



ROYAL CANADIAN ARMY CADETS

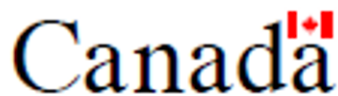
SILVER STAR – QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Supersedes A-CR-CCP-703/PG-001 dated 2015-09-01)

(Cette publication est disponible en français sous le numéro A-CR-CCP-703/PG-002)

Issued on Authority of the Chief of the Defence Staff





NOTICE

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

AVIS

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

ROYAL CANADIAN ARMY CADETS

SILVER STAR – QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Supersedes A-CR-CCP-703/PG-001 dated 2015-09-01)

(Cette publication est disponible en français sous le numéro A-CR-CCP-703/PG-002)

Issued on Authority of the Chief of the Defence Staff

LIST OF EFFECTIVE PAGES

Insert latest changed pages; dispose of superseded pages in accordance with applicable orders.

NOTE

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

Dates of issue for original and changed pages are:

Original	0	2016-09-01	Change	3
Change	1		Change	4
Change	2		Change	5

Zero in Change No. column indicates an original page. Total number of pages in this publication is 416, consisting of the following:

Page No.	Change No.	Page No.	Change No.
Cover page	0	4-M303.02-1 to 4-M303.02-2.....	0
Title	0	4-M303.03-1 to 4-M303.03-2.....	0
A to C	0	4-M303.04-1 to 4-M303.04-4.....	0
i to x	0	4-M303.05-1 to 4-M303.05-2.....	0
1-1 to 1-4	0	4-M303.06-1 to 4-M303.06-2.....	0
2-1 to 2-4	0	4-M303.07-1 to 4-M303.07-4.....	0
2A-1 to 2A-10	0	4-C303.01-1 to 4-C303.01-4.....	0
2A1-1 to 2A1-6	0	4-C303.02-1 to 4-C303.02-2.....	0
2A2-1 to 2A2-2	0	4-X04-1 to 4-X04-2	0
2B-1 to 2B-2	0	4-X05-1 to 4-X05-2	0
2C-1 to 2C-4	0	4-306-1 to 4-306-2	0
2D-1 to 2D-12	0	4-M306.01-1 to 4-M306.01-2.....	0
3-1 to 3-4	0	4-C306.01-1 to 4-C306.01-2.....	0
3A-1 to 3A-2	0	4-C306.02-1 to 4-C306.02-4.....	0
3B-1 to 3B-6	0	4-C306.03-1 to 4-C306.03-4.....	0
3B1-1 to 3B1-8	0	4-307-1 to 4-307-2	0
3B2-1 to 3B2-2	0	4-M307.01-1 to 4-M307.01-4.....	0
3B3-1 to 3B3-4	0	4-M307.02-1 to 4-M307.02-2.....	0
3B4-1 to 3B4-6	0	4-M307.03-1 to 4-M307.03-4.....	0
3B5-1 to 3B5-8	0	4-C307.01-1 to 4-C307.01-2.....	0
3B6-1 to 3B6-6	0	4-C307.02-1 to 4-C307.02-2.....	0
3B7-1 to 3B7-6	0	4-C307.03-1 to 4-C307.03-2.....	0
3B8-1 to 3B8-6	0	4-308-1 to 4-308-2	0
3C-1 to 3C-2	0	4-M308.01-1 to 4-M308.01-4.....	0
3D-1 to 3D-2	0	4-M308.02-1 to 4-M308.02-2.....	0
3D1-1 to 3D1-4	0	4-C308.01-1 to 4-C308.01-4.....	0
3E-1 to 3E-2	0	4-C308.02-1 to 4-C308.02-2.....	0
3E1-1 to 3E1-2	0	4-309-1 to 4-309-2	0
4-1-1 to 4-1-2	0	4-M309.01-1 to 4-M309.01-2.....	0
4-X01-1 to 4-X01-2	0	4-M309.02-1 to 4-M309.02-2.....	0
4-X02-1 to 4-X02-2	0	4-M309.03-1 to 4-M309.03-2.....	0
4-303-1 to 4-303-2	0	4-M309.04-1 to 4-M309.04-2.....	0
4-M303.01-1 to 4-M303.01-4.....	0	4-M309.05-1 to 4-M309.05-2.....	0

LIST OF EFFECTIVE PAGES (CONT)

Page No.	Change No.	Page No.	Change No.
4-M309.06-1 to 4-M309.06-2	0	4-323-1 to 4-323-2	0
4-M309.07-1 to 4-M309.07-2	0	4-324-1 to 4-324-2	0
4-C309.01-1 to 4-C309.01-2	0	4-M324.01-1 to 4-M324.01-4	0
4-C309.02-1 to 4-C309.02-2	0	4-M324.02-1 to 4-M324.02-2	0
4-C309.03-1 to 4-C309.03-2	0	4-M324.03-1 to 4-M324.03-4	0
4-C309.04-1 to 4-C309.04-2	0	4-M324.04-1 to 4-M324.04-4	0
4-C309.05-1 to 4-C309.05-2	0	4-M324.05-1 to 4-M324.05-4	0
4-C309.06-1 to 4-C309.06-2	0	4-C324.01-1 to 4-C324.01-4	0
4-311-1 to 4-311-2	0	4-C324.02-1 to 4-C324.02-4	0
4-C311.01-1 to 4-C311.01-4	0	4-C324.03-1 to 4-C324.03-4	0
4-C311.02-1 to 4-C311.02-4	0	4-C324.04-1 to 4-C324.04-4	0
4-X20-1 to 4-X20-2	0	4-C324.05-1 to 4-C324.05-4	0
4-321-1 to 4-321-2	0	4-325-1 to 4-325-2	0
4-M321.01-1 to 4-M321.01-2	0	4-M325.01-1 to 4-M325.01-2	0
4-M321.02-1 to 4-M321.02-4	0	4-M325.02-1 to 4-M325.02-6	0
4-C321.01-1 to 4-C321.01-2	0	4-M325.03-1 to 4-M325.03-4	0
4-C321.02-1 to 4-C321.02-2	0	4-C325.01-1 to 4-C325.01-4	0
4-C321.03-1 to 4-C321.03-4	0	4-C325.02-1 to 4-C325.02-2	0
4-322-1 to 4-322-2	0	4-326-1 to 4-326-4	0
4-M322.01-1 to 4-M322.01-4	0	4-M326.01-1 to 4-M326.01-2	0
4-M322.02-1 to 4-M322.02-4	0	4-M326.02a-1 to 4-M326.02a-8	0
4-M322.03-1 to 4-M322.03-2	0	4-M326.02b-1 to 4-M326.02b-8	0
4-M322.04-1 to 4-M322.04-4	0	4-M326.02c-1 to 4-M326.02c-4	0
4-M322.05-1 to 4-M322.05-4	0	4-M326.03-1 to 4-M326.03-4	0
4-M322.06-1 to 4-M322.06-2	0	4-M326.04-1 to 4-M326.04-4	0
4-C322.01-1 to 4-C322.01-2	0	4-M326.05-1 to 4-M326.05-4	0
4-C322.02-1 to 4-C322.02-4	0	4-M326.06-1 to 4-M326.06-4	0
4-C322.03-1 to 4-C322.03-2	0	4-M326.07-1 to 4-M326.07-4	0
4-C322.04-1 to 4-C322.04-2	0	4A-1 to 4A-8	0

THIS PAGE INTENTIONALLY LEFT BLANK

FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-703/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts & JCR) in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline* and CATO 40-01, *Army Cadet Program Outline*, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance-oriented concept of training outlined in the A-P9-050 Series, *Canadian Forces Individual Training and Education System*, with modifications to meet the needs of the Canadian Cadet Organization (CCO).
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Army Cadet Corps to conduct Silver Star, as outlined in CATO 11-04, *Cadet Program Outline* and CATO 40-01, *Army Cadet Program Outline*.
4. **Suggested Changes.** Suggested changes to this document may be sent directly to cadettraining@canada.ca.

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

	PAGE
CHAPTER 1 GENERAL	1-1
AIM	1-1
PROGRAM DESIGN	1-1
PERFORMANCE OBJECTIVES	1-1
TRAINING PREREQUISITES	1-3
USE OF THE QSP	1-3
CHAPTER 2 TRAINING MANAGEMENT DETAILS	2-1
RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS	2-1
TRAINING DETAILS	2-1
TRAINING ADMINISTRATION	2-3
QUALIFICATION	2-3
RELATED DOCUMENTS	2-4
REFERENCES	2-4
Annex A – SILVER STAR TRAINING SUMMARY AND TIME ALLOCATION	2A-1
Appendix 1 – CONDUCT OF EXPEDITION EXERCISE	2A1-1
Appendix 2 – CONDUCT OF BIVOUAC FTX	2A2-1
Annex B – SCHEDULING GUIDELINES	2B-1
Annex C – RESOURCE REQUIREMENTS	2C-1
Annex D – REFERENCES	2D-1
CHAPTER 3 CADET EVALUATION	3-1
PURPOSE	3-1
LEARNER EVALUATION	3-1
CADET EVALUATION DESIGN AND DEVELOPMENT	3-1
CP DEVELOPMENTAL PERIODS (DPs)	3-2
CADET ASSESSMENT OF LEARNING PLAN	3-2
ASSESSMENT INSTRUMENTS	3-3
MONITORING CADET PROGRESS	3-3
TRAINING COUNSELLING SESSION	3-3
ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES	3-3
SILVER STAR QUALIFICATION STANDARD	3-3
CADETS NOT MEETING THE QUALIFICATION STANDARD	3-3
RECORDING AND REPORTING CADET ACHIEVEMENT	3-4
SILVER STAR CERTIFICATE OF QUALIFICATION	3-4
Annex A – CHARACTERISTICS OF CADET PROGRAM	
DEVELOPMENTAL PERIODS	3A-1
Annex B – ASSESSMENT OF LEARNING PLAN – SILVER STAR	3B-1
Appendix 1 – 303 PC – ASSESSMENT INSTRUCTIONS	3B1-1
Appendix 2 – 304 PC – PERSONAL FITNESS AND HEALTHY LIVING –	
ASSESSMENT INSTRUCTIONS	3B2-1
Appendix 3 – 308 PC – ASSESSMENT INSTRUCTIONS	3B3-1

TABLE OF CONTENTS (Cont)

	PAGE
Appendix 4 – 309 PC – ASSESSMENT INSTRUCTIONS	3B4-1
Appendix 5 – 322 EC-01 – ASSESSMENT INSTRUCTIONS	3B5-1
Appendix 6 – 322 PC – ASSESSMENT INSTRUCTIONS	3B6-1
Appendix 7 – 324 EC 01/02/03/04 – ASSESSMENT INSTRUCTIONS	3B7-1
Appendix 8 – 326 PC - ASSESSMENT INSTRUCTIONS	3B8-1
Annex C – SILVER STAR QUALIFICATION RECORD	3C-1
Annex D – CADET INTERVIEW GUIDELINES	3D-1
Appendix 1 – CADET INTERVIEW FORM	3D1-1
Annex E – TRAINING COUNSELLING SESSION GUIDELINES	3E-1
Appendix 1 – TRAINING COUNSELLING SESSION FORM	3E1-1
CHAPTER 4	PERFORMANCE OBJECTIVES
	4-1-1
SECTION 1	PERFORMANCE OBJECTIVES (POs) AND TRAINING PLAN
	4-1-1
PURPOSE	4-1-1
PERFORMANCE OBJECTIVES	4-1-1
ENABLING OBJECTIVES	4-1-1
LESSON SPECIFICATIONS	4-1-1
ASSESSMENT FOR LEARNING	4-1-1
SECTION 2	PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES
	4-X01-1
SECTION 3	PO X02 – PERFORM COMMUNITY SERVICE
	4-X02-1
SECTION 4	PO 303 – PERFORM THE ROLE OF A TEAM LEADER
	4-303-1
EO M303.01 – DEFINE THE ROLE OF A TEAM LEADER	4-M303.01-1
EO M303.02 – PARTICIPATE IN A MENTORING RELATIONSHIP	4-M303.02-1
EO M303.03 – PRACTICE SELF-ASSESSMENT	4-M303.03-1
EO M303.04 – COMMUNICATE AS A TEAM LEADER	4-M303.04-1
EO M303.05 – SUPERVISE CADETS	4-M303.05-1
EO M303.06 – SOLVE PROBLEMS	4-M303.06-1
EO M303.07 – LEAD CADETS THROUGH A LEADERSHIP ASSIGNMENT	4-M303.07-1
EO C303.01 – LEAD A TEAM-BUILDING ACTIVITY	4-C303.01-1
EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER	4-C303.02-1

TABLE OF CONTENTS (Cont)

		PAGE
SECTION 5	PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES	4-X04-1
SECTION 6	PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES	4-X05-1
SECTION 7	PO 306 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP	4-306-1
	EO M306.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY	4-M306.01-1
	EO C306.01 – IDENTIFY CIVILIAN MARKSMANSHIP ORGANIZATIONS	4-C306.01-1
	EO C306.02 – CORRECT MARKSMANSHIP ERROR	4-C306.02-1
	EO C306.03 – ADOPT THE STANDING POSITION WITH THE CADET AIR RIFLE	4-C306.03-1
SECTION 8	PO 307 – SERVE IN AN ARMY CADET CORPS	4-307-1
	EO M307.01 – IDENTIFY SILVER STAR TRAINING OPPORTUNITIES	4-M307.01-1
	EO M307.02 – IDENTIFY YEAR THREE CSTC TRAINING OPPORTUNITIES	4-M307.02-1
	EO M307.03 – RECOGNIZE THE PARTNERSHIP BETWEEN THE ARMY CADET LEAGUE OF CANADA (ACLC) AND THE DEPARTMENT OF NATIONAL DEFENCE (DND)	4-M307.03-1
	EO C307.01 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE REGIONAL CADET SUPPORT UNIT (RCSU)	4-C307.01-1
	EO C307.02 – PARTICIPATE IN A PRESENTATION GIVEN BY THE CADET LIAISON OFFICER (CLO)	4-C307.02-1
	EO C307.03 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE ARMY CADET LEAGUE OF CANADA (ACLC)	4-C307.03-1
SECTION 9	PO 308 – DIRECT A SQUAD PRIOR TO A PARADE	4-308-1
	EO M308.01 – PREPARE A SQUAD FOR PARADE	4-M308.01-1
	EO M308.02 – DELIVER WORDS OF COMMAND	4-M308.02-1
	EO C308.01 – EXECUTE FLAG DRILL	4-C308.01-1
	EO C308.02 – DELIVER WORDS OF COMMAND	4-C308.02-1
SECTION 10	PO 309 – INSTRUCT A LESSON	4-309-1
	EO M309.01 – EXPLAIN THE PRINCIPLES OF INSTRUCTION	4-M309.01-1
	EO M309.02 – IDENTIFY METHODS OF INSTRUCTION	4-M309.02-1
	EO M309.03 – DESCRIBE EFFECTIVE-SPEAKING TECHNIQUES	4-M309.03-1
	EO M309.04 – DESCRIBE QUESTIONING TECHNIQUES	4-M309.04-1
	EO M309.05 – SELECT APPROPRIATE INSTRUCTIONAL AIDS	4-M309.05-1
	EO M309.06 – PLAN A LESSON	4-M309.06-1
	EO M309.07 – INSTRUCT A 15-MINUTE LESSON	4-M309.07-1
	EO C309.01 – DELIVER A ONE-MINUTE VERBAL PRESENTATION	4-C309.01-1
	EO C309.02 – PLAN A LESSON	4-C309.02-1

TABLE OF CONTENTS (Cont)

	PAGE
EO C309.03 – INSTRUCT A 15-MINUTE LESSON	4-C309.03-1
EO C309.04 – IDENTIFY FORMATIONS FOR DRILL INSTRUCTION	4-C309.04-1
EO C309.05 – PLAN A DRILL LESSON	4-C309.05-1
EO C309.06 – INSTRUCT A 15-MINUTE DRILL LESSON	4-C309.06-1
SECTION 11 PO 311 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY	4-311-1
EO C311.01 – PRACTICE AIMING AND FIRING THE CADET AIR RIFLE FOLLOWING PHYSICAL ACTIVITY	4-C311.01-1
EO C311.02 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY	4-C311.02-1
SECTION 12 PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES	4-X20-1
SECTION 13 PO 321 – PERFORM THE DUTIES OF A TEAM LEADER ON A WEEKEND BIVOUAC FTX	4-321-1
EO M321.01 – PERFORM THE DUTIES OF A TEAM LEADER IN THE FIELD	4-M321.01-1
EO M321.02 – CONSTRUCT COMPONENTS OF A BIVOUAC SITE	4-M321.02-1
EO C321.01 – IDENTIFY METHODS OF WASTE DISPOSAL IN THE FIELD	4-C321.01-1
EO C321.02 – IDENTIFY SAFETY CONSIDERATIONS WHEN TRAVELLING OVER SNOW AND ICE	4-C321.02-1
EO C321.03 – CONSTRUCT FIELD AMENITIES	4-C321.03-1
SECTION 14 PO 322 – PLOT LOCATION ON A TOPOGRAPHICAL MAP USING A GLOBAL POSITIONING SYSTEM (GPS) RECEIVER	4-322-1
EO M322.01 – REVIEW RED STAR NAVIGATION	4-M322.01-1
EO M322.02 – CALCULATE MAGNETIC DECLINATION	4-M322.02-1
EO M322.03 – IDENTIFY COMPONENTS OF THE GLOBAL POSITIONING SYSTEM	4-M322.03-1
EO M322.04 – IDENTIFY FEATURES OF A GLOBAL POSITIONING SYSTEM RECEIVER	4-M322.04-1
EO M322.05 – SET A MAP DATUM ON A GLOBAL POSITIONING SYSTEM RECEIVER	4-M322.05-1
EO M322.06 – IDENTIFY LOCATION USING A GLOBAL POSITIONING SYSTEM (GPS) RECEIVER	4-M322.06-1
EO C322.01 – PRACTICE NAVIGATION AS A MEMBER OF A SMALL GROUP	4-C322.01-1
EO C322.02 – IDENTIFY FACTORS THAT IMPACT NAVIGATION IN THE WINTER	4-C322.02-1
EO C322.03 – IDENTIFY THE PRINCIPLES OF MAP-MAKING	4-C322.03-1
EO C322.04 – DRAW A MAP OF AN AREA IN THE LOCAL TRAINING FACILITY	4-C322.04-1

TABLE OF CONTENTS (Cont)

	PAGE
SECTION 15	PO 323 – TREKKING 4-323-1
SECTION 16	PO 324 – SURVIVE WHEN LOST 4-324-1
	EO M324.01 – CONSTRUCT AN IMPROVISED SHELTER 4-M324.01-1
	EO M324.02 – COLLECT DRINKING WATER 4-M324.02-1
	EO M324.03 – LIGHT A FIRE WITHOUT MATCHES 4-M324.03-1
	EO M324.04 – PREDICT WEATHER 4-M324.04-1
	EO M324.05 – DETERMINE WHEN TO SELF-RESCUE 4-M324.05-1
	EO C324.01 – IDENTIFY ANIMAL AND INSECT FOOD SOURCES 4-C324.01-1
	EO C324.02 – CONSTRUCT SNARES 4-C324.02-1
	EO C324.03 – CATCH A FISH 4-C324.03-1
	EO C324.04 – COLLECT EDIBLE PLANTS 4-C324.04-1
	EO C324.05 – PREPARE A MEAL FROM FIELD FOOD SOURCES 4-C324.05-1
SECTION 17	PO 325 – IDENTIFY THE COMPETENCIES OF AN OUTDOOR LEADER 4-325-1
	EO M325.01 – PARTICIPATE IN A DISCUSSION ON ARMY CADET EXPEDITION TRAINING 4-M325.01-1
	EO M325.02 – LIST THE COMPETENCIES OF AN OUTDOOR LEADER (OL) 4-M325.02-1
	EO M325.03 – DISCUSS SELF-AWARENESS AND PROFESSIONAL CONDUCT AS A COMPETENCY OF AN OUTDOOR LEADER (OL) 4-M325.03-1
	EO C325.01 – COMMUNICATE DURING AN EXPEDITION 4-C325.01-1
	EO C325.02 – PARTICIPATE IN A PRESENTATION ON THE DUKE OF EDINBURGH AWARD PROGRAM 4-C325.02-1
SECTION 18	PO 326 – PERFORM EXPEDITION SKILLS 4-326-1
	EO M326.01 – PREPARE FOR EXPEDITION TRAINING 4-M326.01-1
	EO M326.02a – PADDLE A CANOE 4-M326.02a-1
	EO M326.02b – RIDE A MOUNTAIN BIKE 4-M326.02b-1
	EO M326.02c – HIKE ALONG A ROUTE 4-M326.02c-1
	EO M326.03 – PRACTICE ENVIRONMENTAL STEWARDSHIP AS A TEAM LEADER 4-M326.03-1
	EO M326.04 – NAVIGATE ALONG A ROUTE USING A MAP AND COMPASS 4-M326.04-1
	EO M326.05 – USE EXPEDITION EQUIPMENT 4-M326.05-1
	EO M326.06 – FOLLOW DAILY ROUTINE 4-M326.06-1
	EO M326.07 – RECORD ENTRIES IN A JOURNAL 4-M326.07-1
	Annex A – INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS 4A-1

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF FIGURES

FIGURE	TITLE	PAGE
3B5-1	Declination Diagram.....	3B5-4
3B5-2	Declination Diagram.....	3B5-5
3B5-3	Declination Diagram.....	3B5-6
3B5-4	Declination Diagram.....	3B5-7

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 1

GENERAL

AIM

1. The aim of Silver Star is to provide an Army Cadet with the theoretical knowledge and practical experience required to participate in corps activities and appointments as a team leader.

PROGRAM DESIGN

2. The Silver Star Program has been designed:
 - a. assuming that the majority of cadets undertaking Silver Star training are between 14 and 15 years of age;
 - b. assuming that the majority of cadets have successfully completed Red Star;
 - c. using age-appropriate learning strategies;
 - d. using 30 minutes as a standard period of instruction;
 - e. by providing a programming mix consisting of mandatory and complementary training;
 - f. to include training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
 - g. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching/mentoring opportunities.
3. Each Star Level is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

PERFORMANCE OBJECTIVES

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

the CP (allocated POs numbered X01 to X20) and the POs specific to Silver Star (allocated POs numbered 321 to 326):

- a. **Citizenship.** PO X01 – Participate in Citizenship Activities (Chapter 4, [Section 2](#)). The aim of this PO is to introduce cadets to various aspects of being a good Canadian citizen through a range of fun, interesting and challenging activities.
- b. **Community Service.** PO X02 – Perform Community Service (Chapter 4, [Section 3](#)). The aim of this PO is to encourage cadets to be active citizens through participation as a team leader in a local community service activity.
- c. **Leadership.** PO 303 – Act as a Team Leader (Chapter 4, [Section 4](#)). The aim of this PO is to provide cadets with knowledge and skills to practice team leadership during naturally occurring leadership opportunities.
- d. **Personal Fitness and Healthy Living.** PO X04 – Track Participation in Physical Activities (Chapter 4, [Section 5](#)). The aim of this PO is to encourage cadets to live a healthy, active lifestyle by meeting the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* for youth.
- e. **Physical Activities.** PO X05 – Participate in Physical Activities (Chapter 4, [Section 6](#)). The aim of this PO is for cadets to have fun participating in physical activities.
- f. **Air Rifle Marksmanship.** PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship (Chapter 4, [Section 7](#)). The aim of this PO is to develop cadets' marksmanship abilities through participation in recreational marksmanship.
- g. **General Cadet Knowledge.** PO 307 – Serve in an Army Cadet Corps (Chapter 4, [Section 8](#)). The aim of this PO is to provide cadets with information on the opportunities inherent in the Army CP.
- h. **Drill.** PO 308 – Direct a Squad Prior to Parade (Chapter 4, [Section 9](#)). The aim of this PO is to provide cadets with the knowledge and skills to act as a team leader while preparing a squad for a parade.
- i. **Instructional Techniques.** PO 309 – Instruct a Lesson (Chapter 4, [Section 10](#)). The aim of this PO is to provide cadets with the knowledge and skills to instruct a 15-minute period of peer instruction.
- j. **Biathlon.** PO 311 – Participate in a Recreational Summer Biathlon Activity (Chapter 4, [Section 11](#)). The aim of this PO is to provide cadets with an opportunity to enhance individual marksmanship skills and personal fitness through participation in the sport of biathlon.
- k. **CAF Familiarization.** PO X20 – Participate in Canadian Armed Forces (CAF) Familiarization Activities (Chapter 4, [Section 12](#)). The aim of this PO is to stimulate the interest of cadets in the sea, land and air activities of the CAF.
- l. **Field Training.** PO 321 – Perform the Duties of a Team Leader on an Overnight Bivouac Field Training Exercise (Chapter 4, [Section 13](#)). The aim of this PO is to support PO 303 (Perform the Role of a Team Leader) by providing cadets with the knowledge and skills to act as a team leader during an overnight bivouac field training exercise.
- m. **Navigation.** PO 322 – Plot Location on a Topographical Map Using a Global Positioning System Receiver (Chapter 4, [Section 14](#)). The aim of this PO is to introduce cadets to using a GPS receiver to calculate a grid reference, and to plot that grid reference on a topographical map.
- n. **Wilderness Survival.** PO 324 – Survive When Lost (Chapter 4, [Section 16](#)). The aim of this PO is to provide cadets with the knowledge and skills to use a survival kit to survive in the wilderness when immediate rescue is not assured.

- o. **Outdoor Leadership.** PO 325 – Identify the Competencies of an Outdoor Leader (Chapter 4, [Section 17](#)). The aim of this PO is to provide cadets with foundation knowledge of the technical leadership competencies specific to outdoor leadership.
- p. **Expedition.** PO 326 – Perform Expedition Skills (Chapter 4, [Section 18](#)). The aim of this PO is to have cadets draw together material from the topic areas of Field Training, Navigation, and Trekking with dynamic transportation (two of: Class 3 trekking, canoeing or mountain biking) during a weekend expedition.

TRAINING PREREQUISITES

- 7. To participate in Silver Star, youths must be members of an Army Cadet Corps, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, Article 4.01.

USE OF THE QSP

- 8. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the training and standards to qualify a cadet as Silver Star. This QSP shall also be used by the Directorate Cadets and Junior Canadian Rangers as the primary reference for validation of Silver Star qualification training.
- 9. Silver Star shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-703/PF-001, *Royal Canadian Army Cadets Silver Star Instructional Guides*.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 2

TRAINING MANAGEMENT DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

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

TRAINING DETAILS

2. In accordance with CATO 11-04, *Cadet Program Outline*, and CATO 40-01, *Army Cadet Program Outline*, the Star Level Program is conducted between 1 September and 30 June of each training year through a combination of 30 training sessions and 10 supported training days as detailed in [Annex A](#).
3. The Star Level Program is divided into two compulsory components that must be completed by all cadets. These components are:
 - a. **Mandatory Training.** Mandatory training is a scheme of activities that is requisite for corps, and in some instances, specialized TEs, to conduct and for cadets to accomplish in order to complete the Star Level Program; and
 - b. **Complementary Training.** Complementary training is a scheme of activities that is requisite for corps, and in some instances specialized TEs, to conduct and for cadets to accomplish in order to complete the Star Level Program. These activities complement mandatory activities and form an integral part of the Star Level Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Star Level Program to match the corps' interests and resources.
4. **Period Allocation.** Periods are 30 minutes in duration with some periods allocated to be delivered during training days/weekends. A detailed period allocation, including details on training days/weekend, is provided at [Annex A](#), and scheduling guidelines are located at [Annex B](#).
5. **Training Days/Weekends.**
 - a. The planning and conduct of training days is the responsibility of the corps. Day training shall be conducted at the corps parade location or, where suitable facilities do not exist at the corps parade location, within the local community.
 - b. The conduct of expedition training is normally the responsibility of Technical TEs (Expedition Centres). The planning of these activities is to be done in conjunction with the Area Cadet Detachment/RCSU and RCSS/Expedition Centre.
 - c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the corps parade location.
 - d. Where support of mandatory or complementary days/weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 40-01, *Army Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.

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

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

7. **Training Staff Requirements.**

- a. Corps Training Officer (Trg O):

Rank	MOSID	Number	Qualification
Capt	00232-02	1	Minimum: Captain Qualification or CIC Intermediate Officer Qualification. Preferred: CIC Training Officer (Corps/Squadron) Qualification; and CIC Occupational Specialty Senior Instructor Qualification.

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

Rank	MOSID	Number	Qualification
2Lt/Lt	00232-02	1	Minimum: Basic Officer Qualification or CIC Basic Military Officer Qualification and Basic Military Occupational Qualification. Preferred: Military Occupation Course (Army) or CIC Basic Military Officer Qualification (Army).

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

c. Instructors:

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

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

a. Required Specialist Instructors:

- (1) Unit Cadet Conflict Management Advisor (UCCMA) to coordinate training delivery and learning reinforcement for PO 100; and
- (2) Range Safety Officer (RSO) in support of POs 306 (Chapter 4, [Section 7](#)) and 311 (Chapter 4, [Section 11](#));
- (3) Cold Weather Instructor in support of PO 121; and

b. Possible Cadet Specialist Instructors:

- (1) Fitness and Sports Instructor(s) as available in support of POs X04 (Chapter 4, [Section 5](#)) and X05 (Chapter 4, [Section 6](#));
- (2) Air Rifle Marksmanship Instructor(s) as available in support of POs 206 and 211;
- (3) Drill and Ceremonial Instructor(s) as available in support of PO 308 (Chapter 4, [Section 9](#)); and
- (4) Expedition Instructor(s) as available in support of POs 321 (Chapter 4, [Section 13](#)), 322 (Chapter 4, [Section 14](#)), and 323 (Chapter 4, [Section 15](#)).

c. guest speaker(s) as required.

9. **Resource Requirements.** RCSU COs are responsible for ensuring that required equipment and supplies are available. A list of material required to conduct the training is located at [Annex C](#).

TRAINING ADMINISTRATION

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

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

QUALIFICATION

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

RELATED DOCUMENTS

13. This QSP is to be used in conjunction with:
 - a. CATOs; and
 - b. A-CR-CCP-703/PF-001, *Royal Canadian Army Cadets Silver Star Instructional Guides*.

REFERENCES

14. A list of references used in this QSP is located at [Annex D](#).

SILVER STAR TRAINING SUMMARY AND TIME ALLOCATION

PERIOD ALLOCATION

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
X01	Participate in Citizenship Activities	MX01.01A	Participate in a Citizenship Tour	-
		MX01.01B	Attend a Presentation by a Community Organization	-
		MX01.01C	Attend a Presentation by a Citizen-of-Interest	-
		MX01.01D	Participate in the Canadian Citizenship Challenge	-
		MX01.01E	Host a Citizenship Ceremony	-
		MX01.01F	Participate in an Election	-
		MX01.01G	Participate in Heritage Minutes Video Activities	-
		MX01.01H	Participate in Citizenship Learning Stations	-
		CX01.01	Participate in Citizenship Activities	18
		PO X01 - Total Mandatory		3
		PO X01 - Total Complementary		18
X02	Perform Community Service	MX02.01	Perform Community Service	9
		CX02.01	Perform Community Service	18
		PO X02 - Total Mandatory		9
		PO X02 - Total Complementary		18
303	Perform the Role of a Team Leader	M303.01	Define the Role of a Team Leader	2
		M303.02	Participate in a Mentoring Relationship	1
		M303.03	Practice Self-Assessment	1
		M303.04	Communicate as a Team Leader	2
		M303.05	Supervise Cadets	2
		M303.06	Solve Problems	2
		M303.07	Lead Cadets Through a Leadership Assignment	2
		303 PC		0
		C303.01	Lead Team-Building Activities	3

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd	
		C303.02	Deliver a Presentation About a Leader	2	
		C203.01	Record Entries in a Reflective Journal	3	
		C203.02	Employ Problem Solving	2	
		C203.04	Participate in a Presentation Given by a Leader	2	
		C203.05	Participate in Trust-Building Activities	1	
		C203.06	Participate in Problem-Solving Activities	2	
		C103.03	Participate in Teambuilding Activities	1	
		PO 303 - Total Mandatory			12
		PO 303 - Total Complementary			16
X04	Track Participation in Physical Activities	MX04.01	Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities	3	
		MX04.02	Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment (CFA)	3	
		MX04.03	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3	
		CX04.01	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3	
		CX04.02	Participate in Activities that Reinforce the Three Components of Physical Fitness	3	
		CX04.03	Participate in a Cooking Class	3	
		CX04.04	Attend a Personal Fitness and Healthy Living Presentation	3	
		CX04.05	Attend a Local Amateur Sporting Event	3	
		PO X04 - Total Mandatory			9
		PO X04 - Total Complementary			15
X05	Participate in Physical Activities	MX05.01	Participate in Physical Activities	9	
		CX05.01	Participate in Physical Activities	9	
		CX05.02	Participate in a Tournament	9	
		PO X05 - Total Mandatory			9
		PO X05 - Total Complementary			18

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
306	Fire the Cadet Air Rifle During Recreational Marksmanship	M306.01	Participate in a Recreational Marksmanship Activity	3
		C306.01	Identify Civilian Marksmanship Organizations	1
		C306.02	Correct Marksmanship Error	2
		C306.03	Fire the Cadet Air Rifle from the Standing Position	2
		C206.01	Practice Holding Techniques	1
		C206.02	Practice Aiming Techniques	2
		C206.03	Practice Firing Techniques	1
		C106.01	Participate in a Recreational Marksmanship Activity	6
		PO 306 - Total Mandatory		3
		PO 306 - Total Complementary		15
307	Serve in an Army Cadet Corps	M307.01	Identify Silver Star Training Opportunities	1
		M307.02	Identify Year Three CSTC Training Opportunities	1
		M307.03	Recognize the Partnership Between the Army Cadet League of Canada and the Department of National Defence	1
		C307.01	Participate in a Presentation Given by a Guest Speaker From the RCSU	2
		C307.02	Participate in a Presentation Given by the Cadet Liaison Officer	2
		C307.03	Participate in a Presentation Given by a Guest Speaker from the Army Cadet League of Canada	2
		PO 307 - Total Mandatory		3
		PO 307 - Total Complementary		6
308	Direct a Squad Prior to a Parade	M308.01	Prepare a Squad for Parade	3
		M308.02	Deliver Words of Command	1
		308 PC		0
		C308.01	Execute Flag Party Drill	4
		C308.02	Deliver Words of Command	2

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C208.01	Practice Ceremonial Drill as a Review	2
		C208.02	Execute Drill with Arms	8
		PO 308 - Total Mandatory		4
		PO 308 - Total Complementary		16
309	Instruct a Lesson	M309.01	Explain Principles of Instruction	2
		M309.02	Identify Methods of Instruction	2
		M309.03	Describe Effective Speaking Techniques	1
		M309.04	Describe Questioning Techniques	1
		M309.05	Select Appropriate Instructional Aids	2
		M309.06	Plan a Lesson	2
		M309.07	Instruct a 15-Minute Lesson	3
		309 PC		0
		C309.01	Deliver a One-Minute Verbal Presentation	2
		C309.02	Plan a Lesson	2
		C309.03	Instruct a 15-Minute Lesson	3
		C309.04	Identify Formations for Drill Instruction	1
		C309.05	Plan a Drill Lesson	2
		C309.06	Instruct a 15-Minute Drill Lesson	3
		PO 309 – Total Mandatory		13
		PO 309 – Total Complementary		13
311	Participate in a Recreational Summer Biathlon Activity	C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	3
		C311.02	Participate in a Recreational Summer Biathlon Activity	6
		C211.01	Identify Civilian Biathlon Opportunities	1
		C211.02	Run on Alternate Terrain	1
		C211.03	Fire the Cadet Air Rifle Using a Sling Following Physical Activity	1
		C211.04	Participate in a Competitive Summer Biathlon Activity	6
		C111.01	Participate in a Biathlon Briefing	1

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C111.02	Run Wind Sprints	1
		C111.03	Fire the Cadet Air Rifle Following Physical Activity	1
		C111.04	Participate in a Recreational Summer Biathlon Activity	6
		PO 311 – Total Mandatory		0
		PO 311 – Total Complementary		27
X20	Participate in Canadian Armed Forces (CAF) Familiarization Activities	MX20.01A	Participate in a CAF Activity	-
		MX20.01B	Participate in a CAF Familiarization Tour	-
		MX20.01C	Fire the C7 Rifle	-
		MX20.01D	Participate in a Mess Dinner	-
		MX20.01E	Attend a CAF Presentation	-
		MX20.01F	Attend a CAF Commemorative Ceremony	-
		MX20.01G	Participate in CAF Video Activities	-
		MX20.01H	Participate in CAF Learning Stations	-
		CX20.01	Participate in CAF Familiarization Activities	18
		PO X20 - Total Mandatory		6
		PO X20 - Total Complementary		18
321	Perform the Duties of a Team Leader on an Overnight Bivouac Exercise	M321.01	Perform the Duties of a Team Leader in the Field	1
		M321.02	Construct Components of a Bivouac Site	3
		C321.01	Identify Methods of Waste Disposal in the Field	1
		C321.02	Identify Safety Considerations When Travelling Over Snow and Ice	2
		C321.03	Construct Field Amenities	6
		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 321 - Total Mandatory		4

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		PO 321 - Total Complementary		31
322	Plot Location on a Topographical Map Using a Global Positioning System Receiver	M322.01	Review Red Star Navigation	1
		M322.02	Calculate Magnetic Declination	2
		M322.03	Identify Components of a Global Positioning System	1
		M322.04	Identify Features of a Global Positioning System Receiver	1
		M322.05	Set a Map Datum on a Global Positioning System Receiver	2
		M322.06	Identify Location Using a Global Positioning System Receiver	4
		322 EC-01		0
		322 PC		0
		C322.01	Practice Navigation as a Member of a Small Group	9
		C322.02	Identify Factors That Impact Navigation in the Winter	4
		C322.03	Identify the Principles of Map-Making	1
		C322.04	Draw a Map of an Area in the Local Training Facility	1
		PO 322 - Total Mandatory		11
		PO 322- Total Complementary		15
323	Trekking	C123.01	Participate in Adventure Training	18
		C123.02	Adhere to March Discipline	1
		C123.03	Participate in Snowshoeing	9
		PO 323 – Total Complementary		28
324	Survive When Lost	M324.01	Construct an Improvised Shelter	3
		M324.02	Collect Drinking Water	1
		M324.03	Light a Fire Without Matches	4
		M324.04	Predict Weather	1
		M324.05	Determine When to Self-Rescue	1
		324 EC-01/324 EC-02/324 EC-03/324 EC-04		0

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C324.01	Identify Animal and Insect Food Sources	2
		C324.02	Construct Snares	4
		C324.03	Catch a Fish	3
		C324.04	Collect Edible Plants	4
		C324.05	Prepare a Meal from Field Food Sources	3
		C224.01	Cook in the Field	2
		C224.02	Prepare a Signal Fire	2
		PO 324 - Total Mandatory		10
		PO 324 - Total Complementary		20
325	Identify the Competencies of Outdoor Leaders	M325.01	Participate in a Discussion on Army Cadet Expedition Training	1
		M325.02	List the Competencies of an Outdoor Leader	2
		M325.03	Discuss Self-Awareness and Professional Conduct as a Competency of an Outdoor Leader	1
		C325.01	Communicate During an Expedition	6
		C325.02	Participate in a Presentation on the Duke of Edinburgh Award Program	1
		PO 325 - Total Mandatory		4
		PO 325 - Total Complementary		7
326	Perform Expedition Skills (Note 1)	M326.01	Prepare for Expedition Training	1
		M326.02a	Paddle a Canoe (Note 2)	5.5
		M326.02b	Ride a Mountain Bike (Note 2)	5.5
		M326.02c	Hike Along a Route (Note 2)	5.5
		M326.03	Practice Environmental Stewardship as a Team Leader	1
		M326.04	Navigate Along a Route Using a Map and Compass	2
		M326.05	Use Expedition Equipment	2
		M326.06	Follow Daily Routine	1
		M326.07	Record Entries in a Journal	1
		326 PC		0

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
			PO 326 - Total Mandatory	19
N/A	Participate in the Annual Ceremonial Review (ACR)			3

Note:

1. EOs M326.02 to M326.07 (Chapter 4, Section 18) and 326 PC (Chapter 3, [Annex B, Appendix 8](#)) are to be conducted at an expedition centre during the allocated expedition exercise. The period count for these EOs is an estimate that conforms to the standard eighteen periods allocated to a training weekend. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.
2. Two activities shall be selected from the three listed as M326.02 (Chapter 4, Section 18).

TRAINING DAY/WEEKEND ALLOCATION

MANDATORY

Activity	Description	Time
Mandatory Training Periods	Eighteen periods of instruction (nine per day) chosen from the mandatory EOs, to be delivered during a full day of training. In some cases periods have been grouped into logical nine period days in the lesson specifications (eg, PO X02 [Community Service], PO X05 [Physical Activities], or PO 306 [Air Rifle Marksmanship, Chapter 4, Section 7]). However, corps may choose to deliver any EOs that suit their circumstances on these days.	2 Days
Bivouac FTX	One weekend of mandatory support will be provided for corps to participate in a weekend bivouac FTX to include two days of practical experience in support of PO 321 (Field Training, Chapter 4, Section 13), PO 322 (Navigation, Chapter 4, Section 14) and PO 324 (Wilderness Survival, Chapter 4, Section 16).	1 Weekend
Expedition Exercise	One weekend of mandatory support will be provided for Silver Star cadets to participate in a weekend of expedition training conducted by a Region Expedition Centre to develop hard expedition skills. Guidance on the conduct of this weekend is provided at Annex A, Appendix 1 .	1 Weekend
Total Mandatory		6 Days

COMPLEMENTARY

Activity	Description	Time
Complementary Training Periods	Eighteen periods of instruction (nine per day) chosen from the complementary EOs, to be delivered during a full day of training. In some cases periods have been grouped into logical nine period days in the lesson specifications (eg, PO X02 [Community Service], PO X05 [Physical Activities], or PO 323 [Trekking, Chapter 4, Section 15]). However, corps may choose to deliver any complementary EOs, that meet their specific circumstances, on these days.	2 Days
Army Cadet Adventure Training Activities FTX	One weekend of complementary support will be provided for corps to participate in <u>either</u> : a. a weekend adventure training FTX (EO C123.01 Participate in Adventure Training) conducted in accordance with A-CR-CCP-951/PT-002; <u>or</u> b. a weekend cold weather FTX (EO C121.05 Participate in Cold Weather Training) conducted in accordance with A-CR-CCP-107/PT-002, <i>Royal Canadian Army Cadet Course Training Plan, Corps Training Program, Winter Adventure Training Manual</i> .	1 Weekend
Total Complementary		4 Days

THIS PAGE INTENTIONALLY LEFT BLANK

CONDUCT OF EXPEDITION EXERCISE

1. This annex is intended as amplification to Chapter 4 to provide guidance as to the conduct of PO 326 (Perform Expedition Skills, Chapter 4, [Section 18](#)).
2. Expedition centre training has been designed to provide the Silver Star cadet with the opportunity to develop expedition skills in a structured environment under the supervision and instruction of highly qualified staff. The expedition centre will approach training through an experiential approach, which will allow the cadet to develop skills such as mountain biking and hiking through direct experience at a personal level. Each cadet will be given the opportunity to examine what they saw, felt and thought during the weekend, and consider how it related to what they already learned as well as how it will relate to future experiences.
3. Corps will be required to provide each cadet attending an expedition centre with a briefing concerning their participation in the activities at the centre. The information required to be presented is included in EO M326.01 (Prepare for Expedition Training, Chapter 4, Section 18) and the specific expedition centre joining instructions. Corps training officers are advised to schedule this EO two weeks prior to the cadet attending the expedition centre, to provide the cadets with enough time to fully prepare for their participation in the activities.
4. The following EOs will be completed at the expedition centre:
 - a. EO M326.03 (Practice Environmental Stewardship as a Team Leader, Chapter 4, Section 18) - 1 period,
 - b. EO M326.04 (Navigate Along a Route Using a Map and Compass, Chapter 4, Section 18) - 2 periods,
 - c. EO M326.05 (Use Expedition Equipment, Chapter 4, Section 18) - 2 periods,
 - d. EO M326.06 (Follow Daily Routine, Chapter 4, Section 18) - 1 period, and
 - e. EO M326.07 (Record Entries in a Journal, Chapter 4, Section 18) - 1 period.
5. Expedition centres, under direction from regional trainers, will select and train at least two of the following dynamic modes of travel:
 - a. EO M326.02a (Paddle a Canoe, Chapter 4, Section 18) - 5.5 periods,
 - b. EO M326.02b (Ride a Mountain Bike, Chapter 4, Section 18) - 5.5 periods, or
 - c. EO M326.02c (Hike Along a Route, Chapter 4, Section 18) - 5.5 periods.
6. The following are the training expectations for each dynamic mode of travel:
 - a. **Canoeing.** The cadet shall paddle a tandem canoe on flatwater for a distance of up to 10 km.
 - b. **Mountain Biking.** The cadet shall ride a mountain bike on familiarization mountain bike trails for a distance not to exceed 40 km.
 - c. **Hiking.** The cadet shall hike along a route consisting of a combination of Class 1, 2 and 3 terrain for a distance not to exceed 10 km. At least 1/3 of the route must be Class 3 terrain.
7. A schedule has been included to provide the expedition centre with a sample format to follow for the weekend. The period count for all required EOs is an estimate that conforms to the standard eighteen periods allocated to a training weekend. The expedition centre may choose to adjust this allocation to reflect the choice of activities, facilities and available resources. When developing a training schedule expedition centres may choose to incorporate additional Army Cadet Adventure Training Activities, (ACATA) as outlined in A-CR-CCP-951/PT-002, as long as this does not impede the cadets' ability to meet mandatory training requirements.

