



National Défense
Defence nationale

A-CR-CCP-703/PF-001



ROYAL CANADIAN ARMY CADETS

BOOK 1 OF 2

SILVER STAR INSTRUCTIONAL GUIDES

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-703/PF-002.

Issued on Authority of the Chief of the Defence Staff

Canada



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FOREWORD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-703/PF-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this IG was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Canadian Cadet Organization.
3. **Purpose of the IG.** The IG to be used by Royal Canadian Army Cadet Corps in conjunction with other resources to conduct the Silver Star Program. The IG provides instructors with the base means from which to deliver training. Individual IGs are to be reviewed in conjunction with the Lesson Specifications (LSs) found in A-CR-CCP-703/PG-001, *Royal Canadian Army Cadets – Silver Star – Qualification Standard and Plan*, Chapter 4, before instructing, so that each instructor can adequately plan for and prepare each lesson. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, eg, posters, videos, handouts, models, etc, supplemental to training control and support documents. Suggested instructional activities are included in most IGs to maximize learning and fun. Instructors are also encouraged to modify and/or enhance the activities, as long as they continue to contribute to enabling objective achievement.
4. **Use of the IG.** Throughout these instructional guides, a series of information boxes are used to highlight information; they include:



Note to the Instructor.



Key information to pass along to cadets.



Refer to the following CF regulations and policies.



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

5. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Army Cadet Program Development Staff Officer (D Cdts 3-2-5), or by e-mail to arm.dev@cadets.gc.ca. Suggested changes shall be in tabular format with three columns to capture; the page number, the paragraph/sub-paragraph number and suggested text amendment.

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CHAPTER 1

PO 301 – RECOGNIZE THE PURPOSE OF SERVICE GROUPS WITHIN CANADA



COMMON TRAINING

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M301.01 – DISCUSS COMMUNITY SERVICE GROUPS

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Research local community service groups, with emphasis on groups the corps may have assisted during PO 102 (Perform Community Service, A-CR-CCP-701/PF-001, *Royal Canadian Army Cadets – Green Star – Instructional Guides*, Chapter 2)/PO 202 (Perform Community Service, A-CR-CCP-702/PF-001, *Royal Canadian Army Cadets – Red Star – Instructional Guides*, Chapter 2)/PO 302 (Perform Community Service, Chapter 2). These POs include the background information for The Royal Canadian Legion, Lions Club, Rotary Club, Kiwanis Club, The United Way, and Boys and Girls Club. Research should be done on other groups present in the community and should not be limited to national/international organizations but also include local organizations/programs such as school breakfast programs, homeless shelters, soup kitchens, food banks and animal shelters.

PRE-LESSON ASSIGNMENT

Inform the cadets the week before the lesson to reflect on their experience in PO 102 (Perform Community Service, A-CR-CCP-701/PF-001, Chapter 2)/PO 202 (Perform Community Service, A-CR-CCP-702/PF-001, Chapter 2)/PO 302 (Perform Community Service, Chapter 2) and any community service they may have performed outside of cadets. The cadets should reflect on how their community service made them feel about themselves and their community. No written report is required.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge and experiences about community service groups. This helps develop a rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

An interactive lecture was chosen for TPs 2 and 3 to give an overview of community service groups.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have discussed community service groups.

IMPORTANCE

It is important for cadets to have an understanding of community service groups: their emphasis, sphere of influence and purpose. The mission of the Cadet Program includes, “enabling them to meet the challenges of modern society, through a dynamic, community-based program.” The vision states that they are being “prepared to become the leaders of tomorrow.” The first aim of the Cadet Program states; “develop in youth the attributes of good citizenship and leadership.” CATO 11-03, *Cadet Program Mandate* states, “Through their active involvement, cadets will have a positive impact on local communities, contributing to community strength and vibrancy.” It is through the understanding of and involvement with community service groups that the cadets may achieve the mission, vision and the first aim of the Cadet Program.

Teaching Point 1

Discuss Community Service Groups

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

During their first two years of training, cadets perform a minimum of two days of community service. Depending on the activities performed, the cadets may have experience with one or more community service group(s).



Use the following definitions as an aid if the cadets are having difficulty in creating their definition of community service.

From EO M202.01 (Perform Community Service, A-CR-CCP-702/PF-001, Chapter 2):

Community service is defined as activities which help cadets develop attributes of good citizenship. Through active involvement in these activities, cadets will have a positive impact on local communities, contributing to community strength and vibrancy.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. What types of community service groups do you know or have heard about?
- Q2. Identify the purpose of these groups.
- Q3. What is your definition of a community service group based on the discussion?



All responses should be written on the whiteboard/flip chart.

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

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

CONFIRMATION OF TEACHING POINT 1

The cadets' creation of a definition of community service groups will serve as the confirmation of this TP.

Teaching Point 2

Discuss the Purposes of Community Service Groups

Time: 5 min

Method: Interactive Lecture



Whenever possible, use the discussion and brainstormed definition from TP 1 within this TP.

