



National Défense  
Defence nationale

A-CR-CCP-701/PG-001



**ROYAL CANADIAN ARMY CADETS**

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

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-701/PG-002.

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

**Canada**



**NOTICE**

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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-701/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts and JCR) in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline*, and CATO 40-01, *Army Cadet Program Outline*, and is issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance oriented concept of training outlined in the Canadian Forces Individual Training and Education System A-P9-050 Series, *Manual of Individual Training and Education*, with modifications to meet the needs of the Canadian Cadet Organizations (CCO).
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Army Cadet Corps to conduct the Green Star Qualification, as outlined in CATO 40-01, *Army Cadet Program Outline*.
4. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Army Cadet Program Development Staff Officer (D Cdts 3-2-5) or by email to [arm.dev@cadets.gc.ca](mailto:arm.dev@cadets.gc.ca). Suggested changes shall be in tabular format with three columns to capture: the page number, the paragraph / sub-paragraph number and suggested text amendment.

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## CHAPTER 1

### GENERAL

#### AIMS

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

#### PROGRAM MISSION AND PARTICIPANT OUTCOMES

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

#### OUTLINE OF TRAINING

6. The Star Level Program is a directed program carried out at the corps focused on giving all cadets instruction and opportunities to develop knowledge and skills in a variety of subject areas while introducing them to specialized activities.
7. Each star level is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

#### PROGRAM DESIGN

8. The Green Star Qualification has been designed:
  - a. assuming that the majority of Green Star cadets are between 12 and 13 years of age;
  - b. using age appropriate learning strategies;
  - c. using 30 minutes as a standard period of instruction;
  - d. by providing a programming mix consisting of fixed mandatory and flexible complementary training;

- e. including training which is experiential and skills-based, with a lesser focus on theoretical knowledge; and
- f. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.

## PERFORMANCE OBJECTIVES

9. The following are summaries of the POs common to all elements of the Cadet Program (allocated POs numbered 100 to 111) and the POs specific to the Green Star Qualification:

- a. **Positive Social Relations for Youth.** PO 100 – Participate in Positive Social Relations for Youth Training
  - (1) The aim of Positive Social Relations for Youth is to prepare the cadet to interact comfortably within the cadet community, interact positively with others, exercise sound judgement, accept personal responsibility for actions and choices, deal with interpersonal conflict, and seek assistance from available resources when needed.
  - (2) Positive Social Relations for Youth contributes directly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership and the participant outcome of social competence.
- b. **Citizenship.** PO 101 – Perform Individual Acts That Better the Community
  - (1) The aim of Green Star Citizenship is to help cadets be good citizens by encouraging them to perform simple, individual acts in everyday life that will better the lives of others in the community and, by extension, better the community as a whole.
  - (2) Green 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.
- c. **Community Service.** PO 102 – Perform Community Service
  - (1) The aim of Green Star community service is to encourage cadets to become more active in their communities through participation in a community service activity as a member of a group.
  - (2) Green 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.
- d. **Leadership.** PO 103 – Participate as a Member of a Team
  - (1) The aim of Green Star leadership is for the individual cadet to embrace the role of a follower while participating in activities as a member of a team.
  - (2) Green Star leadership contributes directly to the achievement of the program aim of developing the attributes of leadership and the participant outcome of social competence.



- e. **Personal Fitness and Healthy Living.** PO 104 – Track Participation in Physical Activities
  - (1) The aim of Green Star Personal Fitness and Healthy Living is to encourage cadets to be more physically active in their daily lives.
  - (2) Green 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.
- f. **Physical Activities.** PO 105 – Participate in Physical Activities
  - (1) The aim of Green Star Physical Activities is for cadets to have fun participating in physical activities.
  - (2) Green Star recreational sports contributes directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.
- g. **Air Rifle Marksmanship.** PO 106 – Fire the Cadet Air Rifle
  - (1) The aim of Green Star air rifle marksmanship is to familiarize the cadet with range operations and the firing of the cadet air rifle.
  - (2) Green 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 of self-esteem and promotion of an active lifestyle.
- h. **General Cadet Knowledge.** PO 107 – Serve in an Army Cadet Corps
  - (1) The aim of Green Star general cadet knowledge is to provide the cadet with information on the opportunities inherent in the Army Cadet Program, and provide them the basic skills to integrate comfortably as members of the corps.
  - (2) Green 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 outcome of understanding the CF.
- i. **Drill.** PO 108 – Participate in an Annual Ceremonial Review (ACR) Parade
  - (1) The aim of Green Star drill is to provide the cadet with the skills required to competently participate in an ACR parade.
  - (2) Green 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.
- j. POs 109 and 110 – Not Allocated.
- k. **Biathlon.** PO 111 – Participate in Recreational Summer Biathlon Activities
  - (1) The aim of Green Star biathlon is to provide the cadet with an opportunity to enhance individual marksmanship skills and personal fitness through participation in the sport of biathlon.
  - (2) Green Star biathlon contributes directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.

- l. POs 112 to 119 – Not Allocated.
- m. **CF Familiarization.** PO 120 – Demonstrate Knowledge of the Organization and Traditions of the Canadian Forces
  - (1) The aim of Green Star CF familiarization is to introduce the cadet to CF history and traditions.
  - (2) Green 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.
- n. **Field Training.** PO 121 – Participate as a Member of a Team During a Overnight Bivouac Field Training Exercise
  - (1) The aim of Green Star field training is to provide the cadet with the opportunity to participate as a member of a team during an outdoor weekend activity.
  - (2) Green Star field training supports Army Cadet Expeditions through building basic skills that will allow a cadet to bivouac comfortably. The Army Cadet expeditions develop 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, consisting of dynamic travel of no less than one day with an outdoor overnight component combined with challenging adventure-based Army Cadet Adventure Training Activities. 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.
- o. **Navigation.** PO 122 – Identify Location Using a Map
  - (1) The aim of Green Star navigation is to introduce basic map-using skills that will allow a cadet to locate their position on a map, and relay that position to others by providing a six-figure grid reference.
  - (2) Green Star navigation supports Army Cadet Expeditions through the development of navigation skills to be used in conjunction with trekking. The Army Cadet expeditions develop 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, consisting of dynamic travel of no less than one day with an outdoor overnight component combined with challenging adventure-based Army Cadet Adventure Training Activities. 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.
- p. **Trekking.** PO 123 – Participate in a Day Hike
  - (1) The aim of Green Star trekking is to give cadets the opportunity to participate in a led day hike where they will be introduced to the basic concepts and skills of trekking.
  - (2) Green Star trekking supports Army Cadet Expeditions through the development of trekking as one mode of travel in support of expedition activities. The Army Cadet expeditions develop 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, consisting of dynamic travel of no less than one day with an outdoor overnight

component combined with challenging adventure-based Army Cadet Adventure Training Activities. 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 Green Star POs are skills-related. Skills are acquired through practical periods of instruction and practice. In order to achieve the POs, a hands-on learning approach is essential. The following guidance may assist in the implementation of training.

- a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using 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 and conduct of training. This includes reviewing lesson specifications and instructional guides and creating instructional materials as required.
- c. Schedule training such that the material is presented in a manner that ensures a smooth flow from one activity to the next.
- d. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

## **TRAINING PREREQUISITES**

11. To participate in the Green Star Qualification, 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 Green Star Qualification shall normally be between 12 and 13 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 Green Star. This QSP shall also be used by the D Cdts & JCR as the primary reference for validation of Green Star Qualification training.

14. The Green Star Qualification shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-701/PF-001, Royal Canadian Army Cadets, Green Star Instructional Guides.

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

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## CHAPTER 2

### TRAINING MANAGEMENT DETAILS

#### RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

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

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

#### TRAINING DETAILS

2. **General.** In accordance with CATOs 11-04, *Cadet Program Outline* and 40-01, *Army Cadet Program Outline*, the Star Level Program is conducted between 1 September and 30 June of each training year through a combination of training sessions and supported training days / weekends. The Star Level Program is divided into two compulsory components that must be completed by all cadets. These components are:

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

3. **Green Star Qualification Training Outline.** The distribution of mandatory and complementary training in Green Star is as follows:

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

## b. Complementary Training:

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

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

Topic	PO No.	Performance Objective	Mandatory Periods	Complementary Periods
<i>Positive Social Relations for Youth</i>	100	Participate in <i>Positive Social Relations for Youth</i> Training	6	-
Citizenship	101	Perform Individual Acts That Better the Community	1	10
Community Service	102	Perform Community Service	9	18
Leadership	103	Participate as a Member of a Team	4	3
Personal Fitness and Healthy Living	104	Track Participation in Physical Activities	3	5
Physical Activities	105	Participate in Physical Activities	9	18
Air Rifle Marksmanship	106	Fire the Cadet Air Rifle	8	4
General Cadet Knowledge	107	Serve in an Army Cadet Corps	7	7
Drill	108	Participate in an Annual Ceremonial Review	14	9
Biathlon	111	Participate in Recreational Summer Biathlon Activities	-	9
Canadian Forces Familiarization	120	Demonstrate Knowledge of the Organization and Traditions of the Canadian Forces	2	15
Field Training	121	Participate as a Member of a Team During a Overnight Bivouac Field Training Exercise	15	26
Navigation	122	Identify Location Using a Map	16	22
Trekking	123	Participate in a Day Hike	10	28
		<b>Total</b>	<b>104</b>	<b>174</b>

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

## 6. Training Staff Requirements

- a. Corps Training Officer (Trg O):

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

- b. Corps Senior Instructor: Coach and advise instructional staff (senior cadets and junior officers) at the cadet corps on matter related to instruction and instructional supervision. Qualification: CIC Occupational Specialty Senior Instructor Qualification.

- c. Green Star Course Officer (Crse O):

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

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

- d. Instructors:

RANK	MOSID	NUMBER	QUALIFICATION
Cadet WO and above	N/A	1 per 10 cadets	Minimum: Completion of the Gold Star Program Preferred: Cadet Summer Training Centre (CSTC) specialties appropriate for activity requirements (eg, Air Rifle Marksmanship Instructor to instruct Marksmanship, PO 106)

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 Green Star are:

- a. Specialist Instructors:

- (1) Range Safety Officer (Air Rifle) (RSO [AR]) in support of PO 106 and PO 111;
- (2) Unit Cadet Conflict Management Advisor (UCCMA) in support of PO 100;

- (3) CF Qualified Primary Reserve / Regular Force members as required in support of EOs M120.02 and C120.01;
  - (4) Cold Weather Instructor in support of EOs C121.05 and C123.03; and
  - (5) Instructor(s) as detailed in A-CR-CCP-951/PT-002, *Royal Canadian Army Cadet Adventure Training Safety Standards*, and as required in support of EO C123.01;
- b. Specialist Cadet Instructors:
- (1) Fitness and Sports Instructor(s) as available in support of POs 104 and 105;
  - (2) Air Rifle Marksmanship Instructor(s) as available in support of PO 106 and 111;
  - (3) Drill and Ceremonial Instructor(s) as available in support of PO 108; and
  - (4) Expedition Instructor(s) as available in support of POs 122 and 123; and
- c. Guest speaker(s) as required.

## RESOURCE REQUIREMENTS

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

## TRAINING ADMINISTRATION

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

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

## QUALIFICATION

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

## RELATED DOCUMENTS

12. This QSP is to be used in conjunction with:
- a. CATOs; and
  - b. A-CR-CCP-701/PF-001, *Royal Canadian Army Cadets, Green Star – Instructional Guides*.



## SPECIAL INSTRUCTIONS

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

- a. The training environment required for each activity:
  - (1) some activities will require an outdoor environment which requires consideration for seasonal climate; and
  - (2) some activities will require the use of a special facility, such as a gymnasium or sports field.
- b. The availability of a technical specialist if required to conduct the activity.
- c. The logical grouping and sequencing of EOs to take advantage of interrelationships that exist within the instructional material.
- d. The scheduling of training during sessions relative to weekend training, e.g. 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.** The planning and conducting of training days is the responsibility of the cadet corps and:

- a. 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 kilometres 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 provided at Annex D.

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## GREEN STAR QUALIFICATION TRAINING SUMMARY AND TIME ALLOCATION

### PERIOD ALLOCATION

PO	Performance Objective	EO	Enabling Objective	No. of Pd
100	Participate in <i>Positive Social Relations for Youth Training</i>	N/A	Sub-Module 1—What We Expect From You as a Cadet	2
		N/A	Sub-Module 2—What Can Happen When Behaviours Exceed or Do Not Meet Expectations	1
		N/A	Sub-Module 3—What Harassment, Criminal Offences and Child Abuse Are and Where You Can Go for Help	1
		N/A	Sub-Module 4—What Conflict Is and How You Can Deal With It	2
		<b>PO 100 – Total Mandatory</b>		<b>6</b>
		<b>PO 100 – Total Complementary</b>		<b>-</b>
101	Perform Individual Acts That Better the Community	M101.01	Perform Individual Acts that Better the Community	1
		C101.01	Tour a Community Institution	6
		C101.02	Participate in a Presentation Given by a Community Organization	4
		<b>PO 101 - Total Mandatory</b>		<b>1</b>
		<b>PO 101 - Total Complementary</b>		<b>10</b>
102	Perform Community Service	M102.01	Perform Community Service	9
		C102.01	Perform Community Service	18
		<b>PO 102 - Total Mandatory</b>		<b>9</b>
		<b>PO 102 - Total Complementary</b>		<b>18</b>
103	Participate as a Member of a Team	M103.01	Identify the Responsibilities of a Follower in a Team	1
		M103.02	Map a Personal Goal for the Training Year	1
		M103.03	Participate in Team Building Activities	2
		C103.01	Participate in Icebreaker Activities	1
		C103.02	Participate in Self-Introductions	1
		C103.03	Participate in Teambuilding Activities	1
		<b>PO 103 - Total Mandatory</b>		<b>4</b>
		<b>PO 103 - Total Complementary</b>		<b>3</b>
104	Track Participation in Physical Activities	M104.01	Describe Physical Activity and Sedentary Behaviour Guidelines	1
		M104.02	Track participation in Physical Activities	1
		M104.03	Identify Strategies to Improve Participation in Physical Activities	1
		C104.01	Participate in the Cadet Fitness Assessment	3
		C104.02	Identify Methods to Manage Stress	1
		C104.03	Identify the Food Groups	1
		<b>PO 104 - Total Mandatory</b>		<b>3</b>

PO	Performance Objective	EO	Enabling Objective	No. of Pd
			<b>PO 104 - Total Complementary</b>	<b>5</b>
105	Participate in Physical Activities	M105.01	Participate in Physical Activities	9
		C105.01	Participate in Physical Activities	9
		C105.02	Participate in a Tournament	9
			<b>PO 105 - Total Mandatory</b>	<b>9</b>
			<b>PO 105 - Total Complementary</b>	<b>18</b>
106	Fire the Cadet Air Rifle	M106.01	Identify the Parts and Characteristics of the Daisy 853C Air Rifle	1
		M106.02	Carry out Safety Precautions on the Cadet Air Rifle	1
		M106.03	Apply Basic Marksmanship Techniques	2
		M106.04	Follow Rules and Commands on an Air Rifle Range	1
		M106.05	Participate in Marksmanship Familiarization Using the Cadet Air Rifle	3
		C106.01	Participate in a Recreational Marksmanship Activity	3
		C106.02	Clean and Store the Cadet Air Rifle	1
			<b>PO 106 - Total Mandatory</b>	<b>8</b>
			<b>PO 106 - Total Complementary</b>	<b>4</b>
107	Serve in an Army Cadet Corps	M107.01	Participate in a Discussion on Green Star Training	1
		M107.02	Identify Army Cadet Ranks and Officer Ranks	1
		M107.03	Observe Rules and Procedures for the Paying of Compliments	1
		M107.04	State the Aim and Motto of the Army Cadet Program	1
		M107.05	Wear the Army Cadet Uniform	2
		M107.06	Participate in a Discussion on Year One Summer Training Opportunities	1
		C107.01	Maintain the Army Cadet Uniform	3
		C107.02	Participate in a Tour of the Cadet Corps	1
		C107.03	Participate in an Activity on the History of the Cadet Corps	2
		C107.04	Establish a Full value Contract	1
			<b>PO 107 - Total Mandatory</b>	<b>7</b>
			<b>PO 107 - Total Complementary</b>	<b>7</b>
108	Perform Drill Movements During an Annual Ceremonial Review	M108.01	Adopt the Positions of Attention, Stand at Ease, and Stand Easy	1
		M108.02	Execute a Salute at the Halt Without Arms	1
		M108.03	Execute Turns at the Halt	1
		M108.04	Close to the Right and Left	1
		M108.05	Execute Paces Forward and to the Rear	1

PO	Performance Objective	EO	Enabling Objective	No. of Pd
		M108.06	Execute the Movements Required for a Right Dress	1
		M108.07	Execute an Open Order and Close Order March	1
		M108.08	March and Halt in Quick Time	1
		M108.09	Execute Marking Time, Forward, and Halting in Quick Time	1
		M108.10	Execute a Salute on the March	1
		M108.11	Pay Compliments with a Squad on the March	1
		M108.12	Perform Drill Movements During Annual Ceremonial Review	3
		C108.01	Execute Supplementary Drill Movements	6
		C108.02	Participate in a Drill Competition	3
		<b>PO 108 - Total Mandatory</b>		<b>14</b>
		<b>PO 108 - Total Complementary</b>		<b>9</b>
111	Participate in Recreational Summer Biathlon Activities	C111.01	Participate in a Biathlon Briefing	1
		C111.02	Run Wind Sprints	1
		C111.03	Simulate Firing the Cadet Air Rifle Following Physical Activity	1
		C111.04	Participate in a Recreational Summer Biathlon Activity	6
		<b>PO 111 – Total Mandatory</b>		<b>-</b>
		<b>PO 111 – Total Complementary</b>		<b>9</b>
120	Demonstrate Knowledge of the Organization and Traditions of the Canadian Forces	M120.01	Describe the Roles of the Canadian Forces	1
		M120.02	Describe the History and Traditions of the Affiliated Unit	1
		C120.01	Participate in Canadian Forces Familiarization	3
		C120.02	Identify Current and Past Uniforms of the Canadian Army	3
		C120.03	Participate in a Discussion of a Soldier's Experience	3
		<b>PO 120 - Total Mandatory</b>		<b>2</b>
		<b>PO 120 - Total Complementary</b>		<b>15</b>
121	Participate as a Member of a Team During an Overnight Bivouac Field Training Exercise (FTX)	M121.01	Select Personal Equipment	2
		M121.02	Transport Personal Equipment	2
		M121.03	Tie Knots and Lashings	3
		M121.04	Assemble a Survival Kit	1
		M121.05	Recognize Environmental Hazards	1
		M121.06	Identify Environmental Injuries	1
		M121.07	Erect a Group Tent	2
		M121.08	Apply "Leave No Trace" Camping	1
		M121.09	Follow Camp Routine	2
		C121.01	Construct Field Amenities	4

PO	Performance Objective	EO	Enabling Objective	No. of Pd
		C121.02	Participate in a Discussion on Cold Climate Exposure	1
		C121.03	Select Cold Weather Clothing	1
		C121.04	Recognize the Effects of Cold Weather	2
		C121.05	Participate in Cold Weather Training	18
		PO 121 - Total Mandatory		15
		PO 121 - Total Complementary		26
122	Identify Location Using a Map	M122.01	Identify Types of Maps	1
		M122.02	Identify Marginal Information and Conventional Signs	2
		M122.03	Interpret Contour Lines	1
		M122.04	Orient a Map by Inspection	1
		M122.05	Determine a Grid Reference	2
		M122.06	Follow a Route Led by a Section Commander	9
		C122.01	Practice Navigation as a Member of a Small Group	12
		PO 122 - Total Mandatory		16
PO 122 - Total Complementary		12		
123	Participate in a Day Hike	M123.01	Select Hiking Clothing and Equipment	1
		M123.02	Participate in a Day Hike	9
		C123.01	Participate in Adventure Training	18
		C123.02	Explain Snowshoe March Discipline	1
		C123.03	Participate in a Snowshoeing Hike	9
		PO 123 - Total Mandatory		10
		PO 123 - Total Complementary		28
		Total Mandatory	104	
		Total Complementary	174	

### TRAINING DAY/WEEKEND ALLOCATION

MANDATORY		
Activity	Description	Time
Mandatory Training Periods	Eighteen periods of instruction (nine per day) chosen from the mandatory EOs, to be delivered during a full day of training. In some cases periods have been grouped into logical nine period days in the lesson specifications (e.g. PO 102 [Community Service], PO 105 [Physical Activities], or PO 106 [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 overnight bivouac FTX to include two days of practical experience in support of PO 121 (Field Training). Guidance on the conduct of this weekend is provided at Chapter 2, Annex A, Appendix 1.	1 Weekend
Navigation/Trekking FTX	One weekend of mandatory support will be provided for cadet corps to participate in a weekend expedition exercise to include two days of practical experience in support of PO 122 (Navigation) and PO 123 (Trekking). Guidance on the conduct of this weekend is provided at Chapter 2, Annex A, Appendix 2.	1 Weekend
Total Mandatory		6 Days

COMPLEMENTARY		
Activity	Description	Time
Complementary Training Periods	Eighteen periods of instruction (nine per day) chosen from the complementary EOs, to be delivered during a full day of training. In some cases periods have been grouped into logical nine period days in the lessons specifications (e.g. PO 102 [Community Service], PO 105 [Physical Activities], or PO 123 [Trekking]). However, corps may choose to deliver any complementary EOs, that meet their specific circumstances, on these days.	2 Days
Army Cadet Adventure Training Activities FTX	One weekend of complementary support will be provided for cadet corps to participate in <b>either</b> : a. a weekend adventure training FTX (EO C123.01 Participate in Adventure Training) conducted in accordance with A-CR-CCP-951/PT-002, <i>Royal Canadian Army Cadets Adventure Training Safety Standards</i> ; <b>or</b> b. a weekend cold weather FTX (EO C121.05 Participate in Cold Weather Training) conducted in accordance with A-CR-CCP-107/PT-002, <i>Royal Canadian Army Cadet Course Training Plan, Corps Training Program, Winter Adventure Training Manual</i> .	1 Weekend
Total Complementary		4 Days

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

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### **CONDUCT OF OVERNIGHT BIVOUAC FTX**

1. A total of 18 periods are allocated for the overnight bivouac FTX.
2. The following EOs shall be conducted prior to the bivouac FTX and confirmed through practical field activities.
  - a. M121.01 (Select Personal Equipment),
  - b. M121.02 (Transport Personal Equipment),
  - c. M121.03 (Tie Knots and Lashings),
  - d. M121.04 (Assemble a Survival Kit),
  - e. M121.05 (Recognize Environmental Hazards), and
  - f. M121.06 (Identify Environmental Injuries).
3. The following EOs shall be conducted during the bivouac FTX:
  - a. M121.07 (Erect a Group Tent),
  - b. M121.08 (Apply "Leave No Trace" Camping), and
  - c. M121.09 (Follow Camp Routine).
4. The exercise instruction shall include all EOs listed in paragraph 3.
5. The bivouac FTX is an opportunity for cadets to practically apply the skills learned in PO 121 (Participate as a Member of a Team During an Overnight Bivouac Field Training Exercise [FTX]). Adequate time should be structured for cadets to apply camp routine, maintain their tent space, store their personal equipment, recognize environmental hazards, etc. Practical activities may also be organized to enhance the opportunity for cadets to practice those skills and to work as a team. To that end, complementary activities may also be conducted.
6. **Resource Requirements.**
  - a. Sleeping bag,
  - b. Air mattress,
  - c. Wash basin,
  - d. Backpack,
  - e. Ground sheet,
  - f. Water container,
  - g. Two-burner stove,
  - h. Funnel,
  - i. Naphtha fuel,
  - j. Dual-generator lantern,
  - k. Mantles,
  - l. Pot set,

- m. Fire extinguisher,
- n. First aid kit,
- o. Blanket,
- p. Stretcher,
- q. Environmental spill kit,
- r. Garbage bags,
- s. Suitable cutlery and plates required for field meals,
- t. Suitable paper products (toilet paper, paper towel, etc) as required,
- u. Flashlight,
- v. Flashlight batteries,
- w. IMP,
- x. 4 lb axe (36-inch handle),
- y. 24-inch bow saw,
- z. Shovel,
- aa. Pail,
- bb. Matches,
- cc. Whistle,
- dd. Mirror,
- ee. Survival kit,
- ff. Flint,
- gg. Steel,
- hh. Pocket knife,
- ii. Compass,
- jj. Global Positioning System Receiver, and
- kk. Topographical map of the area.

### **CONDUCT OF NAVIGATION / HIKING FTX**

1. A total of 18 periods are allocated for the weekend navigation / hiking FTX.
2. The following EOs shall be conducted prior to the weekend navigation / hiking FTX and confirmed through practical field activities.
  - a. M122.01 (Identify Types of Maps),
  - b. M122.02 (Identify Marginal Information and Conventional Signs),
  - c. M122.03 (Interpret Contour Lines),
  - d. M122.04 (Orient a Map by Inspection),
  - e. M122.05 (Determine a Grid Reference), and
  - f. M123.01 (Select Hiking Clothing and Equipment).
3. The following EOs shall be conducted during the navigation / hiking FTX:
  - a. M122.06 (Follow a Route Led by a Section Commander), and
  - b. M123.02 (Participate in a Day Hike).
4. The exercise instruction shall include all EOs outlined in paragraph 3.
5. Although the eighteen periods of the FTX have been allocated to M122.06 (Follow a Route Led by a Section Commander) and M123.02 (Participate in a Day Hike), instructors should use the opportunity to practically reinforce the skills learned in the other EOs of PO 122 (Identify Location Using a Map) and of PO 123 (Participate in a Day Hike).
6. Where an instructor has subject matter knowledge in local history, rock formations, ecology, weather prediction, etc, teachable moments should be utilized to take advantage of experiential learning opportunities.
7. During EO M123.02 (Participate in a Day Hike), instructors should seek to take advantage of local features of area, eg, by stopping at a road side apple stand, exploring a historical site, inviting in a guest speaker from a local conservation area, etc. The training that needs to be covered to complete EO M123.02 (Participate in a Day Hike) needs to be integrated in the hike, and be instructed at a variety of points throughout the day to allow for logical breaks and to practically apply the skills during the following segment of hiking.
8. **Resource Requirements.**
  - a. Sleeping bag,
  - b. Air mattress,
  - c. Wash basin,
  - d. Backpack,
  - e. Ground sheet,
  - f. Water container,
  - g. Two-burner stove,
  - h. Funnel,

- i. Naphtha fuel,
- j. Dual-generator lantern,
- k. Mantles,
- l. Pot set,
- m. Fire extinguisher,
- n. First aid kit,
- o. Blanket,
- p. Stretcher,
- q. Environmental spill kit,
- r. Garbage bags,
- s. Suitable cutlery and plates required for field meals,
- t. Suitable paper products (toilet paper, paper towel, etc) as required,
- u. Flashlight,
- v. Flashlight batteries,
- w. IMP,
- x. 4 lb axe (36-inch handle),
- y. 24-inch bow saw,
- z. Shovel,
- aa. Pail,
- bb. Matches,
- cc. Whistle,
- dd. Mirror,
- ee. Survival kit,
- ff. Flint,
- gg. Steel,
- hh. Pocket knife,
- ii. Compass,
- jj. Global Positioning System Receiver, and
- kk. Topographical map of the area.

### SAMPLE TRAINING SCHEDULE

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 1	EO	M107.01 Participate in a Discussion on Green Star Training	M103.01 Identify the Responsibilities of a Follower in a Team	M108.01 Adopt the Positions of Attention, Stand at Ease and Stand Easy
	Instructor			
	Location			
Session 2	EO	M106.01 Identify the Parts and Characteristics of the Daisy 853C Air Rifle	M108.02 Execute a Salute at the Halt Without Arms	M107.02 Identify Army Cadet Ranks and Officer Ranks
	Instructor			
	Location			
Session 3	EO	M108.03 Execute Turns at the Halt	M106.02 Carry Out Safety Precautions on the Cadet Air Rifle	M103.02 Map Personal Goals for the Training Year
	Instructor			
	Location			
Session 4	EO	M121.01 Select Personal Equipment	M121.01 Select Personal Equipment	M101.01 Perform Individual Acts that Better the Community
	Instructor			
	Location			
Session 5	EO	M108.04 Close to the Right and Left	M103.03 Participate in Team Building Activ.	M103.03 Participate in Team Building Activ.
	Instructor			
	Location			
Session 6	EO	M108.05 Execute Paces Forward and to the Rear	M121.02 Transport Personal Equipment	M108.06 Execute the Movements Required for a Right Dress
	Instructor			
	Location			
Session 7	EO	<i>Positive Social Relations for Youth Training (Sub-Module 1)</i>	<i>Positive Social Relations for Youth Training (Sub-Module 1)</i>	<i>Positive Social Relations for Youth Training (Sub-Module 2)</i>
	Instructor			
	Location			
Session 8	EO	M121.04 Assemble a Survival Kit	M122.01 Identify Types of Maps	M104.01 Describe Physical Activity and Sedentary Behaviour Guidelines
	Instructor			
	Location			
Session 9	EO	M121.05 Recognize Environmental Hazards	C107.04 Establish a Full Value Contract	M108.07 Execute an Open Order and Close Order March
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 10	EO	M106.03 Apply Basic Marksm. Techniques	M106.03 Apply Basic Marksm. Techniques	M121.06 Identify Environmental Injuries
	Instructor			
	Location			
Session 11	EO	M106.04 Follow Rules and Commands on an Air Rifle Range	M107.05 Wear the Army Cadet Uniform	M107.05 Wear the Army Cadet Uniform
	Instructor			
	Location			
Session 12	EO	M122.02 Identify Marginal Information and Conventional Signs	M122.02 Identify Marginal Information and Conventional Signs	C106.02 Clean and Store the Cadet Air Rifle
	Instructor			
	Location			
Session 13	EO	C102.01 Perform Community Service	C102.01 Perform Community Service	C102.01 Perform Community Service
	Instructor			
	Location			
Session 14	EO	M108.08 March and Halt in Quick Time	C107.03 Participate in an Activity on the History of the Cadet Corps	C107.03 Participate in an Activity on the History of the Cadet Corps
	Instructor			
	Location			
Session 15	EO	C121.02 Participate in a Discussion on Cold Climate Exposure	M104.02 Track Participation in Physical Activities	M122.03 Interpret Contour Lines
	Instructor			
	Location			
Session 16	EO	C121.03 Select Cold Weather Clothing	C121.04 Recognize the Effects of Cold Weather	C121.04 Recognize the Effects of Cold Weather
	Instructor			
	Location			
Session 17	EO	M105.01 Participate in Physical Activities	M105.01 Participate in Physical Activities	M105.01 Participate in Physical Activities
	Instructor			
	Location			
Session 18	EO	C101.01 Tour a Community Institution	C101.01 Tour a Community Institution	C101.01 Tour a Community Institution
	Instructor			
	Location			
Session 19	EO	M107.03 Observe Rules and Procedures for the Paying of Compliments	M108.09 Execute Marking Time, Forward and Halting in Quick Time	M107.06 Participate in a Discussion on Year One Summer Training Opportunities
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 20	EO	M108.10 Execute a Salute on the March	M104.03 Identify Strategies to Improve Participation in Physical Activities	M107.04 State the Aim and Motto of the Army Cadet Program
	Instructor			
	Location			
Session 21	EO	M105.01 Participate in Physical Activities	M105.01 Participate in Physical Activities	M105.01 Participate in Physical Activities
	Instructor			
	Location			
Session 22	EO	M122.04 Orient a Map by Inspection	M120.01 Describe the Roles of the Canadian Forces	M123.01 Select Hiking Clothing and Equipment
	Instructor			
	Location			
Session 23	EO	M122.05 Determine a Grid Reference	M122.05 Determine a Grid Reference	M108.11 Pay Compliments With a Squad on the March
	Instructor			
	Location			
Session 24	EO	C107.01 Maintain the Army Cadet Uniform	C107.01 Maintain the Army Cadet Uniform	C107.01 Maintain the Army Cadet Uniform
	Instructor			
	Location			
Session 25	EO	C120.02 Identify Current and Past Uniforms of the Canadian Army	C120.02 Identify Current and Past Uniforms of the Canadian Army	C120.02 Identify Current and Past Uniforms of the Canadian Army
	Instructor			
	Location			
Session 26	EO	M120.02 Describe the History and Traditions of the Affiliated Unit	C108.01 Execute Supplementary Drill Movements	C108.01 Execute Supplementary Drill Movements
	Instructor			
	Location			
Session 27	EO	C108.02 Participate in a Drill Competition	C108.02 Participate in a Drill Competition	C108.02 Participate in a Drill Competition
	Instructor			
	Location			
Session 28	EO	M121.03 Tie Knots and Lashings	M121.03 Tie Knots and Lashings	M121.03 Tie Knots and Lashings
	Instructor			
	Location			
Session 29	EO	C120.03 Participate in a Discussion of a Soldier's Experience	C120.03 Participate in a Discussion of a Soldier's Experience	C120.03 Participate in a Discussion of a Soldier's Experience
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 30	EO	M108.12 Perform Drill Movements During an Annual Ceremonial Review	M108.12 Perform Drill Movements During an Annual Ceremonial Review	M108.12 Perform Drill Movements During an Annual Ceremonial Review
	Instructor			
	Location			



TRAINING DAYS Mandatory Training Periods		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	M106.05 Participate in Marksmanship Familiarization Using the Cadet Air Rifle			Participate in <i>Positive Social Relations for Youth Training</i> (Sub-Modules 3 and 4)			M105.01 Participate in Organized Recreational Team Sports		
	Instructor									
	Location									
Day 2	EO	M102.01 Perform Community Service								
	Instructor									
	Location									

Note. Day 1 should be placed after Session 12.