8. All training will be conducted based on a small group model. Based on fortress data the cadet will be placed into teams of no more than nine cadets upon arrival Friday evening. An expedition centre Team Instructor (TI) will be assigned to each team and will remain with the team for the duration of the weekend. These team sizes take into account the instructor/cadet training ratios, but not the requisite instructor qualifications, for the adventure training activities being conducted.

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

- a. navigation,
- b. leave no trace,
- c. foot care,
- d. basic astronomy,
- e. wildlife,
- f. predicting weather,
- g. campsite routine, and
- h. use of equipment, etc.

Sample Schedule

Friday		
Timings	Tasks/Activity	Remarks
	Collect Expedition Skill/Experience Assessment Form	Expedition centre staff must read and tabulate scores from Expedition Skills/Experience Assessment form. Place cadets in teams of varied skill levels.
	Issue all personal and group expedition equipment	Expedition centre staff.
	Set up campsite	Expedition centre staff to rotate to ensure that cadets know how to set up tents, organize equipment, light lanterns, etc.
	Initial briefing/break cadets into teams	To include: activities, expectations, safety, timings, dress, meals, rules, etc. Cadets will be introduced to their TI.
	Navigation review	Completed as required, time permitting.
Saturday		
Timings	Tasks/Activity	Remarks
0600	Reveille/Ablutions	Cadets will pack all personal equipment prior to eating breakfast. Expedition centre staff to model daily routine activities as detailed in EO M326.06 (Follow Daily Routine).
0630	Breakfast	Log O to prepare breakfast, expedition centre staff to model set-up of eating area, garbage collection, clean up, etc.
0730	Campsite tear down	Under direction of TI each team will tear down all components of the campsite, organize personal and group equipment for transport to new campsite.
0800	Start expedition	See notes.
	Mode of travel #1	Initial training for designated mode of travel will begin as per IG. Once the initial training has been completed the teams will depart the base campsite and follow the designated route card to campsite #2.

Saturday		
Timings	Tasks/Activity	Remarks
1200 - 1300	Lunch	Lunch will occur at a designated point along the practical expedition route. TI will use time during lunch to instruct EO M326.06 (Follow Daily Routine).
1600	Arrive at camp site #2	Teams will set up their campsites, with the TI providing feedback as required. TI should ensure that cadets follow principles discussed in EO M326.06 (Follow Daily Routine).
1730	Supper	Preparation of supper will be incorporated into the teams campsite set up routine. TI will use time during supper to instruct M326.02 (Use Expedition Equipment).
1900	EO M326.07 (Record Entries in a Journal)	TIs should ensure that they choose a location away from other teams to teach this EO. Following this presentation of the TPs in this EO all teams will complete a group journal entry under the direction of their TI.
2000	Evening activities	See note 9.
1000	Lights out	
Sunday		
Timings	Tasks/Activity	Remarks
0600	Reveille/Breakfast/Tear down campsite	Teams will be required to complete daily routine activities, as discussed in EO M326.06 (Follow Daily Routine). TI should not have to provide much guidance and should observe their teams to ensure all tasks are completed.
0800	Mode of travel #2	Initial training for designated mode of travel will begin as per IG. Once the initial training has been completed the teams will depart the base campsite and follow the designated route card to the practical expedition end point.
1200	Lunch	Lunch will occur at a designated point along the practical expedition route.

Sunday		
Timings	Tasks/Activity	Remarks
1330	Arrive at practical expedition activity end point	Upon arrival at practical expedition activity end point teams will complete the de-kitting process under the direction of the expedition centre Log O.
1430	Debrief	All cadets will be required to: fill out an expedition centre activity critique and complete a journal entry about their experiences during the weekend.
1500	Depart	
Notes: 1. Timings for each skill during the practical expedition activity section will vary depending what has been selected. While there is a requirement for initial training, the focus should be on having the cadets complete each skill through the practical expedition activity. 2. TIs will be required to provide all skill instruction for their team for the duration of the expedition. This will provide for a small ratio of instructor to student allowing the TI to provide more individually supported learning. 3. During the practical expedition activity, each cadet will be required to navigate a leg of the route, EO M326.04 (Navigate Along a Route), using the provided route card. 4. TIs should use breaks along the practical expedition route to discuss the TPs in M326.03 (Practice Environmental Stewardship as a Team Leader). They are also encouraged to be aware of and employ teachable moments as they occur. 5. Other ACATA can be incorporated into the practical expedition activity. For example: during the hiking route cadets may be given the opportunity to move through a series of caves or abseil down a rock face; or incorporating a trail hike in with canoeing and mountain biking to move the cadets from one location to the next. Flexibility is provided as long as the primary objectives of the two selected modes of travel are met. 6. An expedition centre may choose to organize their practical expedition activity so that cadets participate in a new dynamic mode of travel on each days of the expedition. 7. The TI will use lunch and supper breaks to instruct EOs M326.05 (Use Expedition Equipment) and M326.06 (Follow Daily Routine). 8. Evening activities shall be provided and could be comprised of: navigation review, team-building games, introduction to next day's activities, etc. 9. The practical expedition activity end time will differ for each expedition centre.		

THIS PAGE INTENTIONALLY LEFT BLANK

CONDUCT OF BIVOUAC FTX

1. A total of 18 periods are allocated for the Weekend Bivouac FTX.
2. The following EOs shall be conducted prior to the Weekend Bivouac FTX and confirmed through practical field activities.
 - (a) M321.01 (Perform the Duties of a Team Leader in the Field, Chapter 4, Section 13),
 - (b) M322.02 (Calculate Magnetic Declination, Chapter 4, Section 14),
 - (c) M322.03 (Identify Components of a Global Positioning System, Chapter 4, Section 14),
 - (d) M322.04 (Identify Features of a Global Positioning System Receiver, Chapter 4, Section 14), and
 - (e) M322.05 (Set a Map Datum on a Global Positioning System Receiver, Chapter 4, Section 14).
3. The field instruction of the following EOs shall be conducted during the Weekend Bivouac FTX:
 - (a) M321.02 (Construct Components of a Bivouac Site, Chapter 4, Section 13),
 - (b) M322.01 (Review Red Star Navigation, Chapter 4, Section 14),
 - (c) M322.06 (Identify Location Using a Global Positioning System [GPS] Receiver, Chapter 4, Section 14),
 - (d) M334.01 (Construct an Improvised Shelter, Chapter 4, Section 16),
 - (e) M324.02 (Collect Drinking Water, Chapter 4, Section 16),
 - (f) M324.03 (Light a Fire Without Matches, Chapter 4, Section 16),
 - (g) M324.04 (Predict Weather, Chapter 4, Section 16), and
 - (h) M324.05 (Determine When to Self-Rescue, Chapter 4, Section 16).
4. Unit training officers are required to produce an exercise instruction to include all EOs outlined in paragraph 3.b.
5. **Resource Requirements:**
 - (a) Sleeping bag,
 - (b) Air mattress,
 - (c) Wash basin,
 - (d) Backpack,
 - (e) Groundsheet,
 - (f) Water container,
 - (g) Two-burner stove,
 - (h) Funnel,
 - (i) Naphtha fuel,
 - (j) Dual-generator lantern,
 - (k) Mantles,

- (l) Pot set,
- (m) Fire extinguisher,
- (n) First aid kit,
- (o) Blanket,
- (p) Stretcher,
- (q) Environmental spill kit,
- (r) Garbage bags,
- (s) Suitable cutlery and plates required for field meals,
- (t) Suitable paper products (toilet paper, paper towel, etc) as required,
- (u) Flashlight,
- (v) Flashlight batteries,
- (w) IMP,
- (x) 4 lb axe (36-inch handle),
- (y) 24-inch bow saw,
- (z) Shovel,
- (aa) Pail,
- (ab) Matches,
- (ac) Whistle,
- (ad) Mirror,
- (ae) Survival kit,
- (af) Flint,
- (ag) Steel,
- (ah) Pocket knife,
- (ai) Compass,
- (aj) Global Positioning System Receiver, and
- (ak) Topographical map of the area.

SCHEDULING GUIDELINES

1. Schedule those activities that are set dates (eg, Remembrance Day activities, Regionally Directed Activities, TE activities [eg, sailing], School Breaks).
2. Schedule major and recurring activities (eg, PO X05 [Physical Activities, Chapter 4, [Section 6](#)], CO's Parades, Annual Ceremonial Review).
3. Schedule the following training activities early in the training year:
 - a. PO 100 (Positive Social Relations for Youth),
 - b. POs 107, 207, 307 (Chapter 4, [Section 8](#)), 407 and 507 (General Cadet Knowledge),
 - c. POs 303 (Chapter 4, [Section 4](#)), 403 and 503 (Leadership), and
 - d. POs 309 (Chapter 4, [Section 10](#)) and 409 (Instructional Techniques).
4. Schedule any special considerations, such as:
 - a. Schedule EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) four weeks after EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities);
 - b. Schedule PO 321 (Chapter 4, [Section 13](#)), 322 (Chapter 4, [Section 14](#)) and 326 (Chapter 4, [Section 18](#)) required lessons prior to the weekend Bivouac Exercise;
 - c. For the completion of POs 303 (Chapter 4, [Section 4](#)), 403, and 503 (Leadership), consider leadership assignment opportunities for Silver Star, Gold Star and Master Cadets; leadership appointment opportunities for Gold Star and Master Cadets; and leadership project opportunities for Master Cadets; and
 - d. Schedule each Gold Star cadet into the Green Star and Red Star training schedules in order to complete EO M409.05 (Instruct a 30-Minute Lesson).
5. Schedule the remaining mandatory training (details located in the lesson specifications in Chapter 4).
6. Schedule selected complementary training.
7. Other considerations when developing the annual training schedule include:
 - a. the training environment required for each activity:
 - (1) some activities will require an outdoor environment which requires consideration for seasonal climate; and
 - (2) some activities will require the use of a special facility, such as a gymnasium or sports field; and
 - b. the availability of a technical specialist, if required to conduct the activity;
8. Considerations when implementing the training program:
 - a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using practical methods.
 - b. Training sessions need to be planned in advance to allow instructors adequate time to prepare for the delivery and conduct of training. This includes reviewing lesson specifications and instructional guides, and creating instructional materials as required.

- c. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

RESOURCE REQUIREMENTS

Quantities are based on a group of 30 cadets.

The resources required for complementary training and POs X01 (Chapter 4, [Section 2](#)), X02 (Chapter 4, [Section 3](#)), X04 (Chapter 4, [Section 5](#)), X05 (Chapter 4, [Section 6](#)) and X20 (Chapter 4, [Section 12](#)) depend on the activities selected by the corps. Refer to A-CR-CCP-703/PF-001, *Royal Canadian Army Cadets Silver Star Instructional Guides* for detailed lists of resources for each selected activity.

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

<u>Item</u>	<u>Quantity</u>	<u>PO/EO</u>
DVD Player	1	X01/X05
Television	1	X01/X05
CD Player	1	X04
Leger's 20-m Shuttle Run Test CD	1	X04
Measuring tape	1	X04
Masking tape	1	X04
12-cm measuring strip	15	X04
Pylons	30	X04
Gym mats	15	X04
Cardboard/wooden box approximately 30 cm high	15	X04
Metre stick	15	X04
First Aid Kit	1	X05
Sunscreen - SPF 30 (minimum)	1	X05
Insect Repellent	1	X05
Cadet Air Rifle - Five-shot clip	45	306
Cadet Air Rifle - Rifle	15	306
Cadet Air Rifle - Safety Rod	15	306
Cadet Air Rifle - Single Pellet Adaptor	15	306
Marksmanship mats	15	306
Pellets - .177 calibre Air Rifle (250 Pack)	6	306
Pellets - .177 calibre Cleaning Pellets (80 Pack)	1	306
Pellet container	15	306
Safety goggles/glasses	15	306
Target - Grouping Target CCT2000GRTD	150	306

<u>Item</u>	<u>Quantity</u>	<u>PO/EO</u>
Target Frame	15	306
Stopwatch	1	309
Whistle	1	309
Air Mattress	30	321
Bag - Orange Plastic – Package	1	321
Backpack - External Frame	1	321
Backpack - Internal Frame	1	321
Blanket – Emergency	4	321
Camp Fuel - 3.87 L	9	321
Camping Stove - Two-Burner Naphtha	3	321
Candle – Tea	1	321
Cookware Set – Camping	3	321
Expedition Pack	30	321
Fire Extinguisher - Small Dry Chemical	3	321
First Aid Kit (Individual)	3	321
Fish Line - 10 pound – Roll	1	321
Flashlight – Small	1	321
Flint and Steel Set	1	321
Funnel - 6 inch	1	321
Hook – Fish	1	321
Lantern - Dual-Generator Naphtha	3	321
Magnifying Glass	1	321
Matches – Waterproof - Box	1	321
Mirror - 3 inch by 5 inch	1	321
Needle - Sewing (size 14 - 18) pkg 20	1	321
Radios, handheld	6	321
Rope - Kernmantle 10.5 mm Dynamic – 183 m	1	321
Saw - Flexible	1	321
Sleeping Bag	30	321
Spill Response Kit	1	321
Stretcher - Medical	1	321

<u>Item</u>	<u>Quantity</u>	<u>PO/EO</u>
Tent - Dome 4 Man	10	321
Thread - Spool	1	321
Wash basins	15	321
Water Jug - 20 Litre	1	321
Water Purification Tablets	1	321
Wire - Brass 24 gage 100 foot - Roll	1	321
Bag - Plastic Re-sealable Large - Package	15	322
Compass - Magnetic	15	322
Roamer	15	322
Street and Road Map	1	322
Topographical Map	15	322
Orienteering Map	1	322
Measuring Tape	1	322
GPS Receiver	8	322
Day Pack	30	323
Water Bottle	30	323

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCES

Texts Held by Corps

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

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

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

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

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

Additional References Used During Development

PO X01 (Chapter 4, [Section 2](#))

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

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

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

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

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

PO X02 (Chapter 4, [Section 3](#))

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

PO 303 (Chapter 4, [Section 4](#))

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

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

ISBN 0-934387-05-2 Collard, M. (2005). *No props: Great games with no equipment*. Beverly, MA: Project Adventure, Inc.

ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.

ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.

ISBN 978-1-57542-265-7 MacGregor, M. S. (2008). *Teambuilding with teens: Activities for leadership, decision making and group success*. Minneapolis, MN: Free Spirit Publishing.

Maslow, A. H. (1943). *A theory of human motivation*. Psychological Review, Vol. 50, No. 4, pp.370–396.

Farthing, D. (2001). *Peacebuilders 1: Conflict resolution youth reference guide*. Ottawa, ON: YouCAN.

ISBN 0-7872-6561-6 Sugarman, D., Doherty, K., Garvey, D., & Gass, M. (2000). *Reflective learning: Theory and practice*. Dubuque, IO: Kendall/Hunt Publishing Company.

ISBN 0-19-541816-6 Barber, K. (Ed.). (2004). *Canadian oxford dictionary (2nd ed.)*. Don Mills, ON: Oxford University Press Canada.

ISBN 978-0-9682160-2-1 Gregory, K., Cameron, C., & Davies, A. (2000). *Knowing what counts: Self-assessment and goal setting*. Courtenay, BC: Building Connections Publishing Inc.

ISBN 0-02864-207-4 Cole, K. (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.

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

MacDonald, K. (2002). *Interpersonal conflict resolution skills for youth. Module 1: Fundamentals of conflict resolution*. New Westminster, BC: Centre for Conflict Resolution.

Director Cadets. (2007). CATO 14-31 *Director Cadets and Junior Canadian Rangers general safety program*. Ottawa, ON: Department of National Defence.

ISBN 0-7894-2890-3 Heller, R. (1998). *How to delegate*. New York, NY: DK Publishing, Inc.

Coleridge Education, College of St. Mark and St. John. (2002). *A consultation of supervision provision and training requirements across connexions partnerships in England*. Retrieved March 17, 2008 from <http://www.connexions.gov.uk/partnerships/publications/uploads/cp/Supervisory%20Skills%20ExEx%20Sum.pdf>

ISBN 978-1-56414-363-1 Ladew, D. P. (1998). *How to supervise people: Techniques for getting results through others*. Franklin Lakes, NJ: Career Press.

ISBN 1-4134-1294-7 Sargent, G. (2003). *The little black book of supervision*. USA: Xlibris Corporation.

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

ISBN 0-7645-5176-0 Loeb, M., & Kindel, S. (1999). *Leadership for dummies*. New York, NY: Hungry Minds, Inc.

Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>.

Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>.

ISBN 0-14-024272-4 Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.

ISBN 0-7894-4862-9 Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.

ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.

ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.

ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.

ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.

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

ISBN 0-7879-4835-7 Sugar, S., & Takacs, G. (2000). *Games that teach teams: 21 activities to super-charge your group!* San Francisco, CA: Jossey-Bass/Pfeiffer

PO X04 (Chapter 4, [Section 5](#))

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

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

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

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

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

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

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

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

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

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

PO X05 (Chapter 4, [Section 6](#))

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

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

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

About ultimate. (2006). Retrieved 27 April 2006, from www.upa.org/ultimate

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Orienteering. (2006). Retrieved 25 May 2006, from www.orienteering.org

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

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

Ringette Canada. (2006). Retrieved 27 April 2006, from www.ringette.ca

Roadcycling.com - Cycling info as it should be. (2006). Retrieved 25 April 2006, from www.roadcycling.com

Shelter Online. (2006). Retrieved 25 April 2006, from www.shelterpub.com

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

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

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

A walking club - Walkablock club of america. (2006). Retrieved 25 April 2006, from www.walkablock.com

What is ultimate frisbee? (2006). Retrieved 27 April 2006, from www.whatisultimate.com

PO 306 (Chapter 4, [Section 7](#))

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

Shooting Federation of Canada. (2007). *Shooting federation of Canada*. Retrieved November 2, 2007, from <http://www.sfc-ftc.ca/document.cfm?sectionID=39>.

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

Dominion of Canada Rifle Association. (2007). Retrieved October 4, 2007, from <http://www.dkra.ca/welcome.htm>

Ontario Rifle Association. (2003). *Ontario Rifle Association handbook for new member*. Haliburton County, ON: MilCun Marksmanship Complex.

Constantine, R. (1998). *Modern highpower competition: From beginner to master*. Manchester, CT: Precision Shooting Inc.

ISBN 0-9655780-0-3 Pullum, B. & Hanenkrat, F. (1997). *The new position rifle shooting: Comprehensive guide to better target shooting*. Oak Harbor, OH: Target Sports Education Center.

PO 307 (Chapter 4, [Section 8](#))

Director Cadets 3. (2007). CATO 11-04, *Cadet program outline*. Ottawa, ON: Department of National Defence.

ISBN 0-7872-2459-6 Henton, M. (2006). *Adventure in the classroom: Using adventure to strengthen learning and build a community of life-long learners*. Dubuque, IA: Kendall Hunt Publishing.

Director Cadets 2. (2006). CATO 11-03, *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.

Director Cadets 3. (2004). CATO 14-21, *Music training and education with the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.

Director Cadets 3. (2008). CATO 40-01, *Army Cadet program outline*. Ottawa, ON: Department of National Defence.

Director Cadets 3. (2003). *Royal Canadian Army Cadets Reference Book*. Ottawa, ON: Department of National Defence.

Director Cadets and Junior Canadian Rangers. (2005). *Memorandum of understanding between DND and the Leagues*. Ottawa, ON: Department of National Defence.

Army Cadet League of Canada. (2008). *Reference manual*. Retrieved February 26, 2008, from <http://www.armycadetleague.ca/Templates/refMan.htm>.

PO 308 (Chapter 4, [Section 9](#))

ISBN 0-02-864207-4 Cole, K. (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.

Optimal Breathing. (2007). *Posture and breathing*. Retrieved February 12, 2008, from <http://breathing.com/articles/posture.htm>.

AFMAN 36-2203 Department of the Air Force. (1996). *Drill and ceremonies*. Lackland, AFB, TX: Secretary of the Air Force.

A-PD-202-001/FP-000 Director Ceremonial 2. (1993). *Canadian Forces military bands and marches: Band instructions*. Ottawa, ON: Department of National Defence.

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

Director Cadets 5. (1999). CATO 12-05 *Cadet flags and banners*. Ottawa, ON: Department of National Defence.

PO 309 (Chapter 4, [Section 10](#))

A-P9-050-000/PT-006 *Canadian Forces individual training and education system. (1997). conduct of instructional programmes (Vol. 6)*. Ottawa, ON: Department of National Defence.

A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces individual training and education system (Vol. 5)*. Ottawa, ON: Department of National Defence

ISBN 0-9695066-2-7 Bender, P. (2000). *Secrets of power presentations*. Toronto, ON: The Achievement Group.

A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of instruction*. Ottawa, ON: Department of National Defence.

A-P9-050-000/PT-004 Director Training and Education Policy. (1999). *Canadian Forces individual training and education system. (Vol. 4)*. Ottawa, ON: Department of National Defence.

Dynamic Flight, Inc. *Instructional aids and training technologies*. (2003). Retrieved March 20, 2008, from http://www.dynamicflight.com/avcfibook/inst_aids/.

ISBN 1-890460-02-8 Jenson, E. (1999). *Super teaching: Mastering strategies for building trainee success*. San Diego, CA: The Brain Store Inc.

PO 311 (Chapter 4, [Section 11](#))

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

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

Director Cadets 4. (2007). CATO 14-42, *Biathlon common program*. Ottawa, ON: Department of National Defence.

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

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

PO X20 (Chapter 4, [Section 12](#))

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

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

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

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

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

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

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

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

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

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

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

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

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

PO 321 (Chapter 4, [Section 13](#))

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

A-CR-CCP-107/PT-001 Director Cadets 3. (1978). *Royal Canadian Army Cadet Course Training Plan: Corps training program adventure training*. Ottawa, ON: Department of National Defence.

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

ISBN 0-89886-910-2 McGivney, A. (2003). *Leave no trace: A guide to the new wilderness etiquette (2nd ed.)*. Seattle, WA: Mountaineer Books.

ISBN 1-4000-5309-9 Curtis, R. (2005). *The backpacker's field manual – A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

ISBN 0-89815-627-0 Meyer, K. (1994). *How to shit in the woods*. Berkeley, CA: Ten Speed Press.

ISBN 0-89886-643-X Weiss, H. (1988). *Secrets of warmth for comfort or survival*. Seattle, WA: The Mountaineers.

ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket guide to knots and splices*. Edison, NJ: Chartwell Books Inc.

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

PioneeringProjects.org. (2004). *PioneeringProjects.org*. Retrieved February 20, 2008, from <http://www.pioneeringprojects.org/projects/index.htm>

PO 322 (Chapter 4, [Section 14](#))

B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, field sketching, compasses and the global positioning system*. Ottawa, ON: Department of National Defence.

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

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

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

ISBN 1-58923-145-7 Featherstone, S. (2004). *Outdoor guide to using your GPS*. Chanhassen, MN: Creative Publishing International, Inc.

ISBN 0-07-223171-8 Broida, R. (2004). *How to do everything with your GPS*. Emerville, CA: McGraw-Hill.

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

ISBN 0-07-136417-X Conover, G., & Conover, A. (2001). *The winter wilderness companion: Traditional and native american skills for the undiscovered season*. Camden, ME: Ragged Mountain Press.

ISBN 0-89886-947-1 Lanza, M. (2003). *Winter hiking and camping: Managing for comfort and safety*. Emmaus, PA: The Mountaineers Books.

ISBN 1-878239-09-0 Gorman, S. (1991). *AMC guide to winter camping: wilderness travel and adventure in the cold-weather months*. Boston, MA: Appalachian Mountain Club Books.

Geomatics Yukon Kids. (2002). Cartography. Retrieved February 21, 2008, from <http://www.geomaticsyukpn.ca/kids/cartography1.html>.

EdGate. (2006). *Cartography Concepts: A student's guide to mapmaking*. Retrieved February 21, 2008, from <http://www.edgate.com/lewisandclark/cartography.html>.

Gorman, J., & Morris, M. (Eds.). (1998, April). *You are here*. The Backpacker, 74–81.

The Canadian Cartographic Association. (2008). *Digital pamphlet: Careers in cartography*. Retrieved April 3, 2008, from <http://www.cca-acc-org/careers.asp>.

PO 324 (Chapter 4, [Section 16](#))

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

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

ISBN 978-0-8117-3292-5 Davenport, G. (2006). *Wilderness survival (2nd ed.)*. Mechanicsburg, PA: Stackpole Books.

The Old Farmer's Almanac. *Cricket chirps to temperature*. Retrieved February 1, 2008, from <http://www.almanac.com/outdoors/crickets.php>.

Clouds R Us.com-Weather Features. *Weather lore*. Retrieved February 1, 2008, from <http://www.rcn27.dial.pipex.com/cloudsrus/lore.html>.

B-GG-217-001/PT-001 Director Air Operations Training. (1983). *Down but not out*. Ottawa, ON: Department of National Defence.

ISBN 0-9740820-2-3 Tawrell, P. (2006). *Camping and wilderness survival: The ultimate outdoors book (2nd ed.)*. Green Valley, ON: Paul Tawrell.

ISBN 0-9694132-0-3 Feri, G. (2000). *The psychology of wilderness survival*. Hanover, ON: Skyway Printing.

ISBN 978-1-58574-556-2 The Lyons Press. (2002). *U.S. Army survival handbook*. Guilford, CT: The Lyons Press.

PO 325 (Chapter 4, [Section 17](#))

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

0-87322-637-2 Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming (2nd ed.)*. Windsor, ON: Human Kinetics Publishing Inc.

Outward Bound Canada. (2008). *What is Outward Bound?* Retrieved March 3, 2008 from www.outwardbound.ca.

ISBN 0-89886-502-6 Graham, J. (1997). *Outdoor leadership: Technique, common sense and self-confidence*. Seattle, WA: The Mountaineers.

ISBN 0-7360-4709-3 Gilbertson, K., Bates, T., McLaughlin, T., & Ewert, A. (2006). *Outdoor education: Methods and strategies*. Windsor, ON: Human Kinetics.

ISBN 1-898555-09-5 Ogilvie, K. (1993). *Leading and managing groups in the Outdoors: New revised edition*. Cumbria, England: The Institute for Outdoor Learning.

ISBN 0-7360-5731-5 Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor Leadership: Theory and practice*. Windsor, ON: Human Kinetics.

ACP 125 CANSUPP Department of National Defence. (1984). *Radiotelephone procedure for the Canadian Forces (land environment)*. Ottawa, ON: Department of National Defence.

Motorola Inc. (2004). *Talkabout FRS/GMRS recreational two-way radios models T5000, T5500, T5550 user's guide*.

ISBN 11-770973-5 Royal Navy. (1972). *Admiralty manual of seamanship (Vol. 1)*. London, England: Her Majesty's Stationary Office.

ISBN 1-4000-5309-9 Curtis, R. (2005). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

Duke of Edinburgh Award. (2008). *The award*. Retrieved February 12, 2008, from <http://www.dukeofed.org/Award.htm>.

Duke of Edinburgh Award. (2007). *Participant's record book*. Marham, ON: Langstaff Reed Printing Ltd.

PO 326 (Chapter 4, [Section 18](#))

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

ISBN 1-4000-5309-9 Curtis, R. (2005). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.

ISBN 1-895465-33-8 Gifford, D. (Ed.) (2000). *Canoeing instructor's resource manual*.

Merrickville, ON: Canadian Recreational Canoeing Association.

ISBN 0-87322-443-4 Gullion, L. (1994). *Outdoor pursuits series: Canoeing*. Champaign, IL: Human Kinetics Publishers.

ISBN 1-55013-654-2 Mason, B. (1995). *Path of the paddle: an illustrated guide to the art of canoeing*. Toronto, ON: Key Porter Books Limited.

ISBN 1-55013-079-X Mason, B. (1988). *Song of the paddle: An illustrated guide to wilderness camping*. Toronto, ON: Key Porter Books Limited.

ISBN 0-900082-04-6 Rowe, R. (1997). *Canoeing handbook*. Guildford, UK: Biddles Limited.

ISBN 1-55046377-2 McGuffin, G. & McGuffin, J. (2005). *Paddle your own canoe: An illustrated guide to the art of canoeing*. Erin, ON: Boston Mills Press.

ISBN 1-57954-883-0 Downs, T. (2005). *Bicycle maintenance & repair for road & mountain bikes*. USA: Rodale Inc.

ISBN 0-07-149390-5 Brink, T. (2007). *The complete mountain biking manual*. Camden, ME: Ragged Mountain Press.

ISBN 1-55297-734-X Allwood, M. (2004). *Mountain bike maintenance: The illustrated manual*. Richmond Hill, ON: Firefly Books Ltd.

Badyk, M., Buck, K., Sahl, N., Schultz, R., & Vrooman, D. (1998). *Ontario learn to mountain bike clinic workbook (2nd ed.)*. North York, ON: Ontario Cycling Association and Ontario Recreational Mountain Bicycling Alliance.

ISBN 1-55297-653-X Crowther, N. (2002). *The ultimate mountain bike book: The definitive illustrated guide to bikes, components, techniques, thrills and trails*. Toronto, ON: Firefly Books Ltd.

Ministry of Transport Ontario. (2007). *Young cyclists guide*. Retrieved October 5, 2007, from <http://www.mto.gov.on.ca/english/safety/cycling/youngcyclist.htm>.

International Mountain Bicycling Association. (2007). *Trail difficulty*. Retrieved October 10, 2007, from http://www.imba.com/resources/trail_building/itn_17_4_trail_difficulty.html.

Ministry of Transport Ontario. (2007). *Cycling skills: Cycling safety for teen and adult cyclists*. Retrieved October 5, 2007, from <http://www.mto.gov.on.ca/english/pubs/cycling/cyclingskills.htm>.

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

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

ISBN 0-89886-427-5 Graydon, D., & Hanson, K. (Eds.). (2001). *Mountaineering: The freedom of the hills (6th ed.)*. Seattle, WA: The Mountaineers.

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

Ministry of Natural Resources of the Government of Ontario. (2002). *Today's forests - Promoting sustainability*. Retrieved March 25, 2008, from <http://onatrioforests.mnr.gov.on.ca/spectrasites/viewers/showArticle.cfm?objectId=551DC374-4876-4590-A4F564FD9E79093B&method=DISPLAYFULLBARNOTITLEWITHRELATED&id=551DC374-4876-4590-A4F564FD9E79093B>.

Environment Canada. (2002). *Source to tap: Protecting Canada's water*. Retrieved March 20, 2008, from http://www.ec.gc.ca/EnviroZine/english/issues/22/feature1_e.cfm.

Environment Canada. (2006). *Water: No time to waste (Water myths and facts)*. Retrieved March 25, 2008, from http://www.ec.gc.ca/water/en/info/pubs/nttw/e_nttw8a.htm.

Natural Resources Canada. (2008). *Sustainable forest management*. Retrieved March 26, 2008, from http://canadaforests.nrcan.gc.ca/articletopic/top_suj/.

B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, field sketching, compasses and the global positioning system*. Ottawa, ON: Department of National Defence.

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

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

(ISBN 0-684-85909-2 Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Fireside Books.

ISBN 0-89886-910-2 McGivney, A. (2003). *Leave no trace: A guide to the new wilderness etiquette (2nd ed.)*. Seattle, WA: The Mountaineers Books.

ISBN 0-7872-6561-6 Sugerman, D., Doherty, K., Garvey, D., & Gass, M. (2000). *Reflective learning: Theory and practice*. Dubuque, IO: Kendall/Hunt Publishing Company.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 3

CADET EVALUATION

PURPOSE

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

LEARNER EVALUATION

2. During Silver Star, a combination of formative and summative evaluation will be used to track cadets' progress.
3. Formative evaluation, or assessment **for** learning, takes place during a phase of instruction and helps cadets and instructors recognize cadets' progress or difficulties in learning. Through formative evaluation, the instructor can: identify when corrective or remedial action is required, plan the next steps in instruction, provide cadets with feedback so they can improve, and reinforce learning to aid the cadet in retaining information. Formative evaluation may also include opportunities for cadets to practice using Performance Checks (PCs) employed in summative evaluation.
4. Summative evaluation, or assessment **of** learning, takes place to determine whether learners have achieved POs or critical EOs (those deemed prerequisites to further individual training and education) and is used at the end of a phase of instruction. Details for assessment of learning are located within this chapter.

CADET EVALUATION DESIGN AND DEVELOPMENT

5. 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).
6. 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.
7. The following fundamental assessment principles shall guide the conduct of Silver Star assessment activities:
 - a. in advance of training, the instructor shall inform the cadet of POs and EOs associated with the qualification;
 - b. in advance of training, the instructor shall inform the cadet of the assessment plan for the qualification and provide the cadet with an opportunity to review the applicable forms used in assessment;
 - c. assessment information shall be shared between the instructor and the cadet and used to revise and guide instruction and learning;
 - d. the instructor shall provide feedback that is descriptive, constructive, frequent, and timely; helping the cadet to identify strengths and address areas requiring improvement;
 - e. the cadet shall be actively, consistently and effectively involved in assessment; including learning to manage their own learning through the skills of self-assessment; and
 - f. the cadet shall be encouraged to actively, consistently and effectively communicate with others about their learning progress.

CP DEVELOPMENTAL PERIODS (DPS)

8. 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.

9. 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 aims of the CP and contribute to the achievement of the CP outcomes.

10. 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.

11. The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located at [Annex A](#).

CADET ASSESSMENT OF LEARNING PLAN

12. The Assessment of Learning Plan located at [Annex B](#), provides an overall strategy for using assessment activities to determine if the cadet meets the requirements for Silver Star qualification. The assessment of learning plan will:

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

- (3) **Performance Assessment.** This assessment method is based on observation and judgment; the performance or product is observed and determination is made as to its quality; and/or
- (4) **Personal Communication.** Gathering information about a cadet through personal communication, learning is assessed through interpersonal interaction with the cadet.

ASSESSMENT INSTRUMENTS

13. Specific assessment instruments have been designed to support each assessment activity within the assessment of learning plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment instruments are located at [Annex B](#).

MONITORING CADET PROGRESS

14. Cadets must meet the standard of behaviour and conduct expected from all cadets. During cadet interviews and personal counselling, the Silver Star Course Officer should adopt a proactive approach towards difficulties.

15. The Silver Star Course Officer should meet formally and informally with cadets throughout the training year to discuss the cadet's progress towards Silver Star qualification (assessment for learning) and to provide feedback on overall performance. The Silver Star Course Officer shall meet with each cadet at the end of the training year to review the completed *Silver Star Qualification Record*. Guidelines for conducting cadet interviews are located at [Annex D](#).

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

TRAINING COUNSELLING SESSION

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

ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES

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

SILVER STAR QUALIFICATION STANDARD

19. The minimum standard for Silver Star qualification is:

- a. 60 percent overall attendance in all scheduled mandatory and complementary training as calculated by the corps; and
- b. successful completion of each PO as outlined in the Silver Star Qualification Record located at [Annex C](#).

CADETS NOT MEETING THE QUALIFICATION STANDARD

20. A cadet who does not meet the qualification standard for any PO shall be given a reasonable opportunity to achieve the standard. Unless otherwise specified in the assessment of learning plan and associated assessment instruments, there is no limit to the number of additional opportunities that may be afforded to the cadet, provided it is within the resources of the corps. If, by the end of the training year, a cadet who is

Silver Star qualified has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the corps CO shall consider:

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

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

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

23. Only cadets who have achieved Red Star qualification may be granted a waiver.

RECORDING AND REPORTING CADET ACHIEVEMENT

24. The progress of each cadet shall be recorded on the Silver Star Qualification Record, located at [Annex C](#), which is also used to determine successful completion of Silver Star qualification. COs are responsible for ensuring the results are recorded on each cadet's DND 2399, *Cadet Personnel Record*.

SILVER STAR CERTIFICATE OF QUALIFICATION

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

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	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.					
Age-Appropriate Learning	Experience-based			Developmental		Competency
DP Description	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.			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.		The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.
Assessment Expectation	Participatory			Baseline Proficiency		Enhanced Proficiency
Assessment Purpose	Stimulation and maintenance of an enhanced interest in the CP Note: Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.			- Development of a broad knowledge base and skill set as well as introducing reasoning proficiency - Ongoing determination and development of specific specialty areas of interest and capability - Recognition of enhanced proficiency achievement - Ongoing stimulation and maintenance of an enhanced interest in the CP		- Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and CP requirements - Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency - Ongoing recognition of enhanced proficiency achievement - Ongoing stimulation and maintenance of an enhanced interest in the CP
	Exposure to a broad knowledge base and skill set Note: 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.					

THIS PAGE INTENTIONALLY LEFT BLANK

ASSESSMENT OF LEARNING PLAN – SILVER STAR

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO X01 – Participate in Citizenship Activities								
X01 PC	PO X01	To have the cadet participate in a citizenship activity.	Nil.	Nil.	The cadet is observed participating in a minimum of one citizenship activity.	Anytime.	Nil.	Nil.
PO X02 – Perform Community Service								
X02 PC	PO X02	To have the cadet participate in community service.	Nil.	Nil.	The cadet is observed participating in a minimum of one community service activity.	Anytime.	Nil.	Nil.
PO 303 – Perform the Role of a Team Leader								
303 PC	PO 303	To assess the cadet's ability to perform the role of Team Leader.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed performing the role of a Team Leader. The performance is then discussed with the cadet.	Ongoing throughout the training year.	Appendix 1	Nil.
PO X04 – Track Participation in Physical Activities								
X04 PC	PO X04	To assess the cadet's participation in regular physical activity.	Reasoning Proficiency and Skills	Performance Assessment	The cadet's physical activity tracker is reviewed.	During EO MX04.02.	Physical Activity Tracker	Nil.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO X05 – Participate in Physical Activities								
X05 PC	PO X05	To have the cadet participate in physical activity.	Nil.	Nil.	The cadet is observed participating in a minimum of one physical activity.	Anytime.	Nil.	Nil.
PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship								
306 PC	PO 306	To have the cadet participate in recreational marksmanship.	Nil.	Nil.	The cadet is observed participating in a minimum of one recreational marksmanship activity.	Anytime.	Nil.	Nil.
PO 307 – Serve in an Army Cadet Corps								
307 PC	PO 307	To have the cadet participate in Silver Star training.	Nil.	Nil.	The cadet is observed participating in a minimum of 60% of mandatory / complementary training activities.	Anytime.	Nil.	Nil.
PO 308 – Direct a Squad Prior to a Parade								
308 PC	PO 308	To assess the cadet's ability to prepare a squad for parade.	Skills	Performance Assessment	The cadet is observed as they prepare a squad for parade by: forming up, sizing, dressing, inspecting and calling the roll.	During preparation for corps opening and closing parades.	Appendix 3.	Nil.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 309 – Instruct a Lesson								
309 PC	PO 309	To assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).	Product and Reasoning proficiency	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 15-minute lesson.	Ongoing during the conduct of lessons related to EO M309.07	Appendix 4.	Assistance is denied.
PO 311 – Participate in a Recreational Summer Biathlon Activity								
Nil.								
PO X20 – Participate in CAF Familiarization Activities								
X20 PC	PO X20	To have the cadet participate in CAF familiarization.	Nil.	Nil.	The cadet is observed participating in a minimum of one CAF familiarization activity.	Anytime.	Nil.	Nil.
PO 321 – Perform the Duties of a Team Leader on an Overnight Bivouac Exercise								
Nil.	PO 321	To have the cadet perform the duties of a team leader on an overnight bivouac exercise.	Skills	Nil.	The cadet is observed while leading a team.	During the bivouac FTX.	Nil.	Nil.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 322 – Plot Location on a Topographical Map Using a Global Positioning System Receiver								
322 EC-01	EO M322.02	To assess the cadet's ability to calculate current magnetic declination from the information provided on a topographical map.	Reasoning proficiency	Extended written response	The cadet is presented with a topographical map and is required to correctly calculate the current magnetic declination in degrees.	Confirmation to EO M322.02.	Appendix 5 worksheet.	Nil.
322 PC	PO 322	To assess the cadet's ability to plot their position on a topographical map with a grid reference calculated by a GPS unit.	Reasoning proficiency	Performance assessment	The cadet shall identify their grid reference from the data provided by a GPS unit and then plot that position on a topographical map within 100 m of accuracy.	During EO M322.06.	Appendix 6 checklist.	Nil.
PO 324 – Survive when Lost								
324 EC-01	EO M324.01	To assess the cadet's ability to build an improvised shelter in a survival situation.	Ability to create products	Performance assessment	Shelters constructed by cadets in pairs shall be assessed to ensure they will provide adequate protection from the elements in a survival situation.	During the bivouac FTX.	Appendix 7 checklist.	To limit environmental impact, the cadet shall be required to use a half-sheet (ground sheet) in place of boughs.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
324 EC-02	EO M324.02	To assess the cadet's ability to collect water in a survival situation.	Skills	Performance assessment	The cadet shall construct and gather water from an improvised water collection source.	During the bivouac FTX.	Appendix 7 checklist.	To limit environmental impact, the cadet shall be required to return the environment to a natural state (e.g. fill holes, etc) following this EC.
324 EC-03	EO M324.03	To assess the cadet's ability to ignite a fire without the use of matches or a lighter in a survival situation.	Ability to create products	Performance assessment	The cadet shall be assessed on using the correct process to ignite a fire using one of: flint and steel, bow and drill, fire saw, or sun and glass method.	During the bivouac FTX.	Appendix 7 checklist.	To limit environmental impact, the cadet shall be limited in the number of simultaneous evaluations that shall take place. The cadet is assessed on process used not successfully lighting a fire.
324 EC-04	EO M324.04	To assess the cadet's ability to predict weather by observing cloud formations and weather patterns.	Reasoning proficiency	Personal communication	The cadet shall be asked to observe the current environmental conditions and to predict the weather based on their observations. Additional follow up questions may be asked to probe the cadet's reasoning ability.	During the bivouac FTX.	Appendix 7 checklist.	The cadet shall be assessed on process used not successfully predicting the weather.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<i>PO 325 – Identify the Competencies of an Outdoor Leader</i>								
Nil.								
<i>PO 326 – Perform Expedition Skills</i>								
326 PC	PO 326	To assess the cadet's ability to perform expedition skills.	Skills	Performance assessment	Cadets are observed to ensure they can perform expedition skills to include: employing two methods of transportation, supervising environmental stewardship, navigating along a route, utilizing expedition equipment, following daily routine, and recording entries in a journal.	During the PO 326 Expedition Centre FTX.	Appendix 8 checklist and associated rubric.	Nil.

