelter, c. water, d. fire, and e. food.	Interactive Lecture	10 min	C2-016 (pp. 250-251)
TP4	Divide the cadets into groups of no more than four. Give a scenario where the cadets have become	In-class Activity	20 min	

TP	Description	Method	Time	Ref
	<p>lost on a weekend bivouac FTX. Have the cadets develop a plan employing the S.T.O.P. acronym and the five elements of survival.</p> <p>Cadets shall present their plan to the other groups.</p>			

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

7. **References**

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

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

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

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

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

**EO M224.02 – IDENTIFY THE SEVEN ENEMIES OF SURVIVAL**

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

4. **Teaching Points**

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

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the seven enemies of survival and present background material.

7. **References**

- a. A2-046 B-GA-217-001/PT-001 *Down But Not Out*. (n.d.). Ottawa, ON: National Defence.

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

**EO M224.03 – PREDICT WEATHER USING CLOUD FORMATIONS**

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

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

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

**7. References**

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

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

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

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

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

**EO M224.04 – IDENTIFY EMERGENCY SHELTERS**

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

TP	Description	Method	Time	Ref
TP1	Explain the following factors to consider when selecting a site for an emergency shelter: <ol style="list-style-type: none"> <li>a. terrain considerations, to include:               <ol style="list-style-type: none"> <li>(1) selecting an area that is large enough for the planned shelter;</li> <li>(2) selecting an area that is elevated and provides drainage; and</li> <li>(3) identifying sheltered areas that protect from wind, rain and sun; and</li> </ol> </li> </ol>	Interactive Lecture	15 min	C2-004 (pp. 96-97)

TP	Description	Method	Time	Ref
	b. location considerations, to include: <ol style="list-style-type: none"> <li>(1) proximity to a water source that provides potable water and food from fishing;</li> <li>(2) proximity to a fuel source for fire during cold weather;</li> <li>(3) proximity to building materials; and</li> <li>(4) proximity to animal trails or holes; and</li> <li>(5) an area that can be seen from aircraft above;</li> <li>(6) the time required to build a shelter before nightfall; and</li> <li>(7) an entrance that is sheltered from the wind and preferably in the direction of the sun.</li> </ol>			
TP2	Identify types of natural shelters, to include: <ol style="list-style-type: none"> <li>a. a tree hollow;</li> <li>b. a cave; and</li> <li>c. a root shelter; and</li> </ol>	Interactive Lecture	5 min	C2-042 (p. 203) C2-004 (p. 113) C2-004 (p. 98)
TP3	Identify types of improvised shelters, to include: <ol style="list-style-type: none"> <li>a. a bough shelter;</li> <li>b. a fallen trunk;</li> <li>c. a lean-to;</li> <li>d. a snow cave; and</li> <li>e. a tepee.</li> </ol>	Interactive Lecture	10 min	C2-008 (pp. 244-245) C2-042 (p. 203)
TP4	Divide cadets into groups of three or four. Have the cadets seek out suitable natural or improvised shelters.	Practical Activity	20 min	

#### 5. Time

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

#### 6. Substantiation

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

7. **References**

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

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

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

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

11. **Remarks**

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

**EO M224.05 – PREPARE, LIGHT, MAINTAIN, AND EXTINGUISH A FIRE**

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

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

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

TP	Description	Method	Time	Ref
	b. lighting a fire using a match; c. maintaining a fire, by: (1) applying fuel; (2) ensuring ventilation; and (3) ensuring the fire is contained to a controllable size; and d. extinguishing a fire, by: (1) ensuring that all sparks have been put out thoroughly by smothering the fire with wet earth, and/or water; and (2) filling the fire pit with wet earth or sand.			
TP4	Have the cadets, in groups of four, prepare, light, maintain, and extinguish a fire.  <b>Notes:</b> 1. Cadets can attempt the fire of their choice. Each fire shall be maintained for 10 minutes. All fires must be extinguished ensuring no smoldering coals are present.  2. Fire safety equipment must be on hand during this activity. Additional supervision is required during the actual lighting of a signal fire by an instructor.	Practical Activity	50 min	