TRAINING DAYS Mandatory Bivouac FTX		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Weekend Day 1	EO	M121.02 Transport Personal Equipment	M121.07 Erect a Group Tent		M121.08 "Leave No Trace" Camping	M121.09 Follow Camp Routine		Activity - Practical Applications of PO 121 skills		
	Instructor									
	Location									
Weekend Day 2	EO	Activity - Practical Application of PO 121 skills					C121.01 Construct Field Amenities			
	Instructor									
	Location									

Note. This FTX should occur after Session 11.

TRAINING DAYS Mandatory Navigation / Hiking FTX		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	M122.06 Follow a Route Led by a Section Commander								
	Instructor									
	Location									
Day 2	EO	M123.02 Participate in a Day Hike								
	Instructor									
	Location									

Note. This FTX should be placed after Session 23.

TRAINING DAYS Complementary Training Periods		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	C111.01 Participate in a Biathlon Briefing	C111.02 Run Wind Sprints	C111.03 Simulate Firing the Cadet Air Rifle Following Physical Activity	C111.04 Participate in a Recreational Summer Biathlon Activity					
	Instructor									
	Location									
Day 2	EO	C123.01 Participate in Adventure Training								
	Instructor									
	Location									

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

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

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## RESOURCE REQUIREMENTS

Notes:

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

Quantities are based on a group of 30 cadets.

### Mandatory Training

<u>Item</u>	<u>Quantity</u>	<u>PO/EO</u>
DVD Player	1	100/101/ 105/107
Television	1	100/101/ 105/107
Projector	1	100
First Aid Kit	1	105
Insect Repellent - Bottle	1	105
Physical Activities - Pilates - DVD - <i>Pilates for Beginners With Kristin McGee</i> . Kristen McGee, Pilates Master Instructor. 2009.	1	105
Physical Activities - Active Games - Pool Noodle	2	105
Physical Activities - Active Games - Rubber Chicken	1	105
Physical Activities - Aerobics - Aerobic Step	30	105
Physical Activities - Aerobics - DVD - <i>Cardio Explosion</i> . Billy Banks, Certified Tae Bo Instructor. 2010.	1	105
Physical Activities - Aerobics - DVD - <i>Jazzercise Core: Target &amp; Tone Muscle, Fat Burning, Strength Building</i> . Judi Sheppard Missett, Certified Jazzercise Instructor. 2009.	1	105
Physical Activities - Aerobics - DVD - <i>Jazzercise: Live</i> . Judi Sheppard Missett, Certified Jazzercise Instructor. 2008	1	105
Physical Activities - Aerobics - DVD - <i>This is Tae Bo</i> . Billy Banks, Certified Tae Bo Instructor. 2010.	1	105
Physical Activities - Balance Ball Exercises - Balance Ball	30	105
Physical Activities - Balance Ball Exercises - DVD - <i>The Firm: Core Stability Ball</i> . Allie DelRio Pointer, Firm Master Instructor. 2006.	1	105
Physical Activities - Balance Ball Exercises - DVD - <i>Winsor Pilates Ball Workout</i> . Mari Winsor, Certified Pilates Instructor. 2005.	1	105
Physical Activities - Instructor-Led Dance - DVD - <i>Dance and be Fit: Latin Groove</i> . Desiree Bartlett, Certified Fitness Instructor. 2008.	1	105
Physical Activities - Instructor-Led Dance - DVD - <i>Dance off the Inches: Country Line Dance</i> . Amy Blackburn, Certified Fitness Instructor. 2008.	1	105
Physical Activities - Instructor-Led Dance - DVD - <i>Dance off the Inches: Dance it off Ballroom</i> . Kristina Milova, Certified Fitness Instructor. 2008.	1	105
Physical Activities - Instructor-Led Dance - DVD - <i>Dance off the Inches: Hip Hop Party</i> . Jennifer Galardi, Certified Fitness Instructor. 2007.	1	105
Physical Activities - Martial Arts - DVD - <i>Crunch: Super-Charged Kickbox Party</i> . Jeanette Jenkins, Certified by the Thai Boxing Association of Canada. 2007.	1	105
Physical Activities - Mat - Gym	30	105
Physical Activities - Orienteering - Control Marker	10	105
Physical Activities - Orienteering - Hand-Held Radios	6	105

Physical Activities - Orienteering - Magnetic Compass	15	105
Physical Activities - Orienteering - Map (Local Operating Area) - Scale Between 1: 5000 and 1 : 20000	15	105
Physical Activities - Orienteering - Punch	10	105
Physical Activities - Orienteering - Scorecard	15	105
Physical Activities - Orienteering - String / Twine Roll	1	105
Physical Activities - Orienteering - Whistle	30	105
Physical Activities - Pilates - DVD - <i>Crunch: Pick Your Spot Pilates</i> . Ellen Barret, Certified Pilates and Fitness Instructor. 2002.	1	105
Physical Activities - Resistance Exercises Using Bands - DVD - <i>Paul Katami's A.S.A.P. Band Camp</i> . Paul Katami, Certified Fitness Instructor. 2009.	1	105
Physical Activities - Resistance Exercises Using Bands - DVD - <i>The Firm: Pilates Band</i> . Alison Davis-McLain, Certified Group Fitness Instructor. 2006.	1	105
Physical Activities - Resistance Exercises Using Bands - Resistance Bands (Heavy)	15	105
Physical Activities - Resistance Exercises Using Bands - Resistance Bands (Light)	15	105
Physical Activities - Resistance Exercises Using Bands - Resistance Bands (Medium)	15	105
Physical Activities - Skipping Rope - Skipping Ropes	30	105
Physical Activities - Snowshoeing – Snowshoes - Pair	30	105
Physical Activities - Snowshoeing - Telescoping Trekking Poles - Pair	30	105
Physical Activities - Sports - Baseball	3	105
Physical Activities - Sports - Baseball Base	4	105
Physical Activities - Sports - Baseball Bat	2	105
Physical Activities - Sports - Baseball Glove - Left Handed	8	105
Physical Activities - Sports - Baseball Glove - Right Handed	4	105
Physical Activities - Sports - Basketball	2	105
Physical Activities - Sports - Batter's Helmet	2	105
Physical Activities - Sports - Field Crosse	24	105
Physical Activities - Sports - Floor Hockey Ball	2	105
Physical Activities - Sports - Floor Hockey Goalie Equipment – Set	2	105
Physical Activities - Sports - Floor Hockey Goalie Stick	2	105
Physical Activities - Sports - Floor Hockey Net	2	105
Physical Activities - Sports - Floor Hockey Stick	12	105
Physical Activities - Sports - Football	2	105
Physical Activities - Sports - Goalkeeper's Crosse	2	105
Physical Activities - Sports - Goalkeeper's Face Mask (Lacrosse)	2	105
Physical Activities - Sports - Goalkeeper's Face Mask (Ringette)	2	105
Physical Activities - Sports - Goalkeeper's Helmet (Lacrosse)	2	105
Physical Activities - Sports - Goalkeeper's Stick (Ringette)	2	105
Physical Activities - Sports - Goalkeeper's Throat and Chest Protector (Lacrosse)	2	105
Physical Activities - Sports - Lacrosse Ball	2	105
Physical Activities - Sports - Lacrosse Net	2	105
Physical Activities - Sports - Mouthguard	30	105

Physical Activities - Sports - Plastic Disk (Frisbee)	2	105
Physical Activities - Sports - Pylon - Safety 18"	8	105
Physical Activities - Sports - Ringette Net	2	105
Physical Activities - Sports - Ringette Stick	30	105
Physical Activities - Sports - Rubber Ring (Ringette)	2	105
Physical Activities - Sports - Soccer Ball	2	105
Physical Activities - Sports - Soccer Net	2	105
Physical Activities - Sports - Softball	3	105
Physical Activities - Sports - Touch Football Flag	18	105
Physical Activities - Sports - Volleyball	2	105
Physical Activities - Sports - Volleyball Net	1	105
Physical Activities - Sports - Whistle	1	105
Physical Activities - Stopwatch	1	105
Physical Activities - Swimming - DVD - <i>Aqua Combo Splash</i> . Karen Westfall, Aqua Fitness Expert.	1	105
Physical Activities - Tabloids - Bean Bag	30	105
Physical Activities - Tabloids - Hoola Hoop	30	105
Physical Activities - Tai Chi - DVD - <i>Element: Tai Chi for Beginners</i> . Samuel Barnes, Certified Tai Chi Instructor. 2008.	1	105
Physical Activities - Weighted Ball Exercises - DVD - <i>Patrick Goudreau's Play Ball</i> . Patrick Goudrea, National Academy of Sport Medicine Certified Trainer. 2008.	1	105
Physical Activities - Weighted Ball Exercises - Medicine Ball	30	105
Physical Activities - Weighted Bar Exercises - DVD - <i>Body Bar: Deep Definition</i> . Rob Glick, Bachelor of Science in Exercise Science. 2003.	1	105
Physical Activities - Weighted Bar Exercises - Weighted Bar	30	105
Physical Activities - Yoga - DVD - <i>Element: AM &amp; PM Yoga for Beginners</i> . Elena Brower, Certified Yoga Instructor. 2008.	1	105
Physical Activities - Yoga - DVD - <i>Element: Yoga for Beginners</i> . Elena Brower, Certified Yoga Instructor. 2007.	1	105
Physical Activities - Yoga - DVD - <i>Rodney Yee's Yoga for Beginners</i> . Colleen Saidman & Rodney Yee, Certified Yoga Instructors. 2009.	1	105
Physical Activities - Yoga - Yoga Mat	30	105
Sunscreen - SPF 30 (minimum)	1	105
Cadet Air Rifle - Five-shot clip	45	106
Cadet Air Rifle - Rifle	15	106
Cadet Air Rifle - Safety Rod	15	106
Cadet Air Rifle - Single Pellet Adaptor	15	106
Marksmanship mats	15	106
Pellets - .177 calibre Air Rifle (250 Pack)	6	106
Pellets - .177 calibre Cleaning Pellets (80 Pack)	1	106
Pellet container	15	106
Safety goggles/glasses	15	106
Target - Grouping Target CCT2000GRTD	150	106
Target Frame	15	106
Index cards - 100 Pack	1	107
Flip chart paper - Pad	1	107
Flip chart marker	15	107

Rulers - 30 cm	3	107
Scissors	15	107
Transparency Film - Package	1	107
Glue	3	107
Slip-Ons - Army Cadet Set	1	107
Slip-Ons - Army Officer Set	1	107
Twine - Roll	1	107
Envelopes	4	107
Map - Canada	1	120
Pins - Map Blue – Package	1	120
Pins - Map Green – Package	1	120
Pins - Map Red – Package	1	120
Air Mattress	30	121
Bag - Orange Plastic – Package	1	121
Blanket – Emergency	4	121
Camp Fuel - 3.87 L	9	121
Camping Stove - Two-Burner Naphtha	3	121
Candle – Tea	1	121
Cookware Set – Camping	3	121
Expedition Pack	30	121
Fire Extinguisher - Small Dry Chemical	3	121
First Aid Kit (Individual)	1	121
Fish Line - 10 pound – Roll	1	121
Flashlight – Small	1	121
Flint and Steel Set	1	121
Funnel - 6 inch	1	121
Hook – Fish	1	121
Lantern - Dual-Generator Naphtha	3	121
Magnifying Glass	1	121
Matches – Waterproof - Box	1	121
Mirror - 3 inch by 5 inch	1	121
Needle - Sewing (size 14 - 18) pkg 20	1	121
Radios, handheld	6	121
Rope - Kernmantle 10.5 mm Dynamic – 183 m	1	121
Saw - Flexible	1	121
Sleeping Bag	30	121
Spill Response Kit	1	121
Stretcher - Medical	1	121
Tent - Dome 4 Man	10	121
Thread - Spool	1	121
Wash basins	15	121
Water Jug - 20 Litre	1	121
Water Purification Tablets	1	121
Wire - Brass 24 gage 100 foot - Roll	1	121
Bag - Plastic Re-sealable Large - Package	15	122
Compass - Magnetic	15	122
Roamer	15	122



Day Pack	30	123
Water Bottle	30	123

### Complementary Training

<u>Item</u>	<u>Quantity</u>	<u>PO / EO</u>
Video - Historica Minutes	1	101
Toothpicks - Package	3	103
<i>Eating Well With Canada's Food Guide</i>	30	104
Leger 20-m Shuttle Run Test CD	1	104
Measuring tape	1	104
CD player	1	104
Gym Mat	15	104
metre stick	15	104
Cadet Air Rifle - Cleaning Kit	15	106
Cadet Air Rifle - Sling	15	106
Marksmanship glove	15	106
Marksmanship hat	15	106
Marksmanship jacket	15	106
Pellets - .177 calibre Air Rifle (250 Pack)	3	106
Pellets - .177 calibre Cleaning Pellets (80 Pack)	1	106
Scoring plug	1	106
Stopwatch	17	104 / 111
Target - Grouping Target CCT2000GRTD	150	106
Tables	3	107
Bristol Board	5	107
Tape - Masking 1 inch - Roll	6	107
Ironing Boards	9	107
Iron	9	107
Pressing cloth	9	107
Black boot polish	3	107
Soft Boot cloth	3	107
Spray bottle - small	9	107
Stickers - small, various images	360	107
Notice Board	1	111
Pellets - .177 calibre Air Rifle (250 Pack)	3	111
Safety goggles/glasses	30	111
Target - Biathlon Air Rifle Target (BART) - BT-100	15	111
Biathlon Target Frame	15	111
Fully equipped Toboggan	8	121
Ground Sheet	30	121
Jacket - Extreme Cold Weather (ECW)	30	121
Mitts - Arctic	30	121
Mukluks	30	121 / 123
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## **CHAPTER 3**

### **CADET EVALUATION**

#### **PURPOSE**

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

#### **LEARNER EVALUATION**

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

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

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

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

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

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

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

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

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

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

9. The intent of Green 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.

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

10. All cadets must successfully complete the Cadet Air Rifle Handling Test, located at Annex C to this chapter, prior to participating in familiarization or recreational marksmanship activities.

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

### **GREEN STAR QUALIFICATION STANDARD**

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

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

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

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

14. Any cadet for whom a waiver has been issued will not be granted a Green Star Qualification. However, they will progress to Red Star in the second 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 Green Star.

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

### **RECORDING AND REPORTING ACHIEVEMENT**

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

### **GREEN STAR CERTIFICATE OF QUALIFICATION**

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

### **MONITORING CADET PROGRESS**

18. 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.

19. The course officer is encouraged to meet formally and informally with cadets throughout the training year to discuss the cadet's progress towards Green Star Qualification and to provide feedback on overall

performance. At a minimum, it is expected that the course officer will meet with each cadet at the end of the training year to review the completed Chapter 3, Annex B, Green Star Qualification Record. Guidelines for conducting cadet interviews are located at Chapter 3, Annex D.

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

### **TRAINING COUNSELLING SESSION**

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

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### CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS

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

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## ANNEX B

### GREEN STAR QUALIFICATION RECORD

Topic	PO No.	Performance Statement	PO Assessment		CO's Waiver
			Complete	Incomplete	
<i>Positive Social Relations for Youth Training</i>	100	Participate in <i>Positive Social Relations for Youth Training</i>			
Citizenship	101	Perform Individual Acts That Better the Community			
Community Service	102	Perform Community Service			
Leadership	103	Participate as a Member of a Team			
Personal Fitness and Healthy Living	104	Track Participation in Physical Activities			
Physical Activities	105	Participate in Physical Activities			
Air Rifle Marksmanship	106	Fire the Cadet Air Rifle			
General Cadet Knowledge	107	Serve in an Army Cadet Corps			
Drill	108	Perform Drill Movements During an ACR			
CF Familiarization	120	Demonstrate Knowledge of the Organization and Traditions of the Canadian Forces			
Field Training	121	Participate as a Member of a Team During an Overnight Bivouac Field Training Exercise (FTX)			
Navigation	122	Identify Location Using a Map			
Trekking	123	Participate in a Day Hike			

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

<b>Green Star Qualification Achieved</b>	<b>Yes</b>	Trg O	<b>Date:</b> _____
		Signature: _____	

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**ANNEX C**  
**CADET AIR RIFLE HANDLING TEST**  
**ASSESSMENT INSTRUCTIONS**

---

**PREPARATION**

---

**PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment instructions and the Cadet Air Rifle Handling Test Assessment Checklist, and become familiar with the material prior to conducting the assessment.

Photocopy the Cadet Air Rifle Handling Test Assessment Checklist for each cadet.

**PRE-ASSESSMENT ASSIGNMENT**

Nil.

**ASSESSMENT METHOD**

Performance assessment was chosen as it allows the assessor to observe the cadet's ability to handle the cadet air rifle.

---

**CONDUCT OF ASSESSMENT**

---

**PURPOSE**

The purpose of this enabling check is to have the cadets complete the Cadet Air Rifle Handling Test.

**RESOURCES**

- Cadet air rifle,
- Pellet guide,
- Marksmanship mat,
- Safety glasses / goggles, and
- Cadet Air Rifle Handling Test Assessment Checklist.

**ASSESSMENT ACTIVITY LAYOUT**

Area where the rifles can be pointed in a safe direction.

**ASSESSMENT ACTIVITY INSTRUCTIONS**



After observing each action, make a judgement and indicate on the Assessment Checklist whether it was:

- **Incomplete.** The action was performed incorrectly or in an unsafe manner; or
- **Completed.** The action was performed correctly and in a safe manner.

Make notes of observations to provide descriptive post-assessment feedback.



This enabling check shall be conducted before cadets may fire the cadet air rifle.



When the cadet receives the cadet air rifle for the loading procedure, the cadet air rifle shall be set with the bolt open, safety catch in the ON position, and the pump lever open (5 to 8 cm).

The loading, firing and unloading and preparing for inspection procedures shall be conducted in the prone position in sequence with loading and unloading being simulated (without the use of air rifle pellets).

1. Divide the cadets into relays of no more than four cadets.
2. Conduct the Cadet Air Rifle Handling Test during dry firing with a relay.
3. Repeat Step 2 with each relay until all relays have completed the Cadet Air Rifle Handling Test.
4. Fill out the Assessment Checklist as the cadets complete the Cadet Air Rifle Handling Test.



Ensure safety precautions for operating the rifle are enforced at all times.

---

## POST ASSESSMENT INSTRUCTIONS

---

### RECORDING ASSESSMENT RESULTS

1. Indicate the cadet's overall performance on the Cadet Air Rifle Handling Test Overall Assessment table as:
  - a. **Incomplete.** The cadet has not achieved the performance standard. One or more actions were incomplete; or
  - b. **Completed.** The cadet has achieved the performance standard. All actions were complete.
2. Record notes made in the assessor's feedback section of the Cadet Air Rifle Handling Test Assessment Checklist.
3. Sign and date the Cadet Air Rifle Handling Test Assessment Checklist.
4. Attach a copy of the Cadet Air Rifle Handling Test Assessment Checklist to the cadet's training file.

### PROVIDING ASSESSMENT FEEDBACK

During the feedback session, tell the cadet what they did well, where they could improve, and if applicable, what they need to complete to be successful on this enabling check.

### CADET AIR RIFLE HANDLING TEST ASSESSMENT CHECKLIST

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

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

	Incomplete The action was performed incorrectly or in an unsafe manner.	Complete The action was performed correctly and in a safe manner.
Upon the instruction to carry out Individual Safety Precautions, did the cadet:		
1. Ensure the bolt was fully open and to the rear.		
2. Ensure the safety catch was in the ON position.		
3. Ensure the pump lever was partially open (5-8 cm).		
4. Ensure the safety rod was inserted in the barrel and visible in the feed track.		
Upon the command " <b>Relay Load, Commence Firing,</b> " did the cadet:		
5. Ensure the safety catch was in the ON position.		
6. Pump the cadet air rifle, observing a three second pause.		
7. Simulate loading a pellet (flat end forward).		
8. Close the bolt.		
9. Place the safety catch in the OFF position.		
10. Aim the cadet air rifle at the target.		
11. Squeeze the trigger.		
12. Place the safety catch in the ON position.		
13. Open the bolt.		
14. Open the pump lever (5–8 cm).		
15. Lay down the cadet air rifle.		
Upon the command " <b>Relay, Unload and Prepare for Inspection,</b> " did the cadet:		
16. Remove the five pellet clip, if used.		
17. Pump the cadet air rifle, observing a three second pause.		

18. Close the bolt.		
19. Place the safety catch in the OFF position.		
20. Aim the cadet air rifle at the target.		
21. Squeeze the trigger.		
22. Open the bolt.		
23. Place the safety catch in the ON position.		
24. Open the pump lever (5–8 cm).		
25. Place the air rifle on shoulder, muzzle pointed down range.		
26. Wait to be cleared by the RSO.		
27. Lay down the cadet air rifle once cleared by the RSO.		

**Assessor's Feedback:**

Cadet Air Rifle Handling Test Overall Assessment			
Check One	Incomplete		Completed
<b>Overall Performance</b>	The cadet has not achieved the performance standard. One or more actions were incomplete.		The cadet has achieved the performance standard. All actions were complete.

<b>Assessor's Name:</b>	<b>Position:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

*This form shall be reproduced locally.*

## **ANNEX D**

### **CADET INTERVIEW GUIDELINES**

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#### **PREPARATION FOR AN INITIAL INTERVIEW**

---

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

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

Make copies of the training schedule and make it available to each cadet a day prior to the interview.

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

##### **PRE-INTERVIEW ASSIGNMENT**

Have the cadets review the training schedule and come to the interview prepared to discuss this aspect of the course and expectations and personal goals they may have for the course.

---

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

---

##### **PURPOSE**

The purpose of the initial interview is to discuss course objectives, schedule and assessment activities. This is also an opportunity to get to know the cadet and help the cadet set personal goals.

##### **RESOURCES**

- Cadet interview form,
- Pen / pencil, and
- Suitable interview location.

##### **INTERVIEW LAYOUT**

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

##### **INTERVIEW INSTRUCTIONS**



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadet time to respond to your questions.

1. Have the cadet enter the area of the interview and be seated.
2. Ask the cadet the questions in the Cadet Interview Form, located at Appendix 1.
3. Have the cadet sign the Cadet Interview Form.

4. Sign the Cadet Interview Form.
5. Dismiss the cadet.

---

### **POST-INTERVIEW INSTRUCTIONS**

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

---

### **PREPARATION FOR FINAL INTERVIEW**

---

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

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

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

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

#### **PRE-INTERVIEW ASSIGNMENT**

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

---

### **CONDUCT OF FINAL INTERVIEW**

---

#### **PURPOSE**

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

#### **RESOURCES**

- Cadet Interview Form,
- Pen / pencil, and
- Suitable interview location.

#### **INTERVIEW LAYOUT**

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



## INTERVIEW INSTRUCTIONS



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadet time to respond to your questions.

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

---

## POST-INTERVIEW INSTRUCTIONS

---

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

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

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

SECTION 1 – CADET PARTICULARS		
Surname:	Name:	
Star Level:	Platoon:	Rank:
SECTION 2 – PERFORMANCE INTERVIEW		
CADET'S RESPONSES	OFFICER'S NOTES	
1. How do you feel about your progress in the Star Level? Are there any areas of excitement or concern you would like to highlight?	Note any gaps between the cadet's perception of their performance and observed performance.	
2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for the Star Level?	<p>Work with the cadet to develop an action plan, listing the steps that will help the cadet meet both the training requirements and their personal goals.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	
Cadet's Signature:		
Course Officer's Signature:		Date:

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

## ANNEX E

### TRAINING COUNSELLING SESSION GUIDELINES

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#### PREPARATION

---

##### PRE-COUNSELLING SESSION INSTRUCTIONS

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

---

#### CONDUCT OF TRAINING COUNSELLING SESSION

---

##### PURPOSE

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

##### RESOURCES

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

##### COUNSELLING SESSION LAYOUT

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

##### COUNSELLING SESSION INSTRUCTIONS



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadet time to respond to your questions.

1. Have the cadet enter the counselling room and be seated.
2. Inform the cadet of the situation; the cadet is not achieving and / or maintaining qualification standards.
3. Determine the following:
  - a. the seriousness of the failure,
  - b. areas of difficulty,
  - c. exceptional circumstances affecting the training progress,
  - d. the behaviour of the cadet,
  - e. the effort and motivation of the cadet, and
  - f. whether or not sufficient training support was provided.

4. Create an action plan with the cadet that addresses the reasons for the failure and the action the cadet should take to be successful.



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

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

---

#### **POST-COUNSELLING INSTRUCTIONS**

---

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

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

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

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

SECTION 4 – SESSION RECOMMENDATIONS (ACTION PLAN)	
Cadet 's Signature:	
Training Officer's Signature:	Date:
SECTION 5 – Commanding Officer Review	
<ul style="list-style-type: none"><li>Record any discussion with parents regarding the progress of the cadet.</li></ul>	
Commanding Officer's Signature:	Date:



## CHAPTER 4

### SECTION 1

#### PERFORMANCE OBJECTIVES (POs) AND TRAINING PLAN

##### PURPOSE

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

##### PERFORMANCE OBJECTIVES

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

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

3. This chapter also details the training plan that is designed to assist cadets to achieve the required POs using EOs and Lesson Specifications (LS) that are the key reference used for development of A-CR-CCP-701/PF-001, *Green Star Instructional Guides*.

##### ENABLING OBJECTIVES

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

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

##### LESSON SPECIFICATIONS

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

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

## **ASSESSMENT FOR LEARNING**

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

**PO 100**

1. **Performance:** Participate in *Positive Social Relations for Youth Training*
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** IAW A-CR-CCP-915/PG-001, *Positive Social Relations for Youth Training Facilitator's Package*, the cadet will participate in Module 1—Building Positive Social Relations.
4. **Remarks:** Nil.

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**PO 101**

1. **Performance:** Perform Individual Acts That Better the Community
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will perform individual acts that better the community.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadet's knowledge of citizenship through a number of activities:
  - a. EO C101.01 (Tour a Community Institution), and
  - b. EO C101.02 (Participate in a Presentation Given by a Community Organization).

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**EO M101.01**

1. **Performance:** Perform Individual Acts That Better the Community
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall perform an individual act that betters the community.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets identify characteristics of a good citizen.	In-Class Activity	10 min	C0-523
TP2	Have the cadets identify simple individual acts they can perform in everyday life that better the community, such as: <ol style="list-style-type: none"> <li>a. opening a door for someone;</li> <li>b. writing a note to someone who has had a positive effect on you;</li> <li>c. helping someone with their homework;</li> <li>d. teaching a skill to others;</li> <li>e. sharing a snack with someone who forgot theirs; and</li> <li>f. donating clothes / books / money / etc. to a charity.</li> </ol>	In-Class Activity	15 min	C0-523 C0-524

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 provoke thought and stimulate interest among cadets about how they can better their community.
7. **References:**
  - a. C0-523 Learn to Give. (2012). *Characterizing philanthropic people*. Retrieved February 22, 2012, from <http://www.learningtogive.org/lessons/npd/6-8%20-%20NPD%20Lesson.pdf>

- b. C0-524 Corporation for National and Community Service. (2012). *Generating a list of 100 ways teens can serve their communities*. Retrieved February 22, 2012, from <http://www.nationalserviceresources.org/practices/17441>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- b. Pictures of famous people who have taken action to better their communities, and
- c. Self-stick notes.

9. **Learning Aids:**

- a. Self-stick notes, and
- b. Pencils / pens.

10. **Test Details:** Nil.

11. **Remarks:** Challenge the cadets to perform an individual act that betters the community within the next week.



**EO C101.01**

1. **Performance:** Tour a Community Institution
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** The cadet shall tour a community institution to recognize its role in the community and reflect on how the institution affects them personally.
4. **Teaching Points:**
  - a. Conduct a tour briefing by describing:
    - (1) the community organization,
    - (2) the role of the organization in the community, and
    - (3) expected behaviour during the tour.
  - b. Have the tour guide:
    - (1) describe aspects of the community institution during the tour, such as:
      - (a) history,
      - (b) how citizens can become involved,
      - (c) role within the community, and
      - (d) examples of activities; and
    - (2) facilitate a question and answer period.
  - c. Have the cadets reflect on how the community institution affects them personally by participating in an activity, which may include, but is not limited to:
    - (1) discussing their experiences as a group or in pairs;
    - (2) writing a journal entry; or
    - (3) creating a visual representation of their experience.
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 is a fun and interactive way to build on the cadets' knowledge of communities.

7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. Examples of community institutions include:
    - (1) Museum,
    - (2) Municipal, provincial, or federal institution,
    - (3) Municipal services facility,
    - (4) Emergency services facility,
    - (5) Hospital, and
    - (6) Local food bank.
  - b. There is no instructional guide for this EO.
  - c. This EO may be conducted twice during the training year.

**EO C101.02**

1. **Performance:** Participate in a Presentation Given by a Community Organization
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
  - a. participate in a presentation given by a community organization that explains its role in the community;
  - b. recognize the community organization's role in the community; and
  - c. reflect on how the community organization affects them personally.
4. **Teaching Points:**
  - a. Have the cadets participate in a presentation by a community organization, to include:
    - (1) a description of aspects of the community organization, such as:
      - (a) history,
      - (b) how citizens can become involved,
      - (c) role within the community, and
      - (d) examples of activities; and
    - (2) a question and answer period.
  - b. Have the cadets reflect on how the community organization affects them personally by participating in an activity, which may include, but is not limited to:
    - (1) discussing their experiences as a group or in pairs;
    - (2) writing a journal entry; or
    - (3) creating a visual representation of their experience.
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 as it is a fun and interactive way to build on the cadets' knowledge of communities.
7. **References:** Nil.

8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. Examples of community organizations include:
    - (1) Alzheimer Society of Canada,
    - (2) Arthritis Society of Canada,
    - (3) Big Brothers Big Sisters of Canada,
    - (4) Canadian Cancer Society,
    - (5) Canadian Red Cross,
    - (6) Children's Wish Foundation of Canada,
    - (7) Emergency services,
    - (8) Hospital,
    - (9) Lions Clubs International,
    - (10) Local environmental groups,
    - (11) Local food bank,
    - (12) Kinsmen Club,
    - (13) Kiwanis Club,
    - (14) Municipal, provincial, or federal governments,
    - (15) Museum,
    - (16) Rotary Club,
    - (17) Royal Canadian Legion, and
    - (18) United Way of Canada.
  - b. There is no instructional guide for this EO.
  - c. This EO may be conducted twice during the training year.

**PO 102**

1. **Performance:** Perform Community Service
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance.
  - b. Denied: Nil.
  - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** As a member of a team, the cadet will:
  - a. conduct a personal inventory of skills, talents, and interests;
  - b. identify a community need to address;
  - c. investigate the underlying problem;
  - d. assist with the preparation and planning of community service, to include:
    - (1) collaborating with community partners;
    - (2) defining the goal of the community service;
    - (3) describing anticipated results;
    - (4) identifying how to measure the effects;
    - (5) identifying how progress will be monitored;
    - (6) defining roles and responsibilities of all involved;
    - (7) creating a timeline for all tasks; and
    - (8) identifying required resources;
  - e. perform community service that provides a direct benefit to the community;
  - f. monitor progress;
  - g. reflect on the community service, to include:
    - (1) describing what happened;
    - (2) examining the difference made;
    - (3) discussing thoughts and feelings; and
    - (4) considering activity improvements;
  - h. prepare and plan a public demonstration of their community service and the effect it has had on them and the community; and

- i. conduct their demonstration by:
  - (1) giving a public presentation;
  - (2) writing an article;
  - (3) publishing on a website or in another publication;
  - (4) creating a work of art; or
  - (5) completing another appropriate demonstration.

4. **Remarks:**

- a. The aim of this PO is for cadets to participate in meaningful community service that:
  - (1) has value, purpose, and meaning;
  - (2) uses previously learned and newly acquired skills and knowledge;
  - (3) offers unique learning experiences;
  - (4) has real consequences; and
  - (5) offers a safe environment to learn, to make mistakes, and to succeed.
- b. Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.
- c. Community service shall be conducted using the five stages of service learning, to include:
  - (1) inventory and investigation,
  - (2) preparation and planning,
  - (3) action,
  - (4) reflection, and
  - (5) demonstration.
- d. The community service activity shall not have any partisan political association or support any single religious denomination or belief system.
- e. The community service activity shall not directly benefit the cadet corps or the sponsor.

5. **Complementary Material:** The complementary material associated with this PO is EO C102.01 (Perform Community Service); it is designed to provide opportunities for cadets to perform community service through a number of activities.

**EO M102.01**

1. **Performance:** Perform Community Service
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance.
  - b. Denied: Nil.
  - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** As a member of a team, the cadet shall:
  - a. conduct a personal inventory of skills, talents, and interests;
  - b. identify a community need to address;
  - c. investigate the underlying problem;
  - d. assist with the preparation and planning of community service, to include:
    - (1) collaborating with community partners;
    - (2) defining the goal of the community service;
    - (3) describing anticipated results;
    - (4) identifying how to measure the effects;
    - (5) identifying how progress will be monitored;
    - (6) defining roles and responsibilities of all involved;
    - (7) creating a timeline for all tasks; and
    - (8) identifying required resources;
  - e. perform community service that provides a direct benefit to the community;
  - f. monitor progress;
  - g. reflect on the community service, to include:
    - (1) describing what happened;
    - (2) examining the difference made;
    - (3) discussing thoughts and feelings; and
    - (4) considering activity improvements;
  - h. prepare and plan a public demonstration of their community service and the effect it has had on them and the community; and

- i. conduct their demonstration by:
  - (1) giving a public presentation;
  - (2) writing an article;
  - (3) publishing on a website or in another publication;
  - (4) creating a work of art; or
  - (5) completing another appropriate demonstration.