303 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 303 PC Assessment Rubric and become familiar with the material prior to conducting the assessment.

There is no time allotted for 303 PC. It is to be administered whenever and wherever Silver Star cadets lead cadets through a leadership assignment.

The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The practice leadership assignment will not be recorded on the cadet's qualification record.

The formal leadership assignment will be given and assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment shall be recorded on the cadet's qualification record.

If the cadet does not achieve the performance standard, the cadet will be given additional leadership assignments until the performance standard is met.

Photocopy the 303 PC Assessment Rubric twice for each leadership assignment given.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 303 PC Assessment Rubric and become familiar with the assessment criteria prior to the leadership assignment.

ASSESSMENT METHOD

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

CONDUCT OF ASSESSMENT

PURPOSE

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

RESOURCES

- Two 303 PC Assessment Rubrics, and
- As per the leadership assignment.

ASSESSMENT ACTIVITY LAYOUT

As per the leadership assignment.

ASSESSMENT ACTIVITY INSTRUCTIONS



While observing the cadet leading cadets through a leadership assignment, assess the quality of each criterion by indicating (eg, highlighting, circling, note taking) on the Assessment Rubric, the descriptive statement that best represents this judgement. Criteria for the leading through a leadership assignment are assessed as:

- **Incomplete;**
- **Completed With Difficulty;**
- **Completed Without Difficulty; or**
- **Exceeded Standard.**

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

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Distribute the Assessment Rubric to the cadet for self-assessment purposes.
4. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.
5. Have the cadet conduct the leadership assignment.
6. Evaluate the cadet's leadership ability by observation. Record the result (eg, highlighting, circling, note taking) on the Assessment Rubric for each criterion.



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

7. Have the cadet assess their performance on their Assessment Rubric.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - (a) **Incomplete.** Overall, the cadet has not achieved the performance standard.
 - (b) **Completed With Difficulty.** Overall, the cadet has achieved the performance standard with difficulty.
 - (c) **Completed Without Difficulty.** Overall, the cadet has achieved the performance standard without difficulty.
 - (d) **Exceeded Standard.** Overall, the cadet has exceeded the performance standard.
2. Record notes and observations in the assessor's feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.

4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Silver Star Qualification Record located at [Annex C](#).

PROVIDING ASSESSMENT FEEDBACK

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

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

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

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

303 PC – ASSESSMENT RUBRIC

Cadet's Name: _____

Corps: _____

Date: _____

Platoon: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets.	Did not supervise cadets.	Only supervised cadets at the beginning and/or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve the problem(s).		Solved the problem(s).	
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

This form shall be reproduced locally.

Assessor's Feedback (additional comments may be written on a separate piece of paper):

Effectiveness of problem solving (describe how the leader made use of the team, the resources and the time allotted, etc).

Effectiveness of the leadership assignment (describe how the leader made use of the team, the resources and the time allotted, etc).

PO 303 OVERALL ASSESSMENT								
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
Overall Performance	Overall, the cadet has not achieved the performance standard.		Overall, the cadet has achieved the performance standard with difficulty.		Overall, the cadet has achieved the performance standard without difficulty.		Overall, the cadet has exceeded the performance standard.	

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

This form shall be reproduced locally.

POSSIBLE YEAR THREE COMMON LEADERSHIP ASSIGNMENTS

RECREATIONAL MARKSMANSHIP ASSIGNMENTS

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.
- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

SUMMER BIATHLON ASSIGNMENTS

- Set up range for summer biathlon.
- Conduct a warm-up activity prior to participating in summer biathlon.
- Control pellets for summer biathlon.
- Conduct a cool-down activity after participating in summer biathlon.
- Tear down the range after summer biathlon.

RECREATIONAL SPORTS ASSIGNMENTS

- Set up a recreational sports activity.
- Tear down a recreational sports activity.
- Organize a group for recreational sports.
- Conduct a warm-up prior to recreational sports.
- Conduct a concurrent activity during recreational sports.
- Conduct a cool-down after recreational sports.

WEEKLY PARADE CADET NIGHT ASSIGNMENTS

- Set up chairs for a parade.
- Set up the dais area for a parade.
- Set up flags and parade markers for a parade.
- Tear down chairs after a parade.
- Tear down dais area after a parade.
- Tear down flags and parade markers after a parade.

WEEKLY CADET NIGHT ASSIGNMENTS

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff a canteen.
- Tear down canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.
- Set up for an extracurricular activity.
- Conduct a concurrent activity.

COMMUNITY SERVICE LEADERSHIP ASSIGNMENTS

- Organize a group during a community service activity.
- Conduct concurrent activities during community service activity.
- Complete a final garbage sweep.

OTHER LEADERSHIP ASSIGNMENT POSSIBILITIES

- Embark and disembark personnel on vehicles during transportation.
- Conduct uniform inspection of year one cadets.
- Collect and dispose of garbage after parade night.
- Collect, sort and dispose of recycling after parade night.
- Turn off lights and close windows after parade night.

ARMY CADET FIELD TRAINING LEADERSHIP ASSIGNMENTS

PRIOR TO AN FTX

- Distribute personal equipment.
- Load group equipment and supplies for an FTX.

SETTING UP THE BIVOUAC SITE

- Create the bivouac layout plan.
- Unload equipment and supplies for an FTX.
- Construct a food hang.
- Set up the POL, first aid and fire points.
- Set up the female sleeping area.
- Set up the male sleeping area.
- Mark the components of the bivouac site.

ROUTINE TASKS THAT WILL OCCUR THROUGHOUT THE FTX

- Prepare a meal for a section.
- Clean up the site after a meal.
- Prepare the bivouac site for night.
- Organize lights out for the female cadets.
- Organize lights out for the male cadets.

TEARING DOWN THE BIVOUAC SITE

- Tear down the female sleeping area.
- Tear down the male sleeping area.
- Dismantle the POL, first aid and fire points.
- Dismantle the food hang and dispose of garbage.
- Load group equipment and supplies after an FTX.
- Erase signs of occupancy and complete a final garbage sweep.

AFTER THE FTX

- Unload equipment and supplies after an FTX.
- Collect personal equipment.

304 PC – PERSONAL FITNESS AND HEALTHY LIVING – ASSESSMENT INSTRUCTIONS

GENERAL

No time is allotted for this PC, as it is to be administered whenever the cadet hands in their completed Physical Activity Tracker.

The Physical Activity Tracker and the requirements of this PC are covered during EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity [MVPA] and Track Participation in Physical Activities).

PRE-ASSESSMENT INSTRUCTIONS

1. Gather the 304 PC Personal Fitness and Healthy Living Assessment Form.
2. Meet with the cadet to ensure they have received the Physical Activity Tracker, and that they are familiar with the assessment requirements.



MVPA (moderate- to vigorous-intensity physical activity) is a combination of moderate and vigorous intensity activity:

- Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder (eg, skating or bike riding).
- Vigorous-intensity physical activities will cause teens to sweat and be 'out of breath' (eg, running or rollerblading).

CONDUCT OF ASSESSMENT

1. Have the cadet complete their Physical Activity Tracker and meet with them as required to deal with any difficulties that may arise. Make notes of observations.
2. Once the cadet has completed the Physical Activity Tracker, evaluate their performance using the assessment form.
3. Conduct a debriefing. Ask the cadet what they felt went well and what they would improve upon if the assessment was given to them again.
4. Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed 304 PC Personal Fitness and Healthy Living Assessment Form.

POST ASSESSMENT INSTRUCTIONS

1. Place a copy of the 304 PC Personal Fitness and Healthy Living Assessment Form in the cadet's training file.
2. Record the overall result on the Silver Star Qualification Record.

304 PC – PERSONAL FITNESS AND HEALTHY LIVING ASSESSMENT FORM

Cadet's Name: _____

Date: _____

Assessor's Feedback

PO 304 – ASSESSMENT RESULTS							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	The cadet did not complete a minimum of 60 minutes of MVPA daily for at least 16 days over four consecutive weeks.				The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for 16 days over four consecutive weeks.		The cadet has exceeded the performance standard by completing a minimum of 60 minutes of MVPA daily for 20 days or more over four consecutive weeks.

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

This form shall be reproduced locally.

308 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 308 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the Assessment Checklist for each cadet.

Ensure each cadet has received an aide-mémoire card, listing the requisite drill sequence.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the Assessment Checklist and become familiar with the material prior to the assessment.

ASSESSMENT METHOD

Performance assessment was chosen to observe and evaluate the cadet directing a squad prior to a parade.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to direct a squad prior to a parade.

RESOURCES

PO 308 PC Assessment Checklist.

ASSESSMENT ACTIVITY LAYOUT

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

Assessments will be conducted throughout the year during opening and/or closing parades.

ASSESSMENT ACTIVITY INSTRUCTIONS



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

- **Incomplete.** The skill was not attempted or not completed even with assistance.
- **Completed With Difficulty.** The skill was completed with some difficulty, assistance or use of the aide-mémoire card. The cadet directed the squad, but failed to correctly deliver the words of command or the cadet had a poor bearing while delivering the words of command.
- **Completed Without Difficulty.** The skill was completed without difficulty, assistance or use of the aide-mémoire card. The cadet maintained a good bearing and correctly and clearly delivered the words of command.

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

1. Assess the cadet's performance for each skill and record the results on the Assessment Checklist.
2. Cadets may be given unlimited re-tests within the resources of the cadet corps to meet the standard for each skill. Where time permits, cadets may re-test to improve their results to **Completed Without Difficulty**.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

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

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results and give a copy of the Performance Assessment Checklist to the cadet.

308 PC – PERFORMANCE ASSESSMENT CHECKLIST

Cadet's Name: _____

Date: _____

Analytical Performance Assessment:

Direct a Squad Prior to a Parade	Incomplete	Completed With Difficulty	Completed Without Difficulty
Fall in a squad.			
Call the roll.			
Size in a single rank and reform in threes (twos).			
Dress a squad.			
Inspect a squad.			
Hand over a squad.			

Assessor's Feedback

PO 308 – OVERALL ASSESSMENT					
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required skills.		The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.

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

This form shall be reproduced locally.

THIS PAGE INTENTIONALLY LEFT BLANK

309 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 309 PC Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 309 PC Checklist.

PRE-ASSESSMENT ASSIGNMENT

Each cadet is to plan a 15-minute lesson for instruction IAW EO M309.06 (Plan a Lesson, Chapter 4, Section 10). Each cadet is to prepare a written lesson plan and an appropriate instructional aid(s) to be used for the instruction of that lesson.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadets' performance in instructing and the product of their lesson plan and make a judgment on its quality.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this assessment is to assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).

RESOURCES

IAW the EO M309.06 (Plan a Lesson, Chapter 4, Section 10) and EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10).

ASSESSMENT ACTIVITY LAYOUT

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

ASSESSMENT ACTIVITY INSTRUCTIONS

This PC is assessed during EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10).

The PC Assessment Checklist is to be used in conjunction with the *Instructional Techniques Assessment Form*, (A-CR-CCP-703/PF-001, Chapter 9, Section 7) used in the conduct of EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10).



Criteria for assessing the cadets' ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s) is assessed as:

- **Incomplete.** If the instruction of the lesson was not attempted, was not completed, if no lesson plan was submitted, or if no instructional aid was used.
- **Completed With Difficulty.** If the instruction of the lesson was completed but the cadet had difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction or developing/using an appropriate instructional aid(s).
- **Completed Without Difficulty.** If the instruction of the lesson was completed and the cadet had no difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction and developing/using an appropriate instructional aid(s).

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

Each cadet prior to the start of EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10), will be required to:

- plan a 15-minute lesson IAW EO M309.06 (Plan a Lesson, Chapter 4, Section 10);
- develop a written lesson plan; and
- develop an appropriate instructional aid(s).

Each cadet shall arrive prepared to instruct a lesson during EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10). During the time allotted for this lesson each cadet will:

- provide a copy of their written lesson plan to the assessor;
- prepare the classroom/training area for their lesson;
- instruct a 15-minute lesson using the following:
 - an appropriate method(s) of instruction; and
 - an appropriate instructional aid(s); and
- participate in a brief feedback session with the assessor upon completion of the lesson.

Each cadet will be required to complete this without assistance.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. As each cadet instructs a 15-minute lesson, indicate his or her performance assessment on the assessment checklist as:
 - (a) **Incomplete.** If the instruction of the lesson was not attempted, was not completed, if no lesson plan was submitted, or if no instructional aid was used.
 - (b) **Completed With Difficulty.** If the instruction of the lesson was completed but the cadet had difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction or developing/using an appropriate instructional aid(s).

- (c) **Completed Without Difficulty.** If the instruction of the lesson was completed and the cadet had no difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction and developing/using an appropriate instructional aid(s).
 - (d) **Exceeded Standard.** If the instruction of the lesson was completed beyond the level expected of a Silver Star cadet. In addition to meeting the requirements of *Completed Without Difficulty*, the cadet consistently demonstrated other instructional techniques IAW the *Instructional Techniques Assessment Form*.
- 2. Record notes made in the assessor's feedback section of the assessment checklist.
 - 3. Sign and date the assessment checklist.
 - 4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
 - 5. The overall result will be recorded on the Silver Star Qualification Record located at [Annex C](#).

PROVIDING ASSESSMENT FEEDBACK

This assessment is accomplished through direct/immediate feedback with the cadet upon completion of the period of instruction. The assessor should offer feedback and suggestions for improvement to the cadet based on the Instructional Techniques Assessment Form and 309 PC Assessment Checklist.

The grey areas of the Instructional Techniques Assessment Form are those applicable to the 309 PC (eg, the standard required for the achievement of PO 309). The remainder of the form is intended solely for the purposes of assessment for learning and providing the cadets with the feedback they need to improve their skills.

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

309 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Date: _____

Platoon: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty
	The item was not attempted or completed.	The item was completed with some difficulty or assistance.	The item was completed without difficulty or the need for assistance.
Lesson Plan			
Introduction			
Body			
End of Lesson Confirmation			
Conclusion			
Assessment of Lesson Plan (Check One)			
Method(s) of Instruction			
Method chosen was appropriate to the lesson content.			
Method was used correctly in the conduct of the lesson.			
Method(s) of Instruction (Check One)			
Instructional Aid(s)			
Relevance			
Ease of use			
Instructional Aid(s) (Check One)			

Assessor's Feedback:

PO 309 – OVERALL ASSESSMENT								
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required skills.		The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.		The cadet has achieved the performance standard by, in addition to meeting the requirements of Completed Without Difficulty, the cadet consistently demonstrated other instructional techniques IAW the Instructional Techniques Assessment Form.	

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

This form shall be reproduced locally.

THIS PAGE INTENTIONALLY LEFT BLANK

322 EC-01 – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 322 EC-01 Assessment Worksheet and the material prior to conducting the assessment.

Obtain all resources required for the assessment.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the 322 EC-01 Assessment Worksheet, instructions and the material prior to participating in the assessment.

ASSESSMENT METHOD

Extended written response assessment was chosen to allow the instructor to assess the cadet's ability to calculate magnetic declination.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this EC is to assess the cadet's ability to calculate magnetic declination from the information provided on a topographical map.

RESOURCES

- 322 EC-01 Worksheet A and B,
- Pencil, and
- Calculator (if required).

ASSESSMENT ACTIVITY LAYOUT

1. Set up desks with adequate space between each cadet.
2. The assessment will be conducted in a classroom or training area large enough to accommodate entire group.
3. Place a pencil and eraser on each desk.

ASSESSMENT ACTIVITY INSTRUCTIONS



The assessment tool for 322 EC-01 is a written assessment that will be used to determine the cadet's ability to calculate magnetic declination. A worksheet will be used to assess the cadet's ability to calculate magnetic declination.

- **Incomplete.** The skill was not attempted or the skill was not completed even with assistance.
- **Completed With Difficulty.** The cadet correctly answered at least one question. The task was completed with some difficulty and/or required assistance from the assessor.
- **Completed Without Difficulty.** The cadet correctly answered both questions without major difficulty and/or required minimal assistance from the instructor.
- **Exceeded Standard.** The worksheet was completed with no difficulty and no assistance from the assessor.

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

1. Have the cadet enter the assessment area and seat themselves at a desk.
2. Tell the cadets how long they will have to write the assessment.
3. Distribute a worksheet to each cadet.
4. Have the cadets write their personal information at the top of the assessment.
5. Have the cadets begin the assessment.
6. Move around the classroom to monitor the assessment and to answer the questions the cadets may have.
7. Upon completion, have the cadets hand in their assessment, remain seated and wait for everyone to finish.
8. Upon completion, use the provided answer key to mark the assessment.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - (a) **Incomplete.** The cadet has not attempted to complete the worksheet or did not answer one question correctly.
 - (b) **Completed With Difficulty.** Overall, the cadet correctly answered one of the two questions. The task was completed with some difficulty and/or required assistance from the assessor.
 - (c) **Completed Without Difficulty.** Overall, the cadet correctly answered two of the questions without major difficulty and/or required minimal assistance from the instructor.
 - (d) **Exceeded Standard.** Overall, the task was completed with no difficulty and no assistance from the assessor.
2. Record notes and observations in the assessor's feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.

4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Silver Star Qualification Record located at [Annex C](#).

PROVIDING ASSESSMENT FEEDBACK

Discuss the performance results of the Assessment Worksheet with the cadet.

322 EC-01

WORKSHEET A

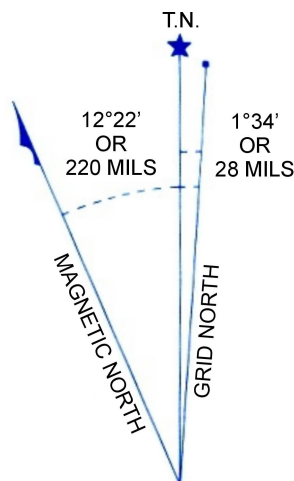
Calculate Magnetic Declination

Name:	Mark:
Assessor:	Date (dd/mm/yy):
Assessor's signature:	



1. Fill in the personal information in the area at the top of the page.
2. Calculate the magnetic declination for both figures and place the answer in the space provided and indicate an east or west declination.
3. Show your work in the space provided.
4. Hand in the worksheet when completed.

1. What is the declination if the current year is 2009 for the map with a declination diagram as seen in [Figure 3B5-1](#)?



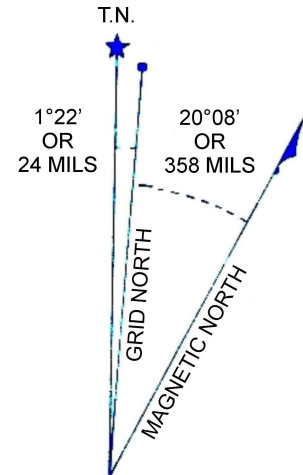
Use diagram only to obtain numerical values
APPROXIMATE MEAN DECLINATION 1988
FOR CENTRE OF MAP
Annual change increasing 10.0'

*The Canada Centre for Mapping, SCUGOG Ontario
Topographical Map, Energy, Mines and Resources Canada*

Answer: _____ East/West (circle one).

Figure 3B5-1 Declination Diagram

2. What is the declination if the current year is 2009 for the map with a declination diagram as seen in Figure 3B5-2?



Use diagram only to obtain numerical values
APPROXIMATE MEAN DECLINATION 1980
FOR CENTRE OF MAP
Annual change decreasing 10.8'

*The Canada Centre for Mapping, CANMORE Alberta
Topographical Map, Energy, Mines and Resources Canada*

Answer: _____ East/West (circle one).

Figure 3B5-2 Declination Diagram

322 EC-01 ASSESSMENT								
Overall (Check one)	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
	The cadet has not attempted to complete the worksheet or did not answer one question correctly.		Overall, the cadet correctly answered one of the two questions. The task was completed with some difficulty and/or required assistance from the assessor.		Overall, the cadet correctly answered two of the questions without major difficulty and/or required minimal assistance from the instructor.		Overall, the task was completed with no difficulty and no assistance from the assessor.	

322 EC-01

WORKSHEET B

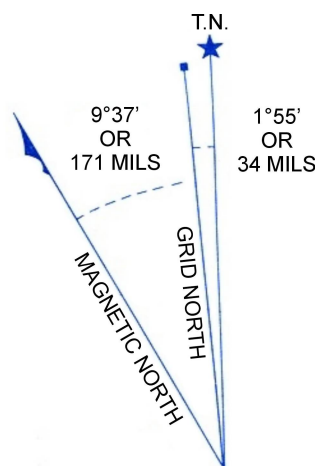
Calculate Magnetic Declination

Name:	Mark:
Assessor:	Date (dd/mm/yy):
Assessor's signature:	



1. Fill in the personal information in the area at the top of the page.
2. Calculate the magnetic declination for both figures and place the answer in the space provided and indicate an east or west declination.
3. Show your work in the space provided.
4. Hand in the worksheet when completed.

1. What is the declination if the current year is 2009 for the map with a declination diagram as seen in [Figure 3B5-3](#)?



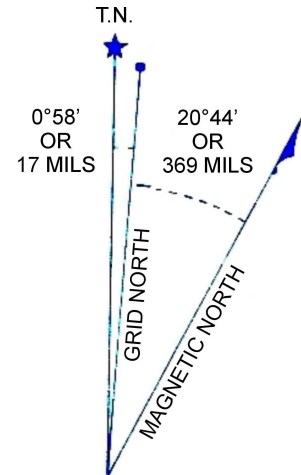
Use diagram only to obtain numerical values
APPROXIMATE MEAN DECLINATION 1990
FOR CENTRE OF MAP
Annual change increasing 4.1'

*The Canada Centre for Mapping, TRENTON Ontario
Topographical Map, Energy, Mines and Resources Canada*

Answer: _____ East/West (circle one).

Figure 3B5-3 Declination Diagram

2. What is the declination if the current year is 2009 for the map with a declination diagram as seen in Figure 3B5-4?



Use diagram only to obtain numerical values
APPROXIMATE MEAN DECLINATION 1980
FOR CENTRE OF MAP
Annual change decreasing 10.6'

*The Canada Centre for Mapping, BANFF Alberta
Topographical Map, Energy, Mines and Resources Canada*

Answer: _____ East/West (circle one).

Figure 3B5-4 Declination Diagram

322 EC-01 ASSESSMENT								
Overall (Check one)	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
	The cadet has not attempted to complete the worksheet or did not answer one question correctly.		Overall, the cadet correctly answered one of the two questions. The task was completed with some difficulty and/or required assistance from the assessor.		Overall, the cadet correctly answered two of the questions without major difficulty and/or required minimal assistance from the instructor.		Overall, the task was completed with no difficulty and no assistance from the assessor.	

322 EC-01

WORKSHEET ANSWER KEY

Calculate Magnetic Declination

ANSWER KEY FOR WORKSHEETS A AND B

WORKSHEET A				
1. What is the declination if the current year is 2009 for the map with a declination diagram as seen in Figure 3B4-1?	$\begin{array}{r} 2009 \\ -1988 \\ \hline = 21 \end{array}$	$\begin{array}{r} 21 \\ \times 10'(\text{increasing}) \\ \hline = 3^{\circ}30' \end{array}$	$\begin{array}{r} 12^{\circ}22' \\ +3^{\circ}30' \\ \hline =15^{\circ}52' \end{array}$	15°52' W
Answer: 15°52' W				
2. What is the declination if the current year is 2009 for the map with a declination diagram as seen in Figure 3B4-2?	$\begin{array}{r} 2009 \\ -1980 \\ \hline = 29 \end{array}$	$\begin{array}{r} 29 \\ \times 10.8'(\text{decreasing}) \\ \hline = 5^{\circ}13.2' \end{array}$	$\begin{array}{r} 20^{\circ}8' \\ -5^{\circ}13.2' \\ \hline =14^{\circ}54.8' \end{array}$	14°54.8' E
Answer: 14°54.8' E (Rounded 14°55' E)				
WORKSHEET B				
1. What is the declination if the current year is 2009 for the map with a declination diagram as seen in Figure 3B4-3?	$\begin{array}{r} 2009 \\ -1990 \\ \hline = 19 \end{array}$	$\begin{array}{r} 19 \\ \times 4.1'(\text{increasing}) \\ \hline = 77.9' \text{ or } 1^{\circ}17.9' \end{array}$	$\begin{array}{r} 9^{\circ}37' \\ +1^{\circ}17.9' \\ \hline =10^{\circ}54.9' \end{array}$	10°54.9' W
Answer: 10°54.9' W (Rounded 10°55')				
2. What is the declination if the current year is 2009 for the map with a declination diagram as seen in Figure 3B4-4?	$\begin{array}{r} 2009 \\ -1980 \\ \hline = 29 \end{array}$	$\begin{array}{r} 29 \\ \times 10.6'(\text{decreasing}) \\ \hline = 307.4' \text{ or } 5^{\circ}7.4' \end{array}$	$\begin{array}{r} 20^{\circ}44' \\ -5^{\circ}36.6' \\ \hline = 15^{\circ}36.6' \end{array}$	15°36.6' E
Answer: 15°36.6' E (Rounded 15°37')				

322 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

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

Prepare a navigational route of six legs IAW Pre-Lesson Instructions to instructional guide EO M322.06 (Identify Location Using a Global Positioning [GPS] Receiver, A-CR-CCP-703/PF-001, Chapter 13, Section 6).

Ensure Global Positioning System (GPS) receivers have fully-charged batteries.

Obtain all resources required for the assessment.

PRE-ASSESSMENT ASSIGNMENT

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

ASSESSMENT METHOD

Performance assessment was chosen to observe the cadet's ability to perform the required skills and make a judgement on the quality of the performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to plot their position on a topographical map with a grid reference (GR) determined by a GPS receiver.

RESOURCES

- 322 PC Assessment Checklist,
- GPS receiver,
- Topographical map, and
- Pencil.

ASSESSMENT ACTIVITY LAYOUT

N/A.

ASSESSMENT ACTIVITY INSTRUCTIONS



After observing the performance of each skill, make a judgement and indicate on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or the skill was not completed even with assistance.
- **Completed With Difficulty.** The skill was completed with difficulty and/or required assistance from the assessor.
- **Completed Without Difficulty.** The task was completed without difficulty and/or required minimal assistance from the instructor.
- **Exceeded Standard.** The task was completed with no difficulty and no assistance from the assessor.

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

1. Observe the cadet during the conduct of the practical activity and use the checklist to assess their performance.
2. Configure the GPS. Set the datum to be different than the topographical map being used (WGS-84 or NAD-27 or NAD-83) and set the coordinate system to UTM rather than MGRS.
3. Divide the cadets into groups of no more than six.
4. Assign each cadet in the group one of the six checkpoints.
5. Have each cadet lead the group to their designated checkpoint navigating with a topographical map;
6. At the checkpoint have the cadet identify position using a GPS receiver, to include:
 - (a) confirming the correct map datum is set on the GPS receiver;



The process the cadet should follow to confirm the correct map datum is set on the GPS receiver is as follows:

1. Identify the map datum of the topographical map being used as the reference.
2. With the GPS, go to the “set-up” menu, then “navigation”, then “system” or “units”.
3. Highlight the map datum’s box.
4. Scroll through the list of datums and find the map datum being used.
5. Set the correct datum.

- (b) locating the geographical position page on the GPS receiver and confirming:
 - (1) the grid zone is the same as printed on the topographical map;
 - (2) the 100 000 m square identifiers are the same;



The process the cadet should follow to confirm the grid zone, and the 100 000 m square identifiers are the same:

1. Read the co-ordinates off of the geographical position page and identify the grid zone designator and the 100 000 m square identifier.
2. Reference the topographical maps marginal information and locate the grid zone designator box.
3. Confirm the grid zone designator and 100 000 m matches the GPS displayed coordinates.

(c) reading the current 10-figure GR and extracting the 6-figure GR; and



The process the cadet should follow to read the current 10-figure GR from the GPS receiver and extract the 6-figure GR is as follows:

1. Identify the 10-figure GR.
2. From the 10-figure GR, identify the easting portion (first five digits) and extract the first three numbers.
3. From the 10-figure GR, identify the northings (last five digits) and extract the first three digits.
4. The six digits extracted give the 6-figure GR.

(d) plotting the 6-figure GR on the topographical map of the area.

7. Have the cadet confirm the plotted 6-figure GR that corresponds with the assigned checkpoint.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - (a) **Incomplete.** If the cadet has not achieved the standard by not completing at least one of the required skills.
 - (b) **Completed With Difficulty.** If all the skills on the checklist were completed but less than 60 percent (3 or less out of 6) were completed without difficulty/assistance.
 - (c) **Completed Without Difficulty.** If all the skills on the checklist were completed with 60 percent or more (4 or more out of 6) completed without difficulty/assistance.
 - (d) **Exceeded Standard.** If all the skills on the checklist were completed without major difficulty/assistance. This includes skills checked as “completed without difficulty” and “exceeded standard”.
2. Record notes and observations in the assessor’s feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Silver Star Qualification Record located at [Annex C](#).

PROVIDING ASSESSMENT FEEDBACK

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

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

322 PC – ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Analytical Performance Assessment:

Plot Position on a Topographical Map With a Grid Reference Calculated by a GPS Receiver	Assessment			
	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
The cadet confirmed the correct map datum is set on the GPS receiver.				
The cadet located the geographical position page on the GPS receiver and confirmed the grid zone is the same as printed on the topographical map.				
The cadet located the geographical position page on the GPS receiver and confirmed the 100 000 m square identifiers are the same.				
The cadet read the current 10-figure GR and extracted the 6-figure GR.				
The cadet plotted the 6-figure GR on the topographical map of the area.				
The cadet confirmed the plotted 6-figure GR that corresponds with the assigned checkpoint.				

Assessor's Feedback:

322 EC 01 – ASSESSMENT							
Overall (Check one)	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
	Overall, the cadet has not attempted to complete the worksheet or did not answer one question correctly.		Overall, the cadet correctly answered one of the two questions. The task was completed with difficulty and/or required assistance from the assessor.		Overall, the cadet correctly answered two of the questions without difficulty and/or required minimal assistance from the instructor.		Overall, the task was completed with no difficulty and no assistance from the assessor.

PO 322 – OVERALL ASSESSMENT							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	Overall, the cadet has not achieved the standard by not completing at least one of the required skills.		Overall, the cadet achieved the standard by completing all skills but with less than 60 percent (3 or less out of 6) completed without difficulty/ assistance.		Overall, the cadet achieved the standard by completing all skills with 60 percent (4 or more out of 6) completed without difficulty/ assistance.		Overall, the cadet exceeded the standard by completing all skills with no difficulty and no assistance.

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

This form shall be reproduced locally.

324 EC 01/02/03/04 – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

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

Obtain all resources required for the assessment.

PRE-ASSESSMENT ASSIGNMENT

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

ASSESSMENT METHOD

Performance assessment was chosen to observe the cadet performing the required skills and make a judgement on the quality of the performance and product created.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of these ECs are to assess the cadet's ability to:

- build an improvised shelter in a survival situation;
- collect water in a survival situation;
- ignite a fire without the use of matches or a lighter in a survival situation; and
- predict weather by observing cloud formations and weather patterns.

RESOURCES

- PO 324 EC 01/02/03/04 Assessment Rubric,
- Survival kit,
- Groundsheet,
- Flint and steel,
- Glass,
- 1.8-kg (4-lb) axe with a 91-cm (36-inch) handle,
- 60-cm (24-inch) bow saw,
- Shovel,
- Pail filled with sand or water,
- Tinder,
- Kindling,
- Twine,

- Cup or pail, and
- Clear plastic bags.

ASSESSMENT ACTIVITY LAYOUT

The assessment will be conducted in the field during the Bivouac FTX in a controlled setting during daylight hours.

ASSESSMENT ACTIVITY INSTRUCTIONS



The assessment tool for 324 EC 01/02/03/04 is divided into two sections. A rubric will be used to assess the cadet's performance of: collecting water, predicting weather, constructing an improvised shelter and lighting a fire without matches.

The performance will be assessed as the following:

- **Incomplete.** The skill was not attempted or the skill was not completed even with assistance.
- **Completed With Difficulty.** The task was completed with some difficulty and/or required assistance from the assessor.
- **Completed Without Difficulty.** The task was completed without major difficulty and/or required minimal assistance from the instructor.
- **Exceeded Standard.** The task was completed with no difficulty and no assistance from the assessor.

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



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

These ECs are ongoing throughout the Bivouac FTX. The instructor will be required to observe the cadets during the conduct of the practical activities and use the rubric found in this appendix to monitor their performance.

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

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - (a) **Incomplete.** If anything on the rubric was not attempted or not completed even with assistance.

- (b) **Completed With Difficulty.** If all the tasks on the rubric were completed but less than 60 percent (2 or less out of 4) were completed without difficulty/assistance.
 - (c) **Completed Without Difficulty.** If all the tasks on the rubric were completed with 60 percent or more (3 or more out of 4) completed without difficulty/assistance.
 - (d) **Exceeded Standard.** If all the tasks on the rubric were completed without difficulty/assistance. This includes tasks checked as “completed without difficulty” and “exceeded standard”.
2. Record notes and observations in the assessor’s feedback section of the Assessment Checklist.
 3. Sign and date the Assessment Checklist.
 4. Ensure a copy of the Assessment Checklist is attached to the cadet’s training file.
 5. The overall result will be recorded on the Silver Star Qualification Record located at [Annex C](#).

PROVIDING ASSESSMENT FEEDBACK

As these ECs are ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct/immediate feedback during the practical survival activities, group debriefings at the end of the training day and one-on-one interviews as required.

Discuss the performance results of each section of the Assessment Rubric and the overall performance results with the cadet and provide them with a copy of the completed rubric.

324 EC 01/02/03/04 – ASSESSMENT RUBRIC

Cadet's Name: _____ Corps: _____

324 EC 01/02/03/04 ASSESSMENT RUBRIC

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Construct an Improvised Shelter	The cadet did not construct an improvised shelter.	Overall, the cadet had difficulty constructing an improvised shelter or required assistance.	Overall, the cadet constructed an improvised shelter. The cadet considered some of the factors: size, elevation, weather, water sources, fuel sources, and visibility from the air.	Overall, the cadet exceeded the standard constructing a shelter considering size, elevation, weather, water sources, fuel sources, and visibility from the air.
Collect Drinking Water	The cadet did not collect drinking water from an assembled apparatus capable of collecting drinking water.	Overall, the cadet had difficulty collecting drinking water. The cadet did not use the methods or required assistance.	Overall, the cadet collected drinking water. The cadet used appropriate locations and methods.	Overall, the cadet has exceeded the standard by collecting water using a well constructed and sustainable water collection apparatus.
Light a Fire Without Matches	The cadet did not follow the process of lighting a fire without matches.	Overall, the cadet had difficulty using a prescribed method of lighting a fire without matches or required assistance with the process.	Overall, the cadet followed the process for lighting a fire without matches.	Overall, the cadet exceeded the standard by lighting a fire without matches.
Predict Weather	Overall, the cadet did not predict weather. The cadet did not track clouds, or use weather theory.	Overall, the cadet had difficulty tracking cloud formations, or using weather theory or required assistance with the process.	Overall, the cadet predicted weather using cloud formations and weather theory.	Overall, the cadet exceeded the standard by using cloud formations and weather theory to correctly predicting weather for the next 24-hour period.

Assessor's Feedback:

Assessor's Overall Feedback:

PO 324 – OVERALL ASSESSMENT							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	Overall, the cadet has not achieved the standard by not completing at least one of the required skills.		Overall, the cadet achieved the standard by completing all skills but with less than 60% (2 or less out of 4) completed without difficulty/assistance.		Overall, the cadet achieved the standard by completing all skills with 60% (3 or more out of 4) or more completed without difficulty/assistance.		Overall, the cadet exceeded the standard by completing all skills with no difficulty and no assistance.

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

This form shall be reproduced locally.

THIS PAGE INTENTIONALLY LEFT BLANK

326 PC - ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

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

Photocopy for each cadet the 326 PC Assessment Checklist.

Obtain all resources required for the assessment.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the Assessment Checklist to become familiar with the material prior to participating in the assessment. This review will be conducted by the expedition staff at the Expedition Centre upon the cadets' arrival.

ASSESSMENT METHOD

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

CONDUCT OF ASSESSMENT

PURPOSE

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

RESOURCES

- 326 PC Assessment Checklist,
- Topographical/trail map of area,
- Selected (2) modes of travel-specific equipment,
- Personal expedition equipment, and
- Group expedition equipment.

ASSESSMENT ACTIVITY LAYOUT

The assessment will be conducted at the expedition centre during daylight hours.

All activities will be conducted IAW A-CR-CCP-951/PT-002.

The two selected modes of travel will be conducted during favourable weather under the following conditions:

- Canoeing assessment will be on flat water.
- Mountain biking assessment will be on familiarization mountain bike trails.
- Hiking assessment will be on Class 3 hiking terrain.

ASSESSMENT ACTIVITY INSTRUCTIONS



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



The assessment tool for 326 PC assesses the cadet's performance in the following areas: general expedition skills, canoeing, mountain biking and hiking.

Only two of the three modes of travel will be assessed. For this reason, 10 skills (Four general expedition skills and three technical skills per mode of travel) will be assessed. The mode of travel that is not used will not be assessed. Therefore that section of the assessment checklist will be left blank.

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

- **Incomplete.** Over the course of the expedition, the skill was not attempted and/or not completed once even with assistance;
- **Completed with difficulty.** The skill was completed with some difficulty and/or required significant assistance from the assessor; or
- **Completed without difficulty.** The skill was completed without difficulty or with minimal assistance from the assessor.

Notes of observance may be written for the purpose of providing post-assessment descriptive feedback.



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

The assessor will be required to observe the cadets in their team during the conduct of the practical expedition activity and use the Assessment Checklist found in this appendix to monitor their performance.

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

Should a cadet's lack of progress be significant enough after multiple opportunities, the processes found in [Annex E](#), Training Counselling Session, shall be followed.

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

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment as:
 - (a) **Incomplete.** If any of the 10 assessed skills were incomplete;
 - (b) **Completed with difficulty.** If one to five of the 10 assessed skills were completed without difficulty;
 - (c) **Completed without difficulty.** If six to nine of the 10 assessed skills were completed without difficulty; or
 - (d) **Exceeded standard.** If all 10 assessed skills were completed without difficulty.
2. Sign and date the Assessment Checklist. This should be done by the expedition OC.
3. Forward completed Assessment Checklist to the cadet's home unit.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Silver Star Qualification Record located at [Annex C](#).

PROVIDING ASSESSMENT FEEDBACK

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

Discuss the performance results of each section of the Assessment Checklist and the overall performance results with the cadet.

PO 326 ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Mountain Biking	Incomplete	Completed With Difficulty	Completed Without Difficulty
The cadet shifted gears and adopted the body position appropriate to the terrain (up and downhill).			
The cadet applied front and rear braking techniques.			
The cadet adhered to trail safety regulations.			

Assessor's Name:

Feedback:

Canoeing	Incomplete	Completed With Difficulty	Completed Without Difficulty
The cadet executed the power stroke.			
The cadet paddled the canoe in a straight line (± 10 m) using the appropriate corrective stroke.			
The cadet adhered to on-water safety protocols.			

Assessor's Name:

Feedback:

Hiking	Incomplete	Completed With Difficulty	Completed Without Difficulty
The cadet executed the rest step during an ascent.			
The cadet crossed an obstacle.			
The cadet adhered to trail etiquette.			

Assessor's Name:

Feedback:

General Expedition Skills	Incomplete	Completed With Difficulty	Completed Without Difficulty
The cadet adhered to campsite arrival and departure routines (eg, bivouac set-up and tear-down).			
The cadet conformed to the principles of Leave No Trace camping (eg, stored food and disposed of garbage).			
The cadet participated in a group debriefing session.			
The cadet used expedition equipment (eg, stove) and maintained personal equipment.			

Assessor's Name:

Feedback:

PO 326 – OVERALL ASSESSMENT								
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
Overall Performance	If any of the 10 assessed skills were incomplete.		If one to five of the 10 assessed skills were completed without difficulty.		If six to nine of the 10 assessed skills were completed without difficulty.		If all 10 assessed skills were completed without difficulty.	

Overall Feedback:

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

This form shall be reproduced locally.

THIS PAGE INTENTIONALLY LEFT BLANK

SILVER STAR QUALIFICATION RECORD

Cadet's Name: _____ Corps: _____

PO No.	Performance Statement	PO Assessment			
		Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
X01	Participate in Community Service Activities				
X02	Perform Community Service				
303	Perform the Role of a Team Leader				
X04	Track Participation in Physical Activities				
X05	Participate in Physical Activities				
306	Fire the Cadet Air Rifle During Rec. Marksmanship				
307	Serve in an Army Cadet Corps				
308	Direct a Squad Prior to a Parade				
309	Instruct a Lesson				
X20	Participate in CAF Familiarization Activities				
321	Perform Duties of a Team Leader on Overnight Bivouac Exercise				
322	Plot Location on a Topographical Map Using a GPS Receiver				
324	Survive When Lost				
325	Identify the Competencies of Outdoor Leaders				
326	Perform Expedition Skills				

Qualification Achieved	Yes	No	Training Officer Signature: _____ Date: _____

THIS PAGE INTENTIONALLY LEFT BLANK

CADET INTERVIEW GUIDELINES

GENERAL

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

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

PRE-INTERVIEW INSTRUCTIONS

Gather the required resources, such as the Cadet Interview Form ([Annex D, Appendix 1](#)), training schedules, the Assessment of Learning Plan ([Annex B](#)), PC assessment instruments, pen, paper, etc.