PURPOSES OF COMMUNITY SERVICE GROUPS

The purposes of community service groups are very diverse; however, they are all similar in that they fulfill a need or set of needs within the community.

Providing Community Service

The primary purpose of community service groups is to fulfill a need or set of needs in the community. Citizens donate money and goods, and volunteer to help others, which helps to create a sense of community between those helping and those being helped.

Developing Better Citizens

Through active participation in the community, people gain a sense of ownership. This sense of ownership fosters a positive attitude toward a person's community and their role within it. The result is the developing of better citizens. Some groups actively promote citizenship as one of their goals.

Creating a Sense of Belonging and Acceptance

Community service groups, through their work, create a sense of belonging and acceptance. Citizens, who are actively involved within their community, gain a sense of belonging and acceptance through their investment in the community. Those helped by a community service group, witness the efforts made on their behalf and gain a sense of belonging and acceptance; they feel that they are valued members of the community. It is common for those who are helped to help their community when they can.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the purposes of community service groups?
- Q2. What is the primary purpose of community service groups?
- Q3. How does a sense of ownership develop citizens?

ANTICIPATED ANSWERS

- A1. To provide community service, build citizens and create a sense of belonging and acceptance.
- A2. The primary purpose of community service groups is to fulfill a need or set of needs of the community.
- A3. This sense of ownership fosters a positive attitude towards a person's community and their role within it.

Teaching Point 3

Describe Types of Community Service Groups

Time: 10 min

Method: Interactive Lecture



Whenever possible, use the discussion and cadet-created definition from TP 1 within this TP.

TYPES OF COMMUNITY SERVICE GROUPS

The types of community service groups are very diverse; however, they may be categorized by their emphasis and their sphere of influence.

EMPHASIS

Each community service group places emphasis on different aspects of the community, whether it is a group of people or a community need. While some groups place their emphasis within one area, other groups have several areas of emphasis.

Age

One important area of emphasis is age groups. Many community service groups support youth programs, from building playgrounds to sponsoring cadet units. Community service groups may support programs for senior citizens, from grass cutting to assisting with healthcare needs.

Fundraising

One thing almost all community service groups do is fundraising, whether it is for themselves or for others. According to the 2006 census, Canadians gave over 8.5 billion dollars to registered charities. This amount does not include money used to purchase fundraising products such as cookies and chocolate or money placed into donation containers.

Interest

Many community service groups were formed with a specific interest. One of the more common areas of interest is feeding those in need, usually through soup kitchens and food banks.

Religion

Most religions have an obligation to assist those in need. Many religion-based groups have been formed to fulfill this obligation to help and work in all areas emphasised.

Service

Some groups are simply based on service to the community. Kin Canada members (the Association of Kinsmen, Kinette and Kin clubs) work at enhancing the quality of life in their communities by promoting service, fellowship, positive values and national pride. Its motto is "Serving the Community's Greatest Need."

Special Need

Community service groups sometimes form to fulfill a special need. Polio is a disease, whose victims are mainly children, that is highly contagious and has left thousands paralyzed. The March of Dimes in Canada was founded in 1951, to raise money to help those stricken with polio and to help fund research for a cure. A vaccine was found in 1955 and now polio may become only the second disease to be officially eradicated. As polio is no longer an issue, the March of Dimes now assists the disabled.

SPHERE OF INFLUENCE

A community service group's sphere of influence is the geographical area where the group operates or has an affect.

Local

Many groups' sphere of influence is at the local level. Examples of such programs include those within a school like breakfast programs and in-school tutoring. A corps may assist their community through cleaning up a

park or assisting their local veterans association's Poppy Campaign. Some groups help within their community through a food bank, soup kitchen or a homeless shelter.

Regional

Regional groups usually provide local groups with expertise, especially in operations and administration. This allows a local group to focus more on community service and less on the administrative aspects of their work.

National

Many national groups focus on fundraising and creating awareness of the needs of communities and how to help. Most local groups are affiliated with a national group, usually through a regional group, in order to coordinate and administer their operations.



All levels of government have laws and regulations that community service groups must comply with. Regional and national levels of organizations commonly assist local organizations in understanding these laws and regulations and assist them with the administration associated with compliance.

International

At the international level, groups work toward goals such as fighting poverty and disease, saving endangered species, and meeting other global needs. Many groups raise funds to be used in areas of the world in need. Like national groups, their main focuses are on fundraising and creating awareness.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. When discussing community service groups, what is meant by emphasis?
- Q2. When discussing community service groups, what is meant by sphere of influence?
- Q3. Regional and national levels of organizations commonly assist local organizations in what manner?

ANTICIPATED ANSWERS

- A1. Each community service group places emphasis on different aspects of the community, whether it is a group of people or a community need. While some groups place their emphasis within one area, other groups have several areas of emphasis.
- A2. A community service group's sphere of influence is the geographical area where the group operates/affects.
- A3. Regional and