**4. Teaching Points:**

- a. Divide the cadets into pairs and have them complete a personal inventory by interviewing each other.
- b. Identify a community need to address.
- c. Have the cadets investigate the underlying problem.
- d. Have the cadets assist in the preparation and planning of community service, to include:
  - (1) collaborating with community partners
  - (2) defining the goal of the community service;
  - (3) describing anticipated results;
  - (4) identifying how to measure the effects;
  - (5) identifying how progress will be monitored;
  - (6) defining roles and responsibilities of all involved;
  - (7) creating a timeline for all tasks; and
  - (8) identifying required resources;
- e. Have the cadets perform community service that provides a direct benefit to the community and monitor their progress.
- f. Have the cadets reflect on the community service, to include:
  - (1) describing what happened;
  - (2) examining the difference made;
  - (3) discussing thoughts and feelings; and
  - (4) considering activity improvements.
- g. Have the cadets prepare and plan a public demonstration of their community service and the effect it has had on them and the community.
- h. Have the cadets conduct their demonstration by:
  - (1) giving a public presentation;
  - (2) writing an article;



- (3) publishing on a website or in another publication;
- (4) creating a work of art; or
- (5) completing another appropriate demonstration.

5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Practical Activity:	25 min
c.	Subtotal:	30 min
d.	Total (9 periods):	270 min

6. **Substantiation:** Practical activity was chosen for this lesson as it allows the cadets to interact with their peers while providing a service to the community.

7. **References:** C0-522 Kaye, Cathryn B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing Inc.

8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The aim of this lesson is for cadets to participate in meaningful community service that:
  - (1) has value, purpose, and meaning;
  - (2) uses previously learned and newly acquired skills and knowledge;
  - (3) offers unique learning experiences;
  - (4) has real consequences; and
  - (5) offers a safe environment to learn, to make mistakes, and to succeed.
- b. Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.
- c. Community service shall be conducted using the five stages of service learning, to include:
  - (1) inventory and investigation,
  - (2) preparation and planning,
  - (3) action,
  - (4) reflection, and
  - (5) demonstration.

- d. More than one community service activity may be chosen to complete the required training time.
- e. If additional time is required to complete all five stages of service learning, periods from EO C102.01 (Perform Community Service) may be used.
- f. The community service activity shall not have any partisan political association or support any single religious denomination or belief system.
- g. The community service activity shall not directly benefit the cadet corps or the sponsor.

**EO C102.01**

1. **Performance:** Perform Community Service
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance.
  - b. Denied: Nil.
  - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** As a member of a team, the cadet shall:
  - a. conduct a personal inventory of skills, talents, and interests;
  - b. identify a community need to address;
  - c. investigate the underlying problem;
  - d. assist with the preparation and planning of community service, to include:
    - (1) collaborating with community partners;
    - (2) defining the goal of the community service;
    - (3) describing anticipated results;
    - (4) identifying how to measure the effects;
    - (5) identifying how progress will be monitored;
    - (6) defining roles and responsibilities of all involved;
    - (7) creating a timeline for all tasks; and
    - (8) identifying required resources;
  - e. perform community service that provides a direct benefit to the community;
  - f. monitor progress;
  - g. reflect on the community service, to include:
    - (1) describing what happened;
    - (2) examining the difference made;
    - (3) discussing thoughts and feelings; and
    - (4) considering activity improvements;
  - h. prepare and plan a public demonstration of their community service and the effect it has had on them and the community; and

- i. conduct their demonstration by:
  - (1) giving a public presentation;
  - (2) writing an article;
  - (3) publishing on a website or in another publication;
  - (4) creating a work of art; or
  - (5) completing another appropriate demonstration.

**4. Teaching Points:**

- a. Divide the cadets into pairs and have them complete a personal inventory by interviewing each other.
- b. Identify a community need to address.
- c. Have the cadets investigate the underlying problem.
- d. Have the cadets assist in the preparation and planning of community service, to include:
  - (1) collaborating with community partners
  - (2) defining the goal of the community service;
  - (3) describing anticipated results;
  - (4) identifying how to measure the effects;
  - (5) identifying how progress will be monitored;
  - (6) defining roles and responsibilities of all involved;
  - (7) creating a timeline for all tasks; and
  - (8) identifying required resources;
- e. Have the cadets perform community service that provides a direct benefit to the community and monitor their progress.
- f. Have the cadets reflect on the community service, to include:
  - (1) describing what happened;
  - (2) examining the difference made;
  - (3) discussing thoughts and feelings; and
  - (4) considering activity improvements.
- g. Have the cadets prepare and plan a public demonstration of their community service and the effect it has had on them and the community.
- h. Have the cadets conduct their demonstration by:
  - (1) giving a public presentation;
  - (2) writing an article;

- (3) publishing on a website or in another publication;
- (4) creating a work of art; or
- (5) completing another appropriate demonstration.

5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Practical Activity:	25 min
c.	Subtotal:	30 min
d.	Total (18 periods):	540 min

6. **Substantiation:** Practical activity was chosen for this lesson as it allows the cadets to interact with their peers while providing a service to the community.

7. **References:** C0-522 Kaye, Cathryn B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing Inc.

8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The aim of this lesson is for cadets to participate in meaningful community service that:
  - (1) has value, purpose, and meaning;
  - (2) uses previously learned and newly acquired skills and knowledge;
  - (3) offers unique learning experiences;
  - (4) has real consequences; and
  - (5) offers a safe environment to learn, to make mistakes, and to succeed.
- b. Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.
- c. Community service shall be conducted using the five stages of service learning, to include:
  - (1) inventory and investigation,
  - (2) preparation and planning,
  - (3) action,
  - (4) reflection, and
  - (5) demonstration.

- d. The community service activity shall not have any partisan political association or support any single religious denomination or belief system.
- e. The community service activity shall not directly benefit the cadet corps or the sponsor.

**PO 103**

1. **Performance:** Participate as a Member of a Team
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will participate as a member of a team, to include:
  - a. explaining the responsibilities of a follower in a team;
  - b. mapping personal goals for the training year; and
  - c. participating in teambuilding activities with other members of the squadron in order to improve communication skills, enhance teamwork and build trust and mutual support.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material associated with PO 103 is designed to enhance the cadets' knowledge of being a member of a team through a number of activities:
  - a. EO C103.01 (Participate in Icebreaker Activities),
  - b. EO C103.02 (Participate in Self-Introductions), and
  - c. EO C103.03 (Participate in Teambuilding Activities).

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**EO M103.01**

1. **Performance:** Identify the Responsibilities of a Follower in a Team
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify the responsibilities of a follower in a team environment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the following four responsibilities of a follower, to include: <ol style="list-style-type: none"> <li>a. respect the leader and other team members;</li> <li>b. cooperate with others;</li> <li>c. admit mistakes and learn from experience; and</li> <li>d. accept constructive feedback.</li> </ol>	Interactive Lecture	10 min	C3-038
TP2	Explain the following five responsibilities of a follower in a team, to include: <ol style="list-style-type: none"> <li>a. assume responsibility;</li> <li>b. be honest;</li> <li>c. accept other team members for who they are;</li> <li>d. know the job and be prepared; and</li> <li>e. communicate clearly with others.</li> </ol>	Interactive Lecture	15 min	C3-038

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 identify responsibilities of a follower in a team and generate interest.
7. **References:** C3-038 Campbell, R. (2006). *Leadership: Getting it done*. Retrieved 16 March 2006, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>

8. **Training Aids:** Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for classroom/training area.
9. **Learning Aids:**
  - a. Scrambled words handout, and
  - b. Container.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

**EO M103.02**

1. **Performance:** Map a Personal Goal for the Training Year

2. **Conditions:**

- a. Given:
  - (1) Supervision, and
  - (2) Assistance as required.
- b. Denied: Nil.
- c. Environmental: Any.

3. **Standard:** The cadet shall:

- a. identify goals using SMART; and
- b. map a personal goal for the training year.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the concept of goal setting, to include: <ul style="list-style-type: none"> <li>a. the definition of a goal,</li> <li>b. the difference between short-term and long-term goals,</li> <li>c. how to develop goals, and</li> <li>d. how to set goals using the SMART (specific, measurable, attainable, realistic, and timely) method.</li> </ul>	Interactive Lecture	10 min	C0-021 C0-022 C0-431
TP2	Conduct a goal mapping activity.	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 as it is an effective way to generate interest and motivate the cadets to set personal goals for themselves.
- 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. C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- b. C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- c. C0-431 Health Canada. (2011). *Eat Well and Be Active Education Toolkit*. Retrieved September 29, 2011, from <http://hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php>

8. **Training Aids:**

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

9. **Learning Aids:** SMART worksheet.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**EO M103.03**

1. **Performance:** Participate in Teambuilding Activities
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct the teambuilding activity “the Human Knot.”	In-Class Activity	10 min	C0-003 (p. 88)
TP2	Conduct the teambuilding activity “Memory.”	In-Class Activity	10 min	C0-005 (p. 27)
TP3	Conduct the teambuilding activity “Silent Birthdays.”	In-Class Activity	10 min	C0-003 (p. 95)
TP4	Lead a discussion on the characteristics of a successful team, to include: <ol style="list-style-type: none"> <li>a. strong communication,</li> <li>b. mutual cooperation and support,</li> <li>c. sharing a common goal, and</li> <li>d. high esprit de corps.</li> </ol> Have the cadets discuss the advantages of a successful team, to include: <ol style="list-style-type: none"> <li>a. including everyone;</li> <li>b. producing a better outcome;</li> <li>c. making the task easier to complete because more people are involved; and</li> <li>d. develops communication skills.</li> </ol>	Group Discussion	20 min	C0-004 (pp. 114-118)

5. **Time:**

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

6. **Substantiation:**

- a. An in-class activity was chosen for TPs 1–3 as it is an interactive way to present team building activities and the learning objective.
- b. A group discussion was chosen for TP4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about the advantages and characteristics of a successful team.

7. **References:**

- a. C0-004 ISBN 1-58062-577-0 McClain, G. & Romaine, D. S. (2002). *The everything managing people book*. Avon, MA: Adams Media.
- b. C0-003 ISBN 0-943210-44-5 Pike, B. & Busse, C. (1995). *101 more games for trainers*. Minneapolis, MN: Lakewood Publishing.
- c. C0-005 ISBN 0-07-046414-6 Scannell, E.E. & Newstrom, J. W. (1994). *Even more games trainers play*. New York: McGraw-Hill.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area; and
- b. Collage provided in Annex A of the Instructional Guide.

9. **Learning Aids:**

- a. Collage found in Annex A of the Instructional Guide,
- b. Paper and pens, and
- c. Flip chart markers.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**EO C103.01**

1. **Performance:** Participate in Icebreaker Activities
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in icebreaker activities in order to become familiar with other cadets in the group.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct the icebreaker activity "True Confession Toothpicks."	In-Class Activity	5 min	C0-003 (p.18)
TP2	Conduct the icebreaker activity "Two Truths and a Lie."	In-Class Activity	5 min	C0-029 (p. 331)
TP3	Conduct the icebreaker activity "Self Disclosure Introductions."	In-Class Activity	5 min	C0-028 (p.15)
TP4	Lead a group discussion on the effectiveness of the icebreakers in introducing themselves to each other.	Group Discussion	10 min	

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 TPs 1 to 3 as it is an interactive way to present icebreaker activities and the learning objective.
  - b. A group discussion was chosen for TP 4 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about icebreaker activities.

7. **References:**

- a. C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.
- b. C0-003 ISBN 0-943210-44-5 Pike, B and Busse, C. (1995) *101 more games for trainers*. Minneapolis, MN: Lakewood Books.
- c. C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for classroom/training area, and
- b. Toothpicks.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.



**EO C103.02**

1. **Performance:** Participate in Self-Introductions
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall introduce themselves to the group.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a self-introduction activity by having the cadets: <ol style="list-style-type: none"> <li>a. prepare notes before the introductions begin; and</li> <li>b. introduce themselves, to include:               <ol style="list-style-type: none"> <li>(1) name,</li> <li>(2) what school they attend,</li> <li>(3) what grade they are in,</li> <li>(4) why they joined cadets,</li> <li>(5) hobbies,</li> <li>(6) interests,</li> <li>(7) in general, career ambitions, and</li> <li>(8) any other information they wish to share with the group.</li> </ol> </li> </ol>	In-Class Activity	15 min	C0-021 (pp. 2 and 3)
TP2	Lead a discussion on the importance of the self-introduction activity in regards to developing communication skills.	Group Discussion	10 min	

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. In-Class Activity: 20 min
  - c. Group Discussion: 5 min
  - d. Total: 30 min

6. **Substantiation:**
  - a. An in-class activity was chosen for TP 1 as it is an interactive way to reinforce self-introductions and 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, opinions and feelings about self-introductions.
7. **References:** C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
8. **Training Aids:** Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for classroom/training area, and
9. **Learning Aids:**
  - a. White board and markers, and
  - b. Paper and pens.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

**EO C103.03**

1. **Performance:** Participate in Teambuilding Activities
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct the teambuilding activity "Jigsaw."	In-Class Activity	5 min	C0-028 (pp. 67-68)
TP2	Lead a discussion on how the cadets viewed the Jigsaw game in terms of how it fostered teamwork.	Group Discussion	5 min	
TP3	Conduct the teambuilding activity "Alphabetically."	In-Class Activity	10 min	C0-029 (p. 74)
TP4	Lead a discussion on how the cadets viewed the Alphabetically game in terms of how it demonstrated the need for teamwork.	Group Discussion	5 min	

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 TPs 1 and 3 as it is an interactive way to present team building activities and the learning objective.
  - b. A group discussion was chosen for TPs 2 and 4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about teamwork.

7. **References:**

- a. C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.
- b. C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and
- b. Picture puzzle, and
- c. CD player and cds (optional).

9. **Learning Aids:** Picture puzzle.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**PO 104**

1. **Performance:** Track Participation in Physical Activities
2. **Conditions:**
  - a. Given:
    - (1) Physical Activity Tracker,
    - (2) *Canadian Physical Activity Guidelines*,
    - (3) *Canadian Sedentary Behaviour Guidelines*,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will:
  - a. describe the time guidelines for physical activity outlined in the *Canadian Physical Activity Guidelines*;
  - b. describe the time limitations for sedentary behaviour outlined in the *Canadian Sedentary Behaviour Guidelines*;
  - c. track moderate- to vigorous-intensity physical activity time for four weeks using the Physical Activity Tracker;
  - d. use the Physical Activity Tracker to compare participation in physical activities to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*;
  - e. identify areas for improvement; and
  - f. identify strategies to improve participation in physical activities.
4. **Remarks:** The purpose of this PO is to encourage cadets to be more physically active in their daily lives.
5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadet's knowledge of citizenship through a number of activities:
  - a. EO C104.01 (Participate in the Cadet Fitness Assessment),
  - b. EO C104.02 (Identify Methods to Manage Stress), and
  - c. EO C104.03 (Identify the Food Groups).

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**EO M104.01**

1. **Performance:** Describe Physical Activity and Sedentary Behaviour Guidelines
2. **Conditions:**
  - a. Given:
    - (1) *Canadian Physical Activity Guidelines*,
    - (2) *Canadian Sedentary Behaviour Guidelines*,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe:
  - a. the time guidelines for physical activity outlined in the *Canadian Physical Activity Guidelines*, and
  - b. the time limitations for sedentary behaviour outlined in the *Canadian Sedentary Behaviour Guidelines*.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce the <i>Canadian Physical Activity Guidelines</i> , focusing on the recommended daily time for physical activities.	Interactive Lecture	5 min	C0-509
TP2	Introduce the <i>Canadian Sedentary Behaviour Guidelines</i> , focusing on the recommended daily limit for recreational screen time.	Interactive Lecture	5 min	C0-508
TP3	Conduct an activity where the cadets will become familiar with the <i>Canadian Physical Activity Guidelines</i> and the <i>Canadian Sedentary Behaviour Guidelines</i> by: <ol style="list-style-type: none"> <li>a. dividing the cadets into two teams;</li> <li>b. having one cadet from each team randomly choose a physical activity / sedentary behaviour;</li> <li>c. having the cadets silently act out their physical activity / sedentary behaviour and giving their teams a time limit to guess what behaviour they are mimicking; and</li> <li>d. reinforcing how each physical activity / sedentary behaviour relates to the guidelines.</li> </ol>	In-Class Activity	15 min	C0-508 C0-509

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 TPs 1 and 2 to orient the cadets to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* and generate interest.
- b. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest in physical activity among cadets.

7. **References:**

- a. C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>
- b. C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. *Canadian Physical Activity Guidelines*, and
- c. *Canadian Sedentary Behaviour Guidelines*.

9. **Learning Aids:**

- a. *Canadian Physical Activity Guidelines*, and
- b. *Canadian Sedentary Behaviour Guidelines*.

10. **Test Details:** Nil.

11. **Remarks:** Colour copies of the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines* can be accessed and printed at [www.csep.ca/guidelines](http://www.csep.ca/guidelines).



**EO M104.02**

1. **Performance:** Track Participation in Physical Activities
2. **Conditions:**
  - a. Given:
    - (1) *Canadian Physical Activity Guidelines*,
    - (2) *Canadian Sedentary Behaviour Guidelines*,
    - (3) Physical Activity Tracker,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
  - a. identify moderate- to vigorous-intensity physical activities (MVPA) participated in;
  - b. observe the duration of physical activities; and
  - c. track daily MVPA for four weeks using the Physical Activity Tracker.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain how to use the Physical Activity Tracker.	Interactive Lecture	5 min	
TP2	Conduct an activity where the cadets will, in pairs, practice completing the Physical Activity Tracker using scenarios based on potential physical activities and sedentary behaviours for 12–13 year old cadets.	In-Class Activity	20 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 TP 1 to orient the cadets to the Physical Activity Tracker and generate interest.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest in tracking physical activity among cadets.

7. **References:**

- a. C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>
- b. C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. *Canadian Physical Activity Guidelines*,
- c. Canadian Sedentary Behaviour Guidelines, and
- d. Physical Activity Tracker.

9. **Learning Aids:**

- a. *Canadian Physical Activity Guidelines*,
- b. Canadian Sedentary Behaviour Guidelines, and
- c. Physical Activity Tracker.

10. **Test Details:** Nil.

11. **Remarks:** Over the next four weeks, check in with the cadets regularly, reminding them to track their participation in physical activities and assisting them with any difficulties they encounter.

**EO M104.03**

1. **Performance:** Identify Strategies to Improve Participation in Physical Activities
2. **Conditions:**
  - a. Given:
    - (1) *Canadian Physical Activity Guidelines,*
    - (2) *Canadian Sedentary Behaviour Guidelines,*
    - (3) *Physical Activity Tracker,*
    - (4) *Supervision, and*
    - (5) *Assistance as required.*
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
  - a. use the Physical Activity Tracker to compare participation in moderate- to vigorous-intensity physical activities (MVPA) to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*;
  - b. identify areas for improvement; and
  - c. identify strategies to improve participation in physical activities.
4. **Teaching Points:** Conduct an activity where the cadets will:
  - a. review their Physical Activity Tracker and compare results to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*;
  - b. identify areas for improvement pertaining to time spent participating in MVPA; and
  - c. identify strategies to improve participation in physical activities, such as:
    - (1) identifying more enjoyable activities;
    - (2) finding an activity partner;
    - (3) joining a community or school recreational program;
    - (4) trying a new physical activity;
    - (5) building physical activity into daily routine; and
    - (6) planning for physical activity.
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 provoke thought and stimulate interest in improving participation in physical activities among cadets.
7. **References:**
  - a. C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>
  - b. C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>
  - c. C0-511 ParticipACTION. (2011). *Get moving*. Retrieved November 28, 2011 from [www.participation.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx](http://www.participation.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx)
8. **Training Aids:**
  - a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
  - b. *Canadian Physical Activity Guidelines*,
  - c. Canadian Sedentary Behaviour Guidelines, and
  - d. Physical Activity Tracker.
9. **Learning Aids:**
  - a. *Canadian Physical Activity Guidelines*,
  - b. Canadian Sedentary Behaviour Guidelines, and
  - c. Physical Activity Tracker.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

**EO C104.01**

1. **Performance:** Participate in the Cadet Fitness Assessment
2. **Conditions:**
  - a. Given:
    - (1) *Individual Score Sheet for the 20-m Shuttle Run Test*,
    - (2) Cadet Fitness Assessment and Incentive Level Results,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Training area large enough to accommodate the entire group and suitable for conducting the Cadet Fitness Assessment.
3. **Standard:** The cadet shall participate in the Cadet Fitness Assessment IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*, to include:
  - a. the cardiovascular component,
  - b. the muscular strength component, and
  - c. the muscular flexibility component.
4. **Teaching Points:**
  - a. Have the cadets participate in a warm-up session, composed of light cardiovascular exercises and stretches, meant to:
    - (1) gradually increase respiratory action and heart rate;
    - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
    - (3) raise muscle temperature to facilitate reactions in muscle tissue; and
    - (4) stretch the muscles.
  - b. IAW CATO 14-18, have the cadets perform and score:
    - (1) one of the following:
      - (a) the 20-m Shuttle Run Test, or
      - (b) the 1600-m run;
    - (2) the curl-up,
    - (3) the push-up, and
    - (4) two of the following:
      - (a) the trunk lift,
      - (b) the shoulder stretch, and
      - (c) the back-saver sit and reach.

- c. Have the cadets participate in a cool-down session, composed of light cardiovascular exercises and stretches, meant to:
  - (1) allow the body to slowly recover from physical activity and help to prevent injury;
  - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
  - (3) stretch the muscles.
- d. Have the cadets:
  - (1) review their Cadet Fitness Assessment results to identify which components of fitness they need to improve the most;
  - (2) brainstorm physical activities they would like to do regularly that would help improve those components of fitness; and
  - (3) make a four-week activity plan for participating in those physical activities.

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Practical Activity: 80 min
- c. Total (three periods): 90 min

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

7. **References:**

- a. A0-191 CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.
- b. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- c. C0-095 ISBN 0-7360-5962-8 The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.
- d. C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

8. **Training Aids:**

- a. CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- b. Leger 20-m Shuttle Run Test CD,
- c. Measuring tape,
- d. CD player,
- e. Pylons,
- f. Gym mats,
- g. 12-cm measuring strip,
- h. Stopwatches,

- i. Paper,
- j. Metre sticks,
- k. Coins,
- l. Back-saver sit and reach test apparatuses,
- m. Individual Score Sheet for the 20-m Shuttle Run Test,
- n. Individual Score Sheet for the 1600-m Run Test,
- o. Cadet Fitness Assessment and Incentive Level Results, and
- p. Strategies to Improve My Personal Fitness handout.

9. **Learning Aids:**

- a. Gym mats,
- b. 12-cm measuring strip,
- c. Stopwatches,
- d. Paper,
- e. Metre sticks,
- f. Coins,
- g. Back-saver sit and reach test apparatuses,
- h. Individual Score Sheet for the 20-m Shuttle Run Test,
- i. Individual Score Sheet for the 1600-m Run Test,
- j. Cadet Fitness Assessment and Incentive Level Results, and
- k. Strategies to Improve My Personal Fitness handout.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.
- b. The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.
- c. The Cadet Fitness Assessment shall be set up prior to conducting this EO.
- d. Assistant instructors will be required for this lesson.
- e. The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

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**EO C104.02**

1. **Performance:** Identify Methods to Manage Stress
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify methods to manage stress, to include:
  - a. participating in physical activity;
  - b. resting in a quiet place;
  - c. reducing breathing rate;
  - d. reducing mental activity;
  - e. reducing muscle tension;
  - f. participating in relaxation exercises;
  - g. identifying the stressor;
  - h. tackling one thing at a time;
  - i. trying to solve the problem;
  - j. managing time effectively;
  - k. accepting what cannot be changed;
  - l. thinking positively;
  - m. not masking problems;
  - n. trying not to be concerned with little problems; and
  - o. being flexible.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a group discussion on the definition of stress.	Group Discussion	5 min	C0-091
TP2	Describe methods to manage stress, to include: <ol style="list-style-type: none"> <li>a. participating in physical activity;</li> <li>b. resting in a quiet place;</li> <li>c. reducing breathing rate;</li> </ol>	Interactive Lecture	10 min	C0-091 C0-512

TP	Description	Method	Time	Refs
	d. reducing mental activity; e. reducing muscle tension; f. participating in relaxation exercises; g. identifying the stressor; h. tackling one thing at a time; i. trying to solve the problem; j. managing time effectively; k. accepting what cannot be changed; l. thinking positively; m. not masking problems; n. trying not to be concerned with little problems; and o. being flexible.			
TP3	Demonstrate and have the cadets perform relaxation exercises for managing stress, to include: a. rag doll, b. neck roll, c. body board, and d. jaw stretch.	Demonstration and Performance	10 min	C0-091

5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Group Discussion:	5 min
c.	Interactive Lecture:	10 min
d.	Demonstration and Performance:	10 min
e.	Total:	30 min

6. **Substantiation:**

- a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about stress. A group discussion helps the cadets improve their listening skills and develop as members of a team.
- b. An interactive lecture was chosen for TP 2 to orient the cadets to methods to manage stress.
- c. A demonstration and performance was chosen for TP 3 as it allows the instructor to demonstrate relaxation exercises while providing an opportunity for the cadets to practice under supervision.

7. **References:**
  - a. C0-091 ISBN 978-0-7360-6675-4 Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.
  - b. C0-512 ISBN 978-0-316-11350-2 Ratey, J. MD. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Company.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

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**EO C104.03**

1. **Performance:** Identify the Food Groups
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
  - a. participate in a discussion on the importance of healthy eating; and
  - b. identify the food groups listed in *Eating Well With Canada's Food Guide*, to include:
    - (1) vegetables and fruit,
    - (2) grain products,
    - (3) milk and alternatives, and
    - (4) meat and alternatives.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets participate in a group discussion on the importance of healthy eating, to include: <ol style="list-style-type: none"> <li>a. better overall health,</li> <li>b. lower risk of disease,</li> <li>c. healthy body weight,</li> <li>d. feeling and looking better,</li> <li>e. more energy, and</li> <li>f. stronger muscles and bones.</li> </ol>	Group Discussion	10 min	C0-100
TP2	Have the cadets participate in an activity where they will identify the four food groups, to include: <ol style="list-style-type: none"> <li>a. vegetables and fruit,</li> <li>b. grain products,</li> <li>c. milk and alternatives, and</li> <li>d. meat and alternatives.</li> </ol>	In-Class Activity	15 min	C0-100

5. **Time:**

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

6. **Substantiation:**

- a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about healthy eating. A group discussion helps the cadets improve their listening skills and develop as members of a team.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest in healthy eating among cadets.

7. **References:** C0-100 ISBN 0-662-44467-1 Health Canada. (2007). *Eating well with Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
- b. *Eating Well With Canada's Food Guide*.

9. **Learning Aids:** *Eating Well With Canada's Food Guide*.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**PO 105**

1. **Performance:** Participate in Physical Activities
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will participate in physical activities, such as:
  - a. cardiovascular activities, such as:
    - (1) aerobics,
    - (2) cross-country skiing,
    - (3) hiking,
    - (4) ice skating,
    - (5) instructor-led dancing,
    - (6) orienteering,
    - (7) rollerblading,
    - (8) running,
    - (9) skipping rope,
    - (10) snowshoeing, and
    - (11) swimming;
  - b. muscular strength activities, such as:
    - (1) balance ball exercises,
    - (2) Pilates,
    - (3) resistance exercises using bands,
    - (4) resistance exercises using the body,
    - (5) weighted ball exercises, and
    - (6) weighted bar exercises;

c. muscular flexibility activities, such as:

- (1) stretching,
- (2) tai chi, and
- (3) yoga;

d. recreational team sports, such as:

- (1) baseball,
- (2) basketball,
- (3) floor hockey,
- (4) football (flag or touch),
- (5) lacrosse,
- (6) ringette,
- (7) soccer,
- (8) soccer baseball,
- (9) ultimate Frisbee, and
- (10) volleyball; and

e. other physical activities, such as:

- (1) active games, such as:
  - (a) active video games,
  - (b) battleship, and
  - (c) tag;
- (2) circuit training,
- (3) martial arts, and
- (4) tabloids.

4. **Remarks:**

- a. The aim of this PO is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.
- b. Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.
- c. Choose activities based on human and material resources accessible to the corps.



- d. Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.
  - e. Activities chosen for this training are not limited to the list presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.
5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadet's knowledge of personal fitness and healthy living through a number of activities:
- a. EO C105.01 (Participate in Physical Activities), and
  - b. EO C105.02 (Participate in a Tournament).

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**EO M105.01**

1. **Performance:** Participate in Physical Activities
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
  - a. attend a briefing on the selected physical activity;
  - b. participate in a warm-up session;
  - c. participate in the selected physical activity; and
  - d. participate in a cool-down session.
4. **Teaching Points:**
  - a. Introduce the cadets to the selected physical activity, to include:
    - (1) which component(s) of fitness are improved through participation in the selected physical activity, and
    - (2) techniques for participating in the selected physical activity.
  - b. Have the cadets participate in a safety briefing, to include:
    - (1) rules / regulations of the selected physical activity,
    - (2) requirement for safety equipment for the selected physical activity,
    - (3) location of first aid post, and
    - (4) boundaries or route information.
  - c. Have the cadets participate in a warm-up session, composed of light cardiovascular activities and stretches, meant to:
    - (1) gradually increase respiratory action and heart rate;
    - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
    - (3) raise the muscle temperature to facilitate reactions in muscle tissue; and
    - (4) stretch the muscles.
  - d. Have the cadets participate in the selected physical activity.

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

5. **Time:**

- |                               |         |
|-------------------------------|---------|
| a. Introduction / Conclusion: | 5 min   |
| b. Practical Activity:        | 25 min  |
| c. Subtotal:                  | 30 min  |
| d. Total (9 periods):         | 270 min |

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

7. **References:**

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- gg. C2-051 ISBN 978-0-7153-2254-3 Bagshaw, C. (Ed.). (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David & Charles.
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8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Equipment for the selected physical activity, and
- c. First aid kit.

9. **Learning Aids:** Equipment for the selected physical activity.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Cardiovascular activities selected for this lesson may include, but are not limited to:
  - (1) aerobics,
  - (2) cross-country skiing,
  - (3) hiking,
  - (4) ice skating,
  - (5) instructor-led dancing,
  - (6) orienteering,
  - (7) rollerblading,
  - (8) running,
  - (9) skipping rope,
  - (10) snowshoeing, and
  - (11) swimming.
- b. Muscular strength activities selected for this lesson may include, but are not limited to:
  - (1) balance ball exercises,
  - (2) Pilates,
  - (3) resistance exercises using bands,
  - (4) resistance exercises using the body,
  - (5) weighted ball exercises, and
  - (6) weighted bar exercises.

- c. Muscular flexibility activities selected for this lesson may include, but are not limited to:
  - (1) stretching,
  - (2) tai chi, and
  - (3) yoga.
- d. Recreational team sports selected for this lesson may include, but are not limited to:
  - (1) baseball,
  - (2) basketball,
  - (3) floor hockey,
  - (4) football (flag or touch),
  - (5) lacrosse,
  - (6) ringette,
  - (7) soccer,
  - (8) soccer baseball,
  - (9) softball,
  - (10) ultimate Frisbee, and
  - (11) volleyball.
- e. Other physical activities selected for this lesson may include, but are not limited to:
  - (1) active games, such as:
    - (a) active video games,
    - (b) battleship, and
    - (c) tag;
  - (2) circuit training,
  - (3) martial arts, and
  - (4) tabloids.
- f. The aim of this EO is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.
- g. Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.
- h. Choose activities based on human and material resources accessible to the corps.
- i. Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.

- j. Activities chosen for this training are not limited to the lists presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.
- k. Physical activity periods may be conducted consecutively to provide the cadets an opportunity to participate in longer, varied physical activities.



**EO C105.01**

1. **Performance:** Participate in Physical Activities
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
  - a. attend a briefing on the selected physical activity;
  - b. participate in a warm-up session;
  - c. participate in the selected physical activity; and
  - d. participate in a cool-down session.
4. **Teaching Points:**
  - a. Introduce the cadets to the selected physical activity, to include:
    - (1) which component(s) of fitness are improved through participation in the selected physical activity, and
    - (2) techniques for participating in the selected physical activity.
  - b. Have the cadets participate in a safety briefing, to include:
    - (1) rules / regulations of the selected physical activity,
    - (2) requirement for safety equipment for the selected physical activity,
    - (3) location of first aid post, and
    - (4) boundaries or route information.
  - c. Have the cadets participate in a warm-up session, composed of light cardiovascular activities and stretches, meant to:
    - (1) gradually increase respiratory action and heart rate;
    - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
    - (3) raise the muscle temperature to facilitate reactions in muscle tissue; and
    - (4) stretch the muscles.
  - d. Have the cadets participate in the selected physical activity.

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

5. **Time:**

- |                               |         |
|-------------------------------|---------|
| a. Introduction / Conclusion: | 5 min   |
| b. Practical Activity:        | 25 min  |
| c. Subtotal:                  | 30 min  |
| d. Total (9 periods):         | 270 min |

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

7. **References:**

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8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Equipment for the selected physical activity, and
- c. First aid kit.

9. **Learning Aids:** Equipment for the selected physical activity.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Cardiovascular activities selected for this lesson may include, but are not limited to:
  - (1) aerobics,
  - (2) cross-country skiing,
  - (3) hiking,
  - (4) ice skating,
  - (5) instructor-led dancing,
  - (6) orienteering,
  - (7) rollerblading,
  - (8) running,
  - (9) skipping rope,
  - (10) snowshoeing, and
  - (11) swimming.
- b. Muscular strength activities selected for this lesson may include, but are not limited to:
  - (1) balance ball exercises,
  - (2) Pilates,
  - (3) resistance exercises using bands,
  - (4) resistance exercises using the body,
  - (5) weighted ball exercises, and
  - (6) weighted bar exercises.