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

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

CONDUCT OF AN INTERVIEW



Tips for a successful interview:

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

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

POST-INTERVIEW INSTRUCTIONS

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

THIS PAGE INTENTIONALLY LEFT BLANK

CADET INTERVIEW FORM

Name:	Rank:
Star Level:	Platoon:
SECTION 1 – INITIAL INTERVIEW	
1. What are your expectations for this star level? 2. Do you have any questions about the training, schedule and/or assessment? 3. What activities are you most excited about? 4. What are your strengths? 5. What are some areas you would like to improve? 6. What personal goals would you like to attain? What steps will you take to achieve those goals? 7. Is there anything we should know to help make your training experience enjoyable (learning needs, allergies, etc.)?	
NOTES	
Cadet's Signature:	
Officer's Signature:	Date:

SECTION 2 – PERFORMANCE INTERVIEW

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

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

ACTION PLAN

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

NOTES

Cadet's Signature:

Officer's Signature:

Date:

SECTION 3 – FINAL INTERVIEW

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

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

NOTES

Cadet's Signature:

Officer's Signature:

Date:

THIS PAGE INTENTIONALLY LEFT BLANK

TRAINING COUNSELLING SESSION GUIDELINES

GENERAL

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

PRE-COUNSELLING SESSION INSTRUCTIONS

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

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

Complete Section 1 of the TCS Form.

CONDUCT OF COUNSELLING SESSION



Tips for a successful interview:

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

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

POST-COUNSELLING SESSION INSTRUCTIONS

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

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

THIS PAGE INTENTIONALLY LEFT BLANK

TRAINING COUNSELLING SESSION FORM

SECTION 1 – BACKGROUND INFORMATION	
Name:	Rank:
Star Level:	Platoon:
Circumstances requiring TCS:	
Overall training progress (eg, seriousness of failure, performance in related POs, any previous difficulty and action taken, performance/behaviour, etc.):	
SECTION 2 – SESSION FINDINGS	
1. Inform the cadet they are not achieving and/or maintaining qualification standards and that you are meeting to help them correct the situation. 2. Discuss the following: • Circumstances affecting training progress • Any previous difficulty and action taken (eg, whether or not help/additional training was provided) • Overall performance/behaviour of cadet (eg, attendance, effort, motivation, attitude)	

SECTION 3 – SESSION RECOMMENDATIONS (ACTION PLAN)

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

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

Cadet's Signature:

Training Officer's Signature:

Date:

SECTION 4 – COMMANDING OFFICER REVIEW

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

Commanding Officer's Signature:

Date:

CHAPTER 4

PERFORMANCE OBJECTIVES

SECTION 1

PERFORMANCE OBJECTIVES (POS) AND TRAINING PLAN

PURPOSE

1. The purpose of this chapter is to outline the specific POs associated with the Silver 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-703/PF-001.

ENABLING OBJECTIVES

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

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

LESSON SPECIFICATIONS

5. LSs describe the instructional strategy to be applied to each EO, and include:
 - a. supporting teaching points,
 - b. references,
 - c. learning activities (methods, media and environment),
 - d. estimated timings,
 - e. assessment directions, and
 - f. any remarks that further clarify the design intent.

ASSESSMENT FOR LEARNING

6. Formative evaluation, or assessment for learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. These assessments can also provide cadets

with opportunities to practice PCs. This helps to diagnose cadet needs, eg, corrective action or remedial instruction, plan the next steps in instruction and provide cadets with feedback they can use to improve. It also reinforces learning so that it can be retained longer. Details for Silver Star assessment for learning are outlined within the applicable lesson specifications located at Chapter 4.

SECTION 2

PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES

1. PO X01 – Participate in Citizenship Activities

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

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 3

PO X02 – PERFORM COMMUNITY SERVICE

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

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

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 4**PO 303 – PERFORM THE ROLE OF A TEAM LEADER**

1. **Performance.** Perform the Role of a Team Leader.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Any.
3. **Standard.** The cadet will perform the role of a team leader, to include:
 - a. defining the role of a team leader, to include:
 - (1) recognizing their position within the leadership team;
 - (2) describing the core leadership qualities of a cadet;
 - (3) describing the core leadership competencies; and
 - (4) identifying the responsibilities of a team leader;
 - b. setting leadership goals for the training year;
 - c. leading an assigned team, to include:
 - (1) setting a positive example;
 - (2) fostering teamwork by contributing to positive team dynamics;
 - (3) communicating clearly the task(s) to be accomplished;
 - (4) supervising cadets;
 - (5) solving problems, as required;
 - (6) debriefing the team; and
 - (7) reporting to superiors; and
 - d. participating in a mentoring relationship.
4. **Remarks.** N/A.
5. **Complementary Material**
 - a. Complementary material associated with PO 303 is designed to enhance the cadet's ability to perform as a team leader, to include:
 - (1) EO C303.01 (Lead a Team-Building Activity), and
 - (2) EO C303.02 (Deliver a Presentation About a Leader).
 - b. Some complementary training offered in previous levels may be selected as complementary training in the Silver Star Program, specifically:

- (1) EO C103.03 (Participate in Team-Building Activities, A-CR-CCP-701/PG-001, Chapter 4, Section 3),
 - (2) EO C203.01 (Record Entries in a Reflective Journal, A-CR-CCP-702/PG-001, *Royal Canadian Army Cadets, Red Star Qualification Standard and Plan*, Chapter 4, Section 3),
 - (3) EO C203.02 (Employ Problem Solving, A-CR-CCP-702/PG-001, Chapter 4, Section 3),
 - (4) EO C203.04 (Participate in a Presentation Given by a Leader, A-CR-CCP-702/PG-001, Chapter 4, Section 3),
 - (5) EO C203.05 (Participate in Trust-Building Activities, A-CR-CCP-702/PG-001, Chapter 4, Section 3), and
 - (6) EO C203.06 (Participate in Problem-Solving Activities, A-CR-CCP-702/PG-001, Chapter 4, Section 3).
- c. When selecting complementary material from previous levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
- d. Complementary training associated with PO 303 is limited to a total of nine periods, which may be conducted during sessions or on a supported day. Corps are not required to use all nine periods.

EO M303.01 – DEFINE THE ROLE OF A TEAM LEADER

1. **Performance.** Define the Role of a Team Leader.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall define the role of a team leader, to include:
 - a. recognizing their position within the leadership team model;
 - b. describing the core leadership qualities of a cadet; and
 - c. recognizing the core leadership competencies, to include:
 - (1) intrapersonal management,
 - (2) interpersonal management,
 - (3) teamwork,
 - (4) effective communication,
 - (5) applied leadership, and
 - (6) mentorship.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the leadership team model and the position the year three cadet holds within the leadership team.	Interactive Lecture	10 min	
TP2	Describe core leadership competencies, to include: a. intrapersonal management, b. interpersonal management, c. teamwork, d. effective communication, e. applied leadership, and f. mentorship.	Interactive Lecture	5 min	

TP	Description	Method	Time	Ref
TP3	Explain the components of intrapersonal management, to include: a. identifying and satisfying personal needs; b. exercising self-control; c. exercising self-management d. pursuing self-improvement; and e. establishing a positive identity.	Interactive Lecture	5 min	C0-270
TP4	Explain the components of interpersonal management, to include: a. interacting positively within the cadet community; b. interacting positively with others; and c. dealing with interpersonal conflict in a respectful way.	Interactive Lecture	5 min	C0-271
TP5	Explain the components of teamwork, to include: a. participating in the stages of team development; b. displaying positive team dynamics; and c. participating in team-building activities.	Interactive Lecture	5 min	C0-114 (p. 12) C0-268 (pp. 3-4)
TP6	Explain the components of effective communication, to include: a. receiving information; b. interpreting information; and c. responding to information.	Interactive Lecture	5 min	C0-115 (pp. 42–44)
TP7	Explain the components of applied leadership, to include: a. setting an example for others to follow; b. participating in leadership assignments; c. conducting the leadership assignment while supervising the team; d. leading team-building activities; e. debriefing the team; and f. presenting an after-assignment report to their leader.	Interactive Lecture	5 min	C0-240 (p. 19) C0-245 (p. 70–71) C0-256 (p. 54–55)
TP8	Explain the components of mentorship, to include: a. the role of a cadet being mentored; and b. the role of a mentor.	Interactive Lecture	5 min	C0-258 (p. 2)

TP	Description	Method	Time	Ref
TP9	Identify the Silver Star team leader opportunities, to include: a. performing the role of a mentor; and b. completing a leadership assignment.	Interactive Lecture	5 min	

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 orient the cadets to the leadership team model, core leadership competencies and leadership opportunities for a Silver Star cadet.

7. **References**

- a. C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. Indianapolis, IN: Alpha Books.
- b. C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- c. C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- d. C0-245 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- e. C0-256 (ISBN 0-7894-4863-7) Heller, R. (1999). *Achieving Excellence*. New York, NY: DK Publishing, Inc.
- f. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2nd ed.). Avon, MA: F+W Publications Company.
- g. C0-268 (ISBN 978-1-57542-265-7) MacGregor, M. S. (2008). *Teambuilding With Teens: Activities for Leadership, Decision Making and Group Success*. Minneapolis, MN: Free Spirit Publishing.
- h. C0-270 Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, Vol. 50, No. 4, pp.370–396.
- i. C0-271 Farthing, D. (2001). *Peacebuilders 1: Conflict Resolution Youth Reference Guide*. Ottawa, ON: YouCAN.

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

9. **Learning Aids**

- a. Handout of the Leadership Team Model, and
- b. Handout of the Expectations of a Silver Star cadet.

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

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

THIS PAGE INTENTIONALLY LEFT BLANK

EO M303.02 – PARTICIPATE IN A MENTORING RELATIONSHIP

1. **Performance.** Participate in a Mentoring Relationship.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a mentoring relationship.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the mentoring relationship, to include: a. recognizing the purpose of a mentoring relationship; b. identifying the benefits of participating in a mentoring relationship; c. contributing to a mentoring match; d. being open to new things; e. being responsive to suggestions and constructive criticism; f. providing feedback to the mentor; g. learning from the mentor's example; h. participating in mentoring activities; and i. appreciating the mentoring relationship.	Interactive Lecture	15 min	C0-258 (pp.15–21, pp. 37–48, pp. 70–73)
TP2	Conduct a group discussion about mentoring, to include: a. self-reflection, b. self-assessment or recording in a journal as required, and c. mentoring sessions.	Group Discussion	10 min	C0-258 (pp. 37–48) C2-109 (p. 36)

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the mentoring relationship, to generate interest and present basic material.
- 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 mentoring relationship.

7. **References**

- a. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2nd ed.). Avon, MA: F+W Publications Company.
- b. C2-109 (ISBN 0-7872-6561-6) Sugarman, D., Doherty, K., Garvey, D., & Gass, M. (2000). *Reflective Learning: Theory and Practice*. Dubuque, IO: Kendall/Hunt Publishing Company.

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

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

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

11. **Remarks.** After this lesson each Silver Star cadet will choose at least one Green Star cadet to mentor. Each Silver Star cadet will also be asked which Gold Star cadet, they would like to mentor them.

EO M303.03 – PRACTICE SELF-ASSESSMENT

1. **Performance.** Practice Self-Assessment.
2. **Conditions**
 - a. Given:
 - (1) Self-assessment rubrics,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall practice self-assessment by:
 - a. reflecting on abilities;
 - b. setting goals;
 - c. seeking feedback as required; and
 - d. seeking assistance as required.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Define reflection and self-assessment.	Interactive Lecture	5 min	C0-237 C0-242 (pp. 9–11)
TP2	Have the cadet conduct self-assessment activities about: a. their core leadership qualities, and b. how they contribute to positive team dynamics.	In-Class Activity	10 min	
TP3	Conduct a group discussion on how and when to seek feedback and assistance.	Group Discussion	10 min	C0-258 (p.97–98)

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to define reflection and self-assessment.

- b. An in-class activity was chosen for TP 2 as an interactive way to provoke thought, to stimulate an interest among cadets and to conduct self-assessments.
- c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the benefits of seeking feedback and assistance.

7. **References**

- a. C0-237 (ISBN 0-19-541816-6) Barber, K. (Ed.). (2004). *Canadian Oxford Dictionary* (2nd ed.). Don Mills, ON: Oxford University Press Canada.
- b. C0-242 (ISBN 978-0-9682160-2-1) Gregory, K., Cameron, C., & Davies, A. (2000). *Knowing What Counts: Self-Assessment and Goal Setting*. Courtenay, BC: Building Connections Publishing Inc.
- c. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2nd ed.). Avon, MA: F+W Publications Company.

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

9. **Learning Aids**

- a. Self-assessment rubric for core leadership qualities, and
- b. Self-assessment rubric for positive team dynamics.

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

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

EO M303.04 – COMMUNICATE AS A TEAM LEADER

1. **Performance.** Communicate as a Team Leader.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall communicate as a team leader by:
 - a. recognizing verbal and non-verbal communication;
 - b. applying the process of communication, to include:
 - (1) receiving;
 - (2) interpreting; and
 - (3) responding; and
 - c. identifying the barriers to effective communication.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain verbal and non-verbal communication.	Interactive Lecture	5 min	C0-022 (pp. 97–101, pp. 103–118) C0-254 (p. 9)
TP2	Explain hearing and listening and their impact on communicating, to include: a. the definition of hearing; b. the definition of listening; c. active listening; d. poor listening habits; and e. the impact that listening and hearing have on communication.	Interactive Lecture	15 min	C0-022 (pp.129–135) C0-144 (pp. 12–14, p. 17) C0-237 (p. 698, p. 896) C0-262 (p. 237, p. 239)

TP	Description	Method	Time	Ref
TP3	Describe the process of communication, to include: a. receiving information; b. interpreting information; and c. responding to information.	Interactive Lecture	5 min	C0-115 (pp. 42–45)
TP4	Identify the barriers to effective communication, to include: a. intrapersonal factors, to include: (1) stress, (2) emotion, (3) misinterpretation, (4) poor listening habits, (5) closed-mindedness, and (6) prejudice; b. distraction factors, to include: (1) visual, and (2) auditory; and c. delivery, to include: (1) language, (2) mixed messages, and (3) information overload.	Interactive Lecture	10 min	C0-022 (pp. 77–80, p. 129, p. 130)
TP5	Conduct an activity that demonstrates the process of communication and barriers to effective communication.	In-Class Activity	15 min	C0-022 (pp. 77–80, p. 129, p. 130) C0-115 (pp. 42–45)

5. Time

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

6. Substantiation

- An interactive lecture was chosen for TPs 1–4 to orient the cadets to communicating as a team leader.
- An in-class activity was chosen for TP 5 as an interactive way to provoke thought and stimulate interest among cadets about the process of communication and the barriers to communication.

7. References

- a. C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- b. C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- c. C0-144 Colver, E., & Reid, M. (2001). *Peacebuilders 2: Peer Helping*. Ottawa, ON: YouCAN.
- 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. C0-262 MacDonald, K. (2002). *Interpersonal Conflict Resolution Skills for Youth. Module 1: Fundamentals of Conflict Resolution*. New Westminster, BC: Centre for Conflict Resolution.

8. Training Aids

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

9. Learning Aids

- a. Communication Puzzles,
- b. Scissors,
- c. Resealable plastic bags, and
- d. Envelopes.

10. Test Details. N/A.

11. Remarks. N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M303.05 – SUPERVISE CADETS

1. **Performance.** Supervise Cadets.

2. **Conditions**

a. Given:

(1) Supervision, and

(2) Assistance as required.

b. Denied: N/A.

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

3. **Standard.** The cadet shall supervise cadets while leading an assigned team.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purposes of supervision, to include: a. to provide protection; b. to provide support; and c. to provide quality assurance.	Interactive Lecture	10 min	C0-272 (p. 4)
TP2	Explain how to supervise, to include: a. ensuring safety; b. ensuring the well-being of cadets; c. encouraging cadets; d. adjusting responsibilities as required; e. maintaining control of cadets; f. correcting errors as required; g. reporting misconduct as required; and h. ensuring completion of responsibilities assigned to cadets as required.	Interactive Lecture	10 min	C0-249 (p. 36–37) C0-273 (p. 44, p. 88–90) C0-274 (p. 19, p. 32) A0-107
TP3	Conduct a group discussion on supervision.	Group Discussion	15 min	
TP4	Discuss the supervision requirements at the corps.	Group Discussion	15 min	

5. **Time**

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	20 min
c. Group Discussion:	30 min
d. Total:	60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to supervision.
- b. A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about supervision.

7. **References**

- a. A0-107 Director Cadets. (2007). CATO 14-31, *Director Cadets and Junior Canadian Rangers General Safety Program*. Ottawa, ON: Department of National Defence.
- b. C0-249 (ISBN 0-7894-2890-3) Heller, R. (1998). *How to Delegate*. New York, NY: DK Publishing, Inc.
- c. C0-272 Coleridge Education, College of St. Mark and St. John. (2002). *A Consultation of Supervision Provision and Training Requirements Across Connexions Partnerships in England*. Retrieved March 17, 2008 from <http://www.connexions.gov.uk/partnerships/publications/uploads/cp/Supervisory%20Skills%20Exec%20Sum.pdf>.
- d. C0-273 (ISBN 978-1-56414-363-1) Ladew, D. P. (1998). *How to Supervise People: Techniques for Getting Results Through Others*. Franklin Lakes, NJ: Career Press.
- e. C0-274 (ISBN 1-4134-1294-7) Sargent, G. (2003). *The Little Black Book of Supervision*. USA: Xlibris Corporation.

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

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

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (303 PC).

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

EO M303.06 – SOLVE PROBLEMS

1. **Performance.** Solve Problems.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
 - a. describe problem-solving methods;
 - b. select a problem-solving method; and
 - c. solve a problem using the selected method.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review the steps for logical analysis, to include: a. confirming the task; b. identifying the problem; c. determining the critical factor; d. developing alternative solutions; e. comparing alternative solutions; f. determining the best solution; g. implementing the solution; and h. evaluating the plan and the implementation.	Interactive Lecture	5 min	C0-135 (pp. 221–223)
TP2	Explain the steps in the IRISE method of problem solving, to include: a. identifying the problem; b. researching all of the options; c. identifying the consequences of the options; d. selecting the most appropriate option; and e. evaluating the decision.	Interactive Lecture	10 min	C0-115 (p. 96)

TP	Description	Method	Time	Ref
TP3	Explain the steps in the TEACH method of problem solving, to include: a. time, b. exposure, c. assistance, d. creativity, and e. hit it.	Interactive Lecture	10 min	C0-134 (p. 101)
TP4	Conduct an activity where the cadets will select a problem-solving method and apply it to a scenario.	In-Class Activity	25 min	C0-115 (p. 45, p. 46)

5. Time

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

6. Substantiation

- An interactive lecture was chosen for TPs 1–3 to review logical analysis and orient the cadets to additional problem-solving methods.
- An in-class activity was chosen for TP 4 as an interactive way to provoke thought and stimulate interest among cadets about problem solving.

7. References

- C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- C0-134 (ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Nashville, TN: Thomas Nelson Publishers.
- C0-135 (ISBN 0-7645-5176-0) Loeb, M., & Kindel, S. (1999). *Leadership for Dummies*. New York, NY: Hungry Minds, Inc.

8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area, and
- Problem-solving scenarios.

9. Learning Aids

- Problem-solving scenarios, and
- Pen/pencil.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (303 PC).

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

EO M303.07 – LEAD CADETS THROUGH A LEADERSHIP ASSIGNMENT

1. **Performance.** Lead Cadets Through a Leadership Assignment.
2. **Conditions**
 - a. Given:
 - (1) Sample leadership assignment,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
 - a. plan for a leadership assignment; and
 - b. lead a team of cadets through a leadership assignment by:
 - (1) preparing for the assignment;
 - (2) introducing the assignment;
 - (3) conducting the assignment while supervising the team;
 - (4) debriefing the team; and
 - (5) presenting an after-assignment report to the team leader.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss and demonstrate the process of preparing for a leadership assignment, to include: a. ensuring the goal is understood; b. ensuring the required resources are available; c. completing a time appreciation; and d. making a plan.	Demonstration	10 min	C0-114 (p. 16) C0-243 C0-248 (p. 20, p. 21) C0-253 (p. 24) C0-255 (p. 86–89)

TP	Description	Method	Time	Ref
TP2	Discuss and demonstrate the process of introducing a leadership assignment, to include: a. stating the assignment to be completed; b. stating the goal of the assignment; c. identifying the resources required for the assignment; d. communicating the overall plan; e. assigning tasks to team members as applicable; and f. ensuring the team members understand the assignment.	Demonstration	10 min	C0-114 (p. 36, p. 99) C0-245 (p. 70, p. 71) C0-247 (p. 133–136) C0-254 (p. 34, p. 35)
TP3	Discuss and demonstrate the process for conducting a leadership assignment, to include: a. supervising peers; b. maintaining team control; c. ensuring the assignment is progressing according to the time allotted; and d. modifying the plan as required.	Demonstration	10 min	C0-256 (p. 54, p. 55)
TP4	Discuss and demonstrate the process for debriefing a team following leadership assignment, to include: a. reviewing the goal; b. providing feedback; and c. re-motivating the team.	Demonstration	10 min	C0-240 (p. 19)
TP5	Explain the after-assignment report.	Interactive Lecture	5 min	C0-243
TP6	Discuss how to plan for a leadership assignment.	In-Class Activity	5 min	C0-255 (p. 267, p. 269)

5. Time

a. Introduction/Conclusion:	10 min
b. Demonstration:	40 min
c. Interactive Lecture:	5 min
d. In-Class Activity:	5 min
e. Total:	60 min

6. Substantiation

- a. A demonstration was chosen for TPs 1–4 as it allows the instructor to explain and demonstrate the format of a leadership assignment in a safe, controlled environment.

- b. An interactive lecture was chosen for TP 5 to give direction on the procedure for completing an after-assignment report.
- c. An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. References

- a. C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. Indianapolis, IN: Alpha Books.
- b. C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- c. C0-243 Clark, D. (2007). *After Action Reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>
- d. C0-243 Clark, D. (2007). *Leadership & Direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>
- e. C0-245 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- f. C0-247 (ISBN 0-14-024272-4) Rosen, R. H., & Brown, P. B. (1997). *Leading People*. New York, NY: Penguin Books.
- g. C0-248 (ISBN 0-7894-4862-9) Heller, R. (1999). *Learning to Lead*. New York, NY: DK Publishing, Inc.
- h. C0-253 (ISBN 0-7894-8006-9) Bruce, A., & Langdon, K. (2001). *Do It Now!* New York, NY: DK Publishing, Inc.
- i. C0-254 (ISBN 0-7894-3244-7) Heller, R. (1998). *Communicate Clearly*. New York, NY: DK Publishing, Inc.
- j. C0-255 (ISBN 0-7645-5408-5) Brounstein, M. (2002). *Managing Teams for Dummies*. Indianapolis, IN: Wiley Publishing, Inc.
- k. C0-256 (ISBN 0-7894-4863-7) Heller, R. (1999). *Achieving Excellence*. New York, NY: DK Publishing, Inc.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area,
- b. Handout of the leadership assignment format,
- c. Handout of leadership assignment assessment form,
- d. Handout of the after-assignment report,
- e. Sample leadership assignment, and
- f. Resources for the sample leadership assignment as required.

9. Learning Aids

- a. Handout of the leadership assignment format,
- b. Handout of the leadership assignment assessment form,

- c. Handout of the after-assignment report,
 - d. Leadership assignment, and
 - e. Pen/pencil.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (303 PC).
11. **Remarks.** A minimum of two leadership assignments shall be selected from those listed in Chapter 3, [Annex B](#), [Appendix 1](#), (303 PC).

EO C303.01 – LEAD A TEAM-BUILDING ACTIVITY

1. **Performance.** Lead a Team-Building Activity.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall lead the following components of a team-building activity:
 - a. the introduction,
 - b. the activity, and
 - c. the debriefing.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate and have the cadets participate in an introduction to a team-building activity.	In-Class Activity	5 min	
TP2	Have the cadets analyze the elements of an introduction: a. getting the team's attention; b. explaining the goal of the activity; c. explaining the activity; d. assigning tasks as necessary; e. setting time limits; f. relaying safety concerns as necessary; and g. motivating the team.	Group Discussion	10 min	C0-028 (pp. xxiii–xxvii) C0-238 (pp. 22–23) C0-268 (p. 3)
TP3	Demonstrate and have the cadets participate in the selected team-building activity.	In-Class Activity	10 min	
TP4	Discuss the following responsibilities of the leader while conducting a team-building activity: a. starting the activity; b. supervising the team; c. ensuring the goal is achieved; d. stopping the activity if required; and e. ending the activity within the time limit.	Group Discussion	10 min	C0-240 (p. 17) C0-238 (p. 26)

TP	Description	Method	Time	Ref
TP5	Demonstrate and have the cadets participate in the debriefing component of the selected team-building activity.	In-Class Activity	5 min	
TP6	Discuss the following elements of a debriefing: a. reviewing the goal; b. providing feedback; and c. re-motivating the team.	Group Discussion	10 min	C0-238 (pp. 27–30) C0-240 (p. 19)
TP7	Have small groups of cadets share responsibilities of leading a team-building activity.	Practical Activity	30 min	

5. Time

a. Introduction/Conclusion:	10 min
b. In-Class Activity:	20 min
c. Group Discussion:	30 min
d. Practical Activity:	30 min
e. Total:	90 min

6. Substantiation

- An in-class activity was chosen for TPs 1, 3 and 5 as it is an interactive way to provoke thought and stimulate interest among cadets.
- A group discussion was chosen for TPs 2, 4 and 6 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the components of team-building activities.
- A practical activity was chosen for TP 7 as it is an interactive way to allow the cadets to experience team-building activities in a safe and controlled environment.

7. References

- C0-028 (ISBN 0-07-046513-4) Newstrom, J., & Scannell, E. (1998). *The Big Book of Team Building Games*. New York, NY: McGraw-Hill.
- C0-238 (ISBN 0-7879-4835-7) Sugar, S., & Takacs, G. (2000). *Games That Teach Teams: 21 Activities to Super-Charge Your Group!* San Francisco, CA: Jossey-Bass/Pfeiffer.
- C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- C0-268 (ISBN 1-57542-265-4) MacGregor, M. G. (2008). *Teambuilding With Teens*. Minneapolis, MN: Free Spirit Publishing Inc.

8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area,
- Marker,

- c. Sticky notes, and
 - d. Activity equipment as required.
9. **Learning Aids**
- a. Activity equipment as required,
 - b. Handout of team-building activities, and
 - c. Handout of team-building planning guide.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER

1. **Performance.** Deliver a Presentation About a Leader.
2. **Conditions**
 - a. Given:
 - (1) Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector),
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall deliver a presentation about a leader, to include:
 - a. an introduction of the leader,
 - b. the body of the presentation, to include:
 - (1) interesting points in the leader's career, and
 - (2) the core leadership qualities displayed by the leader; and
 - c. a conclusion.
4. **Teaching Points.** Supervise cadets delivering a presentation about a leader.
5. **Time**

a. Introduction/Conclusion:	10 min
b. Practical Activity:	50 min
c. Total:	60 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience giving a presentation in a safe and controlled environment. This activity contributes to the development of leadership skills and knowledge in fun and challenging setting.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.
9. **Learning Aids.** Handout of outline for delivering a presentation about a leader.
10. **Test Details.** N/A.
11. **Remarks**
 - a. It is recommended that this lesson be scheduled after all other lessons in PO 309 ([Section 10](#)).
 - b. If the corps has more than nine Silver Star cadets, divide the cadets into groups of five if facilities are available

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 5

PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES

1. PO X04 – Track Participation in Physical Activities

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

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 6

PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES

1. PO X05 – Participate in Physical Activities

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

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 7

PO 306 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP

1. **Performance.** Fire the Cadet Air Rifle During Recreational Marksmanship.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle sling,
 - (3) Air rifle pellets,
 - (4) Target frame,
 - (5) Suitable target,
 - (6) Shooting mat,
 - (7) Safety glasses/goggles,
 - (8) Supervision, and
 - (9) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, Chapter 1, Section 8.
3. **Standard.** IAW A-CR-CCP-177/PT-001, the cadet will fire the cadet air rifle during recreational marksmanship by:
 - a. carrying out safety precautions;
 - b. applying basic marksmanship techniques; and
 - c. following the rules of commands given on a range.
4. **Remarks.** All range practices must be conducted by a Range Safety Officer (Air Rifle)(RSO-AR).
5. **Complementary Material**
 - a. Complementary material associated with PO 306 is designed to enhance the cadet's air rifle marksmanship experience, to include:
 - (1) EO C306.01 (Identify Civilian Marksmanship Organizations),
 - (2) EO C306.02 (Correct Marksmanship Error), and
 - (3) EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle).
 - b. Some complementary training offered in previous levels may be selected as complementary training in the Silver Star Program, specifically:
 - (1) EO C106.01 (Participate in a Recreational Air Rifle Marksmanship Activity, A-CR-CCP-701/PG-001, Chapter 4, Section 6),
 - (2) EO C206.01 (Practice Holding Techniques, A-CR-CCP-702/PG-001, Chapter 4, Section 6),

- (3) EO C206.02 (Practice Aiming Techniques, A-CR-CCP-702/PG-001, Chapter 4, Section 6), and
- (4) EO C206.03 (Practice Firing Techniques, A-CR-CCP-702/PG-001, Chapter 4, Section 6).
- c. When selecting complementary material from previous levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
- d. Complementary training associated with PO 306 is limited to a total of ten periods conducted during sessions or on a supported day. Corps are not required to use all ten periods.
- e. It is not necessary to conduct these EOs in sequential order; however, corps choosing to capitalize on marksmanship training should complete EOs C206.01 (A-CR-CCP-702/PG-001, Chapter 4, Section 6) to C206.03 (A-CR-CCP-702/PG-001, Chapter 4, Section 6), marksmanship techniques, prior to conducting EO C106.01 (Participate in a Recreational Air Rifle Marksmanship Activity, A-CR-CCP-701/PG-001, Chapter 4, Section 6).
- f. Cadet corps choosing to enhance the recreational marksmanship program through EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle) are encouraged to follow this training with EO C106.01 (Participate in a Recreational Air Rifle Marksmanship Activity, A-CR-CCP-701/PG-001, Chapter 4, Section 6) from the standing position.

EO M306.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY

1. **Performance.** Participate in a Recreational Marksmanship Activity.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle sling,
 - (3) Air rifle pellets,
 - (4) Target frame,
 - (5) Suitable target,
 - (6) Shooting mat,
 - (7) Safety glasses/goggles,
 - (8) Supervision, and
 - (9) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
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 participation of the cadet in a recreational marksmanship activity, choosing from the following categories:
 - (1) classification,
 - (2) fun activities,
 - (3) timed activities, and
 - (4) competitive team/individual activities.

5. **Time**

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

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

7. **References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-041 Director Cadets 4. (2007). CATO 14-41, *Marksmanship, Rifles and Ammunition*. Ottawa ON: Department of National Defence.

8. **Training Aids**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Air rifle pellets,
- d. Target frame,
- e. Suitable target,
- f. Shooting mat, and
- g. Safety glasses/goggles.

9. **Learning Aids**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Air rifle pellets,
- d. Target frame,
- e. Suitable target,
- f. Shooting mat, and
- g. Safety glasses/goggles.

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

11. **Remarks**

- a. Hand-washing stations must be available for cleanup after the activity is completed.
- b. Cadets may fire in the standing position if they have previously received the training during C306.03 (Adopt the Standing Position With the Cadet Air Rifle).

EO C306.01 – IDENTIFY CIVILIAN MARKSMANSHIP ORGANIZATIONS

1. **Performance.** Identify Civilian Marksmanship Organizations.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify civilian marksmanship organizations, to include:
 - a. local,
 - b. provincial,
 - c. national, and
 - d. biathlon.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss local civilian marksmanship organizations.	Interactive Lecture	5 min	
TP2	Discuss the applicable provincial rifle organization from: a. Alberta Provincial Rifle Association, b. British Columbia Rifle Association, c. Manitoba Provincial Rifle Association, d. Newfoundland Provincial Rifle Association, e. Nova Scotia Rifle Association, f. Ontario Provincial Rifle Association, g. Prince Edward Island Rifle Association, h. Province of Quebec Rifle Association, i. Royal New Brunswick Rifle Association, and j. Saskatchewan Provincial Rifle Association.	Interactive Lecture	10 min	C2-086
TP3	Discuss national marksmanship organizations, to include: a. The Dominion of Canada Rifle Association, and b. The Shooting Federation of Canada.	Interactive Lecture	5 min	A0-119 (p. 3) C2-086

TP	Description	Method	Time	Ref
TP4	Identify the applicable national/provincial biathlon organizations, from: a. Biathlon Canada, b. Biathlon Alberta, c. Biathlon British Columbia, d. Biathlon Manitoba, e. Biathlon New Brunswick, f. Biathlon Nova Scotia, g. Biathlon Newfoundland and Labrador, h. Biathlon Ontario, i. Biathlon Quebec, j. Biathlon Saskatchewan, k. Biathlon Yukon, or l. Northwest Territories Biathlon.	Interactive Lecture	5 min	C0-149

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadet to opportunities to enhance their marksmanship training with civilian organizations.

7. **References**

- A0-119 Shooting Federation of Canada. (2007). *Shooting Federation of Canada*. Retrieved November 2, 2007, from <http://www.sfc-ftc.ca/document.cfm?sectionID=39>
- C0-149 Biathlon Canada. (2005). *Biathlon Bears: Community Coaching*. Ottawa, ON: Biathlon Canada.
- C2-086 Dominion of Canada Rifle Association. (2007). Retrieved October 4, 2007, from <http://www.dkra.ca/welcome.htm>.

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

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

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

11. **Remarks.** Have the cadets identify only the applicable national, provincial and local marksmanship organizations.

EO C306.02 – CORRECT MARKSMANSHIP ERROR

1. **Performance.** Correct Marksmanship Error.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall correct marksmanship error by adjusting:
 - a. elevation, and
 - b. windage.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain centring the group, to include: the theory of a group, and mean point of impact (MPI).	Interactive Lecture	10 min	C2-097 (p. 29)
TP2	Explain sight adjustment, to include: a. the purpose of sight adjustment, b. elevation, c. windage, and d. a zeroed cadet air rifle.	Interactive Lecture	10 min	C2-098 (p. 303, p. 304)
TP3	Explain the increments of sight adjustment, to include: a. sight adjustment of the cadet air rifle; b. lowering and raising the elevation; and c. moving the windage left and right.	Interactive Lecture	5 min	A0-027 (p. 2-11)

TP	Description	Method	Time	Ref
TP4	Conduct a sight adjustment exercise as follows: a. Give the cadet a sight adjustment handout. Each target has a distinctive set of pellet impacts off-centre from the bull's eye. b. Have the cadet determine where the MPI of each target is located. c. Have the cadet determine the increments of sight adjustment required to move the MPI to the bull's eye. d. Have the cadet adjust the sights on the cadet air rifle.	Practical Activity	30 min	

5. Time

- a. Introduction/Conclusion: 5 min
- b. Interactive Lecture: 25 min
- c. Practical Activity: 30 min
- d. Total: 60 min

6. Substantiation

- a. An interactive lecture was chosen for TPs 1–3 to give an overview of the theories and the practice of adjusting sights.
- b. A practical activity was chosen for TP 4 as it is an interactive way to introduce and allow cadets to experience adjusting sights on the cadet air rifle in a controlled environment. This activity contributes to the development of sight adjustment skills and knowledge in a fun and challenging setting.

7. References

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. C2-097 Ontario Rifle Association. (2003). *Ontario Rifle Association Handbook for New Member*. Haliburton County, ON: MilCun Marksmanship Complex.
- c. C2-098 Constantine, R. (1998). *Modern Highpower Competition: From Beginner to Master*. Manchester, CT: Precision Shooting Inc.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Cadet air rifle, and
- c. Sight adjustment handout.

9. Learning Aids

- a. Cadet air rifle,
- b. Sight adjustment handout, and

c. Pen/pencil.

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

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

THIS PAGE INTENTIONALLY LEFT BLANK

EO C306.03 – ADOPT THE STANDING POSITION WITH THE CADET AIR RIFLE

1. **Performance.** Adopt the Standing Position With the Cadet Air Rifle.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Rifle rest,
 - (3) Target frame,
 - (4) Suitable target,
 - (5) Raised target platform,
 - (6) Safety glasses/goggles,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** IAW A-CR-CCP-177/PT-001, the cadet shall:
 - a. adopt the standing position with the cadet air rifle by:
 - (1) standing 90 degrees to the target with feet shoulder width apart;
 - (2) holding the cadet air rifle pointed down range with:
 - (a) the butt plate high in the shoulder pocket,
 - (b) the left hand under the rifle stock, and
 - (c) the right hand on the small of the butt; and
 - b. adjust position as required.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the objectives of the standing position, to include: a. obtaining a good position; b. using a rifle rest; and c. maintaining a centre of gravity.	Interactive Lecture	5 min	A0-027 (p. 1-6-1, p. 1-6-2)

TP	Description	Method	Time	Ref
TP2	Explain and demonstrate adopting the standing position by positioning the following: a. body, b. feet, c. legs, d. hips, e. back, f. arms, g. head, and h. cadet air rifle.	Demonstration	5 min	C2-146 (p. 171, pp. 192–197)
TP3	Explain and demonstrate adjusting the aim, to include: a. higher, b. lower, and c. left and right.	Demonstration	5 min	A0-027 (p. 1-6-7) C2-146 (p. 196)
TP4	Explain and demonstrate natural alignment by: a. adopting the standing position; b. acquiring a sight picture; c. closing both eyes; d. taking 3 to 4 normal breaths to relax the muscles; e. after 10 seconds, opening the eyes to inspect the sight picture; and f. adjusting body position to acquire a sight picture.	Demonstration	5 min	A0-027 (p. 1-6-7)
TP5	Have the cadet adopt the standing position by positioning the following: a. body, b. feet, c. legs, d. hips, e. back, f. arms, g. head, and h. cadet air rifle.	Practical Activity	30 min	C2-146 (pp. 192–197)

5. Time

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	5 min
c. Demonstration:	15 min
d. Practical Activity:	30 min
e. Total:	60 min

6. Substantiation

- An interactive lecture was chosen for TP 1 to give an overview of the objectives of the standing position.
- Demonstration was chosen for TPs 2–4 as it allows the instructor to explain and demonstrate aspects of the standing position.
- A practical activity was chosen for TP 5 as it is an interactive way to allow the cadet to experience the standing position in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

7. References

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- C2-146 (ISBN 0-9655780-0-3) Pullum, B. & Hanenkrat, F. (1997). *The New Position Rifle Shooting: A Comprehensive Guide to Better Target Shooting*. Oak Harbor, OH: Target Sports Education Center.

8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- Cadet air rifle,
- Rifle rest,
- Target frame,
- Suitable target,
- Raised target platform,
- Safety glasses/goggles, and
- Six-foot table.

9. Learning Aids

- Cadet air rifle,
- Rifle rest,
- Target frame,
- Raised target platform, and
- Safety glasses/goggles.

10. **Test Details.** N/A.
11. **Remarks.** Cadets who have completed this lesson may participate in EO M306.01 (Participate in a Recreational Marksmanship Activity) and/or EO C106.01 (Participate in a Recreational Air Rifle Marksmanship Activity, A-CR-CCP-701/PG-001, Chapter 4, Section 6) from the standing position.

SECTION 8

PO 307 – SERVE IN AN ARMY CADET CORPS

1. **Performance.** Serve in an Army Cadet Corps.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will serve in an army cadet corps, to include:
 - a. participating in year three training;
 - b. exploring year three CSTC training opportunities; and
 - c. recognizing the partnership between the Army Cadet League of Canada and the Department of National Defence (DND).
4. **Remarks**
 - a. EO M307.01 (Identify Silver Star Training Opportunities) shall be conducted at the beginning of the training year.
 - b. EO M307.02 (Identify Year Three CSTC Training Opportunities) shall be conducted prior to the CSTC application deadline.
5. **Complementary Material.** Complementary material associated with PO 307 is designed to enhance the cadet's knowledge of serving in an army cadet corps through a number of activities:
 - a. EO C307.01 (Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit [RCSU]),
 - b. EO C307.02 (Participate in a Presentation Given by the Cadet Liaison Officer [CLO]), and
 - c. EO C307.03 (Participate in a Presentation Given by a Guest Speaker From the Army Cadet League of Canada [ACLC]).

THIS PAGE INTENTIONALLY LEFT BLANK

EO M307.01 – IDENTIFY SILVER STAR TRAINING OPPORTUNITIES

1. **Performance.** Identify Silver Star Training Opportunities.
2. **Conditions**
 - a. Given:
 - (1) Handout of Silver Star Performance Objectives (POs) and Enabling Objectives (EOs),
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify Silver Star training opportunities, to include:
 - a. mandatory, and
 - b. complementary.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Identify Silver Star mandatory training opportunities, to include: a. training common to sea, army, and air cadets, to include: (1) citizenship, (2) community service, (3) leadership, (4) personal fitness and healthy living, (5) recreational sports, (6) air rifle marksmanship, (7) general cadet knowledge, (8) drill, (9) instructional techniques, and (10) biathlon; and b. army cadet elemental training, to include: (1) CF familiarization, (2) field training, (3) navigation, (4) trekking, (5) wilderness survival, (6) outdoor leadership, and (7) expedition; and c. the Silver Star assessment plan.	Interactive Lecture	5 min	A0-096
TP2	Identify Silver Star complementary training opportunities.	Interactive Lecture	5 min	Refer to Remarks, para 11.a.
TP3	Review the goals of a Full Value Contract (FVC), to include: be here, be safe, set goals, be honest, and let go and move on. Note: Cadets should be introduced to the existing corps FVC.	Interactive Lecture	15 min	C2-038 (pp. 67–78)

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen to orient the cadets to and generate interest in Silver Star training opportunities.

7. **References**

- a. A0-096 Director Cadets 3. (2007). CATO 11-04, *Cadet Program Outline*. Ottawa, ON: Department of National Defence.
- b. C2-038 (ISBN 0-7872-2459-6) Henton, M. (2006). *Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-Long Learners*. Dubuque, IA: Kendall Hunt Publishing.

8. **Training Aids**

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

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

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

11. **Remarks**

- a. For Silver Star complementary training opportunities in TP 2, refer to the corps' annual training plan.
- b. This EO should be scheduled as early as possible in the training year.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M307.02 – IDENTIFY YEAR THREE CSTC TRAINING OPPORTUNITIES

1. **Performance.** Identify Year Three CSTC Training Opportunities.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify year three CSTC training opportunities, to include:
 - a. areas of interest,
 - b. courses within each area of interest, and
 - c. prerequisites for the courses within each area of interest.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss the areas of interest for CSTC training opportunities, to include: a. ceremonial leadership, b. expedition leadership, c. fullbore marksmanship, d. air rifle marksmanship, e. fitness and sports, f. military band, and g. pipe band.	Group Discussion	10 min	A2-031
TP2	Discuss year three CSTC courses and the prerequisites , to include: a. common courses: (1) Air Rifle Marksmanship Instructor, (2) Fitness and Sports Instructor, (3) Intermediate Military Band Musician, and (4) Intermediate Pipe Band Musician; b. army elemental courses: (1) Drill and Ceremonial Instructor, (2) Expedition Instructor, and (3) Fullbore Marksman Phase I.	Interactive Lecture	15 min	A0-010 A0-033 A2-031

5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Group Discussion:	10 min
c.	Interactive Lecture:	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 experiences, opinions, and feelings about areas of interest for CSTC training opportunities.
- b. An interactive lecture was chosen for TP 2 to orient the cadets to year three CSTC training opportunities and generate interest.