#### 5. Time

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

#### 6. Substantiation

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

7. **References**

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

8. **Training Aids**

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

9. **Learning Aids**

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

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

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

**EO M224.06 – IDENTIFY METHODS OF SIGNALLING**

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

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

TP	Description	Method	Time	Ref
TP2	Discuss ground-to-air signals employed to communicate with aircraft, to include: <ol style="list-style-type: none"> <li>a. signal dimensions;</li> <li>b. creating contrasting shades, or colours; and</li> <li>c. signals, to include:               <ol style="list-style-type: none"> <li>(1) require assistance;</li> <li>(2) require medical assistance;</li> <li>(3) proceeding in this direction;</li> <li>(4) all is well; and</li> <li>(5) require food and water.</li> </ol> </li> </ol>	Interactive Lecture	15 min	C2-044
TP3	Divide the cadets into groups of no more than four. Assign the groups one of the five ground-to-air signals to construct.	Practical Activity	25 min	

#### 5. Time

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

#### 6. Substantiation

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

#### 7. References

- a. C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- b. C2-016 (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.
- c. C2-044 Department Of Transportation. (2007). *Ground-to-Air Signals*. Retrieved 9 February 2007, from <http://www.tc.gc.ca/CivilAviation/publications/tp14371/SAS/4-0.htm>.

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

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

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

11. **Remarks**

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

**EO C224.01 – COOK IN THE FIELD**

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

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

**5. Time**

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

**6. Substantiation**

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

**7. References**

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

**8. Training Aids**

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

**9. Learning Aids**

- A potato;
- Tin foil;
- Water;
- Shovel; and
- Matches.

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

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

**EO C224.02 – PREPARE A SIGNAL FIRE**

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

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

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

#### 5. Time

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

#### 6. Substantiation

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

#### 7. References

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

#### 8. Training Aids

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

#### 9. Learning Aids

- Kindling;
- Tinder; and

c. Fuel.

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

11. **Remarks**

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

### 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
Case Study	N/A	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game-playing	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	N/A	N/A	Applicable
In-class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the job Training (OJT)	N/A	N/A	Applicable
Peer Learning	N/A	N/A	Applicable
Practical Activity	Applicable	Applicable	Applicable
Role-play	N/A	Applicable	Applicable
Self-study	N/A	N/A	Applicable
Simulation	N/A	N/A	Applicable
Tutorial	N/A	N/A	Applicable

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

Method(s)	Applications	Advantages	Disadvantages
<p><b>DEMONSTRATION AND PERFORMANCE</b></p> <p>Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.</p> <p><b>Demonstration Method</b></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><b>Performance Method</b></p> <p>A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>To teach hands-on operations or procedures.</li> <li>To teach troubleshooting.</li> <li>To illustrate principles.</li> <li>To teach operation or functioning of equipment.</li> <li>To set standards of workmanship.</li> <li>To teach safety procedures.</li> </ol> <p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>To teach hands-on operations or procedures.</li> <li>To teach operations or functioning of equipment.</li> <li>To teach team skills.</li> <li>To teach safety procedures.</li> </ol>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>Minimizes damage and waste.</li> <li>Saves time.</li> <li>Can be presented to large groups.</li> </ol> <p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>Builds confidence.</li> <li>Enables learning evaluation.</li> <li>Reduces damage and waste.</li> <li>Promotes safety.</li> </ol>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>Requires careful preparation and rehearsal.</li> <li>Requires special classroom arrangements.</li> <li>Requires equipment and aids.</li> </ol> <p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>Requires tools and equipment.</li> <li>Requires large blocks of time.</li> <li>Requires more instructors.</li> </ol>

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

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

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

Method(s)	Applications	Advantages	Disadvantages
<p><b>PRACTICAL ACTIVITY</b>                      Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> <li>1. To introduce a subject.</li> <li>2. To practice skills.</li> <li>3. To review and/or reinforce.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourages participation.</li> <li>2. Stimulates an interest in the subject.</li> <li>3. Fun and interesting.</li> <li>4. Creates ownership.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires significant planning, preparation and organization.</li> <li>2. May require additional staff to ensure adequate supervision.</li> </ol>