- c. Muscular flexibility activities selected for this lesson may include, but are not limited to:
  - (1) stretching,
  - (2) tai chi, and
  - (3) yoga.
- d. Recreational team sports selected for this lesson may include, but are not limited to:
  - (1) baseball,
  - (2) basketball,
  - (3) floor hockey,
  - (4) football (flag or touch),
  - (5) lacrosse,
  - (6) ringette,
  - (7) soccer,
  - (8) soccer baseball,
  - (9) softball,
  - (10) ultimate Frisbee, and
  - (11) volleyball.
- e. Other physical activities selected for this lesson may include, but are not limited to:
  - (1) active games, such as:
    - (a) active video games,
    - (b) battleship, and
    - (c) tag;
  - (2) circuit training,
  - (3) martial arts, and
  - (4) tabloids.
- f. The aim of this EO is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.
- g. Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.
- h. Choose activities based on human and material resources accessible to the corps.
- i. Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.

- j. Activities chosen for this training are not limited to the lists presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.
- k. Physical activity periods may be conducted consecutively to provide the cadets an opportunity to participate in longer, varied physical activities.
- l. There is no instructional guide provided for this EO. Refer to the instructional guide for M105.01 (Participate in Physical Activities).

**EO C105.02**

1. **Performance:** Participate in a Tournament
2. **Conditions:**
  - a. Given:
    - (1) Sports equipment,
    - (2) Safety equipment,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
  - a. attend a briefing on the rules of the tournament;
  - b. participate in a warm-up;
  - c. participate in a tournament; and
  - d. participate in a cool-down.
4. **Teaching Points:**
  - a. Have the cadets participate in an introductory briefing, to include:
    - (1) an overview of the sport(s) that will be played during the tournament,
    - (2) type of tournament,
    - (3) rules of the tournament,
    - (4) organization of the draw, and
    - (5) location of first aid post.
  - b. Have the cadets participate in a warm-up session, composed of light cardiovascular activities and stretches, meant to:
    - (1) gradually increase respiratory action and heart rate;
    - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
    - (3) raise the muscle temperature to facilitate reactions in muscle tissue; and
    - (4) stretch the muscles.
  - c. Have the cadets participate in a tournament.

- d. Have the cadets participate in a cool-down session, composed of light cardiovascular activities and stretches, meant to:
  - (1) prepare the respiratory and cardiovascular systems to return to their normal state; and
  - (2) stretch the muscles.

5. **Time:**

- |    |                            |         |
|----|----------------------------|---------|
| a. | Introduction / Conclusion: | 5 min   |
| b. | Practical Activity:        | 25 min  |
| c. | Subtotal:                  | 30 min  |
| d. | Total (9 periods):         | 270 min |

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

7. **References:**

- a. A0-050 A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.
- b. C0-187 San Diego County Office of Education. *After school physical activity: Types of tournaments*. Retrieved October 3, 2008, from <http://www.afterschoolpa.com/print/typesoftournaments.html>TBD

8. **Training Aids:**

- a. Sports / safety equipment for the selected sport,
- b. First aid kit,
- c. Whistles, and
- d. Stopwatch.

9. **Learning Aids:** Sports / safety equipment for the selected sport.

10. **Test Details:** Nil.

11. **Remarks:** Examples of sports that may be selected for this lesson include:

- a. baseball,
- b. basketball,
- c. floor hockey,
- d. football (flag or touch),
- e. lacrosse,
- f. ringette,
- g. soccer,
- h. soccer baseball,



- i. ultimate Frisbee, and
- j. volleyball.

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**PO 106**

1. **Performance:** Fire the Cadet Air Rifle
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Air rifle pellets,
    - (3) Target frame,
    - (4) Target,
    - (5) Marksmanship mat,
    - (6) Safety glasses / goggles,
    - (7) Supervision, and
    - (8) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet, with the cadet air rifle, will:
  - a. carry out safety precautions;
  - b. perform a handling test; and
  - c. fire twenty-five pellets by:
    - (1) following the rules of and commands given on a range; and
    - (2) applying basic marksmanship techniques.
4. **Remarks:**
  - a. Cadets shall successfully complete the Cadet Air Rifle Handling Test (Chapter 3, annex C) prior to firing pellets or cleaning pellets on a cadet air rifle range.
  - b. All range practices must be conducted by a Range Safety Officer (Air Rifle) (RSO-AR).
5. **Complementary Material:**
  - a. Complementary material associated with PO 106 is designed to enhance the cadet's air rifle marksmanship experience, to include:
    - (1) EO C106.01 (Participate in a Recreational Marksmanship Activity), and
    - (2) EO C106.02 (Clean and Store the Cadet Air Rifle).

- b. Complementary training associated with PO 106 is a total of 4 periods and may be conducted during a session or on a supported day.
- c. EO C106.01 (Participate in a Recreational Marksmanship Activity) may only be conducted following completion of all mandatory EOs associated with PO 106 (Fire the Cadet Air Rifle).

**EO M106.01**

1. **Performance:** Identify the Parts and Characteristics of the Daisy 853C Air Rifle.
2. **Conditions:**
  - a. Given:
    - (1) Daisy 853C air rifle,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard:** The cadet shall identify the parts and list the characteristics of the Daisy 853C air rifle.
4. **Teaching Points:**

TP	Description	Method	Time	Ref
TP1	Identify the parts of the Daisy 853C air rifle, to include: <ol style="list-style-type: none"> <li>a. butt plate;</li> <li>b. spacers;</li> <li>c. small of the butt;</li> <li>d. stock;</li> <li>e. fore end;</li> <li>f. sling bracket;</li> <li>g. trigger;</li> <li>h. trigger guard;</li> <li>i. safety catch;</li> <li>j. bolt;</li> <li>k. pump handle;</li> <li>l. front sight;</li> <li>m. rear sight;</li> <li>n. muzzle;</li> <li>o. barrel with barrel weight;</li> <li>p. bore;</li> <li>q. feed track;</li> <li>r. chamber;</li> <li>s. sling;</li> <li>t. single shot adapter; and</li> <li>u. five-shot clip.</li> </ol>	Interactive Lecture	13 min	A0-027 (p. 2-5, Diagram)

TP	Description	Method	Time	Ref
TP2	Identify the characteristics of the Daisy 853C air rifle, to include: a. action; b. length; c. weight; d. calibre; e. front sight; f. rear sight; g. muzzle velocity; h. loading; i. stock; and j. safety.	Interactive Lecture	12 min	A0-027 (p. 2-5)

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 parts and characteristics of the Daisy 853C Air rifle and generate interest.

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

8. **Training Aids:**

- a. Daisy 853C air rifle; and
- b. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids:** Daisy 853C air rifle.

10. **Test Details:** Nil.

11. **Remarks:** Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*, and view the section on Description of the Rifle.

**EO M106.02**

1. **Performance:** Carry Out Safety Precautions on the Cadet Air Rifle
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Air rifle case,
    - (3) Air rifle Safety rod,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard:** In accordance with A-CR-CCP-177/PT-001, the cadet shall:
  - a. carry out individual safety precautions on the cadet air rifle by:
    - (1) ensuring the bolt is fully to the rear;
    - (2) ensuring the safety catch is on;
    - (3) ensuring the pump handle is partially open; and
    - (4) ensuring the safety rod is inserted in the barrel; and
  - b. observe safety regulations, to include:
    - (1) treating the rifle as if it is loaded;
    - (2) not pointing the rifle at anyone;
    - (3) keeping the rifle pointed down range at all times;
    - (4) holding the rifle vertically when moving to and from the firing point;
    - (5) keeping fingers off the trigger until ready to fire;
    - (6) wearing safety glasses/goggles; and
    - (7) washing hands after every practice (to avoid ingestion of lead).

## 4. Teaching Points:

TP	Description	Method	Time	Ref
TP1	<p>Explain and demonstrate safe rifle status for the cadet air rifle, to include:</p> <ul style="list-style-type: none"> <li>a. removing a rifle from its case;</li> <li>b. ensuring safety measures are in place by engaging the safety catch (pushing it towards the right so no red is seen);</li> <li>c. ensuring the safety rod is inserted into the barrel; and</li> <li>d. ensuring safe rifle status when: <ul style="list-style-type: none"> <li>(1) the rifle is in the case, by: <ul style="list-style-type: none"> <li>(a) engaging the safety catch;</li> <li>(b) ensuring the bolt is forward;</li> <li>(c) ensuring the action is not cocked; and</li> <li>(d) leaving pump handle partially open (5 to 8 cm);</li> </ul> </li> <li>(2) on the firing line, by: <ul style="list-style-type: none"> <li>(a) engaging the safety catch;</li> <li>(b) ensuring the bolt is to the rear; and</li> <li>(c) leaving the pump handle partially open; and</li> </ul> </li> <li>(3) not on the firing line, by: <ul style="list-style-type: none"> <li>(a) engaging the safety catch;</li> <li>(b) ensuring the bolt is to the rear;</li> <li>(c) placing the safety rod in the barrel (visible in the feed track); and</li> <li>(d) leaving the pump handle partially open.</li> </ul> </li> </ul> </li> </ul>	Demonstration and Performance	10 min	A0-027 (pp. 1-3-1 and 1-3-2, para 3.1 to 3.1.4)
TP2	<p>Explain, demonstrate, and have the cadets carry out individual safety precautions for the cadet air rifle by:</p> <ul style="list-style-type: none"> <li>a. ensuring the bolt is open fully to the rear;</li> <li>b. ensuring the safety catch is in the ON position;</li> <li>c. ensuring the pump handle partially open; and</li> <li>d. placing safety rod in the barrel.</li> </ul>	Demonstration and Performance	10 min	A0-027 (p. 1-3-3, para 3.1.5)



TP	Description	Method	Time	Ref
	<b>Note:</b> Cadets will be required to perform this skill during their air rifle handling test.			
TP3	Explain and demonstrate (where applicable) safety regulations for the cadet air rifle, to include: <ul style="list-style-type: none"> <li>a. treating the air rifle as if it is loaded;</li> <li>b. never pointing the air rifle at anyone;</li> <li>c. holding the rifle vertically when moving to and from the firing point;</li> <li>d. leaving fingers off the trigger until ready to fire;</li> <li>e. wearing safety glasses/goggles; and</li> <li>f. employing hygiene on the range by washing hands after every practice.</li> </ul>	Interactive Lecture	5 min	A0-027 (pp. 1-3-3 and 1-3-4, para 3.2, and para 3.4)

5. **Time:**

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

6. **Substantiation:**

- a. A demonstration and performance was chosen for TPs 1 and 2 as it allows the instructor to explain and demonstrate safety precautions on the cadet air rifle, while providing an opportunity for the cadets to practice under supervision.
- b. An interactive lecture was chosen for TP 3 to orient the cadets to the safety regulations of the Daisy 853C Air rifle and generate interest.

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

8. **Training Aids:**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area,
- b. Cadet air rifle,
- c. Safety glasses / goggles,
- d. Air rifle case, and
- e. Air rifle safety rod.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Safety glasses / goggles, and
- c. Air rifle safety rod.

10. **Test Details:** Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

11. **Remarks:**

- a. The instructor must ensure that the sequencing for the demonstration is done correctly since the cadet must mirror their actions.
- b. The optimal ratio of air rifles to cadets is 1:2.
- c. Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

**EO M106.03**

1. **Performance:** Apply Basic Marksmanship Techniques
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Marksmanship mat,
    - (3) Safety glasses / goggles,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard:** In accordance with A-CR-CCP-177/PT-001, the cadet shall apply basic marksmanship techniques, to include:
  - a. adopting the prone position;
  - b. basic holding;
  - c. basic aiming;
  - d. loading;
  - e. firing; and
  - f. unloading.
4. **Teaching Points:**

TP	Description	Method	Time	Ref
TP1	<p>Explain, demonstrate, and have the cadets adopt the prone position, as follows:</p> <ol style="list-style-type: none"> <li>a. position is natural, without strain, comfortable, and stable;</li> <li>b. body should form an angle with the line of sight;</li> <li>c. spine should remain straight;</li> <li>d. left leg should be parallel with the spine;</li> <li>e. right foot should turn out and point to the right;</li> <li>f. left foot should either be straight or point towards the right; and</li> <li>g. right knee should form an angle with the left leg.</li> </ol>	Demonstration and Performance	5 min	A0-027 (p. 2-7)

TP	Description	Method	Time	Ref
TP2	<p>Explain, demonstrate, and have the cadets hold the cadet air rifle, in that the:</p> <ul style="list-style-type: none"> <li>a. left elbow should be positioned slightly to the left of the rifle;</li> <li>b. left hand must rest firmly against the sling swivel, and the fingers should be relaxed and not grip the fore end;</li> <li>c. right hand should slightly grip the small of the butt with constant pressure;</li> <li>d. right thumb should be placed on the stock directly behind the rear sight or around the small of the butt;</li> <li>e. right elbow should rest naturally where it falls, a comfortable distance from the rifle;</li> <li>f. the shoulders should be straight and form right angles with the spine;</li> <li>g. the butt plate is kept firmly in the hollow of the shoulder; and</li> <li>h. the head rests comfortably on the stock and remains straight.</li> </ul> <p><b>Note:</b> When the face is placed on the butt, the cadets should be looking directly through the sights. If this is not the case, their position should be modified.</p>	Demonstration and Performance	5 min	A0-027 (pp. 2-7 and 2-8)
TP3	<p>Explain, demonstrate, and have the cadets aim the cadet air rifle, as follows:</p> <ul style="list-style-type: none"> <li>a. the aiming process, including: <ul style="list-style-type: none"> <li>(1) adopting a comfortable position; and</li> <li>(2) ensuring proper body alignment with the target;</li> </ul> </li> <li>b. sight alignment; and</li> <li>c. sight picture.</li> </ul>	Demonstration and Performance	5 min	A0-027 (p. 2-11)
TP4	<p>Explain, demonstrate, and have the cadets (dry fire) practice the actions required on the command "Relay, load, commence firing" on the cadet air rifle, as follows:</p> <ul style="list-style-type: none"> <li>a. ensuring the safety catch is in the ON position;</li> <li>b. pumping the cadet air rifle, pausing for three seconds when the pump is fully extended;</li> </ul>	Demonstration and Performance	15 min	A0-027 (p. 2-16)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>c. simulating loading the pellet (flat end forward);</li> <li>d. closing the bolt;</li> <li>e. placing the safety catch in the OFF position;</li> <li>f. aiming the cadet air rifle at the target;</li> <li>g. squeezing the trigger;</li> <li>h. opening the bolt;</li> <li>i. repeating the sequence for each shot;</li> <li>j. immediately after firing the practice, placing the safety catch in the ON position, and partially opening the pump lever; and</li> <li>k. laying down the rifle.</li> </ul>			
TP5	<p>Explain, demonstrate, and have the cadets practice the actions required on the command "Relay, unload and prepare for inspection" on the cadet air rifle, as follows:</p> <ul style="list-style-type: none"> <li>a. picking up the rifle;</li> <li>b. removing the five pellet clip if used;</li> <li>c. pumping the rifle;</li> <li>d. closing the bolt;</li> <li>e. placing the safety catch in the OFF position;</li> <li>f. aiming the rifle at the target;</li> <li>g. pulling the trigger;</li> <li>h. opening the bolt;</li> <li>i. placing the safety catch in the ON position;</li> <li>j. opening the pump lever 5-8 cm;</li> <li>k. placing the rifle over the shoulder, muzzle pointed down range;</li> <li>l. waiting to be cleared by the RSO; and</li> <li>m. laying the rifle down.</li> </ul> <p>Note: Cadets will be required to perform these skills during the Cadet Air Rifle Handling Test.</p>	Demonstration and Performance	20 min	A0-027 (p. 2-16)

5. **Time:**

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

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate basic marksmanship techniques, while providing an opportunity for the cadets to practice under supervision.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cds 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.
8. **Training Aids:**
  - a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and
  - b. Cadet air rifle.
9. **Learning Aids:** Cadet air rifle.
10. **Test Details:** Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.
11. **Remarks:** Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

**EO M106.04**

1. **Performance:** Follow Rules and Commands on an Air Rifle Range
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Range Standing Orders,
    - (3) Marksmanship mat,
    - (4) Safety glasses / goggles,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard:** In accordance with A-CR-CCP-177/PT-001, the cadet shall:
  - a. follow rules on the range; and
  - b. follow commands on the range.
4. **Teaching Points:**

TP	Description	Method	Time	Ref
TP1	<p>Explain rules cadets must follow on the range, to include:</p> <ol style="list-style-type: none"> <li>a. rifles will be safety checked (proved) when picked up, handed to, or received from another person;</li> <li>b. rifles are never pointed at any person;</li> <li>c. safety rods shall be inserted into the barrels of rifles when not in use on the range;</li> <li>d. horseplay is forbidden on the range;</li> <li>e. rifles, whether loaded or not, will always be pointed down range;</li> <li>f. eating is not permitted on or near the range or around the pellets;</li> <li>g. all personnel shall read or be briefed on the contents of the Range Standing Orders; and</li> <li>h. the RSO's directions and orders are to be obeyed at all times.</li> </ol>	Interactive Lecture	10 min	Local Range Standing Orders

TP	Description	Method	Time	Ref
	<b>Note:</b> The instructor will read pertinent sections of local Range Standing Orders during this period.			
TP2	<p>Explain, demonstrate and have the cadets practice (dry fire) responding to the following range commands:</p> <ul style="list-style-type: none"> <li>a. Cover off your firing point;</li> <li>b. Place your equipment down and stand back;</li> <li>c. Adopt the prone position;</li> <li>d. "G.R.I.T.", in that GRIT is the acronym for:               <ul style="list-style-type: none"> <li>(1) Group (relay);</li> <li>(2) Range;</li> <li>(3) Indication; and</li> <li>(4) Type of fire;</li> </ul> </li> <li>e. Relay, load, commence firing;</li> <li>f. Relay, cease fire;</li> <li>g. Relay, resume fire;</li> <li>h. Relay, unload and prepare for inspection;</li> <li>i. Relay, stand up;</li> <li>j. Change targets; and</li> <li>k. Change relays.</li> </ul> <p><b>Note:</b> The information in this TP should be reviewed prior to any cadet participating in a range practice.</p>	Demonstration and Performance	15 min	A0-027 (p. 1-8-4)

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the rules to be followed on a range and generate interest.
- b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate responding to range commands, while providing an opportunity for the cadets to practice under supervision.

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



8. **Training Aids:**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Local range standing orders;
- c. Cadet air rifle;
- d. Safety glasses/goggles; and
- e. Air rifle safety rod.

9. **Learning Aids:**

- a. Cadet air rifle;
- b. Safety glasses/goggles; and
- c. Air rifle safety rod.

10. **Test Details:** Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

11. **Remarks:** Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

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**M106.05**

1. **Performance:** Participate in Marksmanship Familiarization Using the Cadet Air Rifle
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Air rifle pellets,
    - (3) Target frame,
    - (4) Target,
    - (5) Marksmanship mat,
    - (6) Safety glasses / goggles,
    - (7) Supervision, and
    - (8) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall participate in marksmanship familiarization using the cadet air rifle.
4. **Teaching Points:**
  - a. Conduct a range briefing, to include:
    - (1) explaining pertinent sections of range standing orders;
    - (2) reviewing general rules observed on all ranges;
    - (3) reviewing commands used on an air rifle range;
    - (4) describing the layout of the range;
    - (5) reviewing hand-washing procedures upon completion of firing;
  - b. Conduct the Cadet Air Rifle Handling Test using the form located at Chapter 3, Annex C.
  - c. Supervise the cadets' participation in a familiarization marksmanship.
  - d. Review the recreational marksmanship program with the cadets and help them identify any targets that may contribute towards recognition under the recreational marksmanship program.
5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. Practical Activity: 80 min
  - c. Total: 90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience marksmanship familiarization in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

7. **References:**

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

8. **Training Aids:** Pen / pencil.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Air rifle pellets,
- c. Target frame,
- d. Target,
- e. Marksmanship mat, and
- f. Safety glasses / goggles.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The RSO shall ensure that all rules and procedures are strictly adhered to.
- b. Cadets shall successfully complete the air rifle handling test prior to firing pellets (or felt cleaning pellets) on a cadet air rifle range.

**EO C106.01**

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

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

6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the 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 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
  - b. A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles, and ammunitions*. Ottawa, ON: Department of National Defence.
8. **Training Aids:**
  - a. Scoring plug,
  - b. Stopwatch, and
  - c. Pen / pencil.
9. **Learning Aids:**
  - a. Cadet air rifle,
  - b. Air rifle pellets,
  - c. Target frame,
  - d. Target,
  - e. Marksmanship mat, and
  - f. Safety glasses / goggles.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. The RSO shall ensure that all rules and procedures are strictly adhered to.
  - b. Cadets shall successfully complete the air rifle handling test prior to firing pellets (or felt cleaning pellets) on a cadet air rifle range.

**EO C106.02**

1. **Performance:** Clean and Store the Cadet Air Rifle
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Air rifle case,
    - (3) Air rifle cleaning kit,
    - (4) Air rifle safety rod,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet shall:
  - a. clean the cadet air rifle, to include:
    - (1) before firing by firing two to three felt cleaning pellets; and
    - (2) after firing by firing two to three felt cleaning pellets; and
  - b. store the cadet air rifle.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain and demonstrate the procedures for cleaning the cadet air rifle, to include: <ol style="list-style-type: none"> <li>a. the importance of cleaning the air rifle,</li> <li>b. cleaning procedure for the air rifle, and</li> <li>c. when to clean the air rifle, to include:               <ol style="list-style-type: none"> <li>(1) before firing;</li> <li>(2) after firing; and</li> <li>(3) periodically.</li> </ol> </li> </ol>	Demonstration	15 min	A0-027 (pp. 1-10-1 – 1-10-2)
TP2	Explain and demonstrate the sequence for storing the air rifle, to include: <ol style="list-style-type: none"> <li>a. cocking the action (bolt forward);</li> <li>b. sliding the safety rod into the barrel;</li> <li>c. placing the rifle in the case in the direction of the arrow on the case;</li> </ol>	Demonstration and Performance	10 min	A0-027 (p. 1-3-2)

TP	Description	Method	Time	Refs
	d. confirming the pumping handle is partially open; e. confirming the safety catch is ON; f. closing the case; and g. ensuring the case is pointed in a safe direction.			

5. **Time:**

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

6. **Substantiation:**

- The demonstration method was chosen for TP1 as it allows the instructor to demonstrate the procedures for cleaning the cadet air rifle.
- The demonstration and performance method was chosen for TP2 as it allows the instructor to explain and demonstrate cleaning and storing the rifle while providing an opportunity for the cadets to practice under supervision.

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

8. **Training Aids:**

- Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area,
- Cadet air rifle,
- Air rifle case,
- Air rifle safety rod, and
- Air rifle cleaning kit.

9. **Learning Aids:**

- Cadet air rifle,
- Air rifle case, and
- Air rifle safety rod.

10. **Test Details:** Nil.

11. **Remarks:** Nil.



**PO 107**

1. **Performance:** Serve in an Army Cadet Corps
2. **Conditions:**
  - a. Given:
    - (1) Army Cadet uniform,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Any.
3. **Standard:** The cadet will serve in an army cadet corps, to include:
  - a. identifying green star and summer training opportunities;
  - b. paying compliments to senior ranks;
  - c. correctly addressing senior ranks;
  - d. paying proper respects to senior ranks;
  - e. stating the aims and motto of the army cadet program; and
  - f. wearing the army cadet uniform.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material associated with PO 107 is designed to enhance the cadet's participation in their cadet corps, specifically:
  - a. EO C107.01 (Maintain the Army Cadet Uniform),
  - b. EO C107.02 (Participate in a Tour of the Cadet Corps),
  - c. EO C107.03 (Participate in an Activity on the History of the Cadet Corps), and
  - d. EO C107.04 (Establish a Full Value Contract).

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**EO M107.01**

1. **Performance:** Participate in a Discussion on Green Star Training
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a discussion on aspects of participation in the Green Star Qualification.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain the content of the Green Star POs, to include:</p> <ol style="list-style-type: none"> <li>a. training common to the sea, army and air elements of the CCO, to include:               <ol style="list-style-type: none"> <li>(1) Positive Social Relations for Youth,</li> <li>(2) citizenship,</li> <li>(3) community service,</li> <li>(4) leadership,</li> <li>(5) personal fitness and healthy living,</li> <li>(6) recreational sports,</li> <li>(7) air rifle marksmanship,</li> <li>(8) general cadet knowledge, and</li> <li>(9) drill; and</li> </ol> </li> <li>b. army elemental training, to include:               <ol style="list-style-type: none"> <li>(1) expedition-related training which is accomplished through instruction on:                   <ol style="list-style-type: none"> <li>(a) field training,</li> <li>(b) navigation, and</li> <li>(c) hiking; and</li> </ol> </li> <li>(2) Canadian army and civilian outdoor community familiarization.</li> </ol> </li> </ol>	Interactive Lecture	15 min	A2-031

TP	Description	Method	Time	Refs
TP2	Explain available optional training at the cadet corps, to include: <ul style="list-style-type: none"> <li>a. cultural education / travel;</li> <li>b. music, to include:               <ul style="list-style-type: none"> <li>(1) military, and</li> <li>(2) pipes and drums; and</li> </ul> </li> <li>c. summer and winter biathlon,</li> <li>d. first-aid, and</li> <li>e. other opportunities as resources allow.</li> </ul>	Interactive Lecture	10 min	A2-031

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadet on the content of green star training and opportunities at the corps.

7. **References:** A2-031 Director Cadets. (2003). CATO 40-01 *Army Cadet Program Outline*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Presentation aids (i.e., whiteboards / flipcharts / OHP) appropriate for classroom / training area.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson should follow EO M103.02 (Map Personal Goals for the Training Year).
- b. This lesson should be scheduled at the beginning of the training year.

**EO M107.02**

1. **Performance:** Identify Army Cadet Ranks and Officer Ranks
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify the rank structure of:
  - a. the Royal Canadian Army Cadets (RCAC), and
  - b. the Canadian Army.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the structure and rank insignia of the RCAC, to include: <ol style="list-style-type: none"> <li>a. lance-corporal (LCpl),</li> <li>b. corporal (Cpl),</li> <li>c. master corporal (MCpl),</li> <li>d. sergeant (Sgt),</li> <li>e. warrant officer (WO),</li> <li>f. master warrant officer (MWO), and</li> <li>g. chief warrant officer (CWO).</li> </ol>	In-Class Activity	10 min	A2-030
TP2	Explain the officer structure and rank insignia of the army element of the CF, to include: <ol style="list-style-type: none"> <li>a. a subordinate officer; officer cadet (OCdt),</li> <li>b. junior officers, to include:               <ol style="list-style-type: none"> <li>(1) second lieutenant (2Lt),</li> <li>(2) lieutenant (Lt), and</li> <li>(3) captain (Capt);</li> </ol> </li> <li>c. senior officers, to include:               <ol style="list-style-type: none"> <li>(1) major (Maj),</li> <li>(2) lieutenant-colonel (LCol), and</li> <li>(3) colonel (Col); and</li> </ol> </li> </ol>	In-Class Activity	15 min	A0-001 A0-009

TP	Description	Method	Time	Refs
	d. general officers, to include: (1) brigadier general (BGen), (2) major general (MGen), (3) lieutenant general (LGen), and (4) general (Gen).			

5. **Time:**

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

6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in the rank structure of the RCAC and of the Canadian Army.

7. **References:**

- a. A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces dress instructions*. Ottawa, ON: The Department of National Defence.
- b. A0-009 A-AA-100-000/AA-003 Canadian Forces. (2006). *QR&O chapter 3, section 1 ranks and designations of ranks*. Ottawa, ON: The Department of National Defence.
- c. A2-030 Director Cadets. (2005). *CATO 40-03 Army cadet ranks and cadet corps establishment*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area,
- b. Rank Badges / Images of the rank badges, and

9. **Learning Aids:** Rank Badges of the Canadian Army Handout.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**EO M107.03**

1. **Performance:** Observe Rules and Procedures for the Paying of Compliments
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall observe rules and procedures for the paying of compliments, to include:
  - a. addressing cadet NCMs and subordinate officers;
  - b. addressing commissioned officers;
  - c. entering and leaving an office; and
  - d. paying compliments on other occasions.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain and conduct an activity on the procedures for addressing a cadet NCO or subordinate officer: <ol style="list-style-type: none"> <li>a. standing at the position of attention after approaching the NCO / subordinate officer;</li> <li>b. not saluting, as NCOs / subordinate officers do not hold a commission;</li> <li>c. addressing the NCO / subordinate officer by rank and surname and subsequently by rank (Pte – Sgt) or sir / ma'am (wo +) throughout the conversation; and</li> <li>d. remaining at the position of attention for the duration of the conversation.</li> </ol>	In-Class Activity	10 min	A0-002 (pp. 1-2-2 – 1-2-3)
TP2	Explain and conduct an activity on the procedures for addressing a commissioned officer: <ol style="list-style-type: none"> <li>a. standing at the position of attention after approaching the officer;</li> <li>b. saluting in accordance with the Canadian Forces Manual of Drill and Ceremonial;</li> <li>c. addressing the officer by rank and surname and subsequently by sir or ma'am throughout the conversation;</li> </ol>	In-Class Activity	5 min	A0-002 (pp. 1-2-2 – 1-2-3)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> <li>d. remaining at the position of attention for the duration of the conversation unless otherwise directed by the commissioned officer; and</li> <li>e. saluting when the conversation is complete.</li> </ul>			
TP3	<p>Explain the following regulations for paying compliments inside a building:</p> <ul style="list-style-type: none"> <li>a. cadets shall salute indoors only if the following conditions apply:               <ul style="list-style-type: none"> <li>(1) on parade,</li> <li>(2) ceremonial occasion, or</li> <li>(3) when entering and leaving offices;</li> </ul> </li> <li>b. when entering an office the cadet shall:               <ul style="list-style-type: none"> <li>(1) stand at the position of attention at the doorway;</li> <li>(2) salute if wearing headdress and the office occupant holds a commission; and</li> <li>(3) ask permission to enter;</li> </ul> </li> <li>c. when leaving an office the cadet shall:               <ul style="list-style-type: none"> <li>(1) stand at the position of attention at the doorway;</li> <li>(2) salute if wearing headdress and the office occupant holds a commission; and</li> <li>(3) depart;</li> </ul> </li> <li>d. cadets will turn their head and offer a polite greeting when meeting an officer in a common area; and</li> <li>e. it is not normally customary to wear headdress inside a building, other than an armouries or drill hall.</li> </ul>	Interactive Lecture	5 min	A0-002 (pp. 1-2-3 – 1-2-4)
TP4	<p>Explain other occasions to pay compliments, to include when:</p> <ul style="list-style-type: none"> <li>a. the Canadian or another foreign national anthem is played;</li> <li>b. the Royal Anthem is played;</li> <li>c. recognizing a commissioned officer who is not in uniform;</li> <li>d. the national flag is being raised and lowered;</li> </ul>	Interactive Lecture	5 min	A0-002 (pp. 1-2-3 – 1-2-4)



TP	Description	Method	Time	Refs
	e. the ensign is being lowered and raised; f. boarding and upon disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck; and g. when in civilian clothing compliments are paid by doffing a cap / hat.			

5. **Time:**

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

6. **Substantiation:**

- An in-class activity was chosen for TPs 1 and 2 as an interactive way to provoke thought and stimulate interest in procedures for addressing NCOs, subordinate officers and commissioned officers.
- An interactive lecture was chosen for TPs 3 and 4 to orient the cadets to regulations for paying compliments inside a building, and to other occasions to pay compliments.

7. **References:** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: The Department of National Defence.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

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**EO M107.04**

1. **Performance:** State the Aim and Motto of the Army Cadet Program
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
  - a. be familiarized to the mission and vision of the cadet program;
  - b. state the aim of the Army Cadet Program; and
  - c. state the motto of the Army Cadet Program.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	State the mission of the cadet program: Contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.	Interactive Lecture	5 min	A0-003
TP2	State the vision of the cadet program: To be a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.	Interactive Lecture	5 min	A0-003
TP3	Describe the aim of the cadet program, to include: <ol style="list-style-type: none"> <li>a. develop in youth the attributes of good citizenship and leadership;</li> <li>b. promote physical fitness; and</li> <li>c. stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.</li> </ol>	Interactive Lecture	10 min	A0-003
TP4	State the motto of the army cadet program, which is Acer Acerpori (as the maple, so the sapling).	Interactive Lecture	5 min	C2-040

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 aim and motto of the Cadet Program.