7. **References**

- a. A0-010 Director Cadets 2. (2006). CATO 11-03, *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- b. A0-033 Director Cadets 3. (2004). CATO 14-21, *Music Training and Education With the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.
- c. A2-031 Director Cadets 3. (2008). CATO 40-01, *Army Cadet Program Outline*. Ottawa, ON: Department of National Defence.

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

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

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

11. **Remarks**

- a. This EO should be conducted before the summer training application deadline.
- b. It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.
- c. Corps may choose to devote two additional complementary training periods to expand this to a session that includes a parent information seminar.

EO M307.03 – RECOGNIZE THE PARTNERSHIP BETWEEN THE ARMY CADET LEAGUE OF CANADA (ACLC) AND THE DEPARTMENT OF NATIONAL DEFENCE (DND)

1. **Performance.** Recognize the Partnership Between the Army Cadet League of Canada (ACLC) and the Department of National Defence (DND).
2. **Conditions**
 - a. Given:
 - (1) Handout of the partnership guidelines between the ACLC and DND,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall recognize the partnership between the ACLC and DND, to include:
 - a. awards and medals of the Army Cadet Program,
 - b. the three levels of the ACLC,
 - c. the responsibilities of the ACLC, and
 - d. the responsibilities of DND.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the three levels of the ACLC, to include: a. national, b. provincial/territorial, and c. local sponsor.	Interactive Lecture	5 min	A2-040 (p. 6, p. 8) C2-165 (pp. 6–10)

TP	Description	Method	Time	Ref
TP2	Identify the responsibilities of: a. the ACLC, to include: (1) recruiting cadets; (2) recruiting Cadet Instructor Cadre (CIC) officers; (3) fundraising; (4) providing corps training facilities; (5) organizing/conducting recreational programs; (6) providing funds for directed optional/optional training activities; and (7) providing equipment to cadet corps. b. DND, to include: (1) training CIC officers; (2) providing Qualification Standard and Plans (QSP) and Instructional Guides (IG) for cadet training; (3) providing funds for mandatory training and support activities; (4) developing policy regarding CIC officers, Civilian Instructors (CI) and cadets; (5) issuing materiel to cadet corps IAW with scales of issue (eg, uniforms); (6) providing pay for CIC officers and CIs; (7) selecting cadets for cadet summer training centres (CSTCs); and (8) providing facilities and staff for CSTCs; and c. both the ACLC and DND, to include: (1) forming or disbanding cadet corps; (2) providing awards and medals; (3) developing community and media relationships; (4) supervising and administering cadet corps; and (5) providing a reviewing party for Annual Ceremonial Reviews (ACR).	Interactive Lecture	10 min	A2-040 (pp. 10–38) C2-165 (pp. 16–23)

TP	Description	Method	Time	Ref
TP3	Identify the awards and medals of the Army Cadet Program, to include: a. General Walsh Memorial Sword, b. Cadet Medal of Bravery, c. Cadet Certificate of Commendation, d. Lord Strathcona Medal, e. Legion Medal of Excellence, f. Army, Navy and Air Force Veterans Medal (AVAVETS), g. Major-General W.A. Howard Award, h. Army Cadet Service Medal (ACSM), and i. 1st Canadian Parachute Battalion Bursary. Note: The selection of cadets for awards is in partnership between the cadet corps, RCSU and ACLC representative.	Interactive Lecture	10 min	A2-036 (p. 2-14) C2-165 (pp. 10–12)

5. Time

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce cadets to the three levels of the ACLC and the responsibilities of the ACLC and DND in support of the CCM, as it allows the instructor to control the delivery of information while encouraging the cadets to become actively involved by asking and responding to questions.

7. References

- a. A2-036 Director Cadets 3. (2003). *Royal Canadian Army Cadets Reference Book*. Ottawa, ON: Department of National Defence.
- b. A0-040 Director Cadets and Junior Canadian Rangers. (2005). *Memorandum of Understanding Between DND and the Leagues*. Ottawa, ON: Department of National Defence.
- c. C2-165 Army Cadet League of Canada. (2008). *Reference Manual*. Retrieved February 26, 2008, from <http://www.armycadetleague.ca/Templates/refMan.htm>.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/projector) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
 - a. It is recommended that this EO be scheduled early in the training year.
 - b. This EO could be delivered by the local league representative or sponsoring committee representative.

EO C307.01 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE REGIONAL CADET SUPPORT UNIT (RCSU)

1. **Performance.** Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit (RCSU).
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a guest speaker from the RCSU.
4. **Teaching Points.** The guest speaker is asked to:
 - a. discuss their role at the RCSU; and
 - b. describe how the RCSU assists the corps.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	55 min
c. Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the role of the RCSU.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
 - a. Training aids should be determined by contacting the guest speaker prior to the presentation.
 - b. This EO may be scheduled with a staff assistance visit (SAV).
 - c. There is no instructional guide for this EO.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C307.02 – PARTICIPATE IN A PRESENTATION GIVEN BY THE CADET LIAISON OFFICER (CLO)

1. **Performance.** Participate in a Presentation Given by the Cadet Liaison Officer (CLO).
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by the CLO to identify the relationship between the Canadian Cadet Organization (CCO) and the Canadian Forces (CF).
4. **Teaching Points.** The guest speaker is asked to:
 - a. discuss any previous cadet experience;
 - b. describe their role as a liaison between the corps and the CF; and
 - c. describe their position within the CF.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	55 min
c. Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the relationship between the CCO and the CF and to introduce the CLO.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
 - a. Training aids should be determined by contacting the CLO prior to the presentation.
 - b. There is no instructional guide for this EO.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C307.03 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE ARMY CADET LEAGUE OF CANADA (ACLC)

1. **Performance.** Participate in a Presentation Given by a Guest Speaker From the Army Cadet League of Canada (ACLC).
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a guest speaker from the ACLC to identify the partnership between the ACLC, the Department of National Defence (DND), and the corps.
4. **Teaching Points.** The guest speaker is asked to:
 - a. discuss the role of the ACLC;
 - b. discuss the opportunities offered to cadets by the ACLC;
 - c. describe their role within the ACLC; and
 - d. describe any previous cadet or military experience.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	55 min
c. Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the ACLC.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
 - a. Training aids should be determined by contacting the guest speaker prior to the presentation.
 - b. There is no instructional guide for this EO.

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 9

PO 308 – DIRECT A SQUAD PRIOR TO A PARADE

1. **Performance.** Direct a Squad Prior to a Parade.
2. **Conditions**
 - a. Given:
 - (1) Words of command,
 - (2) Nominal roll,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: A drill hall or outdoor parade square in favourable weather.
3. **Standard.** IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will direct a squad prior to a parade, to include:
 - a. forming up;
 - b. calling the roll;
 - c. sizing;
 - d. dressing;
 - e. performing an inspection; and
 - f. handing over the squad.
4. **Remarks.** N/A.
5. **Complementary Material**
 - a. Complementary material associated with PO 308 is designed to allow additional opportunities for cadet corps with an interest in drill to develop the cadet's skill in this area, specifically:
 - (1) EO C308.01 (Execute Flag Drill),
 - (2) EO C308.02 (Deliver Words of Command).
 - b. Some complementary training offered in previous levels may be selected as complementary training in the Silver Star Program, specifically:
 - (1) EO C208.01 (Practice Ceremonial Drill as a Review, A-CR-CCP-702/PG-001, Chapter 4, Section 8), and
 - (2) EO C208.02 (Execute Drill with Arms, A-CR-CCP-702/PG-001, Chapter 4, Section 8).
 - c. Complementary training associated with PO 308 is limited to a total of nine periods, of which a maximum of two periods may be used in support of EO C208.01 (Practice Ceremonial Drill as a Review, A-CR-CCP-702/PG-001, Chapter 4, Section 8), to be conducted during sessions or on a supported day. Corps are not required to use all nine periods.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M308.01 – PREPARE A SQUAD FOR PARADE

1. **Performance.** Prepare a Squad for Parade.
2. **Conditions**
 - a. Given:
 - (1) Drill sequence handout,
 - (2) Aide-mémoire card,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** IAW A-PD-201-000/PT-001, the cadet shall prepare a squad for parade, to include:
 - a. discussing drill theory;
 - b. falling in;
 - c. calling the roll;
 - d. sizing in a single rank and reforming in threes (twos);
 - e. dressing;
 - f. inspecting; and
 - g. handing over.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Explain drill theory, to include: a. squad formations, to include: (1) single rank, (2) two ranks, and (3) three ranks; b. company formations, to include: (1) line, (2) column of threes, and (3) column of route; c. location of parade appointments, to include: (1) parade commander, (2) parade deputy commander, (3) parade sergeant major, (4) platoon commander, (5) platoon warrant officer, and (6) platoon marker.	Interactive Lecture	20 min	A0-002 (pp. 1-1-1 to 1-1-5, pp. 7-3-2 to 7-3-5)
TP2	Explain, demonstrate and have the cadet assume the role of a team leader in preparing a squad for parade, to include: a. falling in; b. calling the roll; c. sizing in a single rank and reforming threes (twos); d. dressing; e. inspecting; and f. handing over. Note: If the time allotted is not sufficient for all cadets to assume the role of a team leader in preparing a squad for parade, additional time during nightly opening and closing parades shall be used to provide all cadets the opportunity for performance.	Demonstration and Performance	60 min	A0-002 (p. 1A-6, p. 2-1, pp. 2-15 to 2-16, pp 2-28 to 2-29, p. 2-18, pp. 1-1-11 to 1-1-12, p. 7-25)

5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	20 min
c.	Demonstration and Performance:	60 min
d.	Total:	90 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to introduce drill theory to the cadet.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate preparing a squad for a parade while providing an opportunity for the cadets to practice the skill under supervision.

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

8. **Training Aids**

- a. Drill sequence handout.
- b. Aide-mémoire card.

9. **Learning Aids**

- a. Drill sequence handout.
- b. Aide-mémoire card.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 3](#) (308 PC).

11. **Remarks**

- a. Cadets shall perform these skills and be given feedback during weekly opening and closing parades, and ceremonial parades.
- b. Assistant instructors may be required for this lesson.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M308.02 – DELIVER WORDS OF COMMAND

1. **Performance.** Deliver Words of Command.
2. **Conditions**
 - a. Given:
 - (1) Aide-mémoire card,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** The cadet shall deliver words of command by:
 - a. using the following parts of a command:
 - (1) cautionary, and
 - (2) executive; and
 - b. applying vocal techniques.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the following parts of a command: a. cautionary, and b. executive.	Interactive Lecture	10 min	A0-002 (pp. 1-1-8 to 1-1-10)
TP2	Demonstrate and explain the following requirements for a well-delivered command: a. voice, to include: (1) volume, (2) projection, (3) distinctness, (4) inflection, and (5) snap; b. accuracy, c. confidence, d. correct posture, and e. breathing control.	Demonstration	15 min	A0-002 (p. 1-1-8) C0-022 (pp. 98–101) C0-241 C0-269 (pp. 13–15)

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the parts of a command and to generate interest.
- b. Demonstration was chosen for TP 2 as it allows the instructor to demonstrate the voice techniques the cadets are expected to acquire.

7. **References**

- a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
- b. C0-022 (ISBN 0-02-864207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- c. C0-241 Optimal Breathing. (2007). *Posture and Breathing*. Retrieved February 12, 2008, from <http://breathing.com/articles/posture.htm>.
- d. C0-269 AFMAN 36-2203 Department of the Air Force. (1996). *Drill and Ceremonies*. Lackland, AFB, TX: Secretary of the Air Force.

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

9. **Learning Aids.** Aide-mémoire card.

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

11. **Remarks**

- a. Cadets shall be provided the opportunity to deliver words of command and be given feedback during weekly opening and closing parades, and ceremonial parades.
- b. Additional time for this EO is available in EO C308.02 (Deliver Words of Command).

EO C308.01 – EXECUTE FLAG DRILL

1. **Performance.** Execute Flag Drill.
2. **Conditions**
 - a. Given:
 - (1) Flag with pike,
 - (2) Colour carrying belt,
 - (3) Words of command,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** IAW specified references, the cadet, as a member of a flag party, shall execute flag drill.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain details of the following: a. flags, b. the pike, c. the colour carrying belt, and d. the composition of a flag party.	Interactive Lecture	10 min	A0-002 (p. 8-1-1) (pp. 8-2-1 to 8-2-40) A0-099 (p. 4-1-7, p. 4-1-8)
TP2	Demonstrate, explain and have the cadets practice adopting the following positions with a flag: a. the order, b. stand at ease from the order, c. stand easy from stand at ease, d. stand at ease from stand easy, and e. order from stand at ease.	Demonstration and Performance	15 min	A0-002 (pp. 8-3-1 to 8-3-3)
TP3	Demonstrate, explain and have the cadets practice adopting the following positions with a flag: a. carry from the order, and b. order from the carry, c. let fly from the carry, and d. catch the flag from the let fly.	Demonstration and Performance	25 min	A0-002 (pp. 8-3-3 to 8-3-7)

TP	Description	Method	Time	Ref
TP4	Demonstrate, explain and have the cadets practice the following movements: a. marching and halting in quick time with flags, and b. spiral countermarching with flags.	Demonstration and Performance	35 min	A0-002 (pp. 3-6 to 3-8) A0-031 (p. 3-3-1, p. 3-3-2)
TP5	Demonstrate, explain and have the cadets practice forming to the right and left with flags, to include: a. changing direction by forming at the halt, and b. changing direction by forming on the march.	Demonstration and Performance	40 min	A0-002 (pp. 8-3-3 to 8-3-7) (pp. 8-3-14 to 8-3-18)
TP6	Demonstrate, explain and have the cadets practice marching on and marching off the flags.	Demonstration and Performance	45 min	A0-002 (pp. 8-6-1 to 8-6-3)

5. Time

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	10 min
c. Demonstration and Performance:	160 min
d. Total:	180 min

6. Substantiation

- An interactive lecture was chosen for TP 1 to present basic background material on flags and flag parties.
- Demonstration and performance was chosen for TPs 2–6 as it allows the instructor to demonstrate and explain the skills the cadets are expected to acquire while providing an opportunity for the cadets to practice flag drill under supervision.

7. References

- A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
- A0-031 A-PD-202-001/FP-000 Director Ceremonial 2. (1993). *Canadian Forces Military Bands and Marches: Band Instructions*. Ottawa, ON: Department of National Defence.
- A0-099 A-AD-200-000/AG-000 Director History and Heritage. (1999). *The Honours, Flags and Heritage Structure of the Canadian Forces*. Ottawa, ON: Department of National Defence.

8. Training Aids

- Flag with pike, and
- Colour carrying belt.

9. Learning Aids

- Flag with pike, and

- b. Colour carrying belt.

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

11. **Remarks**

- a. It is recommended that this lesson be conducted in two separate sessions. Conduct TPs 1 to 4 in the first session and TPs 5 and 6 in the second session.
- b. Corps wishing to deviate from the lesson structure for local/affiliated unit traditions may do so, but are limited to the six periods allocated.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C308.02 – DELIVER WORDS OF COMMAND

1. **Performance.** Deliver Words of Command.
2. **Conditions**
 - a. Given:
 - (1) Aide-mémoire card,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** The cadet shall deliver words of command by:
 - a. using the following parts of a command:
 - (1) cautionary, and
 - (2) executive; and
 - b. applying vocal techniques.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate and have the cadets practice delivering words of command IAW EO M308.02 (Deliver Words of Command).	Practical Activity	50 min	

5. **Time**

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

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience delivering words of command in a safe, controlled environment.
7. **References.** N/A.
8. **Training Aids.** Aide-mémoire card.
9. **Learning Aids.** Aide-mémoire card.
10. **Test Details.** N/A.
11. **Remarks**
 - a. Cadets shall be provided the opportunity to deliver words of command and be given feedback during weekly opening and closing parades, and ceremonial parades.
 - b. This EO will be used as additional practice time for EO M308.02 (Deliver Words of Command).

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 10**PO 309 – INSTRUCT A LESSON**

1. **Performance.** Instruct a Lesson.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will instruct a 15-minute lesson to a group of peers using:
 - a. a written lesson plan,
 - b. an appropriate method(s) of instruction, and
 - c. an appropriate instructional aid(s).
4. **Remarks.** N/A.
5. **Complementary Material.** Complementary material associated with PO 309 is designed to enhance the cadet's ability to instruct a lesson through a number of activities:
 - a. EO C309.01 (Deliver a One-Minute Verbal Presentation),
 - b. EO C309.02 (Plan a Lesson),
 - c. EO C309.03 (Instruct a 15-Minute Lesson),
 - d. EO C309.04 (Identify Formations for Drill Instruction),
 - e. EO C309.05 (Plan a Drill Lesson), and
 - f. EO C309.06 (Instruct a 15-Minute Drill Lesson).

THIS PAGE INTENTIONALLY LEFT BLANK

EO M309.01 – EXPLAIN THE PRINCIPLES OF INSTRUCTION

1. **Performance.** Explain the Principles of Instruction.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall explain the principles of instruction by:
 - a. listing the principles of instruction; and
 - b. identifying how they are applied within a lesson.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the principles of instruction, to include: a. interest, b. comprehension, c. emphasis, d. participation, e. accomplishment, and f. confirmation.	Interactive Lecture	10 min	A0-055 (p. 13, p. 14)
TP2	Conduct an activity where the cadets will apply the principles of instruction. Note: A minimum of three learning stations shall be set up to include information about the application of the principles of instruction.	In-Class Activity	40 min	A0-055 (p. 13, p. 14)

5. **Time**
 - a. Introduction/Conclusion: 10 min
 - b. Interactive Lecture: 10 min
 - c. In-Class Activity: 40 min
 - d. Total: 60 min

6. **Substantiation**
 - a. An interactive lecture was chosen for TP 1 to present the principles of instruction and to generate interest.

- b. An in-class activity was chosen for TP 2 as it is an interactive for the cadets to apply the principles of instruction.
- 7. **References.** A0-055 A-P9-050-000/PT-006 Canadian Forces Individual Training and Education System. (1997). *Conduct of Instructional Programmes* (Vol. 6). Ottawa, ON: Department of National Defence.
- 8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area.
- 9. **Learning Aids**
 - a. ICEPAC Information Sheet,
 - b. ICEPAC Worksheet
 - c. Paper, and
 - d. Pen/pencil.
- 10. **Test Details.** N/A.
- 11. **Remarks**
 - a. The learning stations must be set up prior to beginning this lesson.
 - b. The cadets will be divided into six groups and will rotate through the stations during the in-class activity in TP 2.

EO M309.02 – IDENTIFY METHODS OF INSTRUCTION

1. **Performance.** Identify Methods of Instruction.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
 - a. define the following types of lessons:
 - (1) knowledge, and
 - (2) skill;
 - b. list the following methods of instruction:
 - (1) interactive lecture,
 - (2) demonstration and performance,
 - (3) in-class activity,
 - (4) practical activity,
 - (5) game, and
 - (6) field trip; and
 - c. select an appropriate method of instruction appropriate for a given topic.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe types of lessons, to include: a. knowledge, and b. skill.	Interactive Lecture	5 min	A0-055 (pp. 17–22) A0-056 (Annex E)
TP2	Conduct an activity where the cadets will describe methods of instruction, to include: a. interactive lecture, b. demonstration and performance, c. in-class activity, d. practical activity, e. game, and f. field trip.	In-Class Activity	25 min	A0-055 (pp. 17–22)

TP	Description	Method	Time	Ref
TP3	Conduct an activity where the cadets will select an appropriate method of instruction for a given topic.	In-Class Activity	20 min	

5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	5 min
c.	In-Class Activity:	45 min
d.	Total:	60 min

6. **Substantiation**

- An interactive lecture was chosen for TP 1 to describe types of lessons as it allows the instructor to deliver new information while encouraging the cadets to actively participate by asking and responding to questions.
- An in-class activity was chosen for TPs 2 and 3 as it is an interactive way to reinforce the topic and confirm the cadets' comprehension of types of lessons and methods of instruction.

7. **References**

- A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces Individual Training & Education System* (Vol. 6). Ottawa, ON: Department of National Defence.
- A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training & Education System* (Vol. 5). Ottawa, ON: Department of National Defence.

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

9. **Learning Aids**

- List of lesson topics, and
- Methods of Instruction Handout.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (309 PC).

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

EO M309.03 – DESCRIBE EFFECTIVE-SPEAKING TECHNIQUES

1. **Performance.** Describe Effective-Speaking Techniques.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe the following effective-speaking techniques:
 - a. voice control,
 - b. physical presence, and
 - c. preparation.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain elements of voice control, to include: a. pitch, b. tone, c. volume, d. speed, e. pause, and f. articulation.	Interactive Lecture	10 min	C0-192 (p. 16, pp. 85–87, p. 188, p. 189)
TP2	Discuss elements of physical presence, to include: a. body language, and b. dress and deportment.	Group Discussion	10 min	C0-192 (p. 16, pp. 103–122, p. 194)
TP3	Explain effective-speaking preparation, to include: a. practicing; b. controlling nervousness; and c. identifying a friendly face.	Interactive Lecture	5 min	C0-192 (p. 85, p. 116, pp. 171–179, p. 188)

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 3 to present basic material and to orient the cadets to aspects of voice control and how to prepare for effective-speaking.
- 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 physical presence while speaking in front of a group.

7. **References.** C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.

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

9. **Learning Aids**

- a. Paper, and
- b. Pen/pencil.

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

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

EO M309.04 – DESCRIBE QUESTIONING TECHNIQUES

1. **Performance.** Describe Questioning Techniques.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe questioning techniques by:
 - a. listing the purposes of questioning;
 - b. listing the qualities of a good question;
 - c. defining types of questions, to include:
 - (1) lead-off,
 - (2) follow-up,
 - (3) overhead,
 - (4) direct, and
 - (5) reverse or relay.
 - d. listing the steps to posing questions while instructing.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the purposes of questioning.	Interactive Lecture	5 min	A0-055 (p. 37) A0-057 (pp. 1-47 to 1-48)
TP2	Describe the qualities of a good question.	Interactive Lecture	5 min	A0-056 (Annex G) A0-057 (1-49 to 1-52)
TP3	Describe types of questions, to include: a. lead-off, b. follow-up, c. overhead, d. direct, and e. reverse or relay.	Interactive Lecture	5 min	A0-056 (Annex G) A0-057 (pp. 1-48 to 1-49)

TP	Description	Method	Time	Ref
TP4	Conduct an activity where the cadets will practice posing questions using the pose, pause, pounce, ponder and praise sequence.	In-Class Activity	10 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1–3 as it allows the instructor to describe the purposes, qualities and types of questions while encouraging the cadets to actively participate by asking and responding to questions.
- b. An in-class activity was chosen for TP 4 as it is an interactive way to reinforce the topic and confirm the cadets' comprehension of questioning techniques.

7. **References**

- a. A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training and Education System* (Vol. 5). Ottawa, ON: Department of National Defence.
- b. A0-057 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of Instruction*. Ottawa, ON: Department of National Defence.

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

9. **Learning Aids.** Posing Questions Sequence Handout.

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

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

EO M309.05 – SELECT APPROPRIATE INSTRUCTIONAL AIDS

1. **Performance.** Select Appropriate Instructional Aids.
2. **Conditions**
 - a. Given:
 - (1) Instructional aids information sheets,
 - (2) Worksheets,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
 - a. describe the use of instructional aids, to include:
 - (1) training, and
 - (2) learning;
 - b. list types of instructional aids, to include:
 - (1) verbal support,
 - (2) audiovisual,
 - (3) simulators, and
 - (4) training equipment; and
 - c. select an instructional aid appropriate for a given topic.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe instructional aids, to include: a. training, and b. learning.	Interactive Lecture	5 min	A0-056 (p. 12, p. 25) A0-058 (p. 15)
TP2	Conduct an activity where the cadets will identify types of instructional aids and select an instructional aid appropriate for a given topic.	In-Class Activity	45 min	A0-056 (Annex F) A0-058 (Annex E) A0-057 (pp. 29–40) C0-194 (pp. 1–6)

5. **Time**

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	5 min
c. In-Class Activity:	45 min
d. Total:	60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to introduce instructional aids, as it allows the instructor to deliver new information while encouraging the cadets to actively participate by asking and responding to questions.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to introduce the cadets to the different types of instructional aids and to confirm the cadets' comprehension of the material presented.

7. **References**

- a. A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training and Education* (Vol. 5). Ottawa, ON: Department of National Defence.
- b. A0-057 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of Instruction*. Ottawa, ON: Department of National Defence.
- c. A0-058 A-P9-050-000/PT-004 Director Training and Education Policy. (1999). *Canadian Forces Individual Training and Education* (Vol. 4). Ottawa, ON: Department of National Defence.
- d. C0-194 Dynamic Flight, Inc. *Instructional Aids and Training Technologies*. (2003). Retrieved March 20, 2008, from http://www.dynamicflight.com/avcfibook/inst_aids/.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the training/classroom area,
- b. Stopwatch, and
- c. Signalling device.

9. **Learning Aids**

- a. Instructional aids information sheets,
- b. Worksheets,
- c. Flip chart paper,
- d. Coloured markers, and
- e. Pens/pencils.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (309 PC).

11. **Remarks.** Samples of training aids available at the corps should be used during this lesson.

EO M309.06 – PLAN A LESSON

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

TP	Description	Method	Time	Ref
TP1	Explain how to research lesson content by identifying the following: a. an enabling objective (EO) and lesson specification, b. an instructional guide, and c. references.	Interactive Lecture	10 min	A0-056 (p. 22, p. 23)
TP2	Explain how to prepare for a lesson, by: a. selecting a lesson location; and b. setting up the location.	Interactive Lecture	5 min	C0-192 (pp. 171–179) C0-193 (p. 108, p. 109)
TP3	Describe the lesson plan format, to include: a. the introduction, b. the body, and c. the conclusion.	Interactive Lecture	10 min	
TP4	Supervise and provide assistance while the cadets plan a lesson. Note: Cadets shall choose from the list of approved 15-minute topics.	Practical Activity	25 min	A0-056 (p. 22, p. 23, Annex E)

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1–3 to present basic material on how to research lesson content and how to prepare for a lesson.
- b. A practical activity was chosen for TP 4 to allow the cadets to plan a lesson in a structured and controlled environment. This activity contributes to the development of lesson-planning skills and will serve as preparation for EO M309.07 (Instruct a 15-Minute Lesson).

7. **References**

- a. A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training & Education System* (Vol. 5). Ottawa, ON: Department of National Defence.
- b. C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.
- c. C0-193 (ISBN 1-890460-02-8) Jenson, E. (1999). *Super Teaching: Mastering Strategies for Building Trainee Success*. San Diego, CA: The Brain Store Inc.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
- b. List of approved 15-minute topics.

9. **Learning Aids**

- a. A lesson specification,
- b. An instructional guide,
- c. Plan a Lesson Checklist,
- d. Paper, and
- e. Pen/pencil.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (309 PC).

11. **Remarks**

- a. EO M309.06 (Plan a Lesson) should be scheduled at least one week prior to EO M309.07 (Instruct a 15-Minute Lesson).
- b. EO C309.02 (Plan a Lesson) may be scheduled as additional time for this EO.

EO M309.07 – INSTRUCT A 15-MINUTE LESSON

1. **Performance.** Instruct a 15-Minute Lesson.
2. **Conditions**
 - a. Given: Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall instruct a 15-minute lesson to a group of peers using:
 - a. a written lesson plan,
 - b. an appropriate method(s) of instruction, and
 - c. an appropriate instructional aid(s).
4. **Teaching Points.** Have the cadets instruct a 15-minute lesson.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Practical Activity:	85 min
c. Total:	90 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.
7. **References.** A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces Manual of Individual Training and Education* (Vol. 6). Ottawa, ON: Department of National Defence.
8. **Training Aids.** Instructional Techniques Assessment Form.
9. **Learning Aids**
 - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
 - b. Instructional Techniques Assessment Form.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (309 PC).
11. **Remarks.** Additional time for this EO is available in EO C309.03 (Instruct a 15-Minute Lesson).

THIS PAGE INTENTIONALLY LEFT BLANK

EO C309.01 – DELIVER A ONE-MINUTE VERBAL PRESENTATION

1. **Performance.** Deliver a One-Minute Verbal Presentation.
2. **Conditions**
 - a. Given:
 - (1) List of approved topics, and
 - (2) Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall deliver a one-minute verbal presentation.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review effective-speaking techniques, to include: a. elements of voice control, b. elements of physical presence, and c. preparation.	Group Discussion	15 min	C0-192 (pp. 85–98, pp. 99–124, pp. 183–210)
TP2	Explain the expectations of the one-minute verbal presentation.	Interactive Lecture	10 min	
TP3	Conduct an activity where the cadets will deliver a one-minute verbal presentation.	Practical Activity	25 min	

5. **Time**
 - a. Introduction/Conclusion: 10 min
 - b. Group Discussion: 15 min
 - c. Interactive Lecture: 10 min
 - d. Practical Activity: 25 min
 - e. Total: 60 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 public speaking.
 - b. An interactive lecture was chosen for TP 2 as it allows the instructor to explain the expectations of the cadets for the one-minute verbal presentation.
 - c. A practical activity was chosen for TP 3 as it is an interactive way to help the cadets develop effective-speaking skills in a safe and controlled environment.

7. **References.** C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
 - a. List of approved topics, and
 - b. Verbal Presentation Feedback Form.
10. **Test Details.** N/A.
11. **Remarks**
 - a. TP 3 should be scheduled on a separate training night after TPs 1 and 2 have been conducted.
 - b. This EO should be scheduled after EO M309.03 (Describe Effective Speaking Techniques) and before EO M309.06 (Plan a Lesson).

EO C309.02 – PLAN A LESSON

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

a. Introduction/Conclusion:	10 min
b. Practical Activity:	50 min
c. Total:	60 min
6. **Substantiation.** A practical activity was chosen to allow the cadets to plan a lesson in a structured and controlled environment. This activity contributes to the development of lesson-planning skills and will serve as preparation for EO M309.07 (Instruct a 15-Minute Lesson).
7. **References.** A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training & Education System* (Vol. 5). Ottawa, ON: Department of National Defence.
8. **Training Aids.** N/A.
9. **Learning Aids**
 - a. A lesson specification, and
 - b. An instructional guide.
10. **Test Details.** N/A.
11. **Remarks**
 - a. This EO may be used as additional time for EO M309.06 (Plan a Lesson).
 - b. There is no instructional guide for this EO.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C309.03 – INSTRUCT A 15-MINUTE LESSON

1. **Performance.** Instruct a 15-Minute Lesson.
2. **Conditions**
 - a. Given: Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall instruct a 15-minute lesson to a group of peers using:
 - a. a written lesson plan,
 - b. an appropriate method(s) of instruction, and
 - c. an appropriate instructional aid(s).
4. **Teaching Points.** Have the cadets instruct a 15-minute lesson.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Practical Activity:	85 min
c. Total:	90 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.
7. **References.** A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces Manual of Individual Training and Education* (Vol. 6). Ottawa, ON: Department of National Defence.
8. **Training Aids.** Instruction assessment form.
9. **Learning Aids**
 - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
 - b. Instruction assessment form.
10. **Test Details.** N/A.
11. **Remarks**
 - a. This EO may be used as additional time for EO M309.07 (Instruct a 15-Minute Lesson).
 - b. There is no instructional guide for this EO.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C309.04 – IDENTIFY FORMATIONS FOR DRILL INSTRUCTION

1. **Performance.** Identify Formations for Drill Instruction.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: A drill hall or outdoor parade square in favourable weather.
3. **Standard.** The cadet shall identify the following formations for drill instruction:
 - a. single rank,
 - b. semicircle, and
 - c. hollow square.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the following formations for drill instruction: a. single rank, b. semicircle, and c. hollow square.	Interactive Lecture	5 min	A0-002 (p. 1-1-7)
TP2	Demonstrate the procedure for forming a hollow square and reforming a squad.	Demonstration	20 min	A0-002 (p. 3-22)

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to introduce the formations used for drill instruction.
- b. A demonstration was chosen for TP 2 as it allows the instructor to demonstrate the procedures for forming a hollow square and reforming the squad.

7. **References.** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

EO C309.05 – PLAN A DRILL LESSON

1. **Performance.** Plan a Drill Lesson.

2. **Conditions**

a. Given:

- (1) A lesson specification,
- (2) An instructional guide,
- (3) Supervision, and
- (4) Assistance as required.

b. Denied: N/A.

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

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

- a. identify the drill instruction sequence; and
- b. develop a written drill lesson plan.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the drill instruction sequence, to include: a. introduction, b. body, c. end of lesson confirmation, and d. conclusion.	Interactive Lecture	10 min	A0-002 (pp. 1-1-4 to 1-1-8)
TP2	Review the lesson-planning process.	Interactive Lecture	10 min	
TP3	Supervise and provide assistance while the cadets plan a drill lesson.	Practical Activity	30 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to present the drill instruction sequence and to stimulate an interest in planning a drill lesson.

- b. A practical activity was chosen for TP 3 to guide the cadets through the process of planning a drill lesson.
- 7. **References.** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
- 8. **Training Aids**
 - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
 - b. List of approved 15-minute drill topics.
- 9. **Learning Aids**
 - a. Lesson Plan Handout,
 - b. Blank Drill Lesson Plan,
 - c. Plan a Drill Lesson Checklist,
 - d. A lesson specification, and
 - e. An instructional guide.
- 10. **Test Details.** N/A.
- 11. **Remarks.** EO C309.05 (Plan a Drill Lesson) should be scheduled at least one week prior to EO C309.06 (Instruct a 15-Minute Drill Lesson).

EO C309.06 – INSTRUCT A 15-MINUTE DRILL LESSON

1. **Performance.** Instruct a 15-Minute Drill Lesson.
2. **Conditions**
 - a. Given: Supervision.
 - b. Denied: Assistance.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW A-PD-201-000/PT-001, the cadet shall instruct a 15-minute drill lesson to a group of peers using:
 - a. a written lesson plan, and
 - b. the drill instruction sequence.
4. **Teaching Points.** Supervise while the cadets instruct a 15-minute drill lesson.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Practical Activity:	85 min
c. Total:	90 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop drill instructional skills in a safe and controlled environment.
7. **References.** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids.** Drill Instructional Techniques Assessment Form.
9. **Learning Aids.** Drill Instructional Techniques Assessment Form.
10. **Test Details.** N/A.
11. **Remarks**
 - a. This EO shall be conducted after EO C309.04 (Identify Formations for Drill Instruction) and EO C309.05 (Plan a Drill Lesson).
 - b. Additional time may be required for class sizes greater than five cadets.

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 11

PO 311 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY

1. **Performance.** Participate in a Recreational Summer Biathlon Activity.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Safety glasses/goggles,
 - (3) Shooting mat,
 - (4) Air rifle pellets,
 - (5) Container to hold pellets,
 - (6) Biathlon air rifle target (BART),
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
 - (2) Running route of approximately 1000 m.
3. **Standard.** The cadet will participate in a recreational summer biathlon activity by:
 - a. running a route of approximately 1000 m;
 - b. firing five to eight rounds in an effort to knock down all five targets of the BART;
 - c. running a second route of approximately 1000 m;
 - d. firing five to eight rounds in an effort to knock down all five targets of the BART;
 - e. running a third route of approximately 1000 m; and
 - f. finishing the race.
4. **Remarks**
 - a. The cadet must have completed PO 111 (Participate in a Summer Biathlon Activity, A-CR-CCP-711/PG-001, *Royal Canadian Army Cadets General Training and Qualification Plan*, Chapter 4, Section 6) and PO 211 (Participate in Competitive Summer Biathlon Activities, A-CR-CCP-702/PG-001, Chapter 4, Section 9) prior to participating in this PO.
 - b. Assistance may be given to cadets who have difficulty pumping the cadet air rifle.
5. **Complementary Material**
 - a. Complementary training offered in previous star level training may be selected as complementary training in Silver Star training, specifically:

- (1) PO 211 (Participate in Competitive Summer Biathlon Activities, A-CR-CCP-702/PG-001, Chapter 4, Section 9), and
 - (2) PO 111 (Participate in Recreational Summer Biathlon Activities, A-CR-CCP-711/PG-001, Chapter 4, Section 6).
- b. PO 311 (Participate in a Recreational Summer Biathlon Activity) is a complementary package designed to provide an opportunity for the cadet to participate in recreational summer biathlon activities.
- c. PO 311, PO 211 (A-CR-CCP-702/PG-001, Chapter 4, Section 9) and PO 111 (A-CR-CCP-711/PG-001, Chapter 4, Section 6) are limited to a total of nine periods per training year.

EO C311.01 – PRACTICE AIMING AND FIRING THE CADET AIR RIFLE FOLLOWING PHYSICAL ACTIVITY

1. **Performance.** Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Safety glasses/goggles,
 - (3) Shooting mat,
 - (4) Biathlon air rifle target (BART),
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
 - (2) Sports field, gymnasium, or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall aim and fire the cadet air rifle following physical activity practicing:
 - a. breathing techniques, and
 - b. natural alignment.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	IAW EO C206.02 (Practice Aiming Techniques, A-CR-CCP-702/PG-001, Chapter 4, Section 6), review: a. the importance of controlled breathing in marksmanship, and b. how to achieve a controlled breathing sequence.	Interactive Lecture	5 min	A0-027 (p. 2-12)

TP	Description	Method	Time	Ref
TP2	IAW EO C206.03 (Practice Firing Techniques, A-CR-CCP-702/PG-001, Chapter 4, Section 6), review natural sight alignment by: a. adopting a comfortable prone position; b. acquiring a sight picture; c. closing both eyes; d. taking several normal breaths to relax the muscles; e. looking through sights when comfortable; f. adjusting body position until a proper sight picture is achieved; and g. proceeding to fire.	Interactive Lecture	5 min	A0-027 (p. 1-5-7)
TP3	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: a. stretch the muscles; b. gradually increase respiratory action and heart rate; c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089
TP4	Conduct an activity where cadets will aim and fire the cadet air rifle following physical activity practicing: a. breathing techniques, and b. natural alignment.	Practical Activity	60 min	C0-149
TP5	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: a. allow the body to slowly recover from physical activity and help to 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:	10 min
b. Interactive Lecture:	10 min
c. Practical Activity:	70 min
d. Total:	90 min

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to review aiming and firing techniques.
- b. A practical activity was chosen for TPs 3–5 as it is an interactive way to allow the cadets to experience aiming and firing the cadet air rifle following physical activity.

7. **References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 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: Mosaic Press.
- c. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20th Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- d. C0-149 Biathlon Canada. (2005). *Biathlon Bears: Community Coaching*. Ottawa, ON: Biathlon Canada.

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

9. **Learning Aids**

- a. Cadet air rifle,
- b. Safety glasses/goggles,
- c. Shooting mat,
- d. Target frame,
- e. BART, and
- f. Coin.

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

11. **Remarks.** This lesson shall be taught prior to conducting EO C311.02 (Participate in a Recreational Summer Biathlon Activity).

THIS PAGE INTENTIONALLY LEFT BLANK

EO C311.02 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY

1. **Performance.** Participate in a Recreational Summer Biathlon Activity.
2. **Conditions**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Safety glasses/goggles,
 - (3) Shooting mat,
 - (4) Air rifle pellets,
 - (5) Container to hold pellets,
 - (6) Biathlon air rifle target (BART),
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental:
 - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
 - (2) Running route of approximately 1000 m.
3. **Standard.** The cadet shall participate in a recreational summer biathlon activity, to include:
 - a. running a route of approximately 1000 m;
 - b. firing five to eight rounds in an effort to knock down all five targets of the BART;
 - c. running a second route of approximately 1000 m;
 - d. firing five to eight rounds in an effort to knock down all five targets of the BART;
 - e. running a third route of approximately 1000 m; and
 - f. finishing the race.
4. **Teaching Points**
 - a. Explain the components of a recreational summer biathlon activity, to include:
 - (1) composition,
 - (2) course layout,
 - (3) rules and regulations,
 - (4) scoring,
 - (5) penalties, and
 - (6) out of bounds areas.
 - b. Conduct a warm-up session composed of light cardiovascular exercises.

- c. Conduct a recreational summer biathlon activity IAW paragraph 3.
- d. Conduct a cool-down session composed of light cardiovascular exercises.

5. **Time**

a. Introduction/Conclusion:	10 min
b. Practical Activity:	170 min
c. Total:	180 min

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way for the cadets to participate in recreational summer biathlon. This activity contributes to the development of biathlon skills and knowledge, and promotes physical fitness in a fun and challenging setting.

7. **References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Cadet Marksmanship Program: Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-036 Cadets Canada. (n.d.). *Canadian Cadet Movement: Biathlon Championship Series*. Ottawa, ON: Department of National Defence.
- c. A0-098 Director Cadets 4. (2007). CATO 14-42, *Biathlon Common Program*. 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: Mosaic Press.
- e. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20th Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

8. **Training Aids**

- a. Cadet air rifle,
- b. Safety glasses/goggles,
- c. Shooting mat,
- d. Biathlon scoresheets,
- e. Course control sheets,
- f. Range recording sheets,
- g. Air rifle pellets,
- h. Container to hold pellets,
- i. BART,
- j. Notice board, and
- k. Stopwatches.

9. **Learning Aids**

- a. Cadet air rifle,
- b. Cadet air rifle slings,

- c. Safety glasses/goggles,
 - d. Shooting mat,
 - e. Air rifle pellets,
 - f. Container to hold pellets, and
 - g. BART.
10. **Test Details.** N/A.
11. **Remarks.** EO C311.01 (Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity) shall be taught prior to conducting this activity.

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 12

PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES

1. PO X20 – Participate in CAF Familiarization Activities

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

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 13

PO 321 – PERFORM THE DUTIES OF A TEAM LEADER ON A WEEKEND BIVOUAC FTX

1. **Performance.** Perform the Duties of a Team Leader on a Weekend Bivouac FTX.
2. **Conditions**
 - a. Given:
 - (1) Group field equipment,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet will perform the duties of a team leader during a Weekend Bivouac FTX, to include:
 - a. supervising daily routine, to include:
 - (1) bivouac site set-up and tear down,
 - (2) meal preparation,
 - (3) site cleanliness,
 - (4) water re-supply,
 - (5) adherence to the schedule,
 - (6) inspection, preparation and positioning of equipment, and
 - (7) general maintenance and storage of equipment; and
 - b. demonstrating care and concern for subordinates, to include monitoring:
 - (1) health and hygiene,
 - (2) hydration and diet,
 - (3) fatigue,
 - (4) dress, and
 - (5) behaviour.
4. **Remarks**
 - a. Army Cadet Expeditions combine skills developed in the areas of Field Training, Trekking, Navigation, and Outdoor Leadership. Field Training contributes to Army Cadet Expeditions by developing the ability of cadets to live comfortably in a bivouac site.
 - b. Group field equipment is specified in EO M321.01 (Perform the Duties of a Team Leader in the Field).
 - c. This PO will be confirmed in conjunction with PO 324 (Survive When Lost, [Section 16](#)) during a Weekend Bivouac/Survival FTX.

- d. EO M321.01 (Perform the Duties of a Team Leader in the Field) will be conducted prior to the Weekend Bivouac FTX, while EO M321.02 (Construct the Components of a Bivouac Site) will be conducted during the Weekend Bivouac FTX.

5. Complementary Material

- a. Complementary material associated with PO 321 is designed to enhance the cadet's experience in the field, to include:
 - (1) EO C321.01 (Identify Methods of Waste Disposal in the Field),
 - (2) EO C321.02 (Identify Safety Considerations When Traveling Over Snow and Ice), and
 - (3) EO C321.03 (Construct Field Amenities).
- b. Some complementary training offered in previous levels in PO X21 (Field Training), may be selected as complementary training in the Silver Star Program, specifically:
 - (1) EO C121.02 (Participate in a Discussion on Cold Climate Exposure, A-CR-CCP-701/PG-001, Chapter 4, Section 10),
 - (2) EO C121.03 (Select Cold Weather Clothing, A-CR-CCP-701/PG-001, Chapter 4, Section 10),
 - (3) EO C121.04 (Recognize the Effects of Cold Weather, A-CR-CCP-701/PG-001, Chapter 4, Section 10),
 - (4) EO C121.05 (Participate in Cold Weather Training, A-CR-CCP-107/PT-001),
- c. When selecting complementary material from previous levels, training staff will review the applicable performance objective, lesson specification, and instructional guide.

EO M321.01 – PERFORM THE DUTIES OF A TEAM LEADER IN THE FIELD

1. **Performance.** Perform the Duties of a Team Leader in the Field.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall perform the duties of a team leader during a Weekend Bivouac FTX by:
 - a. supervising cadets;
 - b. preparing meals; and
 - c. maintaining the bivouac site.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss the duties of a team leader during a Weekend Bivouac FTX, to include supervising cadets during: a. meals, b. lights out and reveille, c. free time, d. personal hygiene routine, e. equipment use, and f. equipment maintenance.	Interactive Lecture	10 min	
TP2	Discuss supervising the preparation of meals, to include: a. lighting stoves; b. boiling water; c. field stripping individual meal packs (IMPs); d. preparing food; and e. coordinating cleanup of garbage.	Interactive Lecture	10 min	
TP3	Discuss how a team leader maintains the bivouac site, to include: a. completing routine shelter inspections; b. tracking and storing equipment; c. replenishing water sources; and d. emptying garbage points.	Interactive Lecture	5 min	

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce the cadets to the duties of a team leader in the field.

7. **References.** N/A.

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

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

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

11. **Remarks**

- a. The cadet shall participate in the activity and where possible perform the duties of a team leader.
- b. The team leader(s) will be debriefed on their performance as part of PO 303 (Perform the Role of a Team Leader, [Section 4](#)).

EO M321.02 – CONSTRUCT COMPONENTS OF A BIVOUAC SITE

1. **Performance.** Construct Components of a Bivouac Site.
2. **Conditions**
 - a. Given:
 - (1) Sample bivouac site diagram,
 - (2) Mine tape,
 - (3) Bristol board,
 - (4) Markers,
 - (5) Twine,
 - (6) Pocketknife,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall:
 - a. establish components of a bivouac site, to include:
 - (1) headquarters,
 - (2) supply,
 - (3) first aid point,
 - (4) fire point,
 - (5) POL point,
 - (6) in/out route for a safety vehicle,
 - (7) parking area,
 - (8) form-up point,
 - (9) water point,
 - (10) ablutions area,
 - (11) cooking area,
 - (12) eating area,
 - (13) garbage point, and
 - (14) sleeping areas (male and female); and
 - b. construct components of a bivouac site, to include:
 - (1) headquarters,

- (2) supply,
- (3) first aid point,
- (4) fire point, and
- (5) POL point.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Discuss the components of a bivouac site, to include: a. description of features, b. required building materials, and c. location requirements.	Interactive Lecture	10 min	
TP2	Explain, demonstrate and have the cadets establish components of a bivouac site, to include: a. headquarters, b. supply, c. first aid point, d. fire point, e. POL point, f. in/out route for a safety vehicle, g. parking area, h. form-up point, i. water point, j. ablutions area, k. cooking area, l. eating area, m. garbage point, and n. sleeping areas (male and female).	Demonstration and Performance	15 min	A2-036 (pp. 3-58 to 3-61)
TP3	Explain, demonstrate and have the cadets construct components of a bivouac site, to include: a. headquarters, b. supply, c. first aid point, d. fire point, and e. POL point.	Demonstration and Performance	60 min	A2-036 (pp. 3-58 to 3-61)

5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	10 min
c.	Demonstration and Performance:	75 min
d.	Total:	90 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the construction of a bivouac site.
- b. Demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate constructing components of a bivouac site while providing an opportunity for the cadet to practice the skill under supervision.

7. **References.** A2-036 A-CR-CCP-121/PT-001 Director Cadets 3. (2000). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.8. **Training Aids**

- a. Sample bivouac site diagram.
- b. Mine tape,
- c. White bristol board,
- d. Markers,
- e. Twine, and
- f. Pocket knife (one per group).

9. **Learning Aids**

- a. Mine tape,
- b. Bristol board, and
- c. Markers.

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

- a. The cadet shall participate in the activity and where possible perform the duties of a team leader.
- b. The team leader(s) will be debriefed on their performance where applicable as part of PO 303 (Perform the Role of a Team Leader, [Section 4](#)).
- c. This EO should be conducted during the allocated Bivouac FTX.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C321.01 – IDENTIFY METHODS OF WASTE DISPOSAL IN THE FIELD

1. **Performance.** Identify Methods of Waste Disposal in the Field.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall identify methods of waste disposal in the field by:
 - a. discussing field hygiene;
 - b. discussing latrine selection; and
 - c. selecting natural toilet paper.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss field hygiene, to include: a. practicing the basic rules of hygiene; b. diarrhea; and c. water pathogens.	Interactive Lecture	5 min	A2-063 (pp. 2-1 to 2-2) C0-111 (p. 200, p. 319)
TP2	Discuss latrine selection, to include: a. surface disposal, b. cat holes, c. latrines, and d. wilderness toilets, to include: (1) outhouses, (2) thunder boxes, (3) ammo cans, (4) buckets, and (5) commercial waste units, to include: (a) composting toilet, and (b) Pack-it Toilet.	Interactive Lecture	10 min	A2-063 (p. 2-7) C2-156 (pp. 43–50) C2-011 (pp.57–69) C2-016 (pp. 113– 119)

TP	Description	Method	Time	Ref
TP3	Select natural toilet paper, to include: a. leaves, b. moss, c. grasses, d. evergreens, and e. water.	Practical Activity	10 min	C2-156 (pp. 43–50) C2-011 (pp.67–69)

5. Time

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

6. Substantiation

- An interactive lecture was chosen for TPs 1 and 2 as it allows the instructor to present background information about field hygiene and environmentally conscious waste disposal.
- A practical activity was chosen for TP 3 as it is an interactive way to introduce the cadets to natural materials in the field that can be used in place of toilet paper.

7. References

- A2-063 A-CR-CCP-107/PT-001 Director Cadets 3. (1978). *Royal Canadian Army Cadet Course Training Plan: Corps Training Program Adventure Training*. Ottawa, ON: Department of National Defence.
- C0-111 (ISBN 0-9740820-2-3) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book* (2nd ed.). Lebanon, NH: Paul Tawrell.
- C2-011 (ISBN 0-89886-910-2) McGiveny, A. (2003). *Leave No Trace: A Guide to the New Wilderness Etiquette* (2nd ed.). Seattle, WA: Mountaineer Books.
- C2-016 (ISBN 1-4000-5309-9) Curtis, R. (2005). *The Backpacker's Field Manual – A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.
- C2-156 (ISBN 0-89815-627-0) Meyer, K. (1994). *How to Shit in the Woods*. Berkeley, CA: Ten Speed Press.

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

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

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

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

EO C321.02 – IDENTIFY SAFETY CONSIDERATIONS WHEN TRAVELLING OVER SNOW AND ICE

1. **Performance.** Identify Safety Considerations When Travelling Over Snow and Ice.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall identify safety considerations when travelling over snow and ice, to include :
 - a. assessing types of snow and ice;
 - b. determining weight carrying capacity and holding capacity; and
 - c. selecting a route.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe types of snow and ice, to include: a. snow, to include: (1) new fallen snow, (2) powder snow, (3) wind-packed snow, (4) sun crust, (5) corn snow, (6) rotten snow, (7) slush snow, and b. ice, to include: (1) surface ice, (2) candle ice, and (3) lake ice.	Interactive Lecture	20 min	C2-004 (p. 299)
TP2	Discuss characteristics of snow and ice, to include: a. weight-carrying capacity, b. sliding characteristics, and c. holding capacity.	Interactive Lecture	5 min	C2-004 (p. 301)
TP3	Discuss water dangers, to include: a. frozen waterway travel, b. ice route selection, and c. weak ice.	Interactive Lecture	10 min	C2-004 (p. 303, p. 304)

TP	Description	Method	Time	Ref
TP4	Discuss winter travel, to include: a. basic rules for winter travel, b. use of snowshoes or skis, c. tripping and falling in the snow, d. best time to travel, e. trail selection, and f. dangers of winter travel.	Interactive Lecture	20 min	C2-004 (p. 302–304) C2-012 (p. 13)

5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	55 min
c.	Total:	60 min

6. **Substantiation.** An interactive lecture was chosen for this lesson, as it introduces travelling over snow and ice and generates interest in being outside in the winter.

7. **References**

- a. C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- b. C2-012 (ISBN 0-89886-643-X) Weiss, H. (1988). *Secrets of Warmth for Comfort or Survival*. Seattle, WA: The Mountaineers.

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

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

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

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

EO C321.03 – CONSTRUCT FIELD AMENITIES

1. **Performance.** Construct Field Amenities.
2. **Conditions**
 - a. Given:
 - (1) Nylon rope,
 - (2) Twine,
 - (3) 1.8-kg (4-lb) axe with a 91-cm (36-inch) handle,
 - (4) 60-cm (24-inch) bow saw,
 - (5) Diagrams detailing field amenities construction,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet, in groups of four, shall construct two field amenities from the following:
 - a. a swamp bed,
 - b. a pack frame,
 - c. a meat-drying rack,
 - d. a raft, or
 - e. a tool rack.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain, demonstrate, and have the cadets practice tying the following: a. sheer lashing, b. square lashing, c. timber hitch, d. diagonal lashing, and e. figure-of-eight lashing.	Demonstration and Performance	45 min	C2-007 (pp. 180–188)

TP	Description	Method	Time	Ref
TP2	Have the cadets, in groups of four, construct two of the following field amenities: a. a swamp bed, b. a pack frame, c. a meat-drying rack, d. a raft, or e. a tool rack.	Practical Activity	130 min	C2-008 (p. 381) C2-046

5. Time

a.	Introduction and Conclusion:	5 min
b.	Demonstration and Performance:	45 min
c.	Practical Activity:	130 min
d.	Total:	180 min

6. Substantiation

- Demonstration and performance was chosen for TP 1 as it allows the instructor to explain and demonstrate knots and lashings while providing an opportunity for the cadets to practice tying knots and lashings under supervision.
- A practical activity was chosen for TP 2 as it is an interactive way to allow the cadet to experience building field amenities in a safe, controlled environment. This activity contributes to the development of building skills in a fun and challenging setting.

7. References

- C2-007 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Chartwell Books Inc.
- C2-008 (ISBN 0-00-265314-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.
- C2-046 PioneeringProjects.org. (2004). *PioneeringProjects.org*. Retrieved February 20, 2008, from <http://www.pioneeringprojects.org/projects/index.htm>.

8. Training Aids

- Nylon rope,
- Twine,
- 1.8-kg (4-lb) axe with a 91-cm (36-inch) handle, and
- 60-cm (24-inch) bow saw,

9. Learning Aids

- Nylon rope,
- Twine,
- 1.8-kg (4-lb) axe with a 91-cm (36-inch) handle,

- d. 60-cm (24-inch) bow saw, and
- e. Diagrams detailing field amenities construction.

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

11. **Remarks**

- a. Natural resources found in the field such as fallen or dead wood, are to be used for construction. Instructors are to confirm with local authorities that natural resources may be used for this activity.
- b. Each cadet must gather three sticks or poles approximately 2.54 cm (one inch) in diameter prior to this lesson.
- c. Field amenities will be disassembled, following construction.
- d. The content of this EO is similar to content in C221.02 (Construct Field Amenities, A-CR-CCP-702/PG-001, Chapter 4, Section 11) and C121.01 (Construct Field Amenities, A-CR-CCP-701/PG-001, Chapter 4, Section 10). It is recommended that these lessons be conducted concurrently.

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 14

PO 322 – PLOT LOCATION ON A TOPOGRAPHICAL MAP USING A GLOBAL POSITIONING SYSTEM (GPS) RECEIVER

1. **Performance.** Plot Location on a Topographical Map Using a Global Positioning System (GPS) Receiver.
2. **Conditions**
 - a. Given:
 - (1) GPS receiver,
 - (2) Topographical map,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Outdoor setting large enough to accommodate the entire group, during daylight hours.
3. **Standard.** The cadet will plot their location on a topographical map, using the eight-figure grid reference (GR) found using a GPS receiver.
4. **Remarks**
 - a. Army Cadet Expeditions combine skills developed in the area of Field Training, Trekking, Navigation, and Outdoor Leadership. Navigation contributes to Army Cadet Expeditions by developing the ability of the cadet to navigate during travel while on expeditions.
 - b. This PO will be confirmed during the practical exercise in EO M322.05 (Set a Map Datum on a Global Positioning System Receiver) where the cadet will navigate a leg of a route.
5. **Complementary Material**
 - a. Complementary material associated with PO 322 is designed to provide opportunities for additional navigation practice, to include:
 - (1) EO C322.01 (Practice Navigation as a Member of a Small Group),
 - (2) EO C322.02 (Identify Factors That Impact Navigation in the Winter),
 - (3) EO C322.03 (Identify the Principles of Map-Making), and
 - (4) EO C322.04 (Draw a Map of an Area in the Local Training Facility).
 - b. Complementary training may be conducted during sessions or on a supported day. No more than nine periods in total shall be used to support EO C322.01 (Practice Navigation as a Member of a Small Group).

THIS PAGE INTENTIONALLY LEFT BLANK

EO M322.01 – REVIEW RED STAR NAVIGATION

1. **Performance.** Review Red Star Navigation.
2. **Conditions**
 - a. Given:
 - (1) Topographical map,
 - (2) Compass,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard.** As a member of a group of no more than five, the cadet shall review Red Star Navigation, to include:
 - a. describing bearings;
 - b. identifying compass parts;
 - c. setting declination;
 - d. determining distance on a map;
 - e. determining individual pace;
 - f. orienting the map using a compass; and
 - g. taking a magnetic bearing using a compass.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	IAW PO 222 (Navigate Along a Route Using a Map and Compass, A-CR-CCP-702/PG-001, Chapter 4, Section 12), conduct a review of Red Star navigation, to include: a. identifying the points of the compass rose, to include: (1) four cardinal points, (2) four inter-cardinal points, and (3) eight intermediate points; b. discussing scales on a compass, to include: (1) degrees, and (2) mils;	Interactive Lecture	25 min	A2-041 (p. 16, p. 18, p. 47, p. 48, p. 50, p. 51, pp. 66–70, p. 76) C0-011 (pp. 52–53) C2-041 (p. 50, p. 106)

TP	Description	Method	Time	Ref
	c. defining a bearing; d. discussing types of bearings, to include: (1) grid bearing, (2) magnetic bearing, and (3) back bearing; e. identifying compass parts, to include: (1) sight, (2) compass cover, (3) sighting mirror, (4) sighting line, (5) luminous index point, (6) compass dial, (7) dial graduations, (8) orienting arrow, (9) romer 1 : 25 000, (10) compass base plate, (11) declination scale, (12) compass meridian lines, (13) magnetic needle, (14) luminous orienting points, (15) luminous index point, (16) romer 1 : 50 000, (17) safety cord or lanyard, (18) adjustable wrist lock, (19) screwdriver, and (20) declination adjustment screw; f. setting declination on a compass; g. determining distance, to include: (1) determining distance on a map by: (a) measuring point-to-point; and (b) measuring along a route; and (2) determining individual pace, to include: (a) pace counting method, and (b) factors that affect pacing; h. orienting a map using a compass; and i. taking a magnetic bearing by: (1) using a prominent object in sight; and (2) using a map.			

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 review the basic and background material covered during Red Star navigation.

7. **References**

- a. A2-041 B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field Sketching, Compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.
- b. C0-011 Canadian Orienteering Federation. (1985). *Orienteering Level Two Coaching Certification*. Ottawa, ON: Canadian Orienteering Federation.
- c. C2-041 (ISBN 0-07-136110-3) Seidman, D., & Cleveland, P. (1995). *The Essential Wilderness Navigator*. Camden, ME: Ragged Mountain Press.

8. **Training Aids**

- a. Topographical map,
- b. Compass,
- c. Paper,
- d. Pencil, and
- e. Measuring tape.

9. **Learning Aids**

- a. Topographical map (one per five cadets),
- b. Compass (one per five cadets),
- c. Paper,
- d. Pencil, and
- e. Start and end point GRs.

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

- a. Assistant instructors may be required for this lesson.
- b. Where possible this EO should be conducted prior to the expedition exercise.
- c. This EO should be conducted during the allocated Bivouac FTX.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M322.02 – CALCULATE MAGNETIC DECLINATION

1. **Performance.** Calculate Magnetic Declination.
2. **Conditions**
 - a. Given:
 - (1) Topographical map,
 - (2) Compass,
 - (3) Declination problem worksheet,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW B-GL-382-005/PT-001 *Maps, Field Sketching, Compasses and the Global Positioning System*, Chapter 2, Section 3, the cadet shall calculate magnetic declination.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	IAW M222.02 (Describe Bearings, A-CR-CCP-702/PG-001, Chapter 4, Section 12), review magnetic declination and the three norths, to include: a. magnetic declination, b. grid magnetic angle, c. annual magnetic change, d. true north, e. grid north, and f. magnetic north.	Interactive Lecture	5 min	A2-041 (pp. 50–54)

TP	Description	Method	Time	Ref
TP2	Demonstrate, explain and have the cadet practice calculating magnetic declination, to include: a. locating the declination diagram and information; and b. calculating declination by: (1) identifying the current year; (2) identifying year of declination information; (3) recording the difference in years; (4) determining if the annual change is increasing or decreasing; (5) multiplying the difference in years by the annual change; (6) determining if declination is east or west; (7) adding or subtracting the annual change from the original declination; and (8) setting the calculated declination on a compass.	Demonstration and Performance	20 min	A2-041 (pp. 53–58)
TP3	Have the cadet calculate magnetic declination using east and west declination examples.	In-Class Activity	30 min	

5. Time

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	5 min
c. Demonstration and Performance:	20 min
d. In-Class Activity:	30 min
e. Total:	60 min

6. Substantiation

- a. An interactive lecture was chosen for TP 1 to orient the cadet to calculating magnetic declination and to present basic material.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate calculating magnetic declination while providing an opportunity for the cadets to practice calculating magnetic declination under supervision.
- c. An in-class activity was chosen for TP 3 as it is an interactive way to reinforce calculating magnetic declination.

7. **References.** A2-041 B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field Sketching, Compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.
8. **Training Aids**
 - a. Topographical map, and
 - b. Compass.
9. **Learning Aids**
 - a. Topographical map,
 - b. Compass, and
 - c. Declination problem worksheet.
10. **Test Details.** This EO will be assessed IAW Chapter 3, [Annex B](#), [Appendix 6](#) (322 PC).
11. **Remarks.** Cadets may use a calculator for calculating declination.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M322.03 – IDENTIFY COMPONENTS OF THE GLOBAL POSITIONING SYSTEM

1. **Performance.** Identify Components of the Global Positioning System.
2. **Conditions**
 - a. Given:
 - (1) GPS receiver,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify the components of the GPS, to include:
 - a. satellites,
 - b. ground stations, and
 - c. receivers.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss the GPS, to include: a. what the GPS is, b. how it works, and c. components, to include: (1) satellites, (2) ground stations, and (3) receivers.	Interactive Lecture	10 min	C2-142 (pp. 49–55) C2-143 (pp. 8–9)
TP2	Explain GPS terminology, to include: a. GPS, b. three-dimensional (3D) coordinate, c. assisted GPS (A-GPS), d. differential GPS (DGPS), e. latitude, f. longitude, g. triangulation, h. wide area augmentation service (WAAS), and i. waypoint.	Interactive Lecture	5 min	C2-144 (pp. 22–23)

TP	Description	Method	Time	Ref
TP3	Discuss GPS receivers and the information they provide, to include: a. accuracy, b. time, c. location, d. speed, e. direction of travel, f. stored location, and g. cumulative data.	Interactive Lecture	10 min	C2-142 (pp. 53–58)

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 components of the GPS and to present background material.

7. **References**

- a. C2-142 (ISBN 0-7645-6933-3) McNamara, J. (2004). *GPS for Dummies*. Hoboken, NJ: Wiley Publishing, Inc.
- b. C2-143 (ISBN 1-58923-145-7) Featherstone, S. (2004). *Outdoor Guide to Using Your GPS*. Chanhassen, MN: Creative Publishing International, Inc.
- c. C2-144 (ISBN 0-07-223171-8) Broida, R. (2004). *How to do Everything With Your GPS*. Emerville, CA: McGraw-Hill.

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

9. **Learning Aids.** GPS receiver.

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

11. **Remarks.** It is recommended that this EO be instructed outside.

EO M322.04 – IDENTIFY FEATURES OF A GLOBAL POSITIONING SYSTEM RECEIVER

1. **Performance.** Identify Features of a Global Positioning System Receiver.
2. **Conditions**
 - a. Given:
 - (1) GPS receiver,
 - (2) Practical activity worksheet,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall identify features of a GPS receiver, to include:
 - a. components, to include:
 - (1) antenna,
 - (2) screen,
 - (3) battery compartment, and
 - (4) buttons, to include:
 - (a) on/off
 - (b) backlight,
 - (c) enter,
 - (d) escape,
 - (e) zoom in,
 - (f) zoom out,
 - (g) menu,
 - (h) NAV,
 - (i) mark,
 - (j) GOTO, and
 - (k) Arrow joystick; and
 - b. screen pages, to include:
 - (1) satellite status,
 - (2) menu,
 - (3) position,
 - (4) compass navigation, and

(5) map.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Identify and briefly describe the components of a GPS receiver, to include: a. antenna, b. screen, c. battery compartment, and d. buttons, to include: (1) on/off, (2) backlight, (3) enter, (4) escape, (5) zoom in, (6) zoom out, (7) menu, (8) NAV, (9) mark, (10) GOTO, and (11) arrow joystick.	Interactive Lecture	10 min	C2-142 (pp. 64–65)

TP	Description	Method	Time	Ref
TP2	Explain and have the cadets scroll through the screen pages on a GPS receiver to become familiar with each screen page and the information it displays, to include: a. satellite status, to include: (1) satellites signal strengths, (2) battery strength, and (3) estimated position error (EPE); b. menu, to include: (1) customizing the GPS receiver; (2) accessing waypoints and routes; and (3) changing map datum; c. position, to include: (1) coordinates and datum, and (2) time and date; d. compass navigation, to include: (1) direction of travel, (2) bearing, (3) distance from destination, (4) course deviation indicator (CDI), and (5) time to destination; and e. map that identifies: (1) landmarks, (2) roads, (3) cities, (4) bodies of water, (5) city streets, and (6) topographic features.	Demonstration and Performance	15 min	C2-143 (pp. 42–54)

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 components of a GPS receiver and to present background material.

- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate how to scroll through the different screen pages of a GPS receiver while providing an opportunity for the cadets to practice under supervision.

7. **References**

- a. C2-142 (ISBN 0-7645-6933-3) McNamara, J. (2004). *GPS for Dummies*. Hoboken, NJ: Wiley Publishing, Inc.
- b. C2-143 (ISBN 1-58923-145-7) Featherstone, S. (2004). *Outdoor Guide to Using Your GPS*. Chanhassen, MN: Creative Publishing International, Inc.

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

9. **Learning Aids.** GPS receiver.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 6](#) (M322 PC).

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

EO M322.05 – SET A MAP DATUM ON A GLOBAL POSITIONING SYSTEM RECEIVER

1. **Performance.** Set a Map Datum on a Global Positioning System Receiver.
2. **Conditions**
 - a. Given:
 - (1) GPS receiver,
 - (2) Topographical map,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall identify the map datum from a topographical map and set it on a GPS receiver.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain map datum, to include: a. model projection of the earth, b. North American Datum 1927 (NAD-27), c. North American Datum 1983 (NAD-83), and d. World Geodetic System 1984 (WGS-84).	Interactive Lecture	10 min	C2-143 (p. 72, p. 73)
TP2	Discuss the Universal Transverse Mercator (UTM) grid system, to include: a. UTM grid, to include: (1) map projection, (2) UTM zone, and (3) UTM projection; b. grid reference systems, to include: (1) eastings, and (2) northings; and c. military grid reference system.	Interactive Lecture	10 min	A2-036 (pp. 5-14 to 5-17)

TP	Description	Method	Time	Ref
TP3	Discuss using a GPS receiver in conjunction with a topographical map, to include: a. identifying UTM grid system on a GPS receiver; and b. process for confirming correct MGRS coordinates, to include: (1) identifying MGRS grid system on a topographical map; (2) locating the grid zone designator; and (3) confirming the 100 000 m square identifier.	Interactive Lecture	15 min	
TP4	Explain, demonstrate and have the cadets practice setting the map datum on the GPS receiver, to include: a. identifying the map datum from a topographical map; and b. setting one of the following datums on a GPS: (1) NAD-27, (2) NAD-83, or (3) GDS-84.	Demonstration and Performance	15 min	C2-143 (pp. 70–72)

5. Time

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	35 min
c. Demonstration and Performance:	15 min
d. Total:	60 min

6. Substantiation

- a. An interactive lecture was chosen for TP 1–3 to orient the cadets to map datums.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate how to set a map datum while providing an opportunity for the cadets to practice under supervision.

7. References

- a. A2-036 A-CR-CCP-121/PT-001 Director Cadets 3. (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- b. C2-143 (ISBN 1-58923-145-7) Featherstone, S. (2004). *Outdoor Guide to Using Your GPS*. Chanhassen, MN: Creative Publishing International, Inc.

8. Training Aids

- a. GPS receiver,

- b. Topographical map,
- c. Simulated map datum,
- d. Grid overlay,
- e. Canadian UTM zones handout.

9. **Learning Aids**

- a. GPS receiver,
- b. Topographical map, and
- c. Canadian UTM zones handout.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 6](#) (322 PC).

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

THIS PAGE INTENTIONALLY LEFT BLANK

EO M322.06 – IDENTIFY LOCATION USING A GLOBAL POSITIONING SYSTEM (GPS) RECEIVER

1. **Performance.** Identify Location Using a Global Positioning System (GPS) Receiver.
2. **Conditions**
 - a. Given:
 - (1) GPS receiver,
 - (2) Topographical map of the area,
 - (3) Compass,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** While navigating a leg of a predetermined route, the cadet shall identify location using a GPS receiver by:
 - a. confirming that the correct map datum is set on the GPS receiver;
 - b. locating the geographical position page;
 - c. reading the grid reference (GR); and
 - d. plotting the GR on the topographical map.
4. **Teaching Points.** Divide the cadets into groups of no more than six. Have the cadets navigate along a predetermined route using a topographical map. While the cadet is navigating, direct the cadet to:
 - a. confirm that the correct map datum is set on the GPS receiver;
 - b. locate the geographical position page on the GPS receiver;
 - c. read the current GR; and
 - d. plot the 6-figure GR on the topographical map of the area.
5. **Time**

a. Introduction/Conclusion:	10 min
b. Practical Activity:	110 min
c. Total:	120 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to identify location using a GPS receiver.
7. **References**
 - a. A2-036 A-CR-CCP-121/PT-001 Director Cadets 3. (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
 - b. C2-143 (ISBN 1-58923-145-7) Featherstone, S. (2004). *Outdoor Guide to Using Your GPS*. Chanhassen, MN: Creative Publishing International, Inc.

8. **Training Aids**

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

9. **Learning Aids**

- a. GPS receiver,
- b. Topographical map of the area,
- c. Compass,
- d. Pen/pencil,
- e. First aid kit, and
- f. Communication equipment.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 6](#) (322 PC).

11. **Remarks**

- a. This EO should be conducted during the allocated Bivouac FTX.
- b. The route will consist of Class 1 or 2 terrain and will not exceed 4 km (2.5 miles).
- c. 322 PC (Chapter 3, [Annex B](#), [Appendix 6](#)) shall be conducted during the time allocated for this EO.

EO C322.01 – PRACTICE NAVIGATION AS A MEMBER OF A SMALL GROUP

1. **Performance.** Practice Navigation as a Member of a Small Group.
2. **Conditions**
 - a. Given:
 - (1) A prepared route,
 - (2) Topographical map,
 - (3) Compass,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** IAW B-GL-382-005/PT-001, the cadet shall, as a member of a small group, practice navigation using a map, compass and GPS receiver.
4. **Teaching Points.** The navigation activity should be structured as follows:
 - a. The cadets are to be briefed by the activity organizer prior to the start of the activity. This may be done by a representative from the community group being assisted. This briefing should include an explanation of:
 - (1) Actions to be taken if a cadet becomes lost;
 - (2) Time limits for the activity;
 - (3) Boundaries;
 - (4) Rules and safety procedures for the activity; and
 - (5) A narrative of the specific activity being conducted.
 - b. Have cadets participate in a navigation activity that will allow them to plot their location on a topographical map using the eight-figure GR found on the GPS.
 - c. Following participation in the activity, the cadets are to be debriefed. The cadets may be asked:
 - (1) How they felt about the activity;
 - (2) What they felt they accomplished; and
 - (3) What they learned about using a GPS with a map.
 - d. If cadets are assigned as team leaders, they will be debriefed on their performance as part of PO 303 (Perform the Role of a Team Leader, [Section 4](#)).

5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	10 min
c.	Practical Activity:	55 min
d.	Group Discussion:	15 min
e.	Subtotal:	90 min
f.	Total (Three Sessions)	270 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to give direction on procedures and to illustrate the application of rules for the navigation exercise.
- b. A practical activity was chosen for TP 2 as it is an interactive way to allow cadets to experience navigation in a safe, controlled environment. This activity contributes to physical fitness and to the development of navigation skills and knowledge in a fun and challenging setting.
- c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about navigation training.

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

8. **Training Aids**

- a. A prepared route,
- b. A topographical map,
- c. A compass, and
- d. A GPS receiver.

9. **Learning Aids**

- a. A prepared route,
- b. A topographical map,
- c. A compass, and
- d. A GPS receiver.

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

11. **Remarks**

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

EO C322.02 – IDENTIFY FACTORS THAT IMPACT NAVIGATION IN THE WINTER

1. **Performance.** Identify Factors That Impact Navigation in the Winter.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify factors that impact navigation in the winter, to include:
 - a. visibility,
 - b. weather conditions, and
 - c. individual navigation skill.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a brainstorming activity where the cadet will discuss how terrain features are affected in the winter, to include: a. trails/footpaths, b. trail markers, to include: (1) cairns, (2) paint blazes; and c. prominent landmarks, such as: (1) ridges, (2) peaks, and (3) communication towers.	In-Class Activity	15 min	C2-160 (pp. 73–74, pp. 87–90) C2-161 (p. 111)
TP2	Discuss the three most common factors that can reduce visibility, to include: a. darkness, b. blowing snow, and c. falling snow.	Interactive Lecture	10 min	C2-158 (p. 247)

TP	Description	Method	Time	Ref
TP3	Identify weather conditions and discuss their impacts on navigation in the winter, to include: - wind, - fog, - snow, - ground blizzards, - falling snow blizzards, and - whiteouts.	Interactive Lecture	10 min	C2-158 (pp. 247–249) C2-160 (pp. 84–90, pp. 107–116)
TP4	Discuss the application of individual navigation skills in the winter, to include: - using a topographical map; - identifying objects on the ground with objects on the map; - taking bearings; - pacing; - planning a route; and - enforcing group travel techniques, to include: - staying within sight of each other; - assigning numbers; and - taking breaks as required.	Group Discussion	20 min	C2-158 (p. 247, p. 248) C2-160 (pp. 71–75, pp. 84–90)
TP5	Conduct an activity where the cadet will practice navigating in the winter.	Practical Activity	60 min	

5. Time

a.	Introduction/Conclusion:	5 min
b.	In-Class Activity:	15 min
c.	Interactive Lecture:	20 min
d.	Group Discussion:	20 min
e.	Practical Activity:	60 min
f.	Total:	120 min

6. Substantiation

- An in-class activity was chosen for TP 1 as an interactive way to provoke thought and stimulate an interest on how terrain features are affected in the winter.
- An interactive lecture was chosen for TPs 2 and 3 to present background information to the cadet on the factors which affect visibility and weather conditions which can impact navigation in the winter.
- A group discussion was chosen for TP 4 as it allows the cadet to interact with their peers and share their knowledge, experiences, opinions and feelings about navigating in the winter.

- d. A practical activity was chosen for TP 5 as it is an interactive way to allow the cadet to experience navigating in the winter. This activity contributes to the development of winter navigational skills in a fun and challenging setting under supervision.

7. References

- a. C2-158 (ISBN 0-07-136417-X) Conover, G., & Conover, A. (2001). *The Winter Wilderness Companion: Traditional and Native American Skills for the Undiscovered Season*. Camden, ME: Ragged Mountain Press.
- b. C2-160 (ISBN 0-89886-947-1) Lanza, M. (2003). *Winter Hiking and Camping: Managing for Comfort and Safety*. Emmaus, PA: The Mountaineers Books.
- c. C2-161 (ISBN 1-878239-09-0) Gorman, S. (1991). *AMC Guide to Winter Camping: Wilderness Travel and Adventure in the Cold-Weather Months*. Boston, MA: Appalachian Mountain Club Books.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- b. Topographical map of the area,
- c. Compass, and
- d. Prepared navigation route.

9. Learning Aids

- a. Flip chart paper (one per five cadets),
- b. Markers (one per five cadets),
- c. Topographical map of the area (one per five cadets), and
- d. Compass (one per five cadets).

10. Test Details. N/A.

11. Remarks. Corps may choose to schedule and instruct only TPs 1–4.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C322.03 – IDENTIFY THE PRINCIPLES OF MAP-MAKING

1. **Performance.** Identify the Principles of Map-Making.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify the principles of map-making, to include:
 - a. determining location;
 - b. determining projection and scale;
 - c. identifying features and adding symbols; and
 - d. applying geographical names to features.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss maps, to include: a. what is a map, b. types, characteristics and features.	Interactive Lecture	5 min	C2-168
TP2	Discuss cartography, to include: a. a definition, b. two essential characteristics of cartography, to include: (1) level of importance to society, and (2) dynamic nature; c. role of a cartographer, to include: (1) liaising; (2) editing; (3) drafting; (4) researching; and (5) teaching.	Interactive Lecture	5 min	C2-166 C2-170 (p. 75) C2-190
TP3	Identify the principles of map-making, to include: a. determining location; b. determining projection and scale; c. identifying features and adding symbols; and d. applying geographical names to features.	Interactive Lecture	15 min	C2-168

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to present background information on maps and map-making.

7. **References**

- a. C2-166 Geomatics Yukon Kids. (2002). *Cartography*. Retrieved February 21, 2008, from <http://www.geomaticsyukpn.ca/kids/cartography1.html>.
- b. C2-168 EdGate. (2006). *Cartography Concepts: A Student's Guide to Mapmaking*. Retrieved February 21, 2008, from <http://www.edgate.com/lewisandclark/cartography.html>.
- c. C2-170 Gorman, J., & Morris, M. (Eds.). (1998, April). You Are Here. *The Backpacker*, 74–81.
- d. C2-190 The Canadian Cartographic Association. (2008). *Digital Pamphlet: Careers in Cartography*. Retrieved April 3, 2008, from <http://www.cca-acc-org/careers.asp>.

8. **Training Aids**

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

9. **Learning Aids**

- a. Pen/pencil, and
- b. Notebook.

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

11. **Remarks.** Cadets will be given the opportunity to create their own maps in EO C322.04 (Draw a Map of an area in the Local Training Facility).

EO C322.04 – DRAW A MAP OF AN AREA IN THE LOCAL TRAINING FACILITY

1. **Performance.** Draw a Map of an Area in the Local Training Facility.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** Using the principles of map-making, the cadet shall draw a map of an area in the local training facility.
4. **Teaching Points.** Conduct an activity where the cadet, in a group of no more than three, shall draw a map of an area in the local training facility, using the principles of map-making, to include:
 - a. determining their location;
 - b. determining the projection and scale of the local training facility;
 - c. identifying features and adding symbols; and
 - d. applying geographical names to features.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Practical Activity:	25 min
c. Total:	30 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience map-making in a safe, controlled environment. This activity contributes to the development of map-making skills in a fun and challenging setting.
7. **References.** C2-168 EdGate. (2006). *Cartography Concepts: A Student's Guide to Mapmaking*. Retrieved February 21, 2008, from <http://www.edgate.com/lewisandclark/cartography.html>.
8. **Training Aids**
 - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
 - b. Sample maps.
9. **Learning Aids**
 - a. Graph paper,
 - b. Paper (letter size),
 - c. Measuring tape (one per group),
 - d. Ruler (one per group),
 - e. Pen/pencil,

- f. Markers/pencil crayons, and
- g. Notebook.

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

11. **Remarks.** This EO is to be scheduled after EO C322.03 (Identify Principles of Map-Making).

SECTION 15**PO 323 – TREKKING****1. Complementary Material**

- a. Some complementary training offered in previous levels in PO X23 (Trekking) may be selected as complementary training in the Silver Star Program, specifically:
 - (1) EO C123.01 (Participate in Adventure Training, A-CR-CCP-951/PT-001),
 - (2) EO C123.02 (Adhere to Snowshoe March Discipline, A-CR-CCP-701/PG-001, Chapter 4, Section 12), and
 - (3) EO C123.03 (Participate in Snowshoeing, A-CR-CCP-701/PG-001, Chapter 4, Section 12).
- b. When selecting complementary material from previous levels, training staff will review the applicable performance objective, lesson specification, and instructional guide.

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 16

PO 324 – SURVIVE WHEN LOST

1. **Performance.** Survive When Lost.
2. **Conditions**
 - a. Given:
 - (1) Survival kit,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting.
3. **Standard.** The cadet will survive when lost during a multi-day scenario, to include:
 - a. using a survival kit, to include:
 - (1) constructing protection from the elements;
 - (2) maintaining hydration;
 - (3) building a fire; and
 - (4) procuring food;
 - b. maintaining a positive attitude; and
 - c. determining when to self-rescue.
4. **Remarks**
 - a. Army Cadet Expeditions combine skills developed in the areas of Field Training, Trekking, Navigation, and Outdoor Leadership. Wilderness Survival indirectly supports Army Cadet Expeditions through the development of skills which allow the cadet to survive in the wilderness during an emergency while aiding search and rescue personnel to locate the cadet's position.
 - b. This PO will be confirmed in conjunction with PO 321 (Perform the Duties of a Team Leader on a Weekend Bivouac Exercise, [Section 13](#)) through a series of survival scenarios during a Bivouac FTX.
5. **Complementary Material**
 - a. Complementary material associated with PO 324 (Survive When Lost) is designed to provide the cadets with a greater knowledge of survival techniques through EOs C324.01 to C324.05, which will aid the cadet in securing food in a survival situation.
 - b. Some complementary training offered in previous levels may be selected as complementary training in the Silver Star program, specifically:
 - (1) EO C224.01 (Cook in the Field, A-CR-CCP-702/PG-001, Chapter 4, Section 14), and
 - (2) EO C224.02 (Prepare a Signal Fire, A-CR-CCP-702/PG-001, Chapter 4, Section 14).
 - c. When selecting complementary material from previous levels, training staff will review the applicable performance objective, lesson specification, and instructional guide.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M324.01 – CONSTRUCT AN IMPROVISED SHELTER

1. **Performance.** Construct an Improvised Shelter.
2. **Conditions**
 - a. Given:
 - (1) Survival kit,
 - (2) Twine,
 - (3) Pocket knife,
 - (4) Groundsheet,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours, during a Weekend Bivouac FTX.
3. **Standard.** The cadet shall construct an improvised shelter by:
 - a. selecting one of the following types of shelters:
 - (1) a bent tree shelter,
 - (2) a lean-to with poncho,
 - (3) a bough shelter, and
 - (4) a root shelter; and
 - b. constructing the selected shelter using a groundsheet in place of a bough roof.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Select a shelter site, to include: a. terrain considerations, to include: (1) selecting an area large enough for the shelter, (2) selecting an area that is elevated and provides drainage, and (3) identifying sheltered areas that protect from wind, rain and sun; and b. location considerations, to include: (1) proximity to a water source, (2) proximity to a fuel source, (3) proximity to building materials, (4) proximity to animal trails and holes, (5) an area that can be seen from the air, and (6) an entrance that is sheltered from the wind and preferably south facing; and c. time requirements to build the shelter.	Interactive Lecture	25 min	C2-004 (pp. 96–97)
TP2	Demonstrate and have the cadet and a partner construct a two person survival shelter, from the following: a. a bent tree shelter, b. a lean-to with poncho, c. a bough shelter, and d. a root shelter.	Demonstration and Performance	60 min	C2-008 (pp. 244–250)

5. Time

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	25 min
c. Demonstration and Performance:	60 min
d. Total:	90 min

6. Substantiation

- a. An interactive lecture was chosen for TP 1 to introduce factors to consider when selecting a site for an improvised shelter and present background information.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate constructing survival shelters while providing an opportunity for the cadets to practice under supervision.

7. References

- a. C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- b. C2-008 (ISBN 0-00-653140-7) Wiseman, J. (1999). *SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.

8. Training Aids

- a. Survival kit,
- b. Twine,
- c. Pocket knife, and
- d. Groundsheet.

9. Learning Aids

- a. Survival kit,
- b. Twine,
- c. Pocket knife, and
- d. Groundsheet.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 7](#) (324 EC-01).

11. Remarks

- a. Prior to conducting this lesson the instructor shall locate an example of each type of shelter.
- b. It is understood that seasonal differences and location may restrict the ability to construct all shelters; however cadets should be provided with as many visual examples as possible.
- c. This EO should be conducted during the allocated Bivouac FTX.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M324.02 – COLLECT DRINKING WATER

1. **Performance.** Collect Drinking Water.
2. **Conditions**
 - a. Given:
 - (1) Survival kit,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours, during a Weekend Bivouac FTX.
3. **Standard.** The cadet shall collect drinking water using one of the following:
 - a. precipitation,
 - b. dew, or
 - c. condensation.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify methods of finding water, to include: a. observing insects, amphibians and mammals; b. searching for plants; and c. searching in valley bottoms.	Interactive Lecture	5 min	C3-002 (p. 83)
TP2	Explain and demonstrate methods of collecting water, to include: a. digging wells; b. collecting precipitation; c. collecting dew; and d. collecting condensation, to include: (1) vegetation bags, and (2) transpiration bags.	Demonstration	15 min	C0-111 (pp. 462–463) C3-150 (pp. 139–146)
TP3	Explain methods of transporting water, to include: a. storage case, b. condom, c. poncho, d. natural container, and e. plastic bag.	Interactive Lecture	5 min	C3-002 (pp. 30–32)

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 3 to give background information and introduce the cadets to methods of collecting water.
- b. Demonstration was chosen for TP 2 as it allows the instructor to explain and demonstrate collecting water while providing an opportunity for the cadets to practice the skill under supervision.