7. **References:**

- a. A0-010 D Cdts. (1999). *CATO 11-03: Cadet program mandate*. In Cadet Administrative and Training Orders (Vol. 1). Ottawa, ON.
- b. C2-040 The Army Cadet League of Canada. (2006). *Policy 3.1: aim of the Canadian cadet organizations*. Retrieved 25 May, 2006, from [http://www.armycadetleague.ca/templates/pdf/refmanual/english/pol\\_3\\_1.pdf](http://www.armycadetleague.ca/templates/pdf/refmanual/english/pol_3_1.pdf)

8. **Training Aids:** Presentation aids (i.e., whiteboards / flipcharts / OHP) appropriate for classroom / training area.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**EO M107.05**

1. **Performance:** Wear the Army Cadet Uniform
2. **Conditions:**
  - a. Given:
    - (1) Army Cadet uniform,
    - (2) Army Cadet physical training uniform,
    - (3) Army Cadet winter clothing,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** IAW CATO 46-01, *Royal Canadian Army Cadet Dress Instructions*, the cadet shall wear the cadet uniform in a manner that reflects credit on the CCM, to include:
  - a. wearing properly formed and positioned headdress;
  - b. ensuring uniform is clean and pressed, and worn with shone boots;
  - c. ensuring hair is neatly groomed and conservatively styled;
  - d. wearing only the jewellery permitted; and
  - e. conforming to the body adornment rules (e.g., make-up, piercing).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the general rules and responsibilities for the cadet uniform, to include: <ol style="list-style-type: none"> <li>a. occasions to wear the uniform,</li> <li>b. responsibility for the army cadet uniform, and</li> <li>c. general appearance of uniform.</li> </ol>	Interactive Lecture	5 min	A2-028 (pp. 9/27 - 10/27)
TP2	Explain and demonstrate the correct manner in which to wear headdress, to include: <ol style="list-style-type: none"> <li>a. the beret,</li> <li>b. the beret insignia,</li> <li>c. the wide brimmed tan summer hat, and</li> <li>d. the toque.</li> </ol>	Demonstration	5 min	A2028 (pp. 10/27 - 11/27) C2-035

TP	Description	Method	Time	Refs
TP3	<p>Explain and demonstrate the correct way to wear and care for clothing on the upper body, to include:</p> <ul style="list-style-type: none"> <li>a. insignia, shoulder title RCAC,</li> <li>b. insignia, cadet, maple leaf,</li> <li>c. cadet slip-on,</li> <li>d. cadet armlet,</li> <li>e. shirt, cadet, short sleeve,</li> <li>f. undershirt,</li> <li>g. grey sports t-shirt,</li> <li>h. white undershirt,</li> <li>i. turtleneck sweater,</li> <li>j. uniform jacket,</li> <li>k. jacket belt,</li> <li>l. all season jacket,</li> <li>m. necktie,</li> <li>n. nametag,</li> <li>o. black wool gloves, and</li> <li>p. black mitts.</li> </ul>	Demonstration	10 min	A2-028 (pp. 11/27 - 14/27)
TP4	<p>Explain and demonstrate the correct way to wear and care for clothing on the lower body, to include:</p> <ul style="list-style-type: none"> <li>a. trousers,</li> <li>b. trouser belt,</li> <li>c. boots,</li> <li>d. grey sports shorts, and</li> <li>e. running shoes.</li> </ul>	Demonstration	10 min	A2-028 (pp. 11/27 - 14/27)
TP5	<p>Explain and demonstrate, where practical, the following in relation to personal appearance while in uniform:</p> <ul style="list-style-type: none"> <li>a. general appearance considerations;</li> <li>b. hairstyle, to include: <ul style="list-style-type: none"> <li>(1) general appearance of hair,</li> <li>(2) male cadet hairstyle,</li> <li>(3) sideburns,</li> <li>(4) moustache, and</li> <li>(5) female cadet hairstyles,</li> </ul> </li> <li>c. make-up,</li> </ul>	Interactive Lecture	10 min	A2-028 (pp. 15/27 - 19/27) A0-002

TP	Description	Method	Time	Refs
	d. jewellery, e. tattoos and piercing, f. undergarments, g. eyeglasses / sunglasses, h. other items, to include: (1) civilian clothing, (2) civilian pattern backpack, and (3) purse, and i. carrying items while in uniform.			
TP6	Explain the orders of dress for the army cadet uniform, to include: a. C-2 Duty Dress, b. C-2A Duty Dress, c. C-3 Duty Dress (cold weather), and d. PT – Physical Training Dress. Note: A cadet wearing each form of uniform is the best way to illustrate the wearing of the uniform.	Interactive Lecture	10 min	A2-028 (pp. A-4/14, A-5/14, A-6/14 & A-11/14)

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	25 min
c.	Demonstration:	25 min
d.	Total:	60 min

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1, 5, and 6 to orient the cadets to the rules and responsibilities and orders of dress for the cadet uniform.
- A demonstration was chosen for TPs 2 – 4 as it allows the instructor to explain and demonstrate the proper way in which to wear the various headdresses and pieces of clothing on the upper and lower body.

7. **References:**

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: The Department of National Defence.
- A2-028 D Cdts. (2005). *CATO 46-01 Army cadet dress instructions*. In Cadet Administrative and Training Orders (Vol. 4, 27 pages). Ottawa, ON.
- C2-039 Apparel Search. (2005). *Berets in the military: Canada*. Retrieved 25 May, 2006, from [http://www.apparelsearch.com/definitions/headwear\\_hats/beret\\_definitions.htm](http://www.apparelsearch.com/definitions/headwear_hats/beret_definitions.htm)

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboards / flipcharts / OHP) appropriate for classroom / training area,
- b. Army Cadet dress uniform,
- c. Army Cadet physical training uniform,
- d. Army Cadet winter clothing: All-season jacket, tuque and gloves, and
- e. Polishing kit: Polish, toothbrush, and soft cloth.

9. **Learning Aids:**

- a. Army Cadet dress uniform,
- b. Army Cadet physical training uniform,
- c. Army cadet winter clothing, and
- d. Polishing kit: Polish, toothbrush, and soft cloth.

10. **Test Details:** Nil.

11. **Remarks:** This lesson should be scheduled to be conducted at the beginning of the training year.



**EO M107.06**

1. **Performance:** Participate in a Discussion on Year One Cadet Summer Training Centre (CSTC) Opportunities
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a discussion on Cadet Summer Training Centre (CSTC) qualifications, to include:
  - a. the General Training qualification, and
  - b. other CSTC qualifications.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Describe the General Training qualification offered at the CSTC for cadets who attend year one training, to include:</p> <ol style="list-style-type: none"> <li>a. duration,</li> <li>b. location,</li> <li>c. aim, "To introduce cadets to the Cadet Summer Training Centre environment and specialty training qualifications;"</li> <li>d. the components of the course, to include:               <ol style="list-style-type: none"> <li>(1) introduction to specialties: expedition, marksmanship, music, drill and ceremonial, fitness and sports,</li> <li>(2) introduction to community living,</li> <li>(3) biathlon,</li> <li>(4) adventure training,</li> <li>(5) leadership,</li> <li>(6) development of self-discipline, and</li> <li>(7) CF familiarization; and</li> </ol> </li> <li>e. some additional opportunities provided on all CSTC Program courses, to include:               <ol style="list-style-type: none"> <li>(1) weekly parades,</li> <li>(2) life skills,</li> </ol> </li> </ol>	Interactive Lecture	15 min	A2-031 A2-077 (pp. 1-2–1-6)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> <li>(3) recreation sports,</li> <li>(4) swimming, and</li> <li>(5) a graduation parade.</li> </ul>			
TP2	<p>Describe future CSTC opportunities, to include:</p> <ul style="list-style-type: none"> <li>a. introduce CSTC specialty courses, to include:               <ul style="list-style-type: none"> <li>(1) ceremonial drill series qualifications, to include:                   <ul style="list-style-type: none"> <li>(a) Basic Drill and Ceremonial,</li> <li>(b) Drill and Ceremonial Instructor Course;</li> </ul> </li> <li>(2) expedition series qualifications, to include:                   <ul style="list-style-type: none"> <li>(a) Basic Expedition,</li> <li>(b) Expedition Instructor,</li> <li>(c) Leadership and Challenge, and</li> <li>(d) Army Cadet Senior Expeditions (Outward Bound Wales, Outward Bound Scotland, Maple Leaf England).</li> </ul> </li> <li>(3) fullbore marksmanship series qualifications, to include:                   <ul style="list-style-type: none"> <li>(a) Basic Marksman,</li> <li>(b) Fullbore Marksman Phase I,</li> <li>(c) Fullbore Marksman Phase II, and</li> <li>(d) National Army Cadet Rifle Team.</li> </ul> </li> <li>(4) air rifle marksmanship series qualification: Air Rifle Marksmanship Instructor,</li> <li>(5) fitness and sports series qualifications, to include:                   <ul style="list-style-type: none"> <li>(a) Basic Fitness and Sports,</li> <li>(b) Fitness and Sports Instructor</li> </ul> </li> </ul> </li> </ul>	Interactive Lecture	10 min	A2-031

TP	Description	Method	Time	Refs
	<p>(6) military band series qualifications, to include:</p> <p>(a) Military Band – Basic Musician,</p> <p>(b) Military Band – Intermediate Musician, and</p> <p>(c) Military Band – Advanced Musician.</p> <p>(7) pipe band series qualifications, to include:</p> <p>(a) Pipe Band – Basic Musician,</p> <p>(b) Pipe Band – Intermediate Musician, and</p> <p>(c) Pipe Band – Advanced Musician.</p> <p>(8) other qualifications and exchanges:</p> <p>(a) Basic Parachutist (Years 5+), and</p> <p>(b) Army Cadet Exchanges (Years 5+).</p> <p>b. advanced training (staff cadet) opportunities (Years 4+).</p> <p>Note: Older cadets who join the program are eligible to be considered for a year two or three summer course.</p>			

5. **Time:**

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

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

7. **References:**

- a. A2-031 CATO 40-01 Director Cadets. (2011). *Army cadet program outline*. Ottawa, ON: Department of National Defence.
- b. A2-077 A-CR-CCP-711/PG-001 Director Cadets 3. (2007). *Royal canadian army cadets, General training, Qualification standard and plan*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboards / flipcharts / OHP) appropriate for classroom / training area,
- b. Royal Canadian Army Cadet Symbols Poster, and
- c. Army Cadet Updated CSTC Program handout located at CATO 40-01, Annex C, Appendix 1.

9. **Learning Aids:** Army Cadet Updated CSTC Program handout located at CATO 40-01, Annex C, Appendix 1.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Examples of the various badges should be used for this lesson. Where this is not practical, an image of the badge may be used.
- b. Consult CATO 40-01, *Army cadet program outline*, Annex C, Appendix 1 to obtain the summer course progression handout.

**EO C107.01**

1. **Performance:** Maintain the Army Cadet Uniform
2. **Conditions:**
  - a. Given:
    - (1) Army cadet uniform,
    - (2) Polishing kit,
    - (3) Iron and ironing board,
    - (4) Lint brush,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** IAW CATO 46-01, *Army Cadet Dress Instructions*, the cadet shall maintain the army cadet uniform, to include:
  - a. ensuring uniform is clean and pressed; and
  - b. ensuring footwear is clean and shone.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain tips for ironing the uniform, to include: <ol style="list-style-type: none"> <li>a. ensuring surface of iron is clean;</li> <li>b. ensuring iron is not too hot;</li> <li>c. ensuring article of uniform is clean;</li> <li>d. using a spray bottle or starch; and</li> <li>e. using a pressing cloth which will prevent parts of the uniform from becoming shinny (some examples of items that can be used as a pressing cloth include a thin towel, pillowcase, old cotton cloth and a paper bag).</li> </ol>	Interactive Lecture	5 min	A2-028
TP2	Demonstrate the correct method of care for the trousers, as per CATO.	Demonstration	10 min	A2-028
TP3	Demonstrate the correct method of care for the green short sleeve shirt, as per CATO.	Demonstration	10 min	A2-028
TP4	Demonstrate the correct method of care for the tunic, as per CATO.	Demonstration	5 min	A2-028

TP	Description	Method	Time	Refs
TP5	<p>Demonstrate general guidelines for the boots, to include:</p> <p>a. the method for polishing the boots, to include:</p> <ol style="list-style-type: none"> <li>(1) cleaning the boot welts with an old toothbrush and black boot polish;</li> <li>(2) using a polish cloth wrapped around the index finger;</li> <li>(3) applying a moderate amount of polish to the cloth;</li> <li>(4) applying the polish in a circular motion to the area being polished;</li> <li>(5) starting with large circles to cover the area with polish;</li> <li>(6) using smaller circles as the polish gets worked into the boot; and</li> <li>(7) continuing to work in a circular motion until the circles formed by the polish are no longer visible. The whole boot is to be polished, not just the toe; and</li> </ol> <p>b. lacing the boots as per CATO.</p>	Demonstration	5 min	A2-028
TP6	<p>Demonstrate the correct method of care for the beret, to include:</p> <p>a. washing the beret with a mild detergent; and</p> <p>b. forming the beret.</p>	Demonstration	5 min	A2-028
TP7	Demonstrate the method for wearing the hair, for male cadets and for female cadets, as per CATO.	Demonstration	10 min	A2-028 A0-001
TP8	<p>Supervise and advise cadets as they practise maintaining the uniform, to include:</p> <p>a. trousers,</p> <p>b. short sleeved shirt,</p> <p>c. tunic, and</p> <p>d. boots.</p>	Performance	30 min	

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	5 min
c.	Demonstration:	45 min
d.	Performance:	30 min
e.	Total:	90 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the tips for ironing the uniform.
- b. The demonstration and performance was chosen for TPs 2 –8 as it allows the instructor to explain and demonstrate the care of the uniform while providing an opportunity for the cadets to practice under supervision.

7. **References:**

- a. A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces dress instructions*. Ottawa, ON: Department of National Defence.
- b. A2-028 Director Cadets. (2012). *CATO 46-01 Army cadet dress instructions*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Army cadet uniform.9. **Learning Aids:** Army cadet uniform.10. **Test Details:** Nil.11. **Remarks:**

- a. It is recommended to have an assistant instructor for this lesson.
- b. In suitable quantities, the instructor is expected to locally acquire some of the resources to enhance this period, to include:
  - (1) ironing board,
  - (2) iron,
  - (3) starch,
  - (4) black boot polish,
  - (5) soft boot cloth,
  - (6) toothbrush for boot welts,
  - (7) scissors,
  - (8) lint brush,
  - (9) hair elastics,
  - (10) bobbi pins, and
  - (11) hair net.

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**EO C107.02**

1. **Performance:** Participate in a Tour of the Cadet Corps
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Any.
3. **Standard:** The cadet shall participate in a tour of the cadet corps in order to:
  - a. identify key areas of the cadet corps;
  - b. identify the cadet corps staff; and
  - c. develop knowledge of cadet corps's rules and procedures.
4. **Teaching Points:** Conduct a tour of the facilities and introduce the cadets to the cadet corps staff. Supervise the cadets, as they visit the following areas of the cadet corps, and discuss information pertinent to each location:
  - a. parade square (protocols and respect),
  - b. classrooms,
  - c. break areas / canteen, to include:
    - (1) availability, and
    - (2) appropriate use;
  - d. washrooms,
  - e. communications areas (bulletin boards, sign up sheets),
  - f. commanding Officer's office,
  - g. administration office,
  - h. training office,
  - i. supply areas, and
  - j. out of bounds areas.
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 for cadets to learn about the facilities of their cadet corps in a safe and controlled environment.

7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Cadet corps passports.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

**EO C107.03**

1. **Performance:** Participate in an Activity on the History of the Cadet Corps
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in an activity on the history of the cadet corps, to include:
  - a. formation of the cadet corps,
  - b. significant cadet corps developments, and
  - c. awards and accomplishments within the cadet corps.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a cadet corps history learning station activity.	In-Class Activity	40 min	
TP2	Conduct a group discussion on what cadets have discovered about the history of their cadet corps.	Group Discussion	10 min	

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 TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about the history of their cadet corps.
  - b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the history of their cadet corps.
7. **References:** Nil.

8. **Training Aids:**

- a. Presentation aids (Presentation aids (i.e., whiteboards / flipcharts / OHP) appropriate for classroom / training area, and
- b. Materials required for preparation of learning stations.

9. **Learning Aids:**

- a. Learning stations, and
- b. Flipchart paper and markers.

10. **Test Details:** Nil.

11. **Remarks:** Information used by the instructor for the learning stations will depend on materials available at each unit.

**EO C107.04**

1. **Performance:** Establish a Full Value Contract
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in the establishment of a Full Value Contract.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the elements needed to establish a Full Value Contract: <ol 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> </ol>	Interactive lecture	5 min	C2-038 C2-039
TP2	Establish a Full Value Contract.	Practical Activity	20 min	

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 5 min
  - c. Practical Activity: 20 min
  - d. Total: 30 min
6. **Substantiation:**
  - a. An interactive lecture was chosen for TP 1 as it is an interactive way to introduce cadets to full value contracts and to the elements needed prior to establishing the contract.
  - b. A practical activity was chosen for TP 2 to develop a full value contract as it is an interactive way to allow the cadet to develop, own, and build the desire to enforce agreed upon behavioural norms.
7. **References:**
  - a. 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.

- b. C2-039 0825199905 Frank, L.S. (2001). *The caring classroom: Using adventure to create community in the classroom and beyond*. Dubuque, IA: Kendall Hunt Publishing.

8. **Training Aids:** Full Value Contract Examples

9. **Learning Aids:**

- a. flip chart paper,
- b. cardboard,
- c. markers,
- d. pens / pencils,
- e. ruler,
- f. glue,
- g. scissors,
- h. coloured paper, and
- i. magazines.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**PO 108**

1. **Performance:** Perform Drill Movements During an Annual Ceremonial Review
2. **Conditions:**
  - a. Given:
    - (1) Parade area,
    - (2) Words of command,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will participate as a member of a cadet corps in an Annual Ceremonial Review parade, to include:
  - a. fall in,
  - b. right dress,
  - c. inspection,
  - d. march past,
  - e. advance, and
  - f. dismissal.
4. **Remarks:**
  - a. A nightly opening and closing parade should be included in the routine of the cadet corps. The opening parade should be section level and include falling in, calling the roll, a drill practice, and falling out. The closing parade should include falling in, announcements, a drill practice including marching and wheeling, and falling out. The length of the parades will vary based on the facilities of the individual unit.
  - b. A monthly Commanding Officer's Parade following the sequence of an Annual Ceremonial Review Parade should be conducted in the place of an opening or closing parade. This will introduce cadets to the format of an Annual Ceremonial Review Parade and provide practice of the requisite skills in sequence.
  - c. The development of drill proficiency is a progressive process. The order in which the EOs are listed follow this progression. Instructors are advised to teach the EOs in the order they are listed.
5. **Complementary Material:** Complementary material associated with PO 108 is designed to provide additional opportunities for squadrons with an interest in drill to develop cadets' skills in this area, specifically:
  - a. EO C108.01 (Execute Supplementary Drill Movements), and
  - b. EO C108.02 (Participate in a Drill Competition).

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**EO M108.01**

1. **Performance:** Adopt the Positions of Attention, Stand at Ease, and Stand Easy
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall adopt the following individual drill positions, to include:
  - a. attention,
  - b. stand at ease,
  - c. attention from stand at ease,
  - d. stand easy, and
  - e. stand at ease from stand easy.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets adopt the position of attention.	Demonstration and Performance	5 min	A0-002 (pp. 2-1–2-3)
TP2	Explain, demonstrate and have the cadets adopt the position of stand at ease.	Demonstration and Performance	5 min	A0-002 (p. 2-3)
TP3	Explain, demonstrate and have the cadets adopt the position of attention from stand at ease.	Demonstration and Performance	5 min	A0-002 (pp. 2-3–2-4)
TP4	Explain, demonstrate and have the cadets adopt the position of stand easy.	Demonstration and Performance	5 min	A0-002 (p. 2-5)
TP5	Explain, demonstrate and have the cadets adopt the position of stand at ease from stand easy.	Demonstration and Performance	5 min	A0-002 (p. 2-6)

5. **Time:**

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

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

**EO M108.02**

1. **Performance:** Execute a Salute at the Halt Without Arms
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute a salute to the front, left and right at the halt without arms.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute a salute to the front.	Demonstration and Performance	15 min	A0-002 (pp. 2-10–2-11)
TP2	Explain, demonstrate and have the cadets execute a salute to the right and to the left.	Demonstration and Performance	10 min	A0-002 (pp. 2-11–2-12)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

**EO M108.03**

1. **Performance:** Execute Turns at the Halt
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute turns at the halt, to include:
  - a. right turn,
  - b. left turn, and
  - c. about turn.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute a right turn.	Demonstration and Performance	10 min	A0-002 (pp. 2-12–2-13)
TP2	Explain, demonstrate and have the cadets execute a left turn.	Demonstration and Performance	5 min	A0-002 (p. 2-13)
TP3	Explain, demonstrate and have the cadets execute an about turn.	Demonstration and Performance	10 min	A0-002 (p. 2-13)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
  - b. Assistant instructors may be required for this lesson.

**EO M108.04**

1. **Performance:** Close to the Right and Left
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall close to the right and left.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets close to the right.	Demonstration and Performance	15 min	A0-002 (pp. 2-14–2-15)
TP2	Explain, demonstrate and have the cadets close to the left.	Demonstration and Performance	10 min	A0-002 (pp. 2-14–2-15)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.



**EO M108.05**

1. **Performance:** Execute Paces Forward and to the Rear
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute paces forward and to the rear.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute paces forward.	Demonstration and Performance	15 min	A0-002 (pp. 2-16–2-17)
TP2	Explain, demonstrate and have the cadets execute paces to the rear.	Demonstration and Performance	10 min	A0-002 (p. 2-17)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

**EO M108.06**

1. **Performance:** Execute the Movements Required for a Right Dress
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute the movements required to dress (or dressing) a squad, to include:
  - a. right dress,
  - b. eyes front,
  - c. shoulder dressing, and
  - d. elbow dressing.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute a right dress.	Demonstration and Performance	10 min	A0-002 (pp. 2-18– 2-20)
TP2	Explain, demonstrate and have the cadets execute an eyes front.	Demonstration and Performance	5 min	A0-002 (p. 2-20)
TP3	Explain, demonstrate and have the cadets execute a shoulder dressing.	Demonstration and Performance	5 min	A0-002 (p. 2-20)
TP4	Explain, demonstrate and have the cadets execute an elbow dressing.	Demonstration and Performance	5 min	A0-002 (p. 2-20)

5. **Time:**

- a. Introduction / Conclusion: 5 min
- b. Demonstration and Performance: 25 min
- c. Total: 30 min

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
  - b. Assistant instructors may be required for this lesson.

**EO M108.07**

1. **Performance:** Execute an Open Order and Close Order March
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute an open order and close order march.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute an open order march.	Demonstration and Performance	15 min	A0-002 (p. 2-21)
TP2	Explain, demonstrate and have the cadets execute a close order march.	Demonstration and Performance	10 min	A0-002 (p. 2-21)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

**EO M108.08**

1. **Performance:** March and Halt in Quick Time
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall march and halt in quick time.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets march in quick time.	Demonstration and Performance	10 min	A0-002 (pp. 3-6–3-8)
TP2	Explain, demonstrate and have the cadets halt in quick time.	Demonstration and Performance	15 min	A0-002 (pp. 3-6–3-8)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.



**EO M108.09**

1. **Performance:** Execute Mark Time, Forward and Halt in Quick Time
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute marking time and forward and halting in quick time from marking time.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute marking time.	Demonstration and Performance	10 min	A0-002 (pp. 3-15–3-17)
TP2	Explain, demonstrate and have the cadets execute forward from marking time.	Demonstration and Performance	10 min	A0-002 (pp. 3-15–3-17)
TP3	Explain, demonstrate and have the cadets execute halting in quick time from marking time.	Demonstration and Performance	5 min	A0-002 (p. 3-17)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

**EO M108.10**

1. **Performance:** Execute a Salute on the March
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute a salute on the march.
4. **Teaching Points:** Explain, demonstrate and have the cadets execute a salute on the march.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Demonstration and Performance:	25 min
c. Total:	30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
  - b. Assistant instructors may be required for this lesson.

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**EO M108.11**

1. **Performance:** Pay Compliments with a Squad on the March
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute paying compliments with a squad on the march.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute eyes right (left) to pay compliments on the march.	Demonstration and Performance	15 min	A0-002 (pp.3-15 and 3-17)
TP2	Explain, demonstrate and have the cadets execute eyes front to pay compliments on the march.	Demonstration and Performance	10 min	A0-002 (pp.3-15 and 3-17)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

**EO M108.12**

1. **Performance:** Perform Drill Movements During an Annual Ceremonial Review
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an ACR Parade.
4. **Teaching Points:** Supervise the cadets as they participate in an ACR Parade.
5. **Time:**
  - a. Practical Activity: 90 min
  - b. Total: 90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to participate in an ACR parade.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** These periods are to serve as a confirmation of the skills learned and practiced during the lessons associated with PO 108.
11. **Remarks:** There is no instructional guide for this EO.

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**EO C108.01**

1. **Performance:** Execute Supplementary Drill Movements
2. **Conditions:**
  - a. Given:
    - (1) Words of command,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute supplementary drill movements.
4. **Teaching Points:**
5. **Time:**
  - a. Demonstration and Performance: 180 min
  - b. Total: 180 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil
11. **Remarks:**
  - a. This EO is allotted up to six periods, which may be scheduled according to the requirements of the movement(s) to be taught and the needs of the corps.
  - b. Assistant instructors may be required for this lesson.
  - c. There is no instructional guide provided for this EO.

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**EO C108.02**

1. **Performance:** Participate in a Drill Competition
2. **Conditions:**
  - a. Given:
    - (1) Words of command, and
    - (2) Supervision.
  - b. Denied: Assistance
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** The cadet, as a member of a drill team, shall participate in a drill competition.
4. **Teaching Points:** Using the compulsory sequence provided, have the cadets participate in a drill competition.
5. **Time:**
  - a. Practical Activity: 90 min
  - b. Total: 90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to participate in a drill competition.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Drill equipment, as required.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. Assistant instructors may be required for this lesson.
  - b. The competition shall be judged; however, the focus should be upon making the activity fun for the cadets.
  - c. In small cadet corps without adequate numbers to hold a formal competition, the corps may modify the competition according to their circumstances.

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**PO C111**

1. **Performance:** Participate in Recreational Summer Biathlon Activities
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Cadet air rifle sling,
    - (3) Air rifle pellets,
    - (4) Biathlon air rifle target (BART),
    - (5) Target frame,
    - (6) Marksmanship mat,
    - (7) Safety glasses / goggles,
    - (8) Container to hold pellets,
    - (9) Supervision, and
    - (10) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental:
    - (1) Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PPT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, and
    - (2) Running route of approximately 250–500 m on level terrain.
3. **Standard:** The cadet will participate in summer biathlon activities, to include:
  - a. running a loop of 250–500m;
  - b. firing five to eight pellets in an effort to activate all five targets on the BART;
  - c. running a loop of 250–500m;
  - d. firing five to eight pellets in an effort to activate all five targets on the BART;
  - e. running a loop of 250–500m; and
  - f. crossing the finish line.
4. **Remarks:**
  - a. Cadets must have completed PO 106 (Fire the Cadet Air Rifle) prior to participating in recreational summer biathlon activities.
  - b. EO C111.01 (Participate in a Biathlon Briefing), EO C111.02 (Run Wind Sprints), and EO C111.03 (Fire the Cadet Air Rifle Following Physical Activity) must be completed prior to EO C111.04 (Participate in a Recreational Summer Biathlon Activity).

- c. Assistance may be given to cadets who have difficulty pumping the cadet air rifle.
- d. All range activities must be conducted by a Range Safety Officer (RSO).

5. **Complementary Material:**

- a. PO 111 (Participate in Recreational Summer Biathlon Activities) is a complementary package designed to provide an opportunity for the cadet to participate in summer biathlon activities.
- b. Complementary training in PO 111 is limited to a total of nine periods, which may be conducted during sessions or on a supported day.

**EO C111.01**

1. **Performance:** Participate in a Biathlon Briefing
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a biathlon briefing, to include:
  - a. an introduction to biathlon, and
  - b. an introduction to competitive events within the Canadian Cadet Movement (CCM).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce biathlon, to include: <ol style="list-style-type: none"> <li>a. the sport of biathlon, and</li> <li>b. the types of races.</li> </ol>	Interactive Lecture	10 min	A0-036 (pp. 4-3-7 to 4-3-16) A0-036
TP2	Describe competitive events in the CCM, to include: <ol style="list-style-type: none"> <li>a. stage 1: local corps / squadron,</li> <li>b. stage 2: zone,</li> <li>c. stage 3: provincial / territorial, and</li> <li>d. stage 4: national.</li> </ol>	Interactive Lecture	15 min	A0-036 (pp. 4-2-1 to 4-3-6)

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 biathlon and provide an overview of the sport.
7. **References:**
  - a. A0-036 Cadets Canada. (n.d.). *Canadian cadet movement: Biathlon championship series*. Ottawa, ON: Department of National Defence.
  - b. C0-084 Biathlon Canada. (2003). *Biathlon Canada handbook*. Ottawa, ON: Biathlon Canada.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.

9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.



**EO C111.02**

1. **Performance:** Run Wind Sprints
2. **Conditions:**
  - a. Given:
    - (1) Whistle,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Training area large enough to conduct short wind sprints.
3. **Standard:** The cadet shall:
  - a. participate in a warm-up;
  - b. run wind sprints; and
  - c. participate in a cool-down.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain how to prepare for summer biathlon activities, to include: <ol style="list-style-type: none"> <li>a. clothing, to include:               <ol style="list-style-type: none"> <li>(1) the layering system, and</li> <li>(2) appropriate footwear,</li> </ol> </li> <li>b. hydration, and</li> <li>c. nutrition.</li> </ol>	Interactive Lecture	5 min	C0-078 C0-079
TP2	Describe running techniques, to include: <ol style="list-style-type: none"> <li>a. pacing,</li> <li>b. posture / body alignment, and</li> <li>c. wind sprints.</li> </ol>	Interactive Lecture	5 min	C0-080
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> </ol>	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

TP	Description	Method	Time	Refs
	c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue.			
TP4	Supervise while the cadets run wind sprints.	Practical Activity	5 min	
TP5	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: a. allow the body time to slowly recover from physical activity and to help prevent injury; b. prepare the respiratory and cardiovascular systems to return to their normal state; and c. stretch the muscles.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

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 2 to introduce cadets to the methods of preparing for a biathlon activity and running techniques.
- A practical activity was chosen for TPs 3–5 as it is an interactive way to introduce the cadets to running skills in a safe, and controlled environment. This activity contributes to the development of running skills and knowledge in a fun and challenging setting.

7. **References:**

- 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.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved October 16, 2006, from <http://www.marthajefferson.org/warmup.php>
- C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercises*. Retrieved October 26, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>
- C0-059 Webb Physiotherapists Inc. (n.d.). *Exercises programme for squash, tennis, softball, handball*. Retrieved October 25, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved October 25, 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 October 26, 2006, from <http://in-motion.ca/walkingworkout/plan/flexibility/>
- g. C0-078 Mountain Equipment Co-op. (2007). *Clothing info: Layering your clothing*. Retrieved February 12, 2007, from [http://www.mec.ca/Main/content\\_text.jsp?FOLDER%3C%Efolder\\_id=2534374302881786&CONTENT%3C%Ecnt\\_id=10134198673220739&bmUID=1176745629068](http://www.mec.ca/Main/content_text.jsp?FOLDER%3C%Efolder_id=2534374302881786&CONTENT%3C%Ecnt_id=10134198673220739&bmUID=1176745629068)
- h. C0-079 REI. (2007). *Outdoor fitness expert advice*. Retrieved February 12, 2007, from <http://www.rei.com/online/store/LearnShareArticlesList?categoryId=Crosstrain>
- i. C0-080 Cool Running. (2007). *Fitness & performance*. Retrieved February 12, 2007, from [http://www.coolrunning.com/engine/2/2\\_1index.shtml](http://www.coolrunning.com/engine/2/2_1index.shtml)
- j. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- k. C0-100 ISBN 0-662-44467-1 Health Canada. (2007). *Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- l. C0-147 The HealthCentral Network. (2007). *MyDietExercise.com: Winds sprint your way to fitness*. Retrieved April 17, 2007, from <http://www.healthcentral.com/diet-exercise/fitness-survival-guides-81076-137.html>
- m. C0-154 Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

8. **Training Aids:**

- a. Tape measure,
- b. Whistle,
- c. Stopwatch,
- d. Samples of appropriate clothing, and
- e. Samples of appropriate hydration and nutrition choices.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Pictures of the clothing, hydration, and nutrition choices may be used in place of the actual items, if these items are not available.

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**EO C111.03**

1. **Performance:** Simulate Firing the Cadet Air Rifle Following Physical Activity
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Cadet air rifle sling,
    - (3) Biathlon air rifle target (BART),
    - (4) Target frame,
    - (5) Marksmanship mat,
    - (6) Safety glasses / goggles,
    - (7) Supervision, and
    - (8) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall simulate firing the cadet air rifle following physical activity.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify techniques to decrease heart rate prior to firing the cadet air rifle.	Interactive Lecture	5 min	C0-150 (p. 43)
TP2	Describe the Biathlon Air Rifle Target (BART).	Interactive Lecture	5 min	C0-151
TP3	Conduct a warm-up session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089
TP4	Conduct an activity where cadets will simulate firing the cadet air rifle following physical activity.	Practical Activity	5 min	
TP5	Conduct a cool-down session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce techniques to decrease heart rate prior to firing the cadet air rifle at the BART.
- b. A practical activity was chosen for TPs 3–5 as it is an interactive way to allow the cadets to experience firing the cadet air rifle following physical activity in a safe and controlled environment.

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. & 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 October 26, 2006, from <http://www.marthajefferson.org/warmup.php>
- d. C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercise*. Retrieved October 26, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>
- e. C0-059 Webb Physiotherapists Inc. (n.d.). *Exercises programme for squash, tennis, softball, handball*. Retrieved October 25, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>
- f. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved October 25, 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 October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>
- h. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20<sup>th</sup> anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc
- i. C0-150 ISBN 0-88011-463-0 Nideffer, R. PhD. (1992). *Psyched to win: How to master mental skills to improve your physical performance*. Champaign, IL: Leisure Press.
- j. C0-151 Devin Manufacturing Incorporated. (2005). *Biathlon style airgun target*. Retrieved February 15, 2007 from <http://www.devinmfg.com/targets1.html>
- k. C0-154 Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

8. **Training Aids:**
  - a. Biathlon air rifle target (BART), and
  - b. Stopwatch.
9. **Learning Aids:**
  - a. Cadet air rifle,
  - b. Cadet air rifle sling,
  - c. Biathlon air rifle target (BART),
  - d. Target frame,
  - e. Marksmanship mat, and
  - f. Safety glasses / goggles.
10. **Test Details:** Nil.
11. **Remarks:** Cadets must have completed PO 106 (Fire the Cadet Air Rifle) prior to participating in this lesson.