7. **References**

- a. C0-111 (ISBN 0-9740820-2-3) Tawrell, P. (2002). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- b. C3-002 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.
- c. C3-150 (ISBN 978-0-8117-3292-5) Davenport, G. (2006). *Wilderness Survival* (2nd ed.). Mechanicsburg, PA: Stackpole Books.

8. **Training Aids**

- a. Survival kit,
- b. Clear plastic bags,
- c. Cup or pail, and
- d. Shovel.

9. **Learning Aids**

- a. Survival kit,
- b. Clear plastic bags,
- c. Cup or pail, and
- d. Shovel.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 7](#) (324 EC-02).

11. **Remarks**

- a. This EO should be conducted during the allocated Bivouac FTX.
- b. Cadets will be required to collect water during the Bivouac FTX.

EO M324.03 – LIGHT A FIRE WITHOUT MATCHES

1. **Performance.** Light a Fire Without Matches.
2. **Conditions**
 - a. Given:
 - (1) Survival kit,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Matches.
 - c. Environmental: Field setting, during a Weekend Bivouac FTX, with a low to moderate rating under the Canadian Forest Fire Danger Rating System.
3. **Standard.** The cadet shall follow the process to light a fire using one of the following:
 - a. bow and drill,
 - b. fire saw,
 - c. flint and steel, or
 - d. sun and glass.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify methods of lighting a fire without matches, to include: a. bow and drill, b. fire saw, c. flint and steel, and d. sun and glass.	Interactive Lecture	20 min	C0-111 (pp. 428–432) C2-008 (pp. 273–278)
TP2	Demonstrate methods of lighting a fire, to include: a. bow and drill (spindle), by: (1) preparing a bow and drill; (2) moving the bow back and forth rapidly, exerting additional pressure as the drill bores into the wood; b. fire saw, by rubbing one piece of wood vigorously against another in a sawing motion; c. flint and steel, by: (1) scraping magnesium with a knife to make a pile; and (2) striking the steel against flint; and d. sun and glass, by using a piece of convex glass to concentrate rays of the sun on tinder.	Demonstration	30 min	C0-111 (pp. 428–432) C2-148 (pp. 127–132)

TP	Description	Method	Time	Ref
TP3	Have the cadets practice lighting a fire by either: a. bow and drill, b. fire saw, c. flint and steel, or d. sun and glass.	Performance	60 min	

5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	20 min
c.	Demonstration:	30 min
d.	Performance:	60 min
e.	Total:	120 min

6. Substantiation

- An interactive lecture was chosen for TP 1 to orient cadets to methods of lighting a fire without matches and generate interest in the topic.
- Demonstration was chosen for TP 2 as it allows the instructor to demonstrate and explain different methods of lighting a fire without matches.
- Performance was chosen for TP 3 as it allows the cadets to practice lighting a fire without matches while under supervision.

7. References

- C0-111 (ISBN 0-9740820-2-3) Tawrell, P. (2002). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- C2-008 (ISBN 0-00-265314-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.
- C2-148 (ISBN 978-0-8118-3292-5) Davenport, G. (2006). *Wilderness Survival* (2nd ed.). Mechanicsburg, PA: Stackpole Books.

8. Training Aids

- Flint and steel,
- Glass,
- 1.8-kg (4-lb) axe with a 91-cm (36-inch) handle,
- 60-cm (24-inch) bow saw,
- Shovel,
- Pail filled with sand or water,
- Tinder, and
- Kindling.

9. **Learning Aids**

- a. Flint and steel,
- b. Glass,
- c. 1.8-kg (4-lb) axe with a 91-cm (36-inch) handle,
- d. 60-cm (24-inch) bow saw,
- e. Tinder, and
- f. Kindling.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 7](#) (M324 EC-03).

11. **Remarks.** This EO should be conducted during the allocated Bivouac FTX.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M324.04 – PREDICT WEATHER

1. **Performance.** Predict Weather.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall predict weather for a 24-hour period by:
 - a. tracking cloud formations; and
 - b. relating observations to weather theory.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Describe weather indicators, to include: a. clouds, to include: (1) cumulus, (2) altocumulus, (3) stratocumulus, (4) cirrus, (5) cirrostratus, and (6) nimbostratus; b. signs of bad weather, c. signs of good weather, d. thunderstorms, to include: (1) lightning, (2) ground lightning, (3) thunder, and (4) calculate the speed of an approaching storm; e. action to take in the event of a thunderstorm, to include: (1) avoid high points, (2) avoid running, (3) stay low in open areas, (4) avoid metal objects, and (5) avoid grouping together; f. wind, and g. weather lore, to include: (1) nature, (2) plants, (3) animals, and (4) humans.	Interactive Lecture	10 min	C0-111 (pp. 609–612) C2-157 C2-162
TP2	Explain weather systems, to include: a. fronts, and b. highs and lows.	Interactive Lecture	5 min	C0-111 (pp. 616–623)
TP3	Have the cadets predict weather for the next 24-hour period.	Practical Activity	10 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce the cadet to weather fronts and weather indicators that will influence predicting weather.
- b. A practical activity was chosen for TP 3 as it is an interactive way to introduce cadets to predicting weather in a safe, controlled environment. This activity contributes to the development of survival skills and knowledge in a fun and challenging setting.

7. **References**

- a. C0-111 (ISBN 0-9740820-2-3) Tawrell, P. (2002). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- b. C2-157 The Old Farmer's Almanac. *Cricket Chirps to Temperature*. Retrieved February 1, 2008, from <http://www.almanac.com/outdoors/crickets.php>.
- c. C2-162 Clouds R Us.com-Weather Features. *Weather Lore*. Retrieved February 1, 2008, from <http://www.rcn27.dial.pipex.com/cloudsrus/lore.html>.

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

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

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 7](#) (324 EC-04).

11. **Remarks**

- a. This EO should be conducted during the allocated Bivouac FTX.
- b. Time shall be provided during a corps FTX to allow cadets to practice the skill of predicting weather.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M324.05 – DETERMINE WHEN TO SELF-RESCUE

1. **Performance.** Determine When to Self-Rescue.
2. **Conditions**
 - a. Given:
 - (1) Survival kit,
 - (2) Survival scenario, and
 - (3) Limited supervision.
 - b. Denied: Assistance.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall determine when to self-rescue, to include:
 - a. considering:
 - (1) food and water resources,
 - (2) fire and shelter resources,
 - (3) environmental dangers,
 - (4) health of party members, and
 - (5) risk of further injury; and
 - b. planning the route out, to include:
 - (1) identifying direction;
 - (2) following rivers; and
 - (3) maintaining direction.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss the factors to consider when deciding to self-rescue, to include: a. food and water resources, to include: (1) time without water, (2) time without food, and (3) proper nutrition; b. fire and shelter resources, c. environmental dangers, d. health of party members, e. risk of further injury, and f. the stay or go decision.	Interactive Lecture	10 min	C2-008 (p. 370–371) C2-148 (p. 134)

TP	Description	Method	Time	Ref
TP2	Discuss planning a route to search for help, to include: a. identifying direction; b. following rivers; and c. maintaining direction, to include: (1) walking in a straight line; (2) estimating distance; (3) following animal trails; and (4) bushwhacking.	Interactive Lecture	5 min	C2-008 (p. 374) C2-163 (pp. 36–43)
TP3	Identify ways of marking a trail, to include: a. reasons for marking a trail, to include: (1) leaving and returning to the site; and (2) acting as a guide to a ground search and rescue party; and b. trail-marking techniques, to include: (1) trees, (2) saplings, (3) long grass, and (4) cairns.	Demonstration	10 min	A2-046 (pp. 170–172) C0-111 (p. 47, p. 547) C2-008 (p. 41)

5. Time

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

6. Substantiation

- a. An interactive lecture was chosen for TP 1 and 2 to give background information on the factors to consider when deciding to break camp and search for help and generate interest in survival.
- b. Demonstration was chosen for TP3 as it allows the instructor to explain and demonstrate marking a trail in a controlled environment.

7. References

- a. A2-046 B-GG-217-001/PT-001 Director Air Operations Training. (1983). *Down But Not Out*. Ottawa, ON: Department of National Defence.
- b. C0-111 (ISBN 0-9740820-2-3) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book* (2nd ed.). Green Valley, ON: Paul Tawrell.
- c. C2-008 (ISBN 0-00-653140-7) Wiseman, J. (1999). *SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.

- d. C2-148 (ISBN 978-0-8118-3292-5) Davenport, G. (2006). *Wilderness Survival* (2nd ed.). Mechanicsburg, PA: Stackpole Books.
 - e. C2-163 (ISBN 0-9694132-0-3) Feri, G. (2000). *The Psychology of Wilderness Survival*. Hanover, ON: Skyway Printing.
8. **Training Aids**
- a. Survival kit, and
 - b. Survival scenario.
9. **Learning Aids**
- a. Survival kit, and
 - b. Survival scenario.
10. **Test Details.** N/A.
11. **Remarks.** This EO should be conducted during the allocated Bivouac FTX.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C324.01 – IDENTIFY ANIMAL AND INSECT FOOD SOURCES

1. **Performance.** Identify Animal and Insect Food Sources.
2. **Conditions**
 - a. Given:
 - (1) Insect diagrams,
 - (2) Animal tracks diagrams,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall:
 - a. identify edible insects and their habitat, to include:
 - (1) grasshoppers,
 - (2) beetles,
 - (3) worms,
 - (4) grubs, and
 - (5) aquatic insects;
 - b. identify small animals by tracks and habitat, to include:
 - (1) rabbits and hares,
 - (2) squirrels,
 - (3) marmots,
 - (4) porcupines,
 - (5) beavers, and
 - (6) raccoons; and
 - c. demonstrate how to find small animals, by:
 - (1) detecting signs of feeding;
 - (2) finding droppings;
 - (3) identifying rootings; and
 - (4) detecting scents and smells.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Discuss the daily energy requirements for an average person when surviving in the field, to include: a. energy needs, b. carbohydrates, c. fats, and d. proteins.	Interactive Lecture	10 min	C2-008 (pp. 104–108)
TP2	Identify edible insects, nutritional value and their habitat, to include: a. grasshoppers, b. beetles, c. worms, d. grubs, and e. aquatic insects.	Interactive Lecture	10 min	C2-148 (p. 162) C2-155 (pp. 24–25, pp. 100–101)
TP3	Discuss finding small animals, to include: a. identifying tracks and habitat of: (1) rabbits and hares, (2) squirrels, (3) marmots, (4) porcupines, (5) beavers, and (6) raccoons; b. detecting signs of feeding, to include: (1) bark stripped from trees, (2) gnawed shells of nuts, (3) partially-eaten fruits, (4) bitten-off shoots, (5) the remains of prey, and (6) remains of carnivores or the destruction of nests; c. finding droppings; d. identifying rootings; and e. detecting scents and smells.	Demonstration	15 min	C0-111 (pp. 857–874) C2-008 (pp. 114–118)
TP4	Conduct an activity where the cadets, in pairs, will search the local area for animal and insect food sources by identifying two signs of recent activity that will lead them to food.	Practical Activity	20 min	

5. **Time**

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	20 min
c. Demonstration:	15 min
d. Practical Activity:	20 min
e. Total:	60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce daily energy requirements and orient the cadet to food sources when lost.
- b. A demonstration was chosen for TP 3 as it allows the instructor to explain and demonstrate finding small as a food sources.
- c. A practical activity was chosen for TP 4 as it is an interactive way to allow the cadets to demonstrate identifying animal and insect food sources in a safe, controlled environment. This activity contributes to the development of their outdoor survival skills in a fun and challenging setting.

7. **References**

- a. C0-111 (ISBN 0-9740820-2-3) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book* (2nd ed.). Lebanon, NH: Paul Tawrell.
- b. C2-008 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.
- c. C2-148 (ISBN 978-0-8117-3292-5) Davenport, G. (2006). *Wilderness Survival*. Mechanicsburg, PA: Stackpole Books.
- d. C2-155 (ISBN 978-1-58574-556-2) The Lyons Press. (2002). *U.S. Army Survival Handbook*. Guilford, CT: The Lyons Press.

8. **Training Aids**

- a. Insect diagrams,
- b. Animal tracks diagrams, and
- c. Nutritional value of insects.

9. **Learning Aids**

- a. Insect diagrams,
- b. Animal tracks diagrams, and
- c. Nutritional value of insects.

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

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

THIS PAGE INTENTIONALLY LEFT BLANK

EO C324.02 – CONSTRUCT SNARES

1. **Performance.** Construct Snares.
2. **Conditions**
 - a. Given:
 - (1) Non-ferrous wire,
 - (2) Knife,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall construct snares, to include:
 - a. a simple snare,
 - b. a squirrel trap, and
 - c. a baited spring snare.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss types of snares, to include: a. simple snare, b. squirrel trap, and c. baited spring snare.	Interactive Lecture	10 min	C2-004 (p. 160) C2-008 (pp. 186–188)
TP2	Explain, demonstrate and have the cadet construct a simple snare, to include: a. selecting a site; b. making the snare from wire; c. setting the snare above the ground and next to an obstruction on the trail; d. securely anchoring the snare with twigs to support the loop in position, if necessary; and e. making a funnel to narrow down a trail to guide game into the snare.	Demonstration and Performance	35 min	C2-004 (p. 160) C2-008 (p. 186, p. 187)
TP3	Explain, demonstrate and have the cadet practice constructing a squirrel trap, to include: a. selecting a site; b. making several small nooses; and c. arranging the nooses on an incline pole.	Demonstration and Performance	35 min	C2-004 (p. 160)

TP	Description	Method	Time	Ref
TP4	Explain, demonstrate and have the cadets practice constructing a baited spring snare, to include: a. locating a spring; b. making a trigger bar; c. cutting release notches; d. baiting the line; and e. setting the noose.	Demonstration and Performance	35 min	C2-008 (pp. 186–188)

5. Time

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	10 min
c.	Demonstration and Performance:	105 min
d.	Total:	120 min

6. Substantiation

- a. An interactive lecture was chosen for TP 1 to introduce constructing snares.
- b. Demonstration and performance was chosen for TPs 2–4 as it allows the instructor to explain and demonstrate constructing snares while providing an opportunity for the cadet to practice these skills under supervision.

7. References

- a. C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- b. C2-008 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival handbook*. Hammersmith, London: HarperCollins Publishers.

8. Training Aids

- a. String,
- b. Simulated bait,
- c. Knife, and
- d. Non-ferrous wire.

9. Learning Aids

- a. String,
- b. Simulated bait,
- c. Knife, and
- d. Non-ferrous wire.

10. **Test Details.** N/A.
11. **Remarks.** Additional instructors may be required to help with the construction of snares and supervision of cadets during activity sessions.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C324.03 – CATCH A FISH

1. **Performance.** Catch a Fish.
2. **Conditions**
 - a. Given:
 - (1) Fishing line,
 - (2) Hook,
 - (3) Safety pin,
 - (4) Knife,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall attempt to catch a fish by using either:
 - a. a hook and line,
 - b. a constructed automatic fishing rod, or
 - c. a spear.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain fishing, to include: a. where to fish, and b. when to fish.	Interactive Lecture	5 min	C2-008 (pp. 224–225)
TP2	Discuss fishing, to include: a. tackle, such as: (1) hook, (2) line, (3) float, and (4) weight; and b. bait, such as: (1) live, (2) lures, and (3) berries.	Interactive Lecture	5 min	C2-008 (p. 225)

TP	Description	Method	Time	Ref
TP3	Explain, demonstrate and have the cadets practice constructing fishing instruments, to include: a. a hook and line, to include: (1) standard hook, (2) skewer hook, (3) shank hook, and (4) safety pin hook; b. an automatic fishing rod, to include: (1) tying several hooks onto a line; (2) locating a rod; and (3) setting the fishing rod with a trigger; or c. a spear, to include: (1) sharpening a long stick; (2) adding barbs; and (3) aiming.	Demonstration and Performance	35 min	C2-008 (p. 225, p. 234) C2-148 (p. 150, p. 160)
TP4	Have the cadets attempt to catch a fish using one type of fishing instrument. Note: If successful, the cadet can try other types of fishing instruments.	Practical Activity	35 min	

5. Time

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	10 min
c. Demonstration and Performance:	35 min
d. Practical Activity:	35 min
e. Total:	90 min

6. Substantiation

- An interactive lecture was chosen for TPs 1 and 2 to introduce and orient the cadet to catching a fish.
- Demonstration and performance was chosen for TP 3 as it allows the instructor to explain and demonstrate constructing fishing instruments while providing an opportunity for the cadet to practice under supervision.
- A practical activity was chosen for TP 4 as it is an interactive way to allow the cadets to practice fishing with constructed fishing instruments. This activity contributes to the development of their outdoor survival skills in a fun and challenging setting.

7. References

- C2-008 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.

- b. C2-148 (ISBN 978-0-8117-3292-5) Davenport, G. (2006). *Wilderness Survival*. Mechanicsburg, PA: Stackpole Books.

8. **Training Aids**

- a. Fishing line,
- b. Hook,
- c. Safety pin, and
- d. Knife.

9. **Learning Aids**

- a. Fishing line,
- b. Hook,
- c. Safety pin, and
- d. Knife.

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

11. **Remarks**

- a. Corps shall check provincial fishing regulations prior to conducting the fishing activity; a provincial permit must be purchased if required.
- b. Cadets are not required to keep the fish they catch. If a fish sustains only minor injuries during the catching process, release the fish back into the water. Catch and release practices will be encouraged.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C324.04 – COLLECT EDIBLE PLANTS

1. **Performance.** Collect Edible Plants.
2. **Conditions**
 - a. Given:
 - (1) Gloves,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall:
 - a. identify edible plants, to include:
 - (1) fruits,
 - (2) roots, leaves and stems, and
 - (3) nuts;
 - b. identify poisonous plants, that are:
 - (1) poisonous by contact, and
 - (2) poisonous by ingestion;
 - c. collect edible plants; and
 - d. test plants for poison.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss ways to determine if plants are edible, to include: a. the berry rule, and b. edible parts of a plant, to include: (1) stems, roots and leaves, (2) flowers, buds and pollen, (3) fruits, (4) nuts, (5) seeds and grains, and (6) seaweed and algae.	Interactive Lecture	25 min	C2-155 (pp. 137–150)

TP	Description	Method	Time	Ref
TP2	Identify edible plants, to include: a. fruits, such as: (1) blackberries/raspberries, (2) wild strawberries, (3) crab apples, (4) plums, (5) wild cherries, and (6) blueberries; b. roots, leaves and stems, such as: (1) dandelion, (2) cattail or reedmace, (3) reed, (4) pine, (5) maple, (6) sweet flag, and (7) willow; and c. nuts, such as: (1) pine nut, (2) chestnut, and (3) hazelnut.	Demonstration	15 min	C0-111 (pp. 963–968) C2-008 (pp. 142–149)
TP3	Identify: a. how people are poisoned by plants, to include: (1) ingestion, (2) contact, (3) absorption and inhalation; and b. which poisonous plants: (1) to avoid, (2) cause dermatitis, and (3) cause ingestion poisoning.	Interactive Lecture	15 min	C2-155 (pp.154–158)
TP4	Conduct an activity where the cadets, in pairs, will search and collect two types of edible plants within the local area.	Practical Activity	30 min	

TP	Description	Method	Time	Ref
TP5	Demonstrate and have the cadet perform the universal edibility test, to include: a. inspecting; b. smelling; c. rubbing the plant on the skin; d. placing the plant on lips, mouth, and tongue; e. swallowing; and f. eating.	Demonstration and Performance	25 min	C2-008 (p. 109, p. 110)

5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	40 min
c.	Demonstration:	15 min
d.	Practical Activity:	30 min
e.	Demonstration and Performance:	25 min
f.	Total:	120 min

6. Substantiation

- An interactive lecture was chosen for TPs 1 and 3 to orient cadets to poisonous plants and illustrate the application of rules when identifying poisonous plants.
- Demonstration was chosen for TP 2 as it allows the instructor to explain and demonstrate ways to determine if plants are edible.
- A practical activity was chosen for TP 4 as it is an interactive way to allow the cadets to demonstrate identifying edible plants in a safe, controlled environment. This activity contributes to the development of their outdoor survival skills in a fun and challenging setting.
- Demonstration and performance was chosen for TP 5 as it allows the instructor to explain and demonstrate how to conduct the universal edibility test while providing an opportunity for the cadets to practice this skill under supervision.

7. References

- C0-111 (ISBN 0-9740820-2-3) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book* (2nd ed.). Lebanon, NH: Paul Tawrell.
- C2-008 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.
- C2-155 (ISBN 978-1-58574-556-2) The Lyons Press. (2002). *U.S. Army Survival Handbook*. Guilford, CT: The Lyons Press.

8. Training Aids

- Local vegetation,
- Lemons,

- c. Celery stalks,
- d. Onions,
- e. Berries (in season), and
- f. Spinach leaves.

9. **Learning Aids**

- a. Local vegetation
- b. Lemons,
- c. Celery stalks,
- d. Onions,
- e. Berries (in season), and
- f. Spinach leaves.

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

11. **Remarks.** Instructors will research any plants they anticipate to use for a universal edibility test. Ensure the plants have no known poisons or toxins, eg, blueberries, raspberries, etc.

EO C324.05 – PREPARE A MEAL FROM FIELD FOOD SOURCES

1. **Performance.** Prepare a Meal From Field Food Sources.
2. **Conditions**
 - a. Given:
 - (1) Small animal or fish,
 - (2) Knife,
 - (3) Matches,
 - (4) Shovel,
 - (5) Water,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Field setting, during daylight hours.
3. **Standard.** The cadet shall:
 - a. identify the method to skin a small animal,
 - b. prepare a fish, to include:
 - (1) bleeding;
 - (2) gutting;
 - (3) scaling; and
 - (4) filleting; and
 - c. cook a fish using one of the following methods:
 - (1) baking;
 - (2) roasting;
 - (3) boiling; and
 - (4) frying.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Explain and demonstrate skinning a small animal, to include: - bleeding the animal; - preparing materials; - removing legs; - removing the skin; - separating the skin; - removing skin from the hind legs; - removing skin from the front legs; - exposing the neck; - removing the head and remaining skin; and - removing entrails and glands.	Demonstration	25 min	C2-004 (p. 146)
TP2	Explain, demonstrate and have the cadet prepare a fish, to include: - bleeding; - gutting; - scaling; and - filleting.	Demonstration and Performance	25 min	C2-008 (p. 239) C0-111 (p. 456)
TP3	Explain and demonstrate cooking a small animal and have the cadet practice cooking a fish using one of the following methods: - baking; - roasting; - boiling; or - frying.	Practical Activity	30 min	C0-111 (pp. 283–286) C2-008 (p. 146)

5. Time

a.	Introduction/Conclusion:	10 min
b.	Demonstration:	25 min
c.	Demonstration and Performance:	25 min
d.	Practical Activity:	30 min
e.	Total:	90 min

6. Substantiation

- A demonstration was chosen for TP 1 as it allows the instructor to explain and demonstrate skinning a small animal.

- b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate preparing and cooking a small animal or fish in the field while providing an opportunity for the cadet to practice under supervision.
- c. A practical activity was chosen for TP 3 as it is an interactive way to allow the cadets to experience cooking a small animal or fish. This activity contributes to the development of survival skills in a fun and challenging setting under supervision.

7. **References**

- a. C0-111 (ISBN 0-9740820-2-3) Tawrell, P. (2006). *Camping and Wilderness Survival: The Ultimate Outdoors Book* (2nd ed.). Lebanon, NH: Paul Tawrell.
- b. C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- c. C2-008 (ISBN 0-00-653140-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: HarperCollins Publishers.

8. **Training Aids**

- a. Rabbit,
- b. Fish,
- c. Knife,
- d. Matches,
- e. Shovel,
- f. Tinfoil, and
- g. Water.

9. **Learning Aids**

- a. Rabbit,
- b. Fish,
- c. Knife,
- d. Matches,
- e. Shovel,
- f. Tinfoil, and
- g. Water.

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

11. **Remarks**

- a. Cadets who feel uncomfortable observing the skinning of a small animal do not have to attend that portion of the class but should be present for the TP on preparing a fish.
- b. Only one rabbit should be caught or purchased and skinned for demonstration purposes. Check provincial regulations on catching and killing small animals.
- c. Parents shall be made aware of the training and when it will take place.

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 17**PO 325 – IDENTIFY THE COMPETENCIES OF AN OUTDOOR LEADER**

1. **Performance.** Identify the Competencies of an Outdoor Leader.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify the competencies of an outdoor leader, to include:
 - a. self-awareness and professional conduct,
 - b. decision making and judgment,
 - c. effective communication,
 - d. environmental stewardship,
 - e. program management,
 - f. instruction,
 - g. facilitation, and
 - h. technical ability.
4. **Remarks.** N/A.
5. **Complementary Material.** Complementary material associated with PO 325 is designed to provide cadets with an introduction to other aspects of Outdoor Leadership, specifically:
 - a. EO C325.01 (Communicate During an Expedition), and
 - b. EO C325.02 (Participate in a Presentation on the Duke of Edinburgh Award Program).

THIS PAGE INTENTIONALLY LEFT BLANK

EO M325.01 – PARTICIPATE IN A DISCUSSION ON ARMY CADET EXPEDITION TRAINING

1. **Performance.** Participate in a Discussion on Army Cadet Expedition Training.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a discussion on army cadet expedition training that:
 - a. introduces the history of civilian outdoor programs;
 - b. outlines the Army Cadet expedition activities.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss the history of civilian outdoor programs, to include: a. growth of adventure learning programs, b. a history of Outward Bound Canada, c. experiential training in Canada, and d. wilderness and experiential therapy.	Interactive Lecture	5 min	C2-034 (pp. 28–34) C2-169
TP2	Discuss the Army Cadet Expedition Training, to include: a. historical development, b. rationale, c. components of the program, to include: (1) field training, (2) trekking, (3) navigation, (4) outdoor leadership, and (5) wilderness survival, d. hard skill development, and e. soft skills development.	Group Discussion	10 min	A2-035

TP	Description	Method	Time	Ref
TP3	Discuss opportunities within the Army Cadet Expedition Training, to include: a. zone expedition training, b. regional expedition training, c. national expeditions, and d. international expeditions.	Group Discussion	10 min	A2-001 A2-035

5. Time

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

6. Substantiation

- An interactive lecture was chosen for TP 1 to introduce the topic of adventure learning and expeditions, and highlight opportunities available to cadets through expedition activities within the Army Cadet Program.
- A group discussion was chosen for TP 2 and 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the Army Cadet expedition activities. This helps develop rapport by allowing the cadets to speak in a non-threatening way while helping them refine their ideas. A group discussion also helps cadets improve their listening skills and develop as members of a team.

7. References

- A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets Adventure Training Safety Standards*. Ottawa, ON: Department of National Defence.
- A2-035 CATO 41-05 Director Cadets 4. (2006). *Army Cadet Expedition Program*. Ottawa, ON: Department of National Defence.
- C2-034 0-87322-637-2 Priest, S., & Gass, M. (2005). *Effective Leadership in Adventure Programming* (2nd ed.). Windsor, ON: Human Kinetics Publishing Inc.
- C2-169 Outward Bound Canada. (2008). *What is Outward Bound?* Retrieved March 3, 2008 from www.outwardbound.ca.

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

- Learning Aids.** N/A.

- Test Details.** N/A.

- Remarks.** Consult regional, national and/or Army Cadet League of Canada websites for information on upcoming regional and/or national expeditions.

EO M325.02 – LIST THE COMPETENCIES OF AN OUTDOOR LEADER (OL)

1. **Performance.** List the Competencies of an Outdoor Leader (OL).
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
 - a. define an OL; and
 - b. list the competencies of an OL, to include:
 - (1) self-awareness and professional conduct,
 - (2) conflict management,
 - (3) decision making and judgment,
 - (4) facilitation of the expedition experience,
 - (5) technical abilities,
 - (6) instructional techniques,
 - (7) environmental stewardship, and
 - (8) program management.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Define an OL, taking into account: a. leadership, b. distinction between leadership and leaders, c. expectations of a leader, d. qualities of an outdoor leader, e. unique skill of being an outdoor leader, and f. hard and soft skill competency. Note: The instructor will end the TP by providing cadets with a definition of an OL.	Interactive Lecture	15 min	C2-150 (pp. 7–14) C2-153 (p. 6, p. 56–58) C2-154 (p. xvii)

TP	Description	Method	Time	Ref
TP2	Conduct an activity where the cadet will list and discuss the competencies of an OL, to include: a. self-awareness and professional conduct, to include: (1) being self-aware; (2) being aware of one's personal abilities and limitations; (3) being mindful of all actions (intentional or unintentional); (4) managing stress; and (5) demonstrating professional conduct, to include: (a) trustworthiness, (b) flexibility, (c) approachability, (d) commitment, (e) awareness of position of authority, and (f) modelling; b. conflict management, to include: (1) communicating clearly; (2) dealing with difficult people; (3) addressing conflicts; and (4) resolving conflicts; c. decision making and judgment, to include: (1) defining decision making; (2) defining judgment; (3) anticipating problems; (4) developing problem-solving skills through experienced based knowledge; and (5) solving problems decisively; d. facilitation of the expedition experience, to include: (1) identifying the purpose of an outdoor experience; and (2) acting as a facilitator, to include: (a) defining facilitation; and (b) facilitating as an OL;	In-Class Activity	40 min	C2-150 (pp. 9–22, 53–65, 122–134, 136–145) C2-151 (pp. 3–25) C2-152 (pp. 47–65) C2-153 (pp. xvi–xix, 3–12, 71–73, 104–106, 211–214) C2-154 (pp. 1–6, 75–84, 173–185)

TP	Description	Method	Time	Ref
	e. technical abilities, to include: (1) generic competency skills, to include: (a) weather prediction, (b) wilderness first aid, (c) trip planning, (d) navigation, (e) camp skills, (f) general outdoor skills, (g) physical fitness, and (h) mental awareness; and (2) specific competency skills, to include: (a) trekking, (b) mountain biking, (c) abseiling, (d) climbing, (e) caving, (f) canoeing, and (g) kayaking; f. instructional techniques, to include: (1) developing skill lesson plans; (2) instructing expedition activities; and (3) employing experiential learning strategies; g. environmental stewardship, to include: (1) demonstrating environmental awareness, to include: (a) environmental ethics, (b) environmental literacy, and (c) parks and protected areas management, and (2) employing environmental practices, to include: (a) Leave No Trace, and (b) waste management; and			

TP	Description	Method	Time	Ref
	h. program management, to include: (1) employing safety and risk management, to include: (a) assessing risk; (b) managing risk; and (c) developing a contingency plan; and (2) planning, organizing and managing, to consider: (a) developing trip/activity plans, to include: i. emergency management details, ii. contingency plans, iii. time control plans, iv. energy control plans, v. ration plans, vi. communication plans, and vii. equipment/resource procurement; (b) implementing the plan; and (c) managing the activity.			

5. Time

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	15 min
c. In-Class Activity:	40 min
d. Total:	60 min

6. Substantiation

- a. An interactive lecture was chosen for TP 1 as it is an interactive way for cadets to define an OL.
- b. An in-class activity was chosen for TP 2 as an interactive way to provoke thought and stimulate interest in the competencies of an OL within a peer setting.

7. References

- a. C2-150 (ISBN 0-89886-502-6) Graham, J. (1997). *Outdoor Leadership: Technique, Common Sense and Self-Confidence*. Seattle, WA: The Mountaineers.
- b. C2-151 (ISBN 0-7360-4709-3) Gilbertson, K., Bates, T., McLaughlin, T., & Ewert, A. (2006). *Outdoor Education: Methods and Strategies*. Windsor, ON: Human Kinetics.

- c. C2-152 (ISBN 1-898555-09-5) Ogilvie, K. (1993). *Leading and Managing Groups in the Outdoors: New Revised Edition*. Cumbria, England: The Institute for Outdoor Learning.
 - d. C2-153 (ISBN 0-7360-5731-5) Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor Leadership: Theory and Practice*. Windsor, ON: Human Kinetics.
 - e. C2-154 (ISBN 0-87322-637-2) Priest, S., & Gass, M. (1997). *Effective Leadership in Adventure Programming*. Windsor, ON: Human Kinetics.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
- a. Scenario,
 - b. Competencies of an OL information cards,
 - c. Expert activity sheets,
 - d. Competencies of an OL handout,
 - e. Pen/pencil, and
 - f. Notebook.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M325.03 – DISCUSS SELF-AWARENESS AND PROFESSIONAL CONDUCT AS A COMPETENCY OF AN OUTDOOR LEADER (OL)

1. **Performance.** Discuss Self-Awareness and Professional Conduct as a Competency of an Outdoor Leader (OL).
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall discuss self-awareness and professional conduct as a competency of an OL.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a group discussion on self-awareness, to include: a. defining what it means to be self-aware, to include: (1) being mindful of all actions; (2) being aware of one's personal abilities and limitations; (3) knowing how one influences others; (4) understanding the importance of demonstrating commitment to the activity; (5) knowing how one reacts to situations of: (a) danger, (b) hardship, (c) stress, (d) conflict, and (e) fatigue; and (6) understanding the importance and benefits of personal reflection; and b. discussing the relationship between possessing self-awareness and being an effective OL.	Group Discussion	15 min	C2-150 (pp. 7–14, pp. 15–22) C2-153 (p. xiv, p. xv, pp. 56–59)

TP	Description	Method	Time	Ref
TP2	Discuss professional conduct as: a. being: (1) flexible, (2) responsible, (3) trustworthy, (4) courageous, (5) hardworking, (6) selfless, (7) approachable, (8) committed, and (9) tolerant; b. using the leadership position responsibly by: (1) not abusing a position of authority, and (2) not being coercive; and c. modelling actions which the team should emulate, to include: (1) committing personally; and (2) complying with safety regulations and precautions.	Interactive Lecture	10 min	C2-150 (pp. 15–22, pp. 96–107) C2-152 (pp. 61–64)

5. Time

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

6. Substantiation

- A group discussion was chosen for TP 1 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about self-awareness.
- An interactive lecture was chosen for TP 2 to orient the cadet to professional conduct as a competency of an OL.

7. References

- C2-150 (ISBN 0-89886-502-6) Graham, J. (1997). *Outdoor Leadership: Technique, Common Sense and Self-confidence*. Seattle, WA: The Mountaineers.
- C2-152 (ISBN 1-898555-09-5) Ogilvie, K. (1993). *Leading and Managing Groups in the Outdoors: New Revised Edition*. Cumbria, England: The Institute for Outdoor Learning.
- C2-153 (ISBN 0-7360-5731-5) Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor Leadership: Theory and Practice*. Windsor, ON: Human Kinetics.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
 - a. Pen/pencil, and
 - b. Notebook.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C325.01 – COMMUNICATE DURING AN EXPEDITION

1. **Performance.** Communicate During an Expedition.
2. **Conditions**
 - a. Given:
 - (1) Hand-held radio,
 - (2) Batteries,
 - (3) Flashlight,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall communicate during an expedition by:
 - a. operating a hand-held radio, and
 - b. employing an alternative emergency communication method to transmit a Morse code, Save Our Souls (SOS).
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the elements of radio etiquette, to include: a. appropriate language, b. enunciation, and c. no duffs.	Interactive Lecture	5 min	A2-034 (pp. 1-1 to 1-4)
TP2	Describe the phonetic alphabet, to include: a. purpose, b. uses, c. structure, and d. pronunciation of numerals.	Interactive Lecture	10 min	A2-034 (pp. 1-1 to 1-6)

TP	Description	Method	Time	Ref
TP3	Identify and briefly describe the parts of a hand-held radio, to include: a. on-off/volume knob, b. light-emitting diode (LED), c. push-to-talk button (PTT), d. speaker, e. antenna, f. accessory jack, g. menu scroll/channel/frequency selector, h. microphone, i. battery cover, and j. battery cover latches.	Interactive Lecture	5 min	C0-069 (p. 11, p. 12)
TP4	Explain, demonstrate and have the cadet practice using a hand-held radio: a. turning the radio on and off; b. adjusting frequencies; c. operating the PTT button, to include: (1) pressing the PTT button; (2) observing a standard pause; (3) speaking loudly, clearly and briefly; and (4) releasing the PTT button; and d. changing the batteries, to include: (1) lifting battery latch to release battery cover; (2) removing the battery cover; (3) inserting batteries; (4) replacing the battery compartment cover; and (5) discarding spent batteries safely.	Demonstration and Performance	15 min	C0-069 (pp. 13–18) Local manuals
TP5	Explain, demonstrate and have the cadet practice radio communication, to include: a. using call signs; b. understanding transmission sequence; and c. conducting radio checks, to include: (1) initiating; and (2) responding by employing radio strength and clarity terms.	Demonstration and Performance	20 min	A2-034 (pp. 3-7 to 3-9)

TP	Description	Method	Time	Ref
TP6	Explain, demonstrate and have the cadet transmit an SOS message by Morse code with sound and with light.	Demonstration and Performance	10 min	C1-003 (p. 351, p. 352)
TP7	Discuss alternative methods of communication, to include: a. satellite phones, b. cellular telephones, and c. personal locator beacon.	Interactive Lecture	10 min	C2-016 (p. 64, p. 65)
TP8	Conduct a communication activity where the cadet will practice: a. employing the phonetic alphabet during radio communications; b. beginning and ending radio transmissions; c. conducting a radio check; and d. transmitting an SOS message using Morse code.	Practical Activity	40 min	

5. Time

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	30 min
c. Demonstration and Performance:	45 min
d. Practical Activity:	40 min
e. Total:	120 min

6. Substantiation

- An interactive lecture was chosen for TPs 1–3 and TP 7 to introduce communicating using basic voice procedures, familiarizing the cadet with the parts of the hand-held radio and alternative methods of emergency communication.
- Demonstration and performance was chosen for TPs 4–6 as it allows the instructor to demonstrate and explain the communication skills the cadet is expected to acquire, while providing an opportunity for the cadet to practice basic voice procedures, transmitting messages over a radio net, and using alternative methods of communication under the supervision of an instructor.
- A practical activity was chosen for TP 8 as it is an interactive way to for the cadet to practice communicating with a hand-held radio using basic voice procedures and transmitting a message using an alternative method of communication. This activity contributes to the cadets' development of communication skills in a fun and challenging setting.

7. References

- A2-034 ACP 125 CANSUPP Department of National Defence. (1984). *Radiotelephone Procedure for the Canadian Forces* (Land Environment). Ottawa, ON: Department of National Defence.

- b. C0-069 Motorola Inc. (2004). *Talkabout FRS/GMRS Recreational Two-Way Radios Models T5000, T5500, T5550 User's Guide*.
- c. C1-003 (ISBN 11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship* (Vol. 1). London, England: Her Majesty's Stationary Office.
- d. C2-016 (ISBN 1-4000-5309-9) Curtis, R. (2005). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.

8. **Training Aids**

- a. Hand-held radio,
- b. Batteries,
- c. Flashlight,
- d. Phonetic alphabet and pronunciation of numbers handout, and
- e. Radio communication exercise.

9. **Learning Aids**

- a. Hand-held radio (one per four cadets),
- b. Batteries,
- c. Flashlight (one per four cadets)
- d. Phonetic alphabet and pronunciation of numbers handout (one per four cadets), and
- e. Radio communication exercise (one per four cadets).

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

11. **Remarks.** Hand-held radio models may vary. The instructor will be responsible for consulting the owner's manual for detailed instructions on radio operation.

EO C325.02 – PARTICIPATE IN A PRESENTATION ON THE DUKE OF EDINBURGH AWARD PROGRAM

1. **Performance.** Participate in a Presentation on the Duke of Edinburgh Award Program.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation on the Duke of Edinburgh Award program to gain awareness of the objectives of the program.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the different levels of the program, to include: a. bronze, b. silver, and c. gold.	Interactive Lecture	5 min	C0-196 C0-197
TP2	Explain the five sections of the program, to include: a. service, b. adventurous activity, c. skills, d. physical recreation, and e. residential project.	Interactive Lecture	10 min	C0-196 C0-197
TP3	Describe the relationship between the corps, CSTC programs and the Duke of Edinburgh Award program.	Interactive Lecture	5 min	C0-196 C0-197
TP4	Facilitate a question and answer period.	Interactive Lecture	5 min	

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce, clarify, emphasize and summarize the objectives of the Duke of Edinburgh Award program.
7. **References**
 - a. C0-196 Duke of Edinburgh Award. (2008). *The Award*. Retrieved February 12, 2008, from <http://www.dukeofed.org/Award.htm>.
 - b. C0-197 Duke of Edinburgh Award. (2007). *Participant's Record Book*. Marham, ON: Langstaff Reed Printing Ltd.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
 - a. Training aids should be determined by contacting the speaker prior to the presentation.
 - b. Cadets may participate in the Duke of Edinburgh Award program as an optional activity.
 - c. A member of the corps staff may present this lesson if a Duke of Edinburgh Award program representative is unavailable.

SECTION 18**PO 326 – PERFORM EXPEDITION SKILLS**

1. **Performance.** Perform Expedition Skills.
2. **Conditions**
 - a. Given:
 - (1) Personal expedition equipment,
 - (2) Group expedition equipment,
 - (3) Canoe equipment,
 - (4) Mountain bike equipment,
 - (5) Hiking equipment,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Expedition centre.
3. **Standard.** The cadet will perform expedition skills during a weekend expedition, to include:
 - a. travelling by two of the following three modes of travel:
 - (1) canoeing,
 - (2) mountain biking, or
 - (3) hiking;
 - b. following expedition routine;
 - c. demonstrating environmental awareness as a team leader; and
 - d. reflecting on experiences.
4. **Remarks**
 - a. Expedition centres will be required to choose two dynamic modes of travel based on location and available resources.
 - b. Expedition centres may choose Army Cadet Adventure Training Activities (ACATA) specific to the local training area IAW A-CR-CCP-951/PT-002, to augment the expedition.
 - c. Personal expedition equipment is comprised of:
 - (1) expedition field pack,
 - (2) sleeping bag,
 - (3) waterproof compression sack,
 - (4) air mattress,
 - (5) clothing,

- (6) rain gear,
- (7) valise/stuff sack,
- (8) food,
- (9) water bottle,
- (10) re-sealable plastic bags (small and large),
- (11) garbage bags,
- (12) carabiner,
- (13) expedition field pack repair kit, and
- (14) personal essentials, to include:
 - (a) sunscreen,
 - (b) bug repellent,
 - (c) lip balm,
 - (d) biodegradable soap,
 - (e) toothbrush,
 - (f) toothpaste,
 - (g) toilet paper, and
 - (h) headlamp/flashlight.

d. Group expedition equipment is comprised of:

- (1) tent,
- (2) single-burner mountain stove,
- (3) fuel bottle,
- (4) fuel,
- (5) pot set,
- (6) folding saw,
- (7) water filter,
- (8) rope,
- (9) compass,
- (10) hand-held radio,
- (11) topographical map,
- (12) Glow Sticks,
- (13) first aid kit, and
- (14) knife.