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**EO C111.04**

1. **Performance:** Participate in a Recreational Summer Biathlon Activity
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Cadet air rifle sling,
    - (3) Air rifle pellets,
    - (4) Biathlon air rifle target (BART),
    - (5) Target frame,
    - (6) Marksmanship mat,
    - (7) Safety glasses / goggles,
    - (8) Container to hold pellets,
    - (9) Supervision, and
    - (10) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental:
    - (1) Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001, and
    - (2) Running route of approximately 250–500 m on level terrain.
3. **Standard:** The cadet shall participate in a recreational summer biathlon activity, to include:
  - a. running a loop of 250–500 m;
  - b. firing five to eight pellets in an effort to activate all five targets of the BART;
  - c. running a loop of 250–500 m;
  - d. firing five to eight pellets in an effort to activate all five targets of the BART;
  - e. running a loop of 250–500 m; and
  - f. crossing the finish line.
4. **Teaching Points:**
  - a. Conduct the activity briefing, 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 recreational summer biathlon activity.
- 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.
- e. Conduct a debriefing to allow the cadets to share what they have learned from their experience.

5. **Time:**

- |                               |         |
|-------------------------------|---------|
| a. Introduction / Conclusion: | 10 min  |
| b. Experiential Learning:     | 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 and skills through a direct experience. The cadets experience summer biathlon and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while participating in summer biathlon and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References:**

- a. 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. (n.d.). *Canadian cadet movement: Biathlon championship series*. Ottawa, ON: Department of National Defence.
- d. 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.
- e. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved October 26, 2006, from <http://www.marthajefferson.org/warmup.php>
- f. C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercises*. Retrieved October 26, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>

- g. C0-059 Webb Physiotherapists Inc. (n.d.). *Exercise programme for squash, tennis, softball, handball*. Retrieved October 25, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>
- h. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved October 25, 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 October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>
- j. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th 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 October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

8. **Training Aids:**

- a. Local Range Standing Orders,
- b. Biathlon score sheets,
- c. Course control sheets,
- d. Range recording sheets,
- e. Notice board, and
- f. Stop watches.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Air rifle pellets,
- d. Biathlon air rifle target (BART)
- e. Target frame,
- f. Marksmanship mat,
- g. Safety glasses / goggles, and
- h. Container to hold pellets.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Results should be posted for cadets to review. PO 111 is a complementary training activity. It is designed to provide an opportunity for the cadets to participate in a recreational summer biathlon activity.

- b. EO C111.01 (Participate in a Biathlon Briefing), EO C111.02 (Run Wind Sprints), EO C111.03 (Simulate Firing the Cadet Air Rifle Following Physical Activity) shall be taught prior to instructing this lesson.
- c. The start and finish should be located in the same area, close to the firing point.

**PO 120**

1. **Performance:** Demonstrate Knowledge of the Organization and Traditions of the Canadian Forces
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environment: Any.
3. **Standard:** The cadet will demonstrate knowledge of the organization and traditions of the Canadian Forces, to include:
  - a. the history of the Canadian Forces, and
  - b. the role of each element.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material associated with PO 120 is designed to enhance the cadet's understanding of the traditions and role of the CF, to include:
  - a. EO C120.01 (Participate in Canadian Forces Familiarization),
  - b. EO C120.02 (Identify Current and Past Uniforms of the Canadian Army), and
  - c. EO C120.03 (Participate in a Discussion of a Soldier's Experience).

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**M120.01**

1. **Performance:** Describe the Roles of the Canadian Forces
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environment: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe the roles of the Canadian Forces, to include:
  - a. mission and objectives of the Canadian Forces, and
  - b. elemental role of the Canadian Army.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the history of the CF, to include: <ol style="list-style-type: none"> <li>a. inception (unification 1968),</li> <li>b. definition of the three elements (army, navy, air force), and</li> <li>c. mission and objectives:               <ol style="list-style-type: none"> <li>(1) defend Canada and Canadian interests;</li> <li>(2) defence of North America in co-operation with the United States; and</li> <li>(3) contributing to international peace and security.</li> </ol> </li> </ol>	Interactive Lecture	5 min	C2-022 (pp. 1-29 - 1-37) A2-018
TP2	Explain the role of each element, to include: <ol style="list-style-type: none"> <li>a. Canadian Army:               <ol style="list-style-type: none"> <li>(1) national defence,</li> <li>(2) Canada / US cooperation,</li> <li>(3) contribution to international security (peacekeeping),</li> <li>(4) civil defence, and</li> <li>(5) emergency response (natural disasters);</li> </ol> </li> <li>b. Royal Canadian Navy:               <ol style="list-style-type: none"> <li>(1) coastal defence,</li> <li>(2) fisheries patrol,</li> </ol> </li> </ol>	Interactive Lecture	10 min	A2-019 A2-020 A2-021 C2-021 C2-022 (pp. 1-29 - 1-37)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> <li>(3) drug enforcement,</li> <li>(4) search and rescue,</li> <li>(5) NATO deployment, and</li> <li>(6) emergency response; and</li> <li>c. Royal Canadian Air Force:               <ul style="list-style-type: none"> <li>(1) air defence,</li> <li>(2) NATO deployment,</li> <li>(3) search and rescue,</li> <li>(4) air transport, and</li> <li>(5) emergency response.</li> </ul> </li> </ul> <p>Note: The emphasis should be placed on the role of the Canadian Army.</p>			
TP3	<p>Indicate the locations of CF bases, including those that house cadet summer training centres (CSTC):</p> <ul style="list-style-type: none"> <li>a. Land forces:               <ul style="list-style-type: none"> <li>(1) Canadian Forces Base (CFB) Edmonton (AB),</li> <li>(2) CFB Borden (Barrie, ON),</li> <li>(3) CFB Gagetown (Oromocto, NB),</li> <li>(4) CFB Valcartier (Quebec City, QC),</li> <li>(5) CFB Petawawa (ON),</li> <li>(6) CFB Shilo (Brandon, MB), and</li> <li>(7) CFB Wainwright (AB),</li> </ul> </li> <li>b. Maritime forces:               <ul style="list-style-type: none"> <li>(1) CFB Halifax (NS),</li> <li>(2) CFB Esquimalt (BC),</li> <li>(3) CFB Greenwood (NS), and</li> <li>(4) CFB Shearwater (NS).</li> </ul> </li> <li>c. Air forces:               <ul style="list-style-type: none"> <li>(1) 1 Wing Kingston (ON),</li> <li>(2) 3 Wing Bagotville (QC),</li> <li>(3) 4 Wing Cold Lake (AB),</li> <li>(4) 5 Wing Goose Bay (NL),</li> <li>(5) 8 Wing Trenton (ON),</li> <li>(6) 9 Wing Gander (NL),</li> <li>(7) 12 Wing Shearwater (NS),</li> <li>(8) 14 Wing Greenwood (NS),</li> <li>(9) 15 Wing Moose Jaw (SK),</li> </ul> </li> </ul>	Interactive Lecture	10 min	C2-021 C2-022 (pp. 1-29 - 1-37)



TP	Description	Method	Time	Refs
	<p>(10) 16 Wing Borden (ON),  (11) 17 Wing Winnipeg (MB),  (12) 19 Wing Comox (BC), and  (13) 22 Wing North Bay (ON).</p> <p>d. bases CSTCs are housed on:</p> <p>(1) CFB Borden / Blackdown Army CSTC,  (2) CFB Gagetown / Argonaut Army CSTC,  (3) CFB Valcartier / Valcartier Army CSTC,  (4) CFB Trenton / Trenton Air CSTC,  (5) CFB Greenwood / Greenwood Air CSTC,  (6) CFB Cold Lake / Cold Lake Air CSTC,  (7) CFB Comox / Regional Gliding School and HMCS Quadra Sea CSTC,  (8) CFB Kingston / HMCS Ontario Sea CSTC.</p>			

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the cadets to the roles of the CF.

7. **References:**

- a. A2-018 Assistant Deputy Minister (Public Affairs). (2005, 12 Sept 2005). *About DND / CF: Our mission*. Retrieved 25 May, 2006, from [http://www.forces.gc.ca/site/about/mission\\_e.asp](http://www.forces.gc.ca/site/about/mission_e.asp)
- b. A2-019 Air Force Public Affairs. (2004). *Canada's Air Force: Mission and roles*. Retrieved 25 May, 2006, from [http://www.airforce.gc.ca/today1\\_e.asp](http://www.airforce.gc.ca/today1_e.asp)
- c. A2-020 Department of National Defence. (2002). *About MARLANT: History, facilities, and role*. Retrieved 25 May, 2006, from [http://www.navy.forces.gc.ca/marlant/about/marlant\\_about\\_e.asp](http://www.navy.forces.gc.ca/marlant/about/marlant_about_e.asp)
- d. A2-021 Department of National Defence. (2004). *Maritime Forces Pacific: MARPAC overview*. Retrieved 25 May, 2006, from [http://www.navy.forces.gc.ca/marpac/home/marpac\\_home\\_e.asp?category=4](http://www.navy.forces.gc.ca/marpac/home/marpac_home_e.asp?category=4)
- e. C2-021 Department of National Defence. (2004). *Canadian military history gateway, volume 3*. Retrieved 25 May, 2006, from [http://www.cmg.gc.ca/cmh/en/page\\_540.asp](http://www.cmg.gc.ca/cmh/en/page_540.asp)

- f. C2-022 0-9680685-7-X CDIA. (2004). *The Canadian defence almanac*. Ottawa ON: Canadian Defence Industries Association.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area; and
- b. Map of Canada.

9. **Learning Aids:** Handouts.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The topic should be kept general. The requirement is to introduce the cadets to the roles of the Canadian Forces.
- b. A guest speaker may instruct this lesson. They should be familiar with the requirements of the lesson.

**EO M120.02**

1. **Performance:** Describe the History and Traditions of the Affiliated Unit
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environment: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe:
  - a. the history and accomplishments of the affiliated unit, and
  - b. the relationship between the affiliated unit and the cadet corps.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Discuss the history of the corps' affiliated unit, to include:</p> <ol style="list-style-type: none"> <li>a. location of the unit, to include:               <ol style="list-style-type: none"> <li>(1) headquarters,</li> <li>(2) sub-units, and</li> <li>(3) other affiliated cadet corps;</li> </ol> </li> <li>b. founding of the unit, to include:               <ol style="list-style-type: none"> <li>(1) predecessor and evolution, and</li> <li>(2) when affiliation with the corps began; and</li> </ol> </li> <li>c. awards and accoutrements, such as:               <ol style="list-style-type: none"> <li>(1) battle honours, and</li> <li>(2) trophies.</li> </ol> </li> </ol>	Interactive Lecture	15 min	
TP2	<p>Discuss the roles and responsibilities of the affiliated unit, to include:</p> <ol style="list-style-type: none"> <li>a. appointment of a liaison officer to assist the cadet corps, and</li> <li>b. provide such assistance as may be practical to enable the cadet corps to achieve its aim.</li> </ol>	Interactive Lecture	10 min	A2-023 A2-025

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the cadets to the history and to the roles and responsibilities of the affiliated unit.

7. **Reference:**

- a. A2-023 A-CR-CCP-950/PT-001 Canadian Forces. (2006). *QR (Cadets) chapter 2, section 25 affiliation*. Ottawa, ON: The Department of National Defence.
- b. A2-025 A-CR-CCP-950/PT-001 Canadian Forces. (2006). *QR (Cadets) chapter 2, section 26 change of affiliation*. Ottawa, ON: The Department of National Defence.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** When possible, a guest speaker from the affiliated unit should deliver this lecture. Otherwise, information should be obtained from the affiliated unit to support the teaching points.

**EO C120.01**

1. **Performance:** Participate in Canadian Forces (CF) Familiarization
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environment: Any.
3. **Standard:** The cadet shall participate in an activity to gain a better understanding of:
  - a. the mission and objectives of the CF,
  - b. the role of the Canadian Army, or
  - c. the affiliated unit's history, contribution, and role in supporting the cadet unit.
4. **Teaching Points:** Supervise the cadets while they participate in a CF Familiarization activity, to include:
  - a. supervising the cadets during the activity; and
  - b. conducting a debriefing session where cadets share their feelings about the activity, by asking the following questions:
    - (1) What did you learn about the Canadian Forces / military bases / affiliated units / being a soldier?
    - (2) What interested you the most?
    - (3) How did the visit / tour help you understand the Canadian Forces?
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Experiential Learning:	80 min
c. Total:	90 min
6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience the CF and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while participating in the CF Familiarization activity and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.
7. **References:**
  - a. A2-023 A-CR-CCP-950/PT-001 Canadian Forces. (2006). *QR (cadets) chapter 2, section 25 affiliation*. Ottawa, ON: The Department of National Defence.
  - b. A2-024 Gilbert, C. (1964). *The regiments and corps of the Canadian army: Volume one of the canadian army list*. Ottawa ON: Department of National Defence.

- c. A2-025 A-CR-CCP-950/PT-001 Canadian Forces. (2006). *QR (cadets) chapter 2, section 26 change of affiliation*. Ottawa, ON: The Department of National Defence.
- d. C2-025 Historica. (2006). *Canadian Forces bases*. Retrieved 25 May, 2006, from <http://www.thecanadianencyclopedia.com>
- e. C2-026 077051197X Stanley, G. F. G. (1974). *Canada's soldiers: The military history of an unmilitary people* (3rd ed.). Toronto ON: Macmillan Company of Canada Ltd.
- f. C2-027 Wikipedia. (2005). *Canadian regiments*. Retrieved 25 May, 2006, from [http://en.wikipedia.org/wiki/category:canadian\\_regiments](http://en.wikipedia.org/wiki/category:canadian_regiments)
- g. C2-028 0-9688562-0-9 Gregory, M. (2005). *Compendium of canadian regiments: A civilian's perspective*. Ottawa ON: Michael Gregory.
- h. A2-011 Department of National Defence. (2003). *Clothe the soldier: Items and clothing*. 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)
- i. A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces dress instructions*. Ottawa, ON: The Department of National Defence.
- j. A2-013 Wikipedia. (2006, 20 May 2006). *Uniforms of the Canadian Forces*. Retrieved 25 May, 2006, from [http://en.wikipedia.org/wiki/Canadian\\_forces#uniforms](http://en.wikipedia.org/wiki/Canadian_forces#uniforms)
- k. A2-015 Smith, J. O. (2006). *Order of battle for Canadian regiments in 1945*. Retrieved 25 May, 2006, from <http://www.johnowensmith.co.uk/cdnoob.htm>
- l. A2-016 Carlile, H. (2005). *Uniform history*. Retrieved 25 May, 2006, from [http://collections.ic.gc.ca/fort\\_henry/backway/uniformsHistory.html](http://collections.ic.gc.ca/fort_henry/backway/uniformsHistory.html)
- m. A2-017 Department of National Defence. (2004). *Canadian military history gateway images*. Retrieved 25 May, 2006, from [http://www.cmg.gc.ca/cmh/en/image\\_176.asp?page\\_id=215](http://www.cmg.gc.ca/cmh/en/image_176.asp?page_id=215)
- n. C2-018 1-54176-302-0 Chartrand, R. (Ed.). (2001). *Distinguishing patches: Formation patches of the Canadian army*. Oxford, UK: Osprey Publishing.
- o. C2-020 1-894581-07-5 Dorosh, M. A. (2001). *Dressed to kill*. Ottawa ON: Service Publications.
- p. C2-024 Taylor, A. D. (2005). *Customs of the navy, chapter 3 - uniforms*. Retrieved 25 May, 2006, from <http://www.readyayeready.com/tradition/customs-of-the-navy/3-uniforms.htm>

8. **Training Aids:** As per selected activity.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Support for this lesson relies on the relationship the cadet unit has with the affiliated unit, military base, and / or individual members of the CF.
- b. EO M120.02 (Describe the History and Traditions of the Affiliated Unit) shall be completed prior to this lesson.

- c. Authorized activities in support of this EO include:
- (1) participating in a tour of the affiliated unit, to include:
    - (a) an introduction to the history of the affiliated unit,
    - (b) a description of the role the unit plays in the CF,
    - (c) a description of the support the unit provides to cadet units,
    - (d) a tour of unit facilities,
    - (e) a tour of the unit historical collection / museum,
    - (f) a tour of military vehicles / equipment, and / or
    - (g) an introduction to the unit Commanding Officer / Honorary Colonel / Honorary Lieutenant Colonel;
  - (2) participating in a tour of a Canadian Forces base, to include:
    - (a) an introduction to the history of the base,
    - (b) a description of the role the base plays in the CF,
    - (c) a description of the units supported by the base,
    - (d) a tour of base / unit facilities,
    - (e) a tour of the base historical collection / museum,
    - (f) a tour of military vehicles / equipment, and / or
    - (g) an introduction to a member of the base command staff or school / unit Commandant / Commanding Officer;
  - (3) participating in a presentation by a member of the Canadian Forces, to include:
    - (a) reasons the member decided to enrol in the CF,
    - (b) description of the unit the member belongs to including its role in the CF,
    - (c) description of the member's trade and details about that trade,
    - (d) description of any CF operations the member has been involved with (with pictures if possible), and
    - (e) significant memories the member has of experiences while a member of the CF; and
  - (4) identifying personal equipment of the Canadian Army, to include:
    - (a) Canadian disruptive pattern (CADPAT) woodland / arid,
    - (b) combat jacket,
    - (c) combat hat,
    - (d) light weight 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 and jacket (lined),
- (l) toque and scarf,
- (m) mukluks,
- (n) multi-tool,
- (o) tactical vest,
- (p) small pack system,
- (q) rucksack,
- (r) light assault radio,
- (s) combat net radio (HF),
- (t) air / ground radio,
- (u) night vision goggles (NVG),
- (v) ballistic eye wear / visor, and / or
- (w) fragmentation vest.



**EO C120.02**

1. **Performance:** Identify Current and Past Uniforms of the Canadian Army
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environment: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify current and past uniforms of the Canadian Army, to include:
  - a. the origin of the Canadian Army uniform,
  - b. the uniform during the Boer War, WWI, and WWII,
  - c. the evolution of women's uniforms, and
  - d. the evolution of the uniform since the unification in 1967.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the origin of the Canadian Army uniform, to include: <ol style="list-style-type: none"> <li>a. the definition of uniform, and</li> <li>b. the origin of the colour red.</li> </ol>	Interactive Lecture	5 min	C0-237 C0-419
TP2	Describe the uniform during the Boer War.	Interactive Lecture	20 min	C0-418
TP3	Describe the uniform during WWI and WWII.	Interactive Lecture	10 min	C0-416 C0-420
TP4	Describe the evolution of women's uniforms.	Interactive Lecture	10 min	A0-191 C0-413 C0-414 C0-417 C0-420
TP5	Describe the uniform evolution since 1967.	Interactive Lecture	35 min	A0-001 A2-013 C0-415 C0-420

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 80 min |
| c. | Total:                     | 90 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to current and past uniforms of the Canadian Army.

7. **Reference:**

- a. A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces dress instructions*. Ottawa, ON: The Department of National Defence.
- b. A0-191 Department of National Defence. (n.d). *Women*. Retrieved 24 April, 2012, from <http://www.forces.ca/en/page/women-92>
- c. A2-013 Wikipedia. (2006). *Uniforms of the Canadian Forces*. Retrieved 25 May, 2006, from [http://en.wikipedia.org/wiki/Canadian\\_forces#uniforms](http://en.wikipedia.org/wiki/Canadian_forces#uniforms)
- d. C0-237 (ISBN 0-19-541816-6) Barber, K. (Ed.). (2004). *Canadian Oxford Dictionary* (2nd ed.). Don Mills, ON: Oxford University Press Canada.
- e. C0-413 Veterans Affairs Canada. (2011). *Canada remembers women in the canadian military*. Retrieved 24 April 2012, from <http://www.veterans.gc.ca/eng/feature/women/history/military>
- f. C0-414 Canadian Museum of Civilization. (n.d.). Retrieved 24 April, 2012, from <http://www.warmuseum.ca/cwm/exhibitions/guerre/nurses-e.aspx>
- g. C0-415 Canadian Military Police Virtual Museum (2011). Retrieved 24 April 2012, from <http://mpmuseum.org/>
- h. C0-416 ISBN 9780969984542 Law, C.M (1997) *Khaki uniforms of the canadian expeditionary force*. Ottawa, ON: Service Publications.
- i. C0-417 ISBN 9781896979274 Wilson-Simmie, K. (2008). *Lights out!* Ottawa, ON: CEF Books.
- j. C0-418 Canadian Museum of Civilization. (2009). Retrieved 24 April 2012, from [http://www.civilization.ca/cwm/exhibitions/boer/canadianuniforms\\_e.shtml](http://www.civilization.ca/cwm/exhibitions/boer/canadianuniforms_e.shtml)
- k. C0-419 Thinking, speaking visually. (2011). *Visual identity: History of the British army uniform redcoats*. Retrieved 26 April, 2012 from <http://thinkingouttabox.wordpress.com/2010/03/28/history-of-the-british-army-uniform-redcoats/>
- l. C0-420 The Canadian Soldier in the 20th Century. (2012). *Uniforms*. Retrieved 24 April 2012, from <http://www.canadiansoldiers.com/uniforms/uniform.htm>

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**EO C120.03**

1. **Performance:** Participate in a Discussion of a Soldier's Experience
2. **Conditions:**
  - a. Given:
    - (1) Contact with a deployed member of the CF,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environment: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall, as a member of a group, contact deployed soldiers to gain an understanding of the soldier's experience and the role of the CF during deployments.
4. **Teaching Points:** Facilitate the cadets' contact with a deployed soldier and discussion by:
  - a. obtaining contact information for a suitable number of deployed soldiers;
  - b. introducing the topic to the cadets, providing background information of current deployment missions;
  - c. guiding the cadets through preparing a group list of three questions they would like to ask deployed soldiers;
  - d. distributing the material for cadets to prepare their letters or postcards;
  - e. supervising, as the cadets each prepare a letter or an email for deployed soldiers, monitoring to ensure that **no** cadet's personal information, such as phone number or address is provided, and ensuring that the letters contain the following information:
    - (1) the name of the cadet,
    - (2) where they are from,
    - (3) the cadet unit,
    - (4) why they are writing the letter, and
    - (5) the three questions that were agreed upon;
  - f. collecting the letter, and ensuring they are sent to the soldiers by the cadet corps;
  - g. explaining to the cadets that you will regroup once replies will be received (this next session will occur numerous sessions after the first one);
  - h. upon receipt of all of the letters, distributing them to each cadet;
  - i. allowing cadets to read their reply to the entire group;

- j. conducting a debriefing session where cadets share their feelings about the activity, by asking the following questions:

- (1) What did you learn during this activity? About the CF?
- (2) How do you feel about what you have learned?
- (3) Did anything surprise you in the soldiers' replies?
- (4) How do you feel about this activity?

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Experiential Learning (first occurrence): 25 min
- c. Experiential Learning (second occurrence): 55 min
- d. Total: 90 min

6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience interacting with a soldier and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while contacting a soldier and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References:**

- a. A0-005 Assistant Deputy Minister (Public Affairs). (2006). *Morale by message board*. Retrieved 25 May, 2006, from [http://www.forces.gc.ca/site/community/messageboard/index\\_e.asp](http://www.forces.gc.ca/site/community/messageboard/index_e.asp)
- b. A0-006 Assistant Deputy Minister (Public Affairs). (2006). *Addresses for overseas operations*. Retrieved 25 May, 2006, from [http://www.forces.gc.ca/site/community/messageboard/addresses\\_e.asp](http://www.forces.gc.ca/site/community/messageboard/addresses_e.asp)

8. **Training Aids:** Current map of CF deployments.

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

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson needs to be conducted in two occurrences to allow time for the cadet unit to receive the soldiers' responses.
- b. The CF website or the affiliated unit may be visited to obtain a number of deployed soldiers' contact information. Where possible, cadets can send postcards to unidentified soldiers as part of the CF message board. Ideally, the member being contacted would be someone with a link to the cadet corps, affiliated unit, or the community. If no one is available that meets these criteria, then any deployed CF member may be contacted.
- c. All communications shall flow between the cadet unit and the deployed soldier and no personal contact information for cadets (e.g., address, phone number) shall be released outside of the cadet organization.

**PO 121**

1. **Performance:** Participate as a Member of a Team During an Overnight Bivouac Field Training Exercise (FTX)
2. **Conditions:**
  - a. Given:
    - (1) Group equipment,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting, during a bivouac FTX.
3. **Standard:** The cadet will participate in an overnight bivouac FTX, to include:
  - a. selecting personal equipment;
  - b. transporting personal equipment;
  - c. erecting a group tent;
  - d. following the principles of “leave no trace” camping;
  - e. following camp routine and camp discipline; and
  - f. avoiding environmental hazards and injuries.
4. **Remarks:**
  - a. During the bivouac FTX, cadets shall be divided into teams; each team under the supervision of a senior cadet. Activities shall be structured to be group oriented.
  - b. The time allocation for EOs M121.07 (Erect a Group Tent), M121.08 (Apply “Leave No Trace” Camping), and M121.09 (Follow Camp Routine) is for guidance only. Those EOs are to be conducted practically, as they would naturally occur and as per the bivouac FTX schedule.
  - c. A cold weather instructor, recognized by the applicable RCSU is required to conduct EO C121.05 (Participate in Cold Weather Training).
  - d. No instructional guide will be provided for this activity.
5. **Complementary Material:**
  - a. Complementary material associated with PO 121 is designed to enhance the cadet’s experience in the field, to include:
    - (1) EO C121.01 (Construct Field Amenities),
    - (2) EO C121.02 (Participate in a Discussion on Cold Climate Exposure),
    - (3) EO C121.03 (Select Cold Weather Clothing),
    - (4) EO C121.04 (Recognize the Effects of Cold Weather), and
    - (5) EO C121.05 (Participate in Cold Weather Training).

- b. EOs C121.02, C121.03, and C121.04 shall be completed prior to the conduct of C121.05 (Participate in Cold Weather Training).
- c. EO C121.05 shall follow the training outlined in A-CR-CCP-107/PT-002, *Royal Canadian Army Cadets, Course Training Plan, Corps Training Program, Winter Adventure Training Manual*.

**EO M121.01**

1. **Performance:** Select Personal Equipment
2. **Conditions:**
  - a. Given:
    - (1) Examples of personal equipment,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet, shall select personal equipment, to include:
  - a. personal clothing,
  - b. sleeping bags,
  - c. sleeping pads, and
  - d. additional items.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain what should be considered when selecting clothing for an outdoor activity, to include:</p> <ol style="list-style-type: none"> <li>a. the layering system, to include:               <ol style="list-style-type: none"> <li>(1) principles, such as:                   <ol style="list-style-type: none"> <li>(a) temperature control,</li> <li>(b) insulation, and</li> <li>(c) appropriate materials; and</li> </ol> </li> <li>(2) common layering systems, to include:                   <ol style="list-style-type: none"> <li>(a) base layer,</li> <li>(b) insulation layer, and</li> <li>(c) outer layer;</li> </ol> </li> </ol> </li> <li>b. dressing the parts of the body; and</li> <li>c. additional articles of clothing that would be required according to environmental conditions, to include:               <ol style="list-style-type: none"> <li>(1) cold weather wear,</li> <li>(2) wet weather wear, and</li> <li>(3) warm weather wear.</li> </ol> </li> </ol>	Interactive Lecture	20 min	C2-012 (pp. 39-47, 62-65) C2-010 (pp. 502-515)

TP	Description	Method	Time	Refs
TP2	<p>Discuss the following considerations when selecting a sleeping bags for an outdoor activity, to include:</p> <ul style="list-style-type: none"> <li>a. insulating material, such as:               <ul style="list-style-type: none"> <li>(1) natural insulation, and</li> <li>(2) synthetic insulation;</li> </ul> </li> <li>b. types, to include:               <ul style="list-style-type: none"> <li>(1) rectangular bags,</li> <li>(2) barrel bags,</li> <li>(3) mummy bags, and</li> <li>(4) military bags; and</li> </ul> </li> <li>c. other selection considerations, to include:               <ul style="list-style-type: none"> <li>(1) temperature range the bag will be used in,</li> <li>(2) compactness,</li> <li>(3) weight,</li> <li>(4) cost,</li> <li>(5) fit to the cadet's body, and</li> <li>(6) durability.</li> </ul> </li> </ul>	Interactive Lecture	10 min	C2-012 (pp. 62-65) A2-010
TP3	<p>Describe sleeping pads, to include:</p> <ul style="list-style-type: none"> <li>a. cushioning,</li> <li>b. insulating, and</li> <li>c. types.</li> </ul>	Interactive Lecture	10 min	C2-009 (pp. 76-77)
TP4	<p>Explain the selection of additional personal equipment based on the season and type of activity, to include:</p> <ul style="list-style-type: none"> <li>a. bug repellent,</li> <li>b. flashlight,</li> <li>c. lip balm,</li> <li>d. map and compass,</li> <li>e. matches,</li> <li>f. notepad and pencil,</li> <li>g. pocket knife,</li> <li>h. sun screen,</li> <li>i. survival kit, and</li> <li>j. whistle.</li> </ul>	Interactive Lecture	10 min	



5. **Time:**

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

6. **Substantiation:**

- a. The group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings on what needs to be considered when selecting clothing for an outdoor activity. Sharing in the group discussion encourages the cadets to examine their own thoughts and may prompt them to re-think their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.
- b. An interactive lecture was chosen for TPs 2 – 4 to introduce the cadets to the types of sleeping bags and additional items required for an outdoor activity.

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: The Department of National Defence.
- b. C2-009 Harvey, Mark (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.
- c. C2-010 0-375-70323-3 Rawlins, C., & Fletcher, C. (2004). *The complete walker IV*. New York, NY: Alfred A. Knopf.
- d. C2-012 0-89886-643-X Weiss, H. (1988). *Secrets of warmth for comfort for survival*. Seattle, WA: The Mountaineers.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area,
- b. Sleeping bag,
- c. Sleeping pad, and
- d. Personal equipment (i.e., toques, scarves, undershirts and undergarments, coats and trousers, coat liners, sleeping bags, etc).

9. **Learning Aids:** Personal equipment (i.e., toques, scarves, undershirts and undergarments, coats and trousers, coat liners, sleeping bags, etc).10. **Test Details:** Nil.11. **Remarks:**

- a. This lesson should be delivered prior to the bivouac FTX.
- b. Cadets' backpacks should be verified for proper equipment prior to the FTX.

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**EO M121.02**

1. **Performance:** Transport Personal Equipment
2. **Conditions:**
  - a. Given:
    - (1) Examples of personal equipment,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall transport personal equipment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain packing personal equipment, to include:</p> <ol style="list-style-type: none"> <li>a. types of backpacks, to include:               <ol style="list-style-type: none"> <li>(1) external frames,</li> <li>(2) internal frames, and</li> <li>(3) backpack features, such as:                   <ol style="list-style-type: none"> <li>(a) compression straps,</li> <li>(b) external pockets,</li> <li>(c) sleeping bag storage areas, and</li> <li>(d) the quick release straps; and</li> </ol> </li> </ol> </li> <li>b. general guidelines that apply to packing a pack, to include:               <ol style="list-style-type: none"> <li>(1) accessibility,</li> <li>(2) balance,</li> <li>(3) compactness,</li> <li>(4) weight, and</li> <li>(5) packing considerations.</li> </ol> </li> </ol>	Interactive lecture	15 min	C2-004 (p. 36) C2-005 (p. 64) C2-009 (pp. 77-83)
TP2	<p>Explain and demonstrate how to properly wear a backpack, by:</p> <ol style="list-style-type: none"> <li>a. loosening shoulder straps;</li> <li>b. bending the knees and holding the shoulder straps;</li> <li>c. lifting and resting the pack on the right (left) thigh;</li> </ol>	Demonstration	40 min	C2-017 (pp. 13 - 14, pp. 29 – 31)

TP	Description	Method	Time	Refs
	d. putting the right (left) arm through the shoulder strap and swinging it onto the back; e. putting the left (right) arm through the other shoulder strap; and f. clipping the hip belt and tightening the shoulder straps. <b>Note:</b> If CF rucksacks are to be used, they should be assessed for proper assembly prior to being given to the cadets.			

5. **Time:**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion:     | 5 min  |
| b. | Interactive Lecture:           | 15 min |
| c. | Demonstration and Performance: | 25 min |
| d. | Total:                         | 30 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP 1 to introduce the cadets to packing personal equipment.
- A demonstration was chosen for TP 2 as it allows the instructor to explain and demonstrate the wearing of a backpack.

7. **References:**

- C2-004 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Paul Tawrell.
- C2-005 0-393-31334-4 Berger, K. (1995). *Hiking and backpacking, a trailside guide*. New York, NY: Norton and Company, Inc.
- C2-009 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.
- C2-017 0-7627-0476-4 Roberts, H. (1999). *Basic essentials, backpacking*. Guilford, CT: The Globe Pequot Press.

8. **Training Aids:**

- Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area,
- Backpacks (external and internal frames), and
- Examples of personal equipment.

9. **Learning Aids:**

- Backpack, and
- Personal equipment.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson should be delivered prior to the bivouac FTX.
- b. Cadets' backpacks should be verified for proper packing during the FTX.
- c. Cadets should transport their personal equipment during the FTX.

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**EO M121.03**

1. **Performance:** Tie Knots and Lashings
2. **Conditions:**
  - a. Given:
    - (1) Assorted types of ropes,
    - (2) Rope for tying knots,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall tie the following knots and lashings:
  - a. Thumb (overhand),
  - b. Reef (square),
  - c. Figure of eight,
  - d. Double figure of eight (figure of eight loop and follow through / rewoven),
  - e. Clove hitch, and
  - f. Half hitch.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain types of ropes and their common uses, to include:</p> <ol style="list-style-type: none"> <li>a. natural fibres, such as:               <ol style="list-style-type: none"> <li>(1) hemp,</li> <li>(2) manila,</li> <li>(3) sisal,</li> <li>(4) cotton, and</li> <li>(5) coir; and</li> </ol> </li> <li>b. synthetic materials, such as:               <ol style="list-style-type: none"> <li>(1) nylon,</li> <li>(2) polypropylene, and</li> <li>(3) polyester.</li> </ol> </li> </ol>	Interactive Lecture	10 min	<p>A0-004 (pp. 5-9 to 5-19)</p> <p>C2-007 (pp. 16–25)</p>

TP	Description	Method	Time	Refs
TP2	Explain the care and maintenance of ropes, to include: a. sunlight exposure, b. chemical or fume contamination, c. storage, d. natural wear, and e. cleaning and drying.	Interactive Lecture	5 min	A0-004
TP3	Explain and demonstrate how to tie, and have cadets practise the following knots and lashings: a. thumb (overhand), b. reef (square), c. figure of eight, d. double figure of eight (figure of eight loop / follow through / rewoven / figure of eight on a bight), e. clove hitch, and f. half hitch.	Demonstration and Performance	65 min	C2-007 (pp. 38, 44, 58, 98, 104, 167-168)

5. **Time:**

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

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to the types and the care and maintenance of ropes.
- A demonstration and performance was chosen for TP 3 as it allows the instructor to explain and demonstrate how to tie various knots, while providing an opportunity for the cadets to practice under supervision.

7. **References:**

- A0-004 B-GN-181-105/FP-E00 DMPPD 9-4. (1997). *CFCD 105 fleet seamanship rigging and procedures manual*. Ottawa ON: The Department of National Defence.
- C2-007 0-7858-1446-9 Pawson, D. (2001). *Pocket guide to knots and splices*. Edison, NJ: Chartwell Books, Inc.

8. **Training Aids:**

- Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area, and
- Ropes for knot tying.



9. **Learning Aids:** Rope for tying knots.
10. **Test Details:** Nil
11. **Remarks:**
  - a. Where possible, the instructor should demonstrate a variety of natural and synthetic types of ropes.
  - b. Cadets should be given the opportunity to tie knots during the bivouac FTX.

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**EO M121.04**

1. **Performance:** Assemble a Survival Kit
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall assemble a basic survival kit prior to participating in a field exercise, to include selecting:
  - a. contents appropriate for the activity, and
  - b. a suitable storage container.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Describe what can be contained in a survival kit, to include:</p> <ol style="list-style-type: none"> <li>a. water proof matches,</li> <li>b. candle,</li> <li>c. flint,</li> <li>d. magnifying glass,</li> <li>e. needles and thread,</li> <li>f. fish hooks and line,</li> <li>g. compass,</li> <li>h. mini light,</li> <li>i. snare wire,</li> <li>j. flexible wire saw,</li> <li>k. signalling mirror,</li> <li>l. whistle,</li> <li>m. pencil and paper, and</li> <li>n. personal first aid kit.</li> </ol> <p><b>Note:</b> This list is not exhaustive. The different field settings must be considered when a First aid kit.</p>	Interactive Lecture	15 min	C2-008 (pp. 25 – 29) C2-010

TP	Description	Method	Time	Refs
TP2	Describe survival kit case, to include: a. hard plastic, b. flexible plastic, or c. metal container (that could also be used to boil water).	Interactive Lecture	5 min	C2-010 (pp. 648 - 655)
TP3	Discuss conducting regular maintenance checks on survival kit items, to include: a. checking expiry dates; b. replacing worn or damaged items; and c. replacing missing items.	Interactive Lecture	5 min	C2-010 (p. 649)

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 content and the maintenance of a survival kit.7. **References:**

- a. C2-008 0-00-265314-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: Harper Collins Publishers.
- b. C2-010 0-375-70323-3 Rawlins, C., & Fletcher, C. (2004). *The complete walker IV*. New York, NY: Alfred A. Knopf.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area, and
- b. Survival kit contents.

9. **Learning Aids:** Nil.10. **Test Details:** Nil.11. **Remarks:**

- a. This lesson should be delivered prior to the first time cadets enter the field.
- b. Cadets will be required to prepare their own survival kit for the applicable field activity.

**EO M121.05**

1. **Performance:** Recognize Environmental Hazards
2. **Conditions:**
  - a. Given:
    - (1) Prepared pictures of environmental hazards,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall recognize environmental hazards by:
  - a. identifying animal behaviour;
  - b. identifying hazardous insects; and
  - c. identifying hazardous plants.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain interpreting the behaviour of wild animals and specific animal language that indicates: <ol style="list-style-type: none"> <li>a. contentment,</li> <li>b. submission,</li> <li>c. alarm, and</li> <li>d. aggression.</li> </ol>	Interactive Lecture	5 min	C2-032
TP2	Discuss hazardous insects, to include: <ol style="list-style-type: none"> <li>a. types of insects, to include:               <ol style="list-style-type: none"> <li>(1) scorpions,</li> <li>(2) black widow spiders,</li> <li>(3) ticks,</li> <li>(4) mosquitoes,</li> <li>(5) bees, and</li> <li>(6) wasps / hornets;</li> </ol> </li> <li>b. what to do if bitten / stung by these insects; and</li> <li>c. strategies to comfortably coexist with insects, to include:               <ol style="list-style-type: none"> <li>(1) using clothing; and</li> <li>(2) using insect repellents.</li> </ol> </li> </ol>	Interactive Lecture	10 min	C2-004 (p. 17, p. 99, p. 285, p. 316)

TP	Description	Method	Time	Refs
TP3	Explain how to identify poisonous plants, to include: a. poison ivy (jewelweed cure), b. poison oak, and c. poison sumac.	Interactive lecture	10 min	C2-008

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the cadets to environmental hazards.

7. **References:**

- a. C2-004 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Paul Tawrell.
- b. C2-008 0-00-265314-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: Harper Collins Publishers.
- c. C2-032 Curtis, S. (1998, September). *Watch your language*. Retrieved 25 May, 2006, from [http://www.backpacker.com/article/1,2646,135\\_article,00.html](http://www.backpacker.com/article/1,2646,135_article,00.html).

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area, and
- b. Prepared pictures of animals and insects.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** This lesson should be delivered prior to the bivouac FTX, making cadets aware of possible dangerous animals, insects and plants found in the field. The instructor should focus on insects and plants found in the local geographic area.

**EO M121.06**

1. **Performance:** Identify Environmental Injuries
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify environmental injuries, to include:
  - a. cold-related injuries, and
  - b. heat-related injuries.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain how to identify cold-related injuries, to include: <ol style="list-style-type: none"> <li>a. frostbite injuries, such as:               <ol style="list-style-type: none"> <li>(1) surface frostbite,</li> <li>(2) deep frostbite, and</li> <li>(3) treatments; and</li> </ol> </li> <li>b. hypothermia, to include:               <ol style="list-style-type: none"> <li>(1) mild exposure,</li> <li>(2) moderate exposure,</li> <li>(3) severe exposure, and</li> <li>(4) treatments.</li> </ol> </li> </ol>	Interactive Lecture	15 min	C2-009 C2-008 (pp. 448-449)
TP2	Explain how to identify heat-related injuries, to include: <ol style="list-style-type: none"> <li>a. heat cramps,</li> <li>b. heat exhaustion,</li> <li>c. heatstroke,</li> <li>d. sunburn,</li> <li>e. sore eyes, and</li> <li>f. dehydration.</li> </ol>	Interactive Lecture	10 min	C2-004 (pp. 129 - 130) C2-008 (pp. 446 - 449)

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the cadets to environmental injuries.

7. **References:**

- a. C2-004 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Paul Tawrell.
- b. C2-008 0-00-265314-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: Harper Collins Publishers.
- c. C2-009 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** This lesson should be delivered prior to the bivouac exercise.



**EO M121.07**

1. **Performance:** Erect A Group Tent
2. **Conditions:**
  - a. Given:
    - (1) Group tent,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting, during daylight hours, during a bivouac FTX.
3. **Standard:** IAW specified references, the cadet shall erect a group tent.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce cadets to the type of tent to be erected, to include: <ol style="list-style-type: none"> <li>a. parts of tents,</li> <li>b. pitching and anchoring,</li> <li>c. striking, and</li> <li>d. folding and storage.</li> </ol>	Demonstration	15 min	Civilian tent directions
TP2	IAW directions provided by the tent manufacturer, have the cadets erect a tent, in small groups.	Performance	20 min	Civilian tent directions
TP3	Explain and demonstrate how to organize personal tent space, ensuring: <ol style="list-style-type: none"> <li>a. tent doors are left open allowing for air to flow in during hot weather (flies closed),</li> <li>b. air mattress are laid out and inflated,</li> <li>c. tent is clean and free of food,</li> <li>d. personal kit is stored at the foot of the tent or outside the tent under a fly or tarp,</li> <li>e. footwear is removed and stored at the door, and</li> <li>f. sleeping bag rolled up until immediately before sleep (see special procedures for down sleeping bags).</li> </ol>	Demonstration	5 min	C2-009
TP4	IAW directions provided by the tent manufacturer, explain the procedure and have the cadets strike the tent, in small groups.	Performance	10 min	Civilian tent directions

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Demonstration:             | 25 min |
| c. | Performance                | 25 min |
| d. | Total:                     | 60 min |

6. **Substantiation:**

- a. A demonstration was chosen for TPs 1 and 3 as it allows the instructor to demonstrate the process of erecting and striking a tent in a controlled environment.
- b. A performance was chosen for TPs 2 and 4 as it allows cadets the opportunity to practice erecting and striking a tent under supervision.

7. **References:** C2-009 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.

8. **Training Aids:**

- a. Tents, and
- b. Personal equipment.

9. **Learning Aids:**

- a. Tents, and
- b. Personal equipment.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson shall be delivered practically during the bivouac FTX. Erecting and striking of tent will occur as per FTX schedule (eg, arrival and prior to departure).
- b. Time allocation is approximate, as it may vary based on the group.

**EO M121.08**

1. **Performance:** Apply “Leave No Trace” Camping
2. **Conditions:**
  - a. Given:
    - (1) Bivouac site,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting, during a bivouac FTX.
3. **Standard:** The cadet shall practise “leave no trace” camping by:
  - a. planning ahead and being prepared;
  - b. travelling and camping on durable surfaces;
  - c. disposing of waste properly;
  - d. “Leaving what you find”;
  - e. minimizing campfire impact;
  - f. respecting wildlife; and
  - g. being considerate of other visitors.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain the seven principles of “Leave No Trace” camping, to include:</p> <ol style="list-style-type: none"> <li>a. planning ahead and preparing, to include:               <ol style="list-style-type: none"> <li>(1) knowing the regulations and special concerns for the area visited;</li> <li>(2) preparing for extreme weather, hazards and emergencies; and</li> <li>(3) carefully planning meals, repackaging food to minimize waste;</li> </ol> </li> <li>b. travelling and camping on durable surfaces, to include:               <ol style="list-style-type: none"> <li>(1) concentrating trek on existing trails and campsites;</li> <li>(2) walking in single file in the middle of the trail, even when wet or muddy;</li> <li>(3) not taking short cuts off of established trails;</li> </ol> </li> </ol>	Interactive Lecture	25 min	C2-011 (pp.28 to 31, 40)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> <li>(4) traveling on rock, gravel, dry grasses or snow; and</li> <li>(5) camping 60 m from lakes and streams;</li> <li>c. disposing of waste properly, to include:               <ul style="list-style-type: none"> <li>(1) “pack it in, pack it out”;</li> <li>(2) disposing of human waste in cat holes of 6 to 8 inches deep 60 m from water sources and the camp site;</li> <li>(3) packing out toilet paper and hygiene products; and</li> <li>(4) washing the body or dishes a minimum of 60 m away from streams or lakes;</li> </ul> </li> <li>d. “leaving what you find”, to include:               <ul style="list-style-type: none"> <li>(1) preserving the past by leaving alone cultural or historical structures and artefacts;</li> <li>(2) leaving flora and fauna as they are found; and</li> <li>(3) avoiding the construction of structures, furniture or dug trenches;</li> </ul> </li> <li>e. minimizing campfire impacts, to include:               <ul style="list-style-type: none"> <li>(1) making use of established fire rings, pans, or mound fires;</li> <li>(2) keeping fires small, using sticks found on the ground; and</li> <li>(3) burning all wood and coals to ash;</li> </ul> </li> <li>f. respecting wildlife, to include:               <ul style="list-style-type: none"> <li>(1) observing wildlife from a distance;</li> <li>(2) never feeding animals;</li> <li>(3) protecting wildlife and food by storing rations and trash securely;</li> <li>(4) controlling pets; and</li> <li>(5) avoiding wildlife during sensitive times (i.e., mating, nesting, when raising young, or during the winter); and</li> </ul> </li> </ul>			

TP	Description	Method	Time	Refs
	g. being considerate of other visitors, to include: <ul style="list-style-type: none"> <li>(1) respecting visitors to protect the quality of their experience;</li> <li>(2) yielding to others on the trail;</li> <li>(3) camping away from trails and other visitors; and</li> <li>(4) allowing nature's sounds to prevail, by avoiding loud voices and noises.</li> </ul>			

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the cadets to the concept of "Leave no Trace" camping.

7. **Reference:** C2-011 0-89886-910-2 McGivney, A. (2003). *Leave no trace, a guide to the new wilderness etiquette*. Seattle, WA: Mountaineers Books.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flipchart / handouts) appropriate for field training area, and
- b. Bivouac site.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson shall be delivered during the bivouac FTX.
- b. In some cases this lesson could be conducted as a tour of the local area, selecting areas where specific principles could be best explained.

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**EO M121.09**

1. **Performance:** Follow Camp Routine
2. **Conditions:**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting, during a bivouac FTX.
3. **Standard:** The cadet shall follow camp routine and maintain camp discipline, to include:
  - a. practicing ablutions in designated areas;
  - b. limiting food to designated mess / eating areas;
  - c. practicing safe behaviour around the fire pit;
  - d. drinking only water provided at drinking water points;
  - e. safely storing petroleum, oil, and lubricants at the POL point;
  - f. staying out of the opposite genders' quarters area; and
  - g. properly disposing of garbage.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a guided tour of the bivouac site describing the layout of each component and explaining their location, to include: <ol style="list-style-type: none"> <li>a. headquarters (HQ) and supply,</li> <li>b. first aid station,</li> <li>c. toilets,</li> <li>d. wash station,</li> <li>e. eating area,</li> <li>f. fire pit, if any,</li> <li>g. fire point,</li> <li>h. form-up area,</li> <li>i. in / out route for safety vehicle,</li> <li>j. vehicle parking area,</li> <li>k. drinking water point,</li> <li>l. POL point,</li> </ol>	Practical Activity	20 min	

TP	Description	Method	Time	Refs
	m. female / male quarters, and n. garbage point.			
TP2	Explain, and demonstrate where practical, how to carry out personal hygiene in the field, to include: a. daily washing, b. hygiene before meals, c. hair, d. teeth, e. feet, f. regular bowel movements, and g. treating injuries (minor cuts infections and bruises).	Demonstration and Performance	30 min	C2-004 (p. 6)

5. **Time:**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion:     | 10 min |
| b. | Practical Activity:            | 20 min |
| c. | Demonstration and Performance: | 30 min |
| d. | Total:                         | 60 min |

6. **Substantiation:**

- a. A practical activity was chosen for TP 1 as it is an interactive way to allow cadets to learn about bivouac site layout and components in a safe and controlled environment.
- b. A demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate and explain hygiene in the field while providing an opportunity for the cadets to practice (during the FTX) the skill under supervision.

7. **Reference:** C2-004 1-896713-00-9 Tawrell, P. (1996). *Camping and wilderness survival: The ultimate outdoors book*. Green Valley, ON: Paul Tawrell.

8. **Training Aids:**

- a. Bivouac site, and
- b. Suitable wash kit.

9. **Learning Aids:** Wash kit.

10. **Test Details:** Nil.

11. **Remarks:** This lesson shall be delivered during the bivouac FTX.



**EO C121.01**

1. **Performance:** Construct Field Amenities
2. **Conditions:**
  - a. Given:
    - (1) Rope,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting during daylight hours.
3. **Standard:** The cadet will, as a member of a group of three or four members, construct two field amenities from the following list:
  - a. bear hangs,
  - b. fire wall reflector,
  - c. drying racks, or
  - d. wash station (stand).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate, and have cadets tie knots and lashings used in the construction of field amenities, to include: <ol style="list-style-type: none"> <li>a. constrictor knot,</li> <li>b. sink stopper knot,</li> <li>c. slipped overhand knot,</li> <li>d. sheet bend,</li> <li>e. double sheet bend, and</li> <li>f. sheer lashing.</li> </ol>	Demonstration and Performance	50 min	C2-007 (pp. 40, 50, 107, 112, 113, and 184)
TP2	Provide each group diagrams, and have cadets create two of the following field amenities: <ol style="list-style-type: none"> <li>a. bear hang,</li> <li>b. fire wall reflector,</li> <li>c. drying racks, and</li> <li>d. wash station (stand).</li> </ol>	Practical Activity	60 min	C2-008 (p. 279) A2-008 (p. 7D-1)

5. **Time:**

- |    |                                |         |
|----|--------------------------------|---------|
| a. | Introduction / Conclusion:     | 10 min  |
| b. | Demonstration and Performance: | 50 min  |
| c. | Practical Activity:            | 60 min  |
| d. | Total:                         | 120 min |

6. **Substantiation:**

- a. A demonstration and performance was chosen for TP 1 as it allows the instructor to demonstrate and explain how to tie knots while providing an opportunity for the cadets to practice the skill under supervision.
- b. A practical activity was chosen for TP 2 as it is an interactive way to allow cadets to experience creating field amenities in a safe and controlled environment.

7. **References:**

- a. A2-008 DCdts. (1999). *RCIS field aide memoire* (1 ed.). Ottawa, ON: The Department of National Defence.
- b. C2-007 0-7858-1446-9 Pawson, D. (2001). *Pocket guide to knots and splices*. Edison, NJ: Chartwell Books, Inc.
- c. C2-008 0-00-265314-7 Wiseman, J. (1999). *The SAS survival handbook*. Hammersmith, London: Harper Collins Publishers.
- d. C2-016 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.

8. **Training Aids:** Nil.

9. **Learning Aids:**

- a. Wash basins,
- b. Rope for tying knots,
- c. Diagrams detailing field amenities construction, and
- d. Natural resources (produced in the field).

10. **Test Details:** Nil.

11. **Remarks:** Approval from local authorities shall be obtained prior to using natural resources for field amenities.

**EO C121.02**

1. **Performance:** Explain the Effects of Cold Climate Exposure
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a discussion on:
  - a. the types of cold,
  - b. the effects of windchill, and
  - c. the body's adjustment to the cold.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the types of cold, to include: <ol style="list-style-type: none"> <li>a. wet cold, and</li> <li>b. dry cold.</li> </ol>	Interactive Lecture	5 min	A2-009 (p. 1-2)
TP2	Explain windchill and its related effects on the human body.	Interactive Lecture	10 min	A2-009 (pp. 1-2 to 1-6) C2-029
TP3	Discuss the basic rules of cold weather training that allow the body to adjust in cold conditions, to include: <ol style="list-style-type: none"> <li>a. keeping in shape;</li> <li>b. proper hydration;</li> <li>c. eating to keep fit; and</li> <li>d. maintaining a healthy attitude.</li> </ol>	Interactive Lecture	10 min	A2-009 (p. 1-7)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen to introduce the cadets to the effects of cold weather climate.

7. **References:**

- a. A2-009 A-CR-CCP-107/PT 002 DCdts. (1978). *Royal Canadian army cadets course training plan corps training program winter adventure training manual*. Ottawa, ON: The Department of National Defence.
- b. C2-029 The Green Lane. (2002, 2005). *Windchill*. Retrieved 25 May, 2006, from <http://www.msc.ec.gc.ca/windchill>.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This period may be conducted as a stand alone lesson or as pre-training to EO C121.05 (Participate in Cold Weather Training).
- b. This lesson is best delivered under the supervision of a cold weather instructor.

**EO C121.03**

1. **Performance:** Select Cold Weather Clothing
2. **Conditions:**
  - a. Given:
    - (1) Appropriate cold weather clothing,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall select cold weather clothing that:
  - a. provides suitable insulation;
  - b. consists of an appropriate base, insulating, and outer layer; and
  - c. includes appropriate footwear.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the principle of clothing design, to include: <ol style="list-style-type: none"> <li>a. insulation; and</li> <li>b. layer method.</li> </ol>	Interactive Lecture	10 min	A2-009 (p. 2-6) C2-037
TP2	Explain the principles related to the choice of footwear, to include: <ol style="list-style-type: none"> <li>a. choice of appropriate sock materials / fibres;</li> <li>b. ensuring socks are loose, and in layers;</li> <li>c. avoiding restriction of circulation;</li> <li>d. changing socks and insoles as often as possible;</li> <li>e. drying wet footwear;</li> <li>f. ensuring footgear and feet are kept clean; and</li> <li>g. ensuring footgear fits properly to avoid chafing and blisters.</li> </ol>	Interactive Lecture	5 min	A2-009 (p. 2-6)
TP3	Explain the principles for keeping warm in the cold, to include: <ol style="list-style-type: none"> <li>a. maintaining clean clothing;</li> <li>b. avoiding becoming overheated;</li> </ol>	Interactive Lecture	5 min	A2-009 (p. 2-7)

TP	Description	Method	Time	Refs
	c. ensuring clothing is loose and layered; and d. keeping clothes dry.			
TP4	Discuss maintaining body heat, to include: a. heat gain, to include: (1) muscular activity, and (2) metabolic activity, and b. heat loss, to include: (1) convection, (2) conduction, (3) evaporation, and (4) radiation.	Interactive Lecture	5 min	A2-009 (pp. 12-17) C2-031

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the cadets to the selection of cold weather clothing.7. **Reference:**

- a. A2-009 A-CR-CCP-107/PT 002 DCdts. (1978). *Royal Canadian army cadets course training plan corps training program winter adventure training manual*. Ottawa, ON: The Department of National Defence.
- b. C2-031 0-89886-024-5 Wilkerson, J., Bangs, C., & Hayward, J. (1986). *Hypothermia, frostbite and other cold injuries. Prevention, recognition and prehospital treatment*. Seattle WA: The Mountaineers.
- c. C2-037 Brookside Press. (2005). *Hygiene in the field*. Retrieved 25 May, 2006, from <http://brooksidepress.org/Products/Operationalmedicine/DATA/operationalmed/Manuals/cold/TC213Chapter 6HygieneandFirstAid.htm>

8. **Training Aids:** Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area.9. **Learning Aids:** Nil.10. **Test Details:** Nil.11. **Remarks:**

- a. This period may be conducted as a stand alone lesson or as pre-training to EO C121.05 (Participate in Cold Weather Training).
- b. This lesson is best delivered under the supervision of a cold weather instructor.

**EO C121.04**

1. **Performance:** Recognize the Effects of Cold Weather
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall recognize the signs and symptoms of frostbite and hypothermia.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the facts about injuries that occur in cold weather, to include: <ol style="list-style-type: none"> <li>a. bleeding,</li> <li>b. shock, and</li> <li>c. serious injuries.</li> </ol>	Interactive Lecture	10 min	A2-010
TP2	Identify cold weather injuries, to include: <ol style="list-style-type: none"> <li>a. snow blindness, and</li> <li>b. immersion foot.</li> </ol>	Interactive Lecture	10 min	A2-010
TP3	Explain frostbite, to include: <ol style="list-style-type: none"> <li>a. signs and symptoms of categories of frostbite, to include:               <ol style="list-style-type: none"> <li>(1) surface, and</li> <li>(2) deep,</li> </ol> </li> <li>b. prevention, and</li> <li>c. treatment.</li> </ol>	Interactive Lecture	10 min	C2-023 C2-030
TP4	Explain hypothermia and the various stages thereof, to include: <ol style="list-style-type: none"> <li>a. signs and symptoms of categories of hypothermia, to include:               <ol style="list-style-type: none"> <li>(1) mild exposure,</li> <li>(2) moderate exposure, and</li> <li>(3) severe exposure;</li> </ol> </li> <li>b. prevention, and</li> <li>c. treatment.</li> </ol>	Interactive Lecture	10 min	C2-023 C2-030

TP	Description	Method	Time	Refs
TP5	Discuss body cleanliness in the winter, to include: a. face and hands; b. shaving; c. teeth; d. changing clothes; and e. foot care.	Interactive Lecture	10 min	A2-010 (pp. 7-17 - 7-19) C2-009

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 the cadets to the effects of cold weather.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: The Department of National Defence.
- b. C2-009 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.
- c. C2-023 0-8117-2864-1 Schimelpfenig, T. (2000). *National outdoor leadership school wilderness first aid* (3rd ed.). Mechanicsburg, PA: Stackpole Books.
- d. C2-030 0-7710-8250-9 Merry, W. (1994). *St. John Ambulance: The official first aid guide*. Toronto ON: McClelland & Stewart Inc.

8. **Training Aids:** Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area.9. **Learning Aids:** Nil.10. **Test Details:** Nil.11. **Remarks:**

- a. This period may be conducted as a stand alone lesson or as pre-training to EO C121.05 (Participate in Cold Weather Training).
- b. This lesson is best delivered under the supervision of a cold weather instructor.



**EO C121.05**

1. **Performance:** Participate in Cold Weather Training
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environment: Field setting, during an outdoor cold weather FTX.
3. **Standard:** The cadet shall participate in a cold weather activity, as outlined in A-CR-CCP-107/PT-002.
4. **Teaching Points:** Supervise the cadets' participation in cold weather training activities.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Experiential Learning:	530 min
c. Total:	540 min
6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience cold weather training and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while participating in cold weather training and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.
7. **References:** A2-009 A-CR-CCP-107/PT-002 DCdts. (1978). *Royal Canadian army cadets, Course training plan, Corps training program, Winter adventure training manual*. Ottawa, ON: The Department of National Defence.
8. **Training Aids:**
  - a. Five-man arctic tent,
  - b. Ground sheet,
  - c. Arctic sleeping bag (complete),
  - d. Sleeping pad,
  - e. Rucksack,
  - f. Jacket, extreme cold weather,
  - g. Wind pants,
  - h. Toque,
  - i. Scarf,
  - j. Mukluks,
  - k. Mitts, arctic,

- l. Lantern, naphtha,
- m. Two burner stove, naphtha,
- n. Toboggan (complete),
- o. Water jerry can, and
- p. Water bottle

9. **Learning Aids:** Nil.

10. **Test Details:** N

11. **Remarks:**

- a. A cold weather instructor, recognized by the applicable RCSU is required for the conduct of this EO.
- b. Completion of EOs C121.02 (Explain the Effects of Cold Climate Exposure), C121.03 (Select Cold Weather Clothing), and C121.04 (Recognize the Effects of Cold Weather) is required prior to this EO.
- c. No instruction guide will be provided for this activity.

**PO 122**

1. **Performance:** Identify Location Using a Map
2. **Conditions:**
  - a. Given:
    - (1) Topographical / military map of the area being used,
    - (2) Material to construct a romer,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting, during daylight hours.
3. **Standard:** The cadet will determine location on a map by:
  - a. identifying prominent objects found on the map;
  - b. orienting a map by inspection; and
  - c. determining position to a six-figure grid reference (GR) using a romer (within +/- 100 m accuracy).
4. **Remarks:** Cadets are to be provided with a sufficient training area with a view of three prominent objects that can be found on the map being used. The cadets must also be provided with a location where they can determine a precise six-figure grid reference (i.e., crossroads, building, bend in river vice the middle of a field).
5. **Complementary Material:** Complementary material associated with PO 122 is designed to provide additional navigation training during a navigation activity, specifically C122.01 (Practice Navigation as a Member of a Team).

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**EO M122.01**

1. **Performance:** Identify Types of Maps
2. **Conditions:**
  - a. Given:
    - (1) Various types of maps,
    - (2) Topographical map,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
  - a. identify the following types of maps:
    - (1) topographical,
    - (2) orienteering,
    - (3) street and road, and
    - (4) relief; and
  - b. fold a topographical map, ensuring that the map identification located in the bottom right corner of the map is displayed for easy reference.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the purpose of a map, in that: <ol style="list-style-type: none"> <li>a. a map is a scale representation of the ground,</li> <li>b. a map uses symbols to represent both physical and man made features found on the ground,</li> <li>c. maps identify locations such as towns, lakes, and rivers, by name, and</li> <li>d. map designs reflect the needs of the users (eg. urban planners, travelers, education, cadets).</li> </ol>	Interactive Lecture	5 min	A2-004 (Chap 1, art 1)
TP2	Describe the various types of maps, to include: <ol style="list-style-type: none"> <li>a. topographical,</li> <li>b. orienteering,</li> <li>c. political,</li> </ol>	Interactive Lecture	5 min	A2-004 (Chap 1, art 108, 110 and 111)

TP	Description	Method	Time	Refs
	d. street and road, e. statistical, f. digital, including global positioning system, g. relief, h. outline, and i. air photo.			
TP3	Describe how to care for a topographical map, to include: a. waterproofing the map; b. drying technique; c. not opening fully in a strong wind; d. using pencil and erasing when work is complete; and e. storing in a dry place, rolled, folded or laid flat.	Interactive Lecture	5 min	A2-004
TP4	Explain, demonstrate, and have cadets practise folding a map by: a. laying the map face up and folding map in half by bringing the top of the map sheet down to the bottom of the map sheet; b. folding the top half of the map sheet up into half again, then turning map over and folding bottom half to match the top half; c. folding the ends of the map into half from left to right; and d. folding each of the open ends back into half again so that the map name and index to adjacent map sheets appear on the outside.	Demonstration and Performance	10 min	A2-004

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1, 2 and 3 to introduce the cadets to the purpose, the various types, and the maintenance of maps.
- b. A demonstration and performance was chosen for TP 4 as it allows the instructor to explain and demonstrate the folding of a map while providing cadets the opportunity to practise under supervision.

7. **References:** A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, fields, sketching, and compasses* (Vol. 8). Ottawa, ON: The Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area,
- b. Various types of maps, to include:
  - (1) topographical,
  - (2) orienteering,
  - (3) political,
  - (4) street and road,
  - (5) statistical,
  - (6) digital, including GPS,
  - (7) relief,
  - (8) outline, and
  - (9) air photo; and
- c. Waterproofing agent for illustration purposes, (e.g., such as waterproof bags, zippertype).

9. **Learning Aids:** Topographical map worksheet, if topographical maps are unavailable.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Types of maps will be limited to what is available at the corps level. Instructors should attempt to obtain as many examples as are available. Where local resources allow, products such as clear contact paper and chemical coating may be demonstrated.
- b. Actual maps are not required to practise folding a map. A topographical map worksheet, 8-1/2-inch by 11-inch sheet of paper, newspaper, or retail flyer may be used to represent a map.

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**EO M122.02**

1. **Performance:** Identify Marginal Information and Conventional Signs
2. **Conditions:**
  - a. Given:
    - (1) Topographical maps,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify map sheet features, to include:
  - a. marginal information, including:
    - (1) name of map sheet,
    - (2) number of the map and index of adjoining maps,
    - (3) date of map data,
    - (4) map scale,
    - (5) scale bars,
    - (6) contour interval,
    - (7) legend of conventional signs,
    - (8) military index number,
    - (9) declination diagram, and
    - (10) universal transverse mercator (UTM); and
  - b. conventional signs represented by specific colour.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify and describe marginal information found on a topographical map, to include: <ol style="list-style-type: none"> <li>a. name of map sheet,</li> <li>b. number of the map and index of adjoining maps,</li> <li>c. date of map data,</li> <li>d. map scale,</li> <li>e. scale bars or graphic linear scales,</li> <li>f. contour interval,</li> </ol>	Interactive Lecture	20 min	A2-004 (Ch 3, art 307, ch 2, art 206 and ch 6, art 613)

TP	Description	Method	Time	Refs
	g. legend of conventional signs, h. military index number, normally found at the top right corner of the map sheet which is used for ordering additional maps, i. declination diagram, and j. UTM Grid System.			
TP2	Conduct a game where the cadets are required to identify conventional signs by colour, to include: a. red, to include: (1) paved roads and highway numbers, and (2) areas of urban development; b. orange, unpaved roads, c. black, to include: (1) cultural features, (2) toponyms (place names), (3) precise elevations, and (4) some symbols; d. brown, to include: (1) contour lines, (2) contour elevations, (3) spot elevations, (4) sand, (5) cliffs, and (6) other geographical features; e. blue, to include: (1) water, (2) permanent ice features, (3) names of water features, and (4) grid lines; f. green, vegetation features (woods, orchards, and vineyards), g. grey, legend of conventional signs, and h. purple, updates over the original map.	In-Class Activity	30 min	A2-004 (Ch 4, art 404, art 406, dia 4-1)

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 interactive lecture was chosen for TP 1 to orient the cadets to marginal information and generate interest.
- b. An in-class activity was chosen for TP 2 as an interactive way to provoke thought and stimulate interest in conventional signs.

7. **References:** A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, fields, sketching, and compasses* (Vol. 8). Ottawa, ON: The Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area, and
- b. Topographical maps.

9. **Learning Aids:** Topographical maps.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

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**EO M122.03**

1. **Performance:** Interpret Contour Lines
2. **Conditions:**
  - a. Given:
    - (1) Topographical / military maps,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting, during daylight hours.
3. **Standard:** IAW B-GL-382-005-FP-001, *Military Training, Volume 8, Maps, Field Sketching and Compasses*, the cadet shall interpret contour lines in order to relate the actual shape of the ground to what is portrayed on a map.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain and demonstrate how contour lines indicate the shape of the ground, to include: <ol style="list-style-type: none"> <li>a. relief,</li> <li>b. contour lines and intervals,</li> <li>c. the shape of the ground, and</li> <li>d. types of slopes, to include:               <ol style="list-style-type: none"> <li>(1) steep (lines spaced closely together),</li> <li>(2) gentle (lines spaced further apart),</li> <li>(3) uniform (lines spaced equally),</li> <li>(4) convex (gentle at top, steep at bottom),</li> <li>(5) concave (steep at top, gentle at bottom),</li> <li>(6) spurs (extends from a slope), and</li> <li>(7) re-entrants (cuts back into a slope).</li> </ol> </li> </ol>	Interactive lecture	25 min	A2-004 (Ch 5, art 511 to 512)

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 interpreting of contour lines.