- e. Canoe equipment is specified in EO M326.02a (Paddle a Canoe).
 - f. Mountain bike equipment is specified in EO M326.02b (Ride a Mountain Bike).
 - g. Trekking equipment is specified in EO M326.02c (Hike Along a Route).
 - h. With the exception of EO M326.01 (Prepare for an Expedition), this PO will be instructed by regional TIs during the expedition exercise, conducted at a Region Expedition Centre.
 - i. The period count in this PO is an estimate that conforms to the standard 18 periods allocated to a training weekend. The expedition centre may choose to adjust this allocation to reflect the choice of activities, facilities and available resources.
 - j. When developing a training schedule, expedition centres may choose to incorporate additional ACATA as outlined in A-CR-CCP-951/PT-002, as long as this does not impede the cadet's ability to meet mandatory training requirements.
5. **Complementary Material.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M326.01 – PREPARE FOR EXPEDITION TRAINING

1. **Performance.** Prepare for Expedition Training.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall prepare for expedition training by:
 - a. discussing the selection of clothing, footwear and equipment;
 - b. selecting high-energy snacks; and
 - c. discussing the expedition centre's joining instructions and training schedule.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss the selection of: a. clothing, b. footwear, c. personal equipment, and d. group equipment.	Interactive Lecture	10 min	C2-066 (pp. 22–34)
TP2	Discuss high-energy snacks, to include: a. granola bars, b. dried fruit and nuts, c. cheese, and d. “Good Old Raisins and Peanuts” (GORP).	Interactive Lecture	5 min	C2-051 (pp. 67–74) C2-066 (pp. 67–70)
TP3	Review, and brief the cadets on the joining instructions and training schedule for Silver Star Expedition Training.	Interactive Lecture	10 min	A2-001

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 expedition training and their responsibilities with regard to equipment.
7. **References**
 - a. A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets Adventure Training Safety Standards*. Ottawa, ON: Department of National Defence.
 - b. C2-051 (ISBN 978-0-7153-2254-3) Bagshaw, C. (2006). *The Ultimate Hiking Skills Manual*. Cincinnati, OH: David and Charles.
 - c. C2-066 (ISBN 1-4000-5309-9) Curtis, R. (2005). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.
8. **Training Aids**
 - a. Expedition clothing,
 - b. Appropriate footwear, and
 - c. High-energy snacks.
9. **Learning Aids.** Personal expedition equipment (specified in PO 326, paragraph 4.c.).
10. **Test Details.** N/A.
11. **Remarks**
 - a. The joining instructions and timetable referred to in TP 3 will vary depending on the region. Instructors should acquire these from the local expedition centre.
 - b. This EO should be conducted in the two weeks preceding the cadet's Silver Star expedition centre training weekend.

EO M326.02A – PADDLE A CANOE

1. **Performance.** Paddle a Canoe.
2. **Conditions**
 - a. Given:
 - (1) Canoe equipment, to include:
 - (a) tandem canoe,
 - (b) paddle,
 - (c) Personal Floatation Device (PFD),
 - (d) whistle,
 - (e) bailer,
 - (f) painter lines, and
 - (g) 15 m buoyant heaving line or throw bag;
 - (2) Water carrier,
 - (3) Topographical map of area,
 - (4) Compass,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Expedition centre, on water and training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall paddle a tandem canoe on flatwater up to 10 km, to include:
 - a. identifying the parts of a canoe;
 - b. identifying the parts of a paddle;
 - c. identifying canoe safety equipment;
 - d. outfitting a canoe;
 - e. preparing for on-water activities, to include:
 - (1) reviewing personal responsibilities, and
 - (2) reviewing water communication signals, to include:
 - (a) paddle signals, and
 - (b) whistle signals;
 - f. launching and landing the canoe;
 - g. performing a canoe over canoe assisted rescue; and
 - h. performing canoe strokes, to include:

- (1) power stroke,
- (2) J-stroke,
- (3) forward sweep,
- (4) draw,
- (5) pry,
- (6) low brace,
- (7) jam, and
- (8) back-paddling.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Identify the parts of a canoe, to include: a. bow, b. stern, c. gunwales, d. thwart, e. hull, f. keel, g. bow seat, h. stern seat, i. bow handle, j. stern handle, and k. deck plate.	Interactive Lecture	5 min	C2-077 (pp. 8–9)
TP2	Discuss paddles, to include: a. identifying the parts of the paddle, to include: (1) shaft, (2) grip, (3) throat, (4) blade, to include: (a) power face, and (b) back face; (5) tip; b. sizing a paddle; and c. holding the paddle correctly.	Interactive Lecture	5 min	C2-076 (p. 21)

TP	Description	Method	Time	Ref
TP3	Discuss PFDs, to include: a. the difference between a lifejacket and a PFD, to include: (1) construction of a PFD, and (2) care instructions; and b. fitting a PFD.	Interactive Lecture	10 min	A1-010 (p. 1-5, para 16–19)
TP4	Explain, demonstrate and have the cadet practice portaging a canoe, to include: a. tandem hand carry, and b. tandem portage carry.	Demonstration and Performance	15 min	C0-025 (pp. 45–46)
TP5	Explain, demonstrate and have the cadet practice outfitting a canoe with safety equipment, to include: a. 15 m buoyant heaving line or throw bag; b. bailer, c. spare paddle, d. whistle, e. white navigation light, f. painter lines, and g. PFD.	Demonstration and Performance	15 min	A2-001 (p. 3-3) C2-078 (pp. 104–105)
TP6	Discuss safety concerns while canoeing, to include: a. understanding personal responsibilities, to include: (1) skill level, and (2) physical fitness; b. identifying paddle signals, to include: (1) stop, (2) help required/emergency, (3) raft up, and (4) all clear; and c. identifying whistle signals, to include: (1) universal distress signal, (2) move to shore/raft up, and (3) all clear, look at me.	Interactive Lecture	10 min	C0-025 (p. 200)

TP	Description	Method	Time	Ref
TP7	Explain and demonstrate launching and landing a canoe, to include: a. identifying a location; b. avoiding equipment damage; c. entering a canoe; d. launching a canoe, to include: (1) launching at a shoreline; and (2) launching at a dock; e. landing a canoe, to include: (1) landing at a shoreline; and (2) landing at a dock; and f. exiting a canoe.	Demonstration	10 min	C0-025 (p. 47) C2-112
TP8	Explain and demonstrate action on capsizing, to include: a. rescue priorities, to include: (1) rescuer, (2) people, (3) canoes, and (4) equipment; and b. canoe over canoe assisted rescue.	Demonstration	15 min	C0-025 (pp. 22–25) C2-076 (pp. 67–68)
TP9	Explain, demonstrate and have the cadets practice strokes, to include: a. power stroke, b. J-stroke, c. forward sweep, d. draw, e. pry, f. low brace, g. jam, and h. back-paddling.	Demonstration and Performance	35 min	C2-025 (pp. 53–55, p. 60, pp. 64–68, p.99) C2-076 (pp. 40–49, pp. 56–60) C2-106 (pp. 127–131)

TP	Description	Method	Time	Ref
TP10	Have the cadet practice canoe skills during an expedition, to include: a. launching; b. landing; c. canoe over canoe assisted rescue; and d. strokes, to include: (1) power stroke, (2) J-stroke, (3) forward sweep, (4) draw, (5) pry, (6) low brace, (7) jam, and (8) back-paddling.	Practical Activity	40 min	

5. Time

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	30 min
c.	Demonstration and Performance:	65 min
d.	Demonstration:	25 min
e.	Practical Activity:	40 min
f.	Total:	165 min

6. Substantiation

- a. An interactive lecture was chosen for TPs 1–3, and 6 to orient the cadet, generate interest and present basic or background material on canoeing, canoeing equipment, and safety procedures.
- b. Demonstration and performance was chosen for TPs 4, 5, and 9 as it allows the instructor to explain and demonstrate portaging a canoe, outfitting a canoe, and basic canoe strokes while providing an opportunity for the cadet to practice these skills under supervision.
- c. Demonstration was chosen for TPs 7 and 8 as it allows the instructor to explain and demonstrate launching/landing and the canoe over canoe assisted rescue in a controlled environment.
- d. A practical activity was chosen for TP 10 as it is an interactive way for the cadet to experience paddling a canoe in a safe, controlled environment during an expedition. The expedition contributes to the development of canoeing knowledge and skills in a fun and challenging setting on-water.

7. References

- a. A1-010 A-CR-CCP-030/PT-001 Director Cadets 3. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.
- b. A2-001 A-CR-CCP-951/PT-002 Director Cadets 4. (2006). *Royal Canadian Army Cadets Adventure Training Safety Standards*. Ottawa, ON: Department of National Defence.

- c. C0-025 (ISBN 1-895465-33-8) Gifford, D. (Ed.) (2000). *Canoeing Instructor's Resource Manual*. Merrickville, ON: Canadian Recreational Canoeing Association.
- d. C2-076 (ISBN 0-87322-443-4) Gullion, L. (1994). *Outdoor Pursuits Series: Canoeing*. Champaign, IL: Human Kinetics Publishers.
- e. C2-077 (ISBN 1-55013-654-2) Mason, B. (1995). *Path of the Paddle: An Illustrated Guide to the Art of Canoeing*. Toronto, ON: Key Porter Books Limited.
- f. C2-078 (ISBN 1-55013-079-X) Mason, B. (1988). *Song of the Paddle: An Illustrated Guide to Wilderness Camping*. Toronto, ON: Key Porter Books Limited.
- g. C2-106 (ISBN 0-900082-04-6) Rowe, R. (1997). *Canoeing Handbook*. Guildford, UK: Biddles Limited.
- h. C2-112 (ISBN 1-55046377-2) McGuffin, G. & McGuffin, J. (2005). *Paddle Your Own Canoe: An Illustrated Guide to the Art of Canoeing*. Erin, ON: Boston Mills Press.

8. Training Aids

- a. Canoe equipment,
- b. Water carrier,
- c. Topographical map of area,
- d. Compass,
- e. Communication device,
- f. GPS receiver,
- g. Batteries, and
- h. First aid kit.

9. Learning Aids

- a. Canoe equipment,
- b. Water carrier,
- c. Topographical map of area,
- d. Compass,
- e. Communication device,
- f. Batteries, and
- g. First aid kit.

10. **Test Details.** This EO is assessed Chapter 3, [Annex B](#), [Appendix 8](#) (326 PC).

11. Remarks

- a. Expedition centres are required to select two dynamic modes of travel from EO M326.02a (Paddle a Canoe), EO M326.02b (Ride a Mountain Bike), and EO M326.02c (Hike Along a Route) to incorporate into their weekend training.

- b. This EO has been allocated five and a half periods in the overall period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.
- c. Upon arrival at the expedition centre cadets will be divided into teams/groups. These teams/groups will remain the same for the duration of the weekend.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M326.02B – RIDE A MOUNTAIN BIKE

1. **Performance.** Ride a Mountain Bike.
2. **Conditions**
 - a. Given:
 - (1) Mountain bike equipment, to include:
 - (a) mountain bike,
 - (b) helmet,
 - (c) bell or horn,
 - (d) lights and reflectors,
 - (e) water carrier, and
 - (f) day pack;
 - (2) Topographical map of the area,
 - (3) Compass,
 - (4) Whistle,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Expedition centre, on novice mountain bike trails during daylight hours.
3. **Standard.** IAW A-CR-CCP-951/PT-002, the cadet shall ride a mountain bike on novice trails not to exceed Level 3, a distance of 30–40 km, during an expedition, to include:
 - a. fitting a mountain bike;
 - b. practicing trail etiquette;
 - c. practicing trail and road safety; and
 - d. demonstrating mountain bike skills when riding, to include:
 - (1) shifting gears;
 - (2) braking;
 - (3) gearing;
 - (4) ascending hills; and
 - (5) descending hills.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Introduce principles of safe riding, to include: a. awareness of trail difficulty, to include: (1) novice trails, (2) intermediate trails, and (3) experienced trails; and b. adherence to the six codes of conduct that minimize the impact of mountain biking on the environment and on other trail users, to include: (1) riding on open trails only; (2) practicing the principles of “Leave No Trace”; (3) controlling your bicycle; (4) giving way to other users; (5) avoiding animals; and (6) planning ahead.	Interactive Lecture	5 min	C2-083 (p. 13) C2-087 (pp. 31-32)
TP2	Identify the parts of a mountain bike, to include: a. handlebar, b. gear shifter, c. brake lever, d. top tube, e. tire, f. quick release, g. derailleur (front and rear), h. chainring, i. chainset, j. pedal, k. chain, l. cogs, m. cassette, n. brakes, o. seat tube, p. seat post release, q. seat post, and r. saddle.	Interactive Lecture	10 min	C2-082 (pp. 356–362) C2-084 (pp. 12–13, pp. 234–239) C2-088 (p. 18)

TP	Description	Method	Time	Ref
TP3	Explain, demonstrate and have the cadet select and adjust a mountain bike by: a. selecting a helmet; b. adjusting the helmet; and c. sizing a mountain bike by: (1) sizing by eye; (2) completing the stand-over test; and (3) adjusting the saddle.	Demonstration and Performance	20 min	C2-088 (pp. 22–23, p. 32) C2-089
TP4	Explain, demonstrate and have the cadet practice the procedure for completing a pre-ride bike check using the ABC Quick Check method, to include: a. air, to include: (1) tire pressure, and (2) wear on the tread or cuts on the sidewall; b. brakes, to include: (1) brake levers, and (2) brake function; c. chain and crank, to include: (1) lubrication, and (2) pedals; d. quick release, to include: (1) wheel, and (2) saddle; and e. final check.	Demonstration and Performance	10 min	C2-088 (pp. 36–37) C2-089
TP5	Explain and demonstrate safety precautions which must be adhered to when mountain biking, to include: a. the rules of the road for bikers; b. signalling, to include: (1) left, (2) right, and (3) stop; and c. riding discipline, to include: (1) formations for riding, (2) spacing, (3) stopping/starting procedures, and (4) road crossing.	Demonstration	10 min	A2-001 (pp. 8-1 to 8-3) C2-089 C2-090

TP	Description	Method	Time	Ref
TP6	Explain, demonstrate and have the cadet practice mountain bike techniques, to include: a. mounting; b. braking; c. dismounting; d. gearing, to include: (1) gear ratio, (2) chainset, (3) cassette, and (4) shifting gears; e. ascending hills, to include: (1) position, and (2) gearing and shifting; and f. descending hills, to include: (1) position, and (2) gearing and shifting.	Demonstration and Performance	55 min	C2-087 (p. 40, p. 42) C2-088 (p. 104–113) C2-092
TP7	Have the cadet practice mountain bike skills during an expedition, to include: a. pre-ride check; b. mountain bike techniques; to include: (1) mounting, (2) braking, (3) dismounting, (4) gearing, (5) ascending hills, and (6) descending hills; c. riding formations; and d. communication skills.	Practical Activity	45 min	
TP8	Explain and demonstrate the procedure for completing a post-ride check, to include: a. cleaning; and b. assessing for repairs.	Demonstration and Performance	5 min	C2-088 (pp. 44–45, pp. 52–53)

5. Time

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	15 min
c.	Demonstration and Performance:	90 min
d.	Demonstration:	10 min
e.	Practical Activity:	45 min
f.	Total:	165 min

6. Substantiation

- An interactive lecture was chosen for TPs 1 and 2 to introduce the principles of safe riding and provide an overview of the parts of a mountain bike.
- Demonstration and performance was chosen for TPs 3, 4, 6 and 8 as it allows the instructor to explain and demonstrate selecting and adjusting a mountain bike, the procedure for a pre-ride and post-ride bike check, and proper mountain bike techniques while providing an opportunity for the cadet to practice each skill under supervision.
- Demonstration was chosen for TP 5 as it allows the instructor to explain and demonstrate safety precautions when mountain biking.
- A practical activity was chosen for TP 7 as it is an interactive way to introduce the cadet to mountain bike techniques and procedures in a controlled environment during an expedition. The expedition contributes to the development of these skills and procedures in a fun and exciting manner.

7. References

- A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets Adventure Training Safety Standards*. Ottawa, ON: Department of National Defence.
- C2-082 (ISBN 1-57954-883-0) Downs, T. (2005). *Bicycle Maintenance & Repair for Road & Mountain Bikes*. USA: Rodale Inc.
- C2-083 (ISBN 0-07-149390-5) Brink, T. (2007). *The Complete Mountain Biking Manual*. Camden, ME: Ragged Mountain Press.
- C2-084 (ISBN 1-55297-734-X) Allwood, M. (2004). *Mountain Bike Maintenance: The Illustrated Manual*. Richmond Hill, ON: Firefly Books Ltd.
- C2-087 Badyk, M., Buck, K., Sahl, N., Schultz, R., & Vrooman, D. (1998). *Ontario Learn to Mountain Bike Clinic Workbook* (2nd ed.). North York, ON: Ontario Cycling Association and Ontario Recreational Mountain Bicycling Alliance.
- C2-088 (ISBN 1-55297-653-X) Crowther, N. (2002). *The Ultimate Mountain Bike Book: The Definitive Illustrated Guide to Bikes, Components, Techniques, Thrills and Trails*. Toronto, ON: Firefly Books Ltd.
- C2-089 Ministry of Transport Ontario. (2007). *Young Cyclists Guide*. Retrieved October 5, 2007, from <http://www.mto.gov.on.ca/english/safety/cycling/youngcyclist.htm>.
- C2-090 International Mountain Bicycling Association. (2007). *Trail Difficulty*. Retrieved October 10, 2007, from http://www.imba.com/resources/trail_building/itn_17_4_trail_difficulty.html.

- i. C2-092 Ministry of Transport Ontario. (2007). *Cycling Skills: Cycling Safety for Teen and Adult Cyclists*. Retrieved October 5, 2007, from <http://www.mto.gov.on.ca/english/pubs/cycling/cyclingskills.htm>.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Mountain bike equipment,
- c. Topographical map of the area,
- d. Compass,
- e. Whistle,
- f. Communication device,
- g. GPS receiver,
- h. Batteries,
- i. First aid kit,
- j. Bike maintenance tool,
- k. Bike tire pump,
- l. Lubricant, and
- m. Gear/masking tape.

9. Learning Aids

- a. Mountain bike equipment,
- b. Topographical map of the area,
- c. Compass,
- d. Whistle,
- e. Communication device,
- f. Batteries,
- g. First aid kit,
- h. Bike maintenance tool,
- i. Bike tire pump,
- j. Lubricant, and
- k. Gear/masking tape.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 8](#) (326 PC).

11. Remarks

- a. Expedition centres are required to select two dynamic modes of travel from EO M326.02a (Paddle a Canoe), EO M326.02b (Ride a Mountain Bike), and EO M326.02c (Hike Along a Route) to incorporate into their weekend training.

- b. This EO has been allocated five and a half periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.
- c. Upon arrival at the expedition centre cadets will be broken into teams/groups. These teams/groups will remain the same for the duration of the weekend.
- d. IAW A-CR-CCP-951/PT-002, the following equipment is required for the familiarization ride:
 - (1) reflective vest (worn by the person in the rear of the group),
 - (2) topographical map of the area (if unfamiliar),
 - (3) compass,
 - (4) first aid kit,
 - (5) communication device (cellular phone or hand-held radio), and
 - (6) basic bike repair kit.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M326.02C – HIKE ALONG A ROUTE

1. **Performance.** Hike Along a Route.
2. **Conditions**
 - a. Given:
 - (1) Hiking equipment, to include:
 - (a) hiking boots,
 - (b) day pack,
 - (c) water carrier, and
 - (d) trekking poles;
 - (2) Topographical/trail map of the area,
 - (3) Compass,
 - (4) Whistle,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Expedition centre, field setting with some Class 3 hiking terrain, during daylight hours.
3. **Standard.** IAW A-CR-CCP-951/PT-002, the cadet shall hike 8–10 km along a route with some Class 3 terrain, to include:
 - a. crossing obstacles; and
 - b. using the “rest step”.
4. **Teaching Points.** The cadet shall participate in hiking familiarization training, to include:
 - a. discussing the difference between hiking, trekking and backpacking;
 - b. reviewing personal clothing and equipment for hiking;
 - c. discussing terrain, to include:
 - (1) Yosemite Decimal System (YDS), and
 - (2) types of terrain, to include:
 - (a) easy,
 - (b) moderate, and
 - (c) difficult;
 - d. using trekking poles while hiking, to include:
 - (1) types of poles and sticks,
 - (2) criteria for choosing trekking poles, and

- (3) methods of use;
- e. discussing personal hiking rhythm, to include:
 - (1) stride rhythm and speed,
 - (2) controlling fatigue,
 - (3) adjusting rhythm,
 - (4) full body synchronization,
 - (5) resting intervals, and
 - (6) the rest step;
- f. practicing Class 3 terrain hiking techniques, where applicable, to include:
 - (1) scrambling;
 - (2) boulder hopping; and
 - (3) scree crossing, to include:
 - (a) traversing a scree,
 - (b) climbing a scree, and
 - (c) descending a scree; and
- g. crossing water obstacles, where applicable, to include:
 - (1) rivers,
 - (2) waterlogged ground, and
 - (3) snow and ice.

5. **Time**

a. Introduction/Conclusion:	5 min
b. Practical Activity:	160 min
c. Total:	165 min

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience hiking on Class 3 terrain in a safe, controlled environment.

7. **References**

- a. A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets Adventure Training Safety Standards*. Ottawa, ON: Department of National Defence.
- b. C2-016 (ISBN 1-4000-5309-9) Curtis, R. (2005). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.
- c. C2-042 (ISBN 0-7566-0946-1) Berger, K. (2005). *Backpacking & Hiking*. New York, NY: DK Publishing, Inc.
- d. C2-051 (ISBN 978-0-7153-2254-3) Bagshaw, C. (Ed.). (2006). *The Ultimate Hiking Skills Manual*. Cincinnati, OH: David & Charles.

- e. C2-103 (ISBN 0-89886-427-5) Graydon, D., & Hanson, K. (Eds.). (2001). *Mountaineering: The Freedom of the Hills* (6th ed.). Seattle, WA: The Mountaineers.

8. Training Aids

- a. Hiking equipment,
- b. Topographical/trail map of the area,
- c. Compass,
- d. Whistle,
- e. Communication device,
- f. GPS receiver,
- g. Batteries, and
- h. First aid kit.

9. Learning Aids

- a. Hiking equipment,
- b. Topographical/trail map of the area,
- c. Compass,
- d. Whistle,
- e. Communication device,
- f. Batteries, and
- g. First aid kit.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 8](#) (326 PC).

11. Remarks

- a. Expedition centres are required to select two dynamic modes of travel from EO M326.02a (Paddle a Canoe), EO M326.02b (Ride a Mountain Bike), and EO M326.02c (Hike Along a Route) to incorporate into their weekend training.
- b. This EO has been allocated six periods in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.
- c. Timings for this EO will vary. While there is a requirement for some initial training, the focus should be on having the cadets' practice hiking techniques through practical application.
- d. Upon arrival at the expedition centre cadets will be broken into teams/groups. These teams/groups will remain the same for the duration of the weekend.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M326.03 – PRACTICE ENVIRONMENTAL STEWARDSHIP AS A TEAM LEADER

1. **Performance.** Practice Environmental Stewardship as a Team Leader.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Expedition centre or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall practice environmental stewardship as a team leader by contributing to ecological sustainability, to include:
 - a. adhering to the principles of Leave No Trace camping;
 - b. identifying land management issues; and
 - c. identifying ways a team leader can implement Leave No Trace principles.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	IAW EO M121.08 (Apply Leave No Trace Camping, A-CR-CCP-701/PG-001, <i>Royal Canadian Army Cadets, Green Star Qualification Standard and Plan</i> , Chapter 4, Section 10), review the principles of Leave No Trace camping, to include: a. Plan ahead and prepare. b. Camp and travel on durable surfaces. c. Dispose of waste properly. d. Leave what you find. e. Minimize campfire impacts. f. Respect wildlife. g. Be considerate of other visitors.	Group Discussion	5 min	C2-011 (pp. 27–33)
TP2	Discuss land management issues in Canada, to include: a. sustainable forestry, b. waste management, c. water conservation, and d. ecosystem management.	Interactive Lecture	10 min	C2-186 C2-187 C2-188 C2-189

TP	Description	Method	Time	Ref
TP3	Identify ways a team leader can implement Leave No Trace principles, to include: - following the Leave No Trace principles personally by leading by example; - designating a Leave No Trace leader within the group; - becoming a Leave No Trace advocate; - implementing awards systems for those who follow; and - sharing Leave No Trace information with others.	Interactive Lecture	10 min	C2-011 (pp. 152–160)

5. Time

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

6. Substantiation

- A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about Leave No Trace principles. A group discussion also helps the cadets improve their listening skills and develop as members of a team.
- An interactive lecture was chosen for TPs 2 and 3 to give an introduction and overview of current land management issues in Canada and generate interest in adhering to Leave No Trace principles.

7. References

- C2-011 (ISBN 0-89886-910-2) McGivney, A. (2003). *Leave No Trace: A Guide to the New Wilderness Etiquette*. Seattle, WA: Mountaineers Books.
- C2-186 Ministry of Natural Resources of the Government of Ontario. (2002). *Today's Forests - Promoting Sustainability*. Retrieved March 25, 2008, from <http://onatrioforests.mnr.gov.on.ca/spectrasites/viewers/showArticle.cfm?objectid=551DC374-4876-4590-A4F564FD9E79093B&method=DISPLAYFULLBARNOTITLEWITHRELATED&id=551DC374-4876-4590-A4F564FD9E79093B>.
- C2-187 Environment Canada. (2002). *Source to Tap: Protecting Canada's Water*. Retrieved March 20, 2008, from http://www.ec.gc.ca/EnviroZine/english/issues/22/feature1_e.cfm.
- C2-188 Environment Canada. (2006). *Water: No Time to Waste (Water Myths and Facts)*. Retrieved March 25, 2008, from http://www.ec.gc.ca/water/en/info/pubs/nttw/e_nttw8a.htm.
- C2-189 Natural Resources Canada. (2008). *Sustainable Forest Management*. Retrieved March 26, 2008, from http://canadaforests.nrcan.gc.ca/articletopic/top_suj/.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
 - a. Pen/pencil, and
 - b. Paper.
10. **Test Details.** N/A.
11. **Remarks**
 - a. This EO could be delivered by a local official or Ministry of Natural Resources representative.
 - b. If being delivered by a guest speaker, this EO may be tailored to the local area; however the human impact theme must remain. The guest speaker should present issues specific to area land management.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M326.04 – NAVIGATE ALONG A ROUTE USING A MAP AND COMPASS

1. **Performance.** Navigate Along a Route Using a Map and Compass.
2. **Conditions**
 - a. Given:
 - (1) Topographical map of the area,
 - (2) Compass,
 - (3) Start and end point grid references (GR),
 - (4) Paper,
 - (5) Pencils,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Expedition centre, field setting, during daylight hours.
3. **Standard.** As a member of a group of no more than nine, the cadet shall navigate, to include:
 - a. determining distance between two points on a map;
 - b. determining individual pace;
 - c. orienting the map using a compass;
 - d. taking a magnetic bearing using a compass; and
 - e. travelling on a series of bearings along a route.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	IAW PO 222 (Navigate Along a Route Using a Map and Compass, A-CR-CCP-702/PG-001, Chapter 4, Section 12), review navigation, to include: a. determining distance on a map by: (1) measuring point-to-point; and (2) measuring along a route; b. determining individual pace, to include: (1) pace counting method, and (2) factors that affect pacing; c. orienting a map using a compass; and d. taking a magnetic bearing by: (1) using a prominent object in sight; and (2) using a map.	Interactive Lecture	10 min	A2-041 (p. 16, p. 18, pp. 47–48, pp. 50–51, pp. 66–70, p. 76) C0-011 (pp. 52–53) C2-041 (p. 50, p. 106)
TP2	Conduct a navigation activity, to include: a. describing bearings; b. setting declination on a compass; c. determining distance between two points on a map; d. determining individual pace; e. orienting a map using a compass; f. taking a magnetic bearing; and g. travelling on a series of bearings along a route.	Practical Activity	40 min	

5. Time

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

6. Substantiation

- a. An interactive lecture was chosen for TP 1 to review navigation background material.
- b. A practical activity was chosen for TP 2 as it is an interactive way to allow the cadet to experience navigation in a safe, controlled environment. This activity contributes to the development of navigation knowledge and skills in a fun and challenging setting.

7. References

- a. A2-041 B-GL-382-005/PT-001 Canadian Forces. (2006). *Maps, Field Sketching, Compasses and the Global Positioning System*. Ottawa, ON: Department of National Defence.
- b. C0-011 Canadian Orienteering Federation. (1985). *Orienteering Level Two Coaching Certification*. Ottawa, ON: Canadian Orienteering Federation.
- c. C2-041 (ISBN 0-07-136110-3) Seidman, D., & Cleveland, P. (1995). *The Essential Wilderness Navigator*. Camden, ME: Ragged Mountain Press.

8. Training Aids

- a. Topographical map of the area,
- b. Compass,
- c. Paper
- d. Pen and pencils, and
- e. Start and end point GR.

9. Learning Aids

- a. Topographical map of the area,
- b. Compass,
- c. Paper,
- d. Pen and pencils, and
- e. Start and end point GR.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 8](#) (326 PC).

11. Remarks

- a. Assistant instructors may be required for this lesson.
- b. Planning details for this EO are included in Chapter 2, [Annex A](#), [Appendix 1](#). A sample schedule is included and should be referred to during the planning phase.
- c. Expedition centres are required to select two dynamic modes of travel from EO M326.02a (Paddle a Canoe), EO M326.02b (Ride a Mountain Bike), and EO M326.02c (Hike Along a Route) to incorporate into their weekend training. Navigation may take place during the execution of any mode of travel.
- d. This EO has been allocated one period in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.
- e. Timings for this EO will vary. While there is a requirement for some initial training, the focus should be on having the cadets practice hiking techniques through practical application.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M326.05 – USE EXPEDITION EQUIPMENT

1. **Performance.** Use Expedition Equipment.
2. **Conditions**
 - a. Given:
 - (1) Group expedition equipment, to include:
 - (a) single-burner mountain stove,
 - (b) water filter,
 - (c) fuel bottle,
 - (d) fuel,
 - (e) rope,
 - (f) pocket knife/multipurpose tool,
 - (g) carabiner, and
 - (h) headlamp;
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Expedition centre, field setting during expedition training.
3. **Standard.** The cadet shall:
 - a. light and extinguish a single-burner mountain stove;
 - b. purify water with a water filter; and
 - c. safely employ tools and equipment required during an expedition.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Explain, demonstrate and have the cadet operate a single-burner mountain stove, to include: a. identifying parts and accessories; b. identifying fuel type and operational temperatures; c. assembling; and d. lighting and extinguishing, to include: (1) precautions; (2) priming the single-burner mountain stove; (3) lighting the burner; (4) extinguishing the burner; and (5) storing after use.	Demonstration and Performance	25 min	Refer to Remarks, para 11.b.
TP2	Explain, demonstrate and have the cadet operate a water filter, to include: a. identifying the characteristics; b. identifying parts and accessories; c. assembling; d. identifying maximum filtering capacity; e. pumping water; and f. dismantling and cleaning.	Demonstration and Performance	15 min	Refer to Remarks, para 11.c.
TP3	Explain, demonstrate and have the cadet safely use expedition equipment, to include: a. fuel bottle, to include: (1) storing techniques; and (2) transferring fuel to and from the fuel bottle; b. rope, to include: (1) cleaning; (2) storing; and (3) coiling; c. pocket knife, to include: (1) sharpening; (2) holding; and (3) storing; d. carabiner; and e. headlamp.	Demonstration and Performance	15 min	Refer to Remarks, para 11.d.

5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Demonstration and Performance:	55 min
c.	Total:	60 min

6. **Substantiation.** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the uses of expedition equipment while providing an opportunity for the cadets to practice operating this equipment under supervision.

7. **References.** N/A.

8. **Training Aids**

- a. Single-burner mountain stove,
- b. Fuel bottle,
- c. Fuel,
- d. Water filter,
- e. Rope,
- f. Carabiner,
- g. Pocket knife, and
- h. Headlamp.

9. **Learning Aids**

- a. Single-burner mountain stove,
- b. Fuel bottle,
- c. Fuel,
- d. Water filter,
- e. Rope,
- f. Carabiner,
- g. Pocket knife, and
- h. Headlamp.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 8](#) (326 PC).

11. **Remarks**

- a. Additional staff may be required to supervise cadets using expedition equipment.
- b. Instructors should refer to the owner's manual for the operating instructions for the single-burner mountain stove.
- c. Instructors should refer to the owner's manual for the operating instructions for the water filter.

- d. Instructors should refer to the owner's manual for the operating instructions for the fuel bottle, rope, pocket knife, carabiner and headlamp.
- e. It is recommended that this EO is taught where opportunities exist rather than in a structured 60-minute period.

EO M326.06 – FOLLOW DAILY ROUTINE

1. **Performance.** Follow Daily Routine.
2. **Conditions**
 - a. Given:
 - (1) Personal expedition equipment,
 - (2) Group expedition equipment,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Expedition centre, field setting, during expedition training.
3. **Standard.** The cadet shall follow daily routine during expedition training by:
 - a. determining the suitability of a campsite;
 - b. setting up a campsite;
 - c. applying the principles of Leave No Trace camping;
 - d. securing safe drinking water;
 - e. organizing daily equipment based on weather; and
 - f. following departure routine.

4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Demonstrate campsite selection, to include: a. determining the suitability of a campsite, to include: (1) absence of potential hazards, such as: (a) fallen trees/branches, (b) poisonous plants, (c) insects, beehives, and hornet's nests, (d) ant hills, and (e) animal dens; (2) accessible water, and (3) space for tents; and b. determining the campsite layout, to include the location of: (1) sleeping area, (2) washroom/latrine, (3) cooking area, (4) fire area, (5) food storage area, and (6) equipment drying area.	Demonstration	10 min	C2-051 (pp. 98–99)
TP2	Discuss campsite set-up routine, to include: a. organizing and erecting tents; b. setting up a food hang; c. establishing a cooking area; d. setting up a clothesline; e. collecting water; f. gathering firewood; g. starting a fire; h. marking the washrooms/latrines; and i. cooking and eating.	Interactive Lecture	5 min	C2-016 (pp. 111–113) C2-051 (pp. 98–99)

TP	Description	Method	Time	Ref
TP3	Discuss campsite routine, to include: a. ensuring personal and group equipment is always organized; b. conforming to the principles of Leave No Trace camping; c. cooking and eating; d. storing garbage; and e. dealing with food scraps.	Interactive Lecture	5 min	C2-009 (pp. 112–115) C2-011 (pp. 52–53) C2-051 (p. 99)
TP4	Discuss campsite departure routine, to include: a. striking tents; b. dismantling campsite amenities; c. organizing personal equipment; d. dismantling food hang; e. purifying water; f. cooking and eating; g. storing garbage; h. dealing with food scraps; i. ensuring fire is fully extinguished; j. organizing group equipment; k. erasing signs of occupancy; and l. conducting a final sweep of the area.	Interactive Lecture	5 min	C2-011 (pp. 54-55) C2-051 (p. 100)

5. Time

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

6. Substantiation

- a. A demonstration was chosen for TP 1 as it allows the instructor to explain and demonstrate campsite selection.
- b. An interactive lecture was chosen for TPs 2–4 to orient the cadet to following campsite routines during expedition training.

7. References

- a. C2-009 (ISBN 0-684-85909-2) Harvey, M. (1999). *The National Outdoor Leadership School's Wilderness Guide*. New York, NY: Fireside Books.
- b. C2-011 (ISBN 0-89886-910-2) McGivney, A. (2003). *Leave No Trace: A Guide to the New Wilderness Etiquette* (2nd ed.). Seattle, WA: The Mountaineers Books.

- c. C2-016 (ISBN 1-4000-5309-0) Curtis, R. (2005). *The Backpacker's Field Manual*. New York, NY: Three Rivers Press.
 - d. C2-051 (ISBN 978-0-7153-2254-3) Bagshaw, C. (2006). *The Ultimate Hiking Manual*. Cincinnati, Ohio: David & Charles.
8. **Training Aids.** Group expedition equipment.
9. **Learning Aids**
- a. Personal expedition equipment, and
 - b. Group expedition equipment.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 8](#) (326 PC).
11. **Remarks**
- a. Personal and group expedition equipment are outlined in PO 326 (Perform Expedition Skills).
 - b. The knowledge presented in this EO will enhance the cadets' participation in daily routine as part of the expedition training experience.
 - c. This EO has been allocated one period in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.
 - d. Timings for this EO will vary. While there is a requirement for some initial training, the focus should be on having the cadets practice hiking techniques through practical application.

EO M326.07 – RECORD ENTRIES IN A JOURNAL

1. **Performance.** Record Entries in a Journal.
2. **Conditions**
 - a. Given:
 - (1) Silver Star Expedition Journal,
 - (2) Pen/pencil,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Expedition centre, field setting.
3. **Standard.** The cadet shall record entries in a journal during an expedition training weekend.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss journals, to include: a. the difference between a journal, a log, and a record book, b. the purpose of journals, c. types of journals, to include: (1) group journals, and (2) project journals; and d. journaling environment.	Interactive Lecture	5 min	C2-109 (pp. 36–39)

TP	Description	Method	Time	Ref
TP2	Describe a journal, to include: a. importance, and b. information required in the Silver Star expedition journal, to include: (1) day and date, (2) mode of travel, (3) time, (4) start and end location, (5) distance and campsite GR, (6) route travelled, (7) campsite direction, (8) weather, (9) personal goals, (10) where can I use this training, (11) best thing of the day/worst thing of the day/my best moments, and (12) personal reflections and observations	Interactive Lecture	10 min	
TP3	Have the cadets record entries in a journal during an expedition.	Practical Activity	10 min	

5. Time

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

6. Substantiation

- An interactive lecture was chosen for TPs 1 and 2 to introduce the journal and present background information.
- A practical activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest in the journal.

7. References. C2-109 (ISBN 0-7872-6561-6) Sugerman, D., Dohery, K., Garvey, D., & Gass, M. (2000). *Reflective Learning: Theory and Practice*. Dubuque, IO: Kendall/Hunt Publishing Company.

8. Training Aids

- Silver Star Expedition Journal, and
- Pens/pencils.

9. **Learning Aids**

- a. Silver Star Expedition Journal, and
- b. Pen/pencil.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 8](#) (326 PC).

11. **Remarks**

- a. The cadet will make two entries in the journal while at the expedition centre.
- b. This EO has been allocated one period in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

Method	Developmental Period One Ages 12 – 14 Experience-Based	Developmental Period Two Ages 15 – 16 Developmental	Developmental Period Three Ages 17 – 18 Competency
Behaviour Modeling	Not Applicable	Not Applicable	Applicable
Case Study	Not Applicable	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	Not Applicable	Not Applicable	Applicable
In-Class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the-job Training (OJT)	Not Applicable	Not Applicable	Applicable
Peer Learning	Not Applicable	Not Applicable	Applicable
Practical Activity	Applicable	Applicable	Applicable
Role Play	Not Applicable	Applicable	Applicable
Self-Study	Not Applicable	Not Applicable	Applicable
Simulation	Not Applicable	Not Applicable	Applicable
Tutorial	Not Applicable	Not Applicable	Applicable

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

Method(s)	Applications	Advantages	Disadvantages
CASE STUDY 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.
DEMONSTRATION AND PERFORMANCE 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. Demonstration Method 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.	Demonstration Method 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.	Demonstration Method 1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups.	Demonstration Method 1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids.

Method(s)	Applications	Advantages	Disadvantages
Performance Method A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.	Performance Method 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.	Performance Method 1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety.	Performance Method 1. Requires tools and equipment. 2. Requires large blocks of time. 3. Requires more instructors.
EXPERIENTIAL LEARNING 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. Stage 1: Concrete Experience. Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading. Stage 2: Reflective Observation. Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals/logs, and graphs. Stage 3: Abstract Conceptualization. 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.

Y420PG0034

Method(s)	Applications	Advantages	Disadvantages
Stage 4: Active Experimentation. Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork. Note: The cycle is ongoing as each learning experience builds on another.			
FIELD TRIP 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.
GAME 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.
GROUP DISCUSSION 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.	1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure cadet participation. 3. To emphasize main teaching points. 4. To supplement lectures. 5. To determine how well cadets understand the concepts and principles.	1. Increases cadet interest. 2. Increases cadet acceptance and commitment. 3. Utilizes cadet knowledge and experience. 4. Results in more permanent learning because of the high degree of cadet participation/cognitive involvement.	1. Requires highly skilled instructors. 2. Required preparation by cadets. 3. Limits contents. 4. Consumes time. 5. Restricts size of group. 6. Requires selective group composition.

Method(s)	Applications	Advantages	Disadvantages
	6. To prepare cadets for application of theory or procedure. 7. To summarize, clarify points or review. 8. To prepare cadets for instruction that will follow. 9. To determine cadet progress and effectiveness of prior instruction.		
IN-CLASS ACTIVITY 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.	1. To reinforce instructional topics. 2. To orient cadets to the subject. 3. To introduce a subject. 4. To give direction on procedures. 5. To present basic material. 6. To introduce a demonstration, discussion or performance. 7. To illustrate the application of rules, principles or concepts. 8. To review, clarify, empathize or summarize.	1. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. 2. Permits flexibility with class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence.	1. Encourages cadet passiveness. 2. Difficult to gauge cadet reaction. 3. Takes time to prepare.

Method(s)	Applications	Advantages	Disadvantages
INTERACTIVE LECTURE 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.	1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize.	1. Saves time. 2. Permits flexibility of class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence.	1. Involves one-way communication. 2. Poses problems in skill teaching. 3. Encourages passive behaviour. 4. Difficult to gauge cadet reaction. 5. Requires highly skilled instructors. 6. Requires a high level of concentration from the cadets.
LECTURE 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.	1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize.	1. Proficient oral skills are required. 2. Useful for big groups. 3. Saves time because of fewer interruptions.	1. Should have a clear introduction and conclusion. 2. Cadets may be passive and uninvolved.

Method(s)	Applications	Advantages	Disadvantages
PRACTICAL ACTIVITY Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.	1. Review. 2. In practical situations such as leadership development, parade appointments, etc. 3. To introduce a subject.	1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Fun and interesting. 5. Creates ownership. 6. Highly participative in small groups. 7. Many resources involved.	1. Extensive supervision is required to ensure proper content is covered. 2. Takes time to prepare. 3. Not suitable for large groups.
PROBLEM-BASED LEARNING 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.	1. Review. 2. In practical situations such as leadership development, parade appointments, etc.	1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Many resources involved.	1. Critical thinking skills are required. 2. Broad knowledge of the subject matter is required.
ROLE PLAY 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.	1. Skills associated with social systems or human interactions; practical situations eg. CHAP, discipline issues, behaviour on the range, leadership, instructional techniques. 2. Attitudinal objectives.	1. High participation, interactive delivery and may lead to discussions. 2. Experience is developed in a supportive environment. 3. Can be very versatile depending on application eg, introduce a topic, mid-stage learning or as confirmation.	1. Participants can be easily sidetracked, need for good preparation and controls must be set appropriately. 2. Competence, experience and prepared instructors required.

THIS PAGE INTENTIONALLY LEFT BLANK