7. **Reference:** A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, fields, sketching, and compasses* (Vol. 8). Ottawa, ON: The Department of National Defence.
8. **Training Aids:**
  - a. Topographical / military maps, and
  - b. Relief map training aid.
9. **Learning Aids:** Topographical / military map.
10. **Test Details:** Nil.
11. **Remarks:** This lesson shall be taught in an outdoor setting. The instructor should use actual elevation and relate it to the contour lines on the map. Although the use of simple models may help, it is not a substitute to outdoor instruction.

**EO M122.04**

1. **Performance:** Orient a Map by Inspection
2. **Conditions:**
  - a. Given:
    - (1) Topographical / military maps,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting during the day with at least three prominent objects that can be viewed / recognized by sight, and located on the given map.
3. **Standard:** The cadet shall orient a map by inspection, by:
  - a. selecting two or three prominent objects around their current location and finding them on the map;
  - b. rotating the map until all identified objects on the map line up with the direction in which the objects are located on the ground; and
  - c. checking visually to ensure that all features to their front are in front of their position on the map.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the purpose of orienting a map by inspection.	Interactive Lecture	5 min	A2-004 (Ch 9, art 901)
TP2	Explain and demonstrate how to orient a map, to include: <ol style="list-style-type: none"> <li>a. identifying approximate location on the map;</li> <li>b. selecting two or three prominent objects around current location and finding them on the map;</li> <li>c. rotating the map until all identified objects on the map line up with the direction in which the objects are located on the ground; and</li> <li>d. checking visually to ensure that all features to the cadet's front are in front of their position on the map.</li> </ol>	Demonstration and Performance	20 min	A2-004 (Ch 9, art 902)

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the purpose of orienting a map by inspection.
- b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the procedure for orienting a map by inspection while providing an opportunity for the cadets to practice this skill.

7. **References:** A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, fields, sketching, and compasses* (Vol. 8). Ottawa, ON: The Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area, and
- b. Topographical / military maps of the training area being used.

9. **Learning Aids:** Topographical / military maps of the training area being used.

10. **Test Details:** Nil.

11. **Remarks:** Nil.



**EO M122.05**

1. **Performance:** Determine a Grid Reference
2. **Conditions:**
  - a. Given:
    - (1) Topographical / military maps,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group during map work.
3. **Standard:** The cadet shall determine four and six figure grid references (GR) (within the correct grid, and to 100 metres accuracy, respectively), for a series of features on a topographical map.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain the use of grid lines and the difference between eastings and northings, to include:</p> <ol style="list-style-type: none"> <li>a. eastings are a series of parallel lines plotted as an overlay to the map sheet, which are drawn from top to bottom and numbered sequentially from west to east; and</li> <li>b. northings are a series of parallel lines plotted as an overlay to the map sheet, which are drawn from left to right and numbered sequentially from south to north.</li> </ol>	Interactive Lecture	5 min	A2-004 (Ch 6, art 601)
TP2	<p>Explain, demonstrate, and have the cadets practise determining a four-figure grid reference, to include:</p> <ol style="list-style-type: none"> <li>a. four-figure GRs have four numerical digits;</li> <li>b. the numbers are listed by recording the two-digit easting followed by the two-digit northing; and</li> <li>c. the grid lines that intersect in the bottom left corner of the grid square in question identify the grid square.</li> </ol>	Demonstration and Performance	10 min	A2-004 (Ch 6, art 602)
TP3	<p>Explain, demonstrate and have the cadets practise estimating a six-figure GR, to include:</p> <ol style="list-style-type: none"> <li>a. using an imaginary grid system (an overlay to divide a grid square into 100 equal sized</li> </ol>	Demonstration and Performance	10 min	A2-004 (Ch 6, art 603 - 606)

TP	Description	Method	Time	Refs
	<p>smaller grid squares with 10 along the bottom edge and 10 along the side edge).</p> <p>b. explaining grid reference accuracy, to include:</p> <ol style="list-style-type: none"> <li>(1) a four-figure GR is accurate to 1000 m (1 km), and</li> <li>(2) a more accurate GR is a six-figure grid reference, which is accurate to 100 m.</li> </ol>			
TP4	<p>Explain, demonstrate, and have the cadets construct a romer for use in determining six-figure GRs, to include:</p> <ol style="list-style-type: none"> <li>a. defining romer as a device used for measuring, instead of estimating, a point within a grid square.</li> <li>b. identifying the types of romers available for use and where to find them, to include: <ol style="list-style-type: none"> <li>(1) compass,</li> <li>(2) protractor, and</li> <li>(3) constructed.</li> </ol> </li> <li>c. constructing a romer by: <ol style="list-style-type: none"> <li>(1) fetching a blank piece of paper with a square edge;</li> <li>(2) placing one side of the square edge along the hundred metre scale bars and marking off the one hundred metre segments beginning at the corner of the paper and working outward;</li> <li>(3) numbering these markings from zero (at the corner of the paper) to ten; and</li> <li>(4) repeating steps (2) and (3) for the adjacent edge.</li> </ol> </li> </ol>	Demonstration and Performance	10 min	A2-004 (Ch 6, art 610)
TP5	<p>Explain, demonstrate, and have cadets practise determining a six-figure GR using a constructed romer, to include:</p> <ol style="list-style-type: none"> <li>a. placing the corner of the constructed romer on the conventional sign or location;</li> <li>b. determining the 4 figure GR (those are the first, second, fourth and fifth number of the 6 figure GR);</li> </ol>	Demonstration and Performance	15 min	A2-004 (Ch 6, art 610)

TP	Description	Method	Time	Refs
	<p>c. reading the value along the X Axis of the romer where it crosses the easting on the map sheet (this is the third number of the 6 figure GR); and</p> <p>d. reading the value along the Y Axis of the romer where it crosses the northing on the map sheet (this is the sixth number of the 6 figure GR).</p> <p><b>Note:</b> If the values read in d. and e. are between two numbers, it is necessary to round down to the nearest number.</p>			

5. **Time:**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion:     | 10 min |
| b. | Interactive Lecture:           | 5 min  |
| c. | Demonstration and Performance: | 45 min |
| d. | Total:                         | 60 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP 1 to orient the cadets to grid lines and to the difference between eastings and northings.
- A demonstration and performance was chosen for TPs 2 to 5 as it allows the instructor to explain and demonstrate how to determine 4 and 6 figure GR while providing an opportunity for the cadets to practice those skills.

7. **References:** A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, fields, sketching, and compasses* (Vol. 8). Ottawa, ON: The Department of National Defence.

8. **Training Aids:**

- Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area,
- Topographical / military maps,
- Compass with romer, and
- Example of constructed romer.

9. **Learning Aids:**

- Topographical / military maps (one per two cadets), and
- Materials for the construction of a romer.

10. **Test Details:** Nil.

11. **Remarks:** Cadets are to be provided with adequate time during field training exercises to practise this skill.

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**M122.06**

1. **Performance:** Follow a Route Led by a Section Commander
2. **Conditions:**
  - a. Given:
    - (1) A prepared route,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting, during daylight hours.
3. **Standard:** The cadet shall follow a route led by a Section Commander (Sect Comd) by:
  - a. orienting their map by inspection at the end of each leg; and
  - b. indicating their current position using a six-figure GR.
4. **Teaching Points:** The team of instructors (senior cadets) will:
  - a. review identifying a six-figure GR on a map;
  - b. divide the cadets into groups of four to six cadets, each led by an instructor;
  - c. lead the cadets along a predetermined route and identify major landmarks, allowing the cadets to track their route using a map, until it is felt the cadets have grasped the concept of tracking their route on the map.
  - d. ask the cadets to identify major landmarks as they proceed along the route.
  - e. at predetermined locations, that provide good visibility of major landmarks, stop the group (for breaks), and ask the cadets to orient their maps, and identify their location using a six-figure GR.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Practical activity:	260 min
c. Total:	270 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience navigation skills in a safe and controlled environment.
7. **References:** A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, fields, sketching, and compasses* (Vol. 8). Ottawa, ON: The Department of National Defence.
8. **Training Aids:**
  - a. Topographical / military maps, and
  - b. Romer.

9. **Learning Aids:**

- a. Topographical / military maps, and
- b. Romer.

10. **Test Details:** Nil.

11. **Remarks:**

- a. No instructional guide will be provided for this activity.
- b. This EO shall be conducted during the navigation / trekking FTX.

**EO C122.01**

1. **Performance:** Practise Navigation as a Member of a Team
2. **Conditions:**
  - a. Given:
    - (1) Map, as per activity chosen,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Any.
3. **Standard:** The cadet shall practise navigation skills, as a member of a team, to include:
  - a. orienting a map by inspection; and
  - b. determining position.
4. **Teaching Points:**
  - a. Conduct a briefing, to include:
    - (1) details of the activity, and
    - (2) actions to be taken if lost.
  - b. Divide the cadets into teams of three or four, and assign to each group a senior cadet.
  - c. Supervise the cadets' participation, choosing from the following categories:
    - (1) **Navigation using a street map.** Using a street map, groups navigate within a 2 km radius. Predetermined checkpoints are set out on prominent objects located between 150 – 250 m apart and include map tasks, allowing cadets to confirm skills taught.
    - (2) **Navigation scavenger hunt.** Using a topographic map, groups navigate to identified points on the map, and have the task of collecting items / information from these points (e.g., napkin from fast food location, with store's permission, river rock, phone number from a sign). Cadets are assigned points based on what items / information they are able to obtain.
    - (3) **Photo navigation hunt.** Using a topographic map, groups are given a handout showing a series of photos (e.g., sign, door, bridge, unique tree) taken in the local area. Cadets search out the location of the object in the photo, and record the six-figure GR of that location. Points are assigned based on difficulty of finding the object.
    - (4) **Trail map navigation.** Using a trail map, groups follow a route along an organized trail system.
  - d. Following completion of the activity, allow cadets time to share their experience, and ask questions about navigation issues they encountered during the activity.

5. **Time:**

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

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

7. **References:** A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, fields, sketching, and compasses* (Vol. 8). Ottawa, ON: The Department of National Defence.

8. **Training Aids:**

- a. Map, as per chosen activity, and
- b. Compass.

9. **Learning Aids:**

- a. Map, as per chosen activity, and
- b. Compass.

10. **Test Details:** Nil.

11. **Remarks:** This complementary activity can be conducted more than once, in various forms over supported complementary days, or over sessions.



**PO 123**

1. **Performance:** Participate in a Day Hike
2. **Conditions:**
  - a. Given:
    - (1) Hiking gear,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting with Class 1 hiking terrain, during daylight hours.
3. **Standard:** The cadet will participate in a day hike, to include:
  - a. selecting hiking gear, to include:
    - (1) day pack,
    - (2) water bottle,
    - (3) footwear, and
    - (4) optional gear; and
  - b. following a leader along a predetermined route.
4. **Remarks:**
  - a. This PO shall be conducted during the navigation / hiking FTX.
  - b. Hiking distance shall be determined based on cadets' abilities.
5. **Complementary Material:**
  - a. Complementary material associated with PO 123 is designed to allow cadets to experience alternate methods of travel, and to improve their ability to deal with travel obstacles, to include:
    - (1) EO C123.01 (Participate in Adventure Training),
    - (2) EO C123.02 (Explain Snowshoe March Discipline), and
    - (3) EO C123.03 (Participate in a Snowshoeing Hike).
  - b. EO C123.03 (Adhere to Snowshoe March Discipline) may be conducted during C121.05 (Participate in Cold Weather Training).

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**EO M123.01**

1. **Performance:** Select Hiking Clothing and Equipment
2. **Conditions:**
  - a. Given:
    - (1) Examples of hiking clothing,
    - (2) Examples of hiking equipment,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall select hiking clothing and equipment, prior to participation in a day hike, to include:
  - a. day pack,
  - b. footwear,
  - c. water bottle, and
  - d. optional gear.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the characteristics to consider when selecting a day pack, to include: <ol style="list-style-type: none"> <li>a. types, including:               <ol style="list-style-type: none"> <li>(1) fanny pack (small pack), and</li> <li>(2) back pack;</li> </ol> </li> <li>b. ideal padding, including:               <ol style="list-style-type: none"> <li>(1) back padding, and</li> <li>(2) shoulder strap padding;</li> </ol> </li> <li>c. waist band, and</li> <li>d. day pack capacity.</li> </ol>	Interactive Lecture	5 min	C2-017 (p. 21)
TP2	Explain the optimum characteristics to consider when selecting hiking footwear, to include: <ol style="list-style-type: none"> <li>a. boots that are:               <ol style="list-style-type: none"> <li>(1) sturdy and light weight,</li> <li>(2) comfortable (snug fit),</li> <li>(3) sized correctly (can wiggle toes),</li> <li>(4) snug against heel,</li> </ol> </li> </ol>	Interactive Lecture	10 min	C2-012 (p. 66) C2-017 (pp. 22-25)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> <li>(5) equipped with a tongue which rests comfortably along the top of the toe, and</li> <li>(6) wide enough so that the boot matches the width of the foot (should have a little extra room); and</li> <li>b. socks (first line of defence), ensuring to employ the two sock layer system, to include: <ul style="list-style-type: none"> <li>(1) inner sock, being: <ul style="list-style-type: none"> <li>(a) a wicking layer,</li> <li>(b) a thin layer, and</li> <li>(c) made of polypropylene; and</li> </ul> </li> <li>(2) outer sock, being: <ul style="list-style-type: none"> <li>(a) properly sized,</li> <li>(b) made of wool or wool blend,</li> <li>(c) made of moisture absorbing materials,</li> <li>(d) cushioning to the foot, and</li> <li>(e) a source of insulation.</li> </ul> </li> </ul> </li> </ul>			
TP3	<p>Explain things to take into consideration during the selection of water bottles, to include:</p> <ul style="list-style-type: none"> <li>a. types, to include: <ul style="list-style-type: none"> <li>(1) canteen,</li> <li>(2) rectangular,</li> <li>(3) bottle bag, and</li> <li>(4) camel pack;</li> </ul> </li> <li>b. ideal material makeup, including: <ul style="list-style-type: none"> <li>(1) lexan,</li> <li>(2) poly carbon, and</li> <li>(3) plastic;</li> </ul> </li> <li>c. wide mouth versus narrow mouth, and</li> <li>d. capacity requirements.</li> </ul>	Interactive Lecture	5 min	C2-017 (Ch 3 p. 13)
TP4	<p>Explain the selection of optional hiking equipment, to include:</p> <ul style="list-style-type: none"> <li>a. raingear,</li> <li>b. hat,</li> <li>c. extra insulation layer,</li> <li>d. sunglasses,</li> </ul>	Interactive Lecture	5 min	

TP	Description	Method	Time	Refs
	e. sunscreen, f. insect repellent, g. camera and film, h. note book and pencil, i. bathing suit and towel, and j. binoculars. <b>Note:</b> Optional hiking gear should be selected based on suitability for the activity.			

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the cadets to hiking clothing and equipment.

7. **References:**

- a. C2-012 0-89886-643-X Weiss, H. (1988). *Secrets of warmth for comfort or survival*. Seattle, WA: The Mountaineers.
- b. C2-017 0-7627-0476-4 Roberts, H. (1999). *Basic essentials, backpacking*. Guilford, CT: The Globe Pequot Press.

8. **Training Aids:**

- a. Presentation aids (i.e., whiteboard / flipchart / OHP) appropriate for classroom / training area; and
- b. Hiking clothing and equipment, to include:
  - (1) day packs,
  - (2) socks,
  - (3) water bottles, and
  - (4) optional gear.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson shall be delivered prior to EO M123.02 (Participate in a Day Hike).
- b. Instructors are encouraged to present locally available examples of hiking gear to better demonstrate the various styles and materials available.

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**EO M123.02**

1. **Performance:** Participate in a Day Hike
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting with Class 1 hiking terrain, during daylight hours.
3. **Standard:** The cadet shall participate in a day hike, to include:
  - a. determining personal food and water requirements; and
  - b. following a leader during a day hike.
4. **Teaching Points:** Supervise the cadets as they participate in a day hike, teaching the following points along the route:
  - a. Describe trail etiquette methods that accomplish the “leave no trace” ideologies while hiking, to include:
    - (1) repackaging food before leaving (reducing the likelihood of litter);
    - (2) staying on established trails;
    - (3) walking on durable surfaces;
    - (4) traveling in small groups; and
    - (5) avoiding making loud noise.
  - b. Describe preventative action that should be taken for physical conditions that may develop when hiking, to include
    - (1) blisters,
    - (2) hot spots,
    - (3) plantar fasciitis,
    - (4) shin splints,
    - (5) muscle cramps, and
    - (6) sprains
  - c. Explain and demonstrate how to develop a personal hiking rhythm that will increase performance and endurance, by:
    - (1) determining stride rhythm and speed through a fixed pace that can be maintained throughout the hike, for periods of an hour at a time;
    - (2) controlling fatigue by stopping for scheduled rest periods of 10 minutes roughly an hour apart;

- (3) adjusting selected rhythm to account for terrain, weather and weight; and
- (4) employing full body synchronization, thus enhancing hiking rhythm;
- d. Discuss the purpose of resting intervals during heavy hiking periods, to include:
  - (1) slowing the heart and breathing;
  - (2) resting the lungs;
  - (3) reducing lactic acid build up;
  - (4) providing time for the body and mind to rest; and
  - (5) airing out foot wear, and resting feet during longer breaks (i.e., lunch, supper break)
- e. Explain the selection of food rations that can be consumed during a day hike, to include:
  - (1) types of rations, such as staple, freeze dried, and trail food,
  - (2) benefits of each type of food ration, and
  - (3) eating frequency, such as meals and trail snacking;
- f. Explain potable water requirements for consumption during a day hike, to include:
  - (1) daily water requirements,
  - (2) performance related water loss,
  - (3) daily water intake by weight,
  - (4) methods for maintaining safe hydration levels,
  - (5) the location of water sources, from which water can be drawn and purified.

5. **Time:**

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

6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience hiking and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while hiking and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References:**

- a. C2-009 0-684-85909-2 Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.
- b. C2-010 0-375-70323-3 Rawlins, C., & Fletcher, C. (2004). *The complete walker IV*. New York, NY: Alfred A. Knopf.
- c. C2-034 0-87322-637-2 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming* (2nd ed.). Windsor ON: Human Kinetics Publishing Inc.



8. **Training Aids:**

- a. Examples of rations, and
- b. Snacks.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. To deliver this lesson, the instructor shall take advantage of teachable moments and rest stops, to allow cadets to relate to the material being taught.
- b. It is necessary that cadets' characteristics be taken into consideration when selecting the hiking route.
- c. EO M123.01 (Select Hiking Clothing and Equipment) shall be completed prior to this lesson.

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**EO C123.01**

1. **Performance:** Participate in Adventure Training
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environment: Field setting, during the adventure training FTX.
3. **Standard:** The cadet shall participate in an adventure training activity as outlined in the A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.
4. **Teaching Points:** Supervise the cadets' participation in adventure training.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Experiential Learning:	530 min
c. Total:	540 min
6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience adventure training and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while participating in adventure training and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.
7. **References:** A2-001 A-CR-CCP-951/PT-002 Canadian Forces. (2006). *Royal Canadian army cadets adventure training standards*. Ottawa, ON: The Department of National Defence.
8. **Training Aids:** As per selected activity.
9. **Learning Aids:** As per selected activity.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. Options may be limited based on resources requirement.
  - b. Hiking may be a component of the weekend activity; however, it shall not normally be the only adventure training activity selected.
  - c. No instructional guide is provided for this EO.

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**EO C123.02**

1. **Performance:** Explain Snowshoe March Discipline
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall explain march discipline, to include:
  - a. making adequate preparations before the march;
  - b. recognizing and mitigating cold-related hazards;
  - c. maintaining march formations; and
  - d. participating in medical inspections during and following the march.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain points to consider when preparing to embark on a winter hike, to include: <ol style="list-style-type: none"> <li>a. dress,</li> <li>b. hike route, and</li> <li>c. trail breaking.</li> </ol>	Interactive Lecture	10 min	A2-009 (p. 2-6)
TP2	Explain points to consider when on a winter hike, to include: <ol style="list-style-type: none"> <li>a. rest periods, to include:               <ol style="list-style-type: none"> <li>(1) equipment and clothing checks,</li> <li>(2) physical breaks,</li> <li>(3) refreshments,</li> <li>(4) frostbite checks, and</li> <li>(5) windbreaks; and</li> </ol> </li> <li>b. march formations, to include:               <ol style="list-style-type: none"> <li>(1) single file, and</li> <li>(2) parallel columns.</li> </ol> </li> </ol>	Interactive Lecture	10 min	A2-009 (p. 4-12 - 4-13)

TP	Description	Method	Time	Refs
TP3	<p>Explain what should be taken into consideration when concluding a winter hike, to include conducting medical inspections for:</p> <ul style="list-style-type: none"> <li>a. frostbite buddy checks,</li> <li>b. body injuries, and</li> <li>c. cold and flu symptoms.</li> </ul>	Interactive Lecture	5 min	A2-009 (p. 4-13)

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 introduce the cadets to snowshoe march discipline.

7. **References:** A2-009 A-CR-CCP-107/PT-002 Director Cadets. (1978). *Royal Canadian army cadets course training plan corps training program winter adventure training manual*. Ottawa, ON: The Department of National Defence.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** This lesson is best delivered under the supervision of a cold weather instructor.

**EO C123.03**

1. **Performance:** Participate in a Snowshoeing Hike
2. **Conditions:**
  - a. Given:
    - (1) Snowshoes,
    - (2) Mukluks,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Field setting, during daylight hours.
3. **Standard:** The cadet shall participate in a snowshoe hike.
4. **Teaching Points:** Supervise the cadets as they participate in a snowshoe hike, teaching the following points along the route:
  - a. Discuss snow, to include:
    - (1) conditions of temperature, to include:
      - i. sunlight, and
      - ii. wind;
    - (2) the three main characteristics of snow, to include:
      - i. carrying capacity,
      - ii. sliding ability, and
      - iii. holding ability; and
    - (3) the four categories of snow, to include:
      - i. wet,
      - ii. moist,
      - iii. dry, and
      - iv. new.
  - b. Describe snowshoe components, to include:
    - (1) frames, to include:
      - i. wood,
      - ii. aluminum, and
      - iii. plastic;

(2) decking, and

(3) bindings.

c. Explain and demonstrate snowshoeing techniques, to include:

(1) walking forward;

(2) walking backwards;

(3) edging;

(4) traversing;

(5) going downhill; and

(6) using poles.

5. **Time:**

a. Introduction / Conclusion: 10 min

b. Experiential Learning: 150 min

c. Total: 270 min

6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience snowshoeing and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while participating in snowshoeing and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References:**

a. A2-009 A-CR-CCP-107/PT 002 Director Cadets. (1978). *Royal Canadian army cadets course training plan corps training program winter adventure training manual*. Ottawa, ON: The Department of National Defence.

b. C2-013 0-8117-2928-1 Griffin, S. A. (1998). *Snowshoeing*. Mechanicsburg, PA: Stackpole Books.

8. **Training Aids:**

a. Mukluks, and

b. Snowshoes.

9. **Learning Aids:**

a. Snowshoes, and

b. Mukluks.

10. **Test Details:** Nil.



11. **Remarks:**

- a. This lesson is best delivered under the supervision of a cold weather instructor.
- b. EO C123.02 (Explain Snowshoe March Discipline) shall be conducted prior to this lesson.
- c. The route chosen for the march should cover different types of terrain, allowing the cadets a full snowshoeing experience, and simulating most conditions found in the field.

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### INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

<b>METHOD</b>	<b>DEVELOPMENTAL PERIOD ONE AGES 12 – 14 EXPERIENCE-BASED</b>	<b>DEVELOPMENTAL PERIOD TWO AGES 15 – 16 DEVELOPMENTAL</b>	<b>DEVELOPMENTAL PERIOD THREE AGES 17 – 18 COMPETENCY</b>
<b>Behaviour Modeling</b>	Not applicable	Not applicable	Applicable
<b>Case Study</b>	Not applicable	Applicable	Applicable
<b>Demonstration and Performance</b>	Applicable	Applicable	Applicable
<b>Experiential Learning</b>	Applicable	Applicable	Applicable
<b>Field Trip</b>	Applicable	Applicable	Applicable
<b>Game</b>	Applicable	Applicable	Applicable
<b>Group Discussion</b>	Applicable	Applicable	Applicable
<b>Guided Discussion</b>	Not applicable	Not applicable	Applicable
<b>In-class Activity</b>	Applicable	Applicable	Applicable
<b>Interactive Lecture</b>	Applicable	Applicable	Applicable
<b>Lecture</b>	Applicable	Applicable	Applicable
<b>On-the job Training (OJT)</b>	Not applicable	Not applicable	Applicable
<b>Peer Learning</b>	Not applicable	Not applicable	Applicable
<b>Practical Activity</b>	Applicable	Applicable	Applicable
<b>Problem-based Learning</b>	Not applicable	Applicable	Applicable
<b>Role Play</b>	Not applicable	Applicable	Applicable
<b>Self-Study</b>	Not applicable	Not applicable	Applicable
<b>Seminar Method</b>	Not applicable	Not applicable	Applicable
<b>Simulation</b>	Not applicable	Not applicable	Applicable
<b>Tutorial</b>	Not applicable	Not applicable	Applicable

## INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<b>CASE STUDY</b> Cadets are given a written problem, situation or scenario, to which they respond either individually or as a group in order to achieve a performance objective. The problem situation or scenario should match the experience level of the cadets and they should be given enough time either before or during the instructional period to analyze it. Responses to the case should be recorded under four headings: Facts, Assumptions, Problems and Solutions	1. Learning principles, attitudes and concepts.	1. Effective application of teaching principles instead of “preaching”. 2. Cadets can help each other learn. 3. High energy and perfect demonstrations. 4. Can be easily related to a real life situation in the past and for future applications.	1. Must be well organized and facilitated in order to ensure learning takes place.
<b>DEMONSTRATION AND PERFORMANCE</b> Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. A good example of this is drill instruction, where cadets are shown a movement and given the opportunity to practice and perform it.  <b>Demonstration Method</b> A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.	<b>Demonstration Method</b> 1. To teach manipulative hands-on operations or procedures. 2. To teach troubleshooting. 3. To illustrate principles. 4. To teach operation or functioning of equipment. 5. To teach teamwork. 6. To set standards of workmanship. 7. To teach safety procedures.	<b>Demonstration Method</b> 1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups.	<b>Demonstration Method</b> 1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<b>Performance Method</b> A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.	<b>Performance Method</b> 1. To teach manipulative hands-on operations or procedures. 2. To teach operations or functioning of equipment. 3. To teach team skills. 4. To teach safety procedures.	<b>Performance Method</b> 1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety.	<b>Performance Method</b> 1. Requires tools and equipment. 2. Requires large blocks of time. 3. Requires more instructors.
<b>EXPERIENTIAL LEARNING</b> Learning in the cadet program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen. <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. <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. <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.	1. To teach practical skills. 2. To learn how to learn. 3. To teach transferable skills. 4. To teach the process or principle. 5. To teach problem solving.	1. Knowledge is shared and created by everyone. 2. Everyone is actively involved in the teaching – learning process. 3. Numerous resources are used. 4. Cadet based.	1. Many resources are required (may be expensive). 2. Needs a lot of planning, preparation and organization prior to activity. 3. The instructor must master the subject developed. 4. Instructor needs very good pedagogical skills. 5. May not be a good process for learning details.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<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.  Note: The cycle is ongoing as each learning experience builds on another.			
<b>FIELD TRIP</b>  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.	1. Awareness of historical situations. 2. Can be used in conjunction with many other instructional methods. 3. To introduce / illustrate and confirm topics.	1. Immerse cadets in a specific environment.	1. May be difficult to control. 2. Needs much organization and preparation. 3. May have cost involved.
<b>GAME</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. Games are a fun and interesting way to introduce a topic, expand cadets' understanding knowledge of topic or review material.	1. Practical situations. 2. Discovery of concepts and principles. 3. Review and confirmation. 4. Games include rules and assessment.	1. Fun, interesting. 2. Creates ownership. 3. Highly participative. 4. Many resources involved.	1. May stratify the group by creating a winner and a loser. 2. May be difficult to providing instructor feedback.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p><b>GROUP DISCUSSION</b></p> <p>Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to a specific goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.</p>	<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.</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. Required preparation by cadets.</li> <li>3. Limits contents.</li> <li>4. Consumes time.</li> <li>5. Restricts size of group.</li> <li>6. Requires selective group composition.</li> </ol>
<p><b>IN-CLASS ACTIVITY</b></p> <p>In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. Examples of these activities include learning stations, videos, brainstorming / debating.</p>	<ol style="list-style-type: none"> <li>1. To reinforce instructional topics.</li> <li>2. To orient cadets to the subject.</li> <li>3. To introduce a subject.</li> <li>4. To give direction on procedures.</li> <li>5. To present basic material.</li> <li>6. To introduce a demonstration, discussion or performance.</li> <li>7. To illustrate the application of rules, principles or concepts.</li> <li>8. To review, clarify, empathize or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives.</li> <li>2. Permits flexibility with class size.</li> <li>3. Requires less rigid space requirements.</li> <li>4. Permits adaptability.</li> <li>5. Permits versatility.</li> <li>6. Permits better control over content and sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourages cadet passiveness.</li> <li>2. Difficult to gauge cadet reaction.</li> <li>3. Takes time to prepare.</li> </ol>

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<b>INTERACTIVE LECTURE</b> The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.	<ol style="list-style-type: none"> <li>To orient cadets to the subject.</li> <li>To introduce a subject.</li> <li>To give instruction on procedures.</li> <li>To present basic material.</li> <li>To illustrate the application of rules, principles or concepts.</li> <li>To review, clarify, empathize or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>Saves time.</li> <li>Permits flexibility of class size.</li> <li>Requires less rigid space requirements.</li> <li>Permits adaptability.</li> <li>Permits versatility.</li> <li>Permits better control over content and sequence.</li> </ol>	<ol style="list-style-type: none"> <li>Involves one-way communication.</li> <li>Poses problems in skill teaching.</li> <li>Encourages passive behaviour.</li> <li>Difficult to gauge cadet reaction.</li> <li>Requires highly skilled instructors.</li> <li>Requires a high level of concentration from the cadets.</li> </ol>
<b>LECTURE</b> This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.	<ol style="list-style-type: none"> <li>To orient cadets to the subject.</li> <li>To introduce a subject.</li> <li>To give instruction on procedures.</li> <li>To present basic material.</li> <li>To illustrate the application of rules, principles or concepts.</li> <li>To review, clarify, empathize or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>Proficient oral skills are required.</li> <li>Useful for big groups.</li> <li>Saves time because of fewer interruptions.</li> </ol>	<ol style="list-style-type: none"> <li>Should have a clear introduction and conclusion.</li> <li>Cadets may be passive and uninvolved.</li> </ol>
<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.	<ol style="list-style-type: none"> <li>Review.</li> <li>In practical situations such as leadership development, parade appointments, etc.</li> <li>To introduce a subject.</li> </ol>	<ol style="list-style-type: none"> <li>Encourage participation by cadets.</li> <li>Stimulate interest in the subject.</li> <li>Maintain relevance to the performance objectives.</li> <li>Fun and interesting.</li> <li>Creates ownership.</li> <li>Highly participative in small groups.</li> <li>Many resources involved.</li> </ol>	<ol style="list-style-type: none"> <li>Extensive supervision is required to ensure proper content is covered.</li> <li>Takes time to prepare.</li> <li>Not suitable for large groups.</li> </ol>



METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<b>PROBLEM-BASED LEARNING</b> Cadets analyse a problem, apply the steps in the problem solving method and work toward solving the problem in small groups. Problem-based learning requires cadets to participate and interact with each other while developing critical thinking skills. Instructors choose problem that stimulate thought, reinforce learning and relate to the cadets' interest and needs. Throughout the exercise, instructors pose thought-provoking questions and guide cadets without influencing their decisions.	<ol style="list-style-type: none"> <li>Review.</li> <li>In practical situations such as leadership development, parade appointments, etc.</li> </ol>	<ol style="list-style-type: none"> <li>Encourage participation by cadets.</li> <li>Stimulate interest in the subject.</li> <li>Maintain relevance to the performance objectives.</li> <li>Many resources involved.</li> </ol>	<ol style="list-style-type: none"> <li>Critical thinking skills are required.</li> <li>Broad knowledge of the subject matter is required.</li> </ol>
<b>ROLE PLAY</b> Cadets are assigned roles requiring them to interact with others in responding to various realistic situations. The instructor identifies the purpose of the role-play, provides the cadets with enough background information to help them accurately play their assigned role, and motivates them to become more fully involved in the activity. De-brief after the role-play is essential to connect the activity with the PO / EO.	<ol style="list-style-type: none"> <li>Skills associated with social systems or human interactions; practical situations eg. CHAP, discipline issues, behaviour on the range, leadership, instructional techniques.</li> <li>Attitudinal objectives.</li> </ol>	<ol style="list-style-type: none"> <li>High participation, interactive delivery and may lead to discussions.</li> <li>Experience is developed in a supportive environment.</li> <li>Can be very versatile depending on application eg, introduce a topic, mid-stage learning or as confirmation.</li> </ol>	<ol style="list-style-type: none"> <li>Participants can be easily sidetracked, need for good preparation and controls must be set appropriately.</li> <li>Competence, experience and prepared instructors required.</li> </ol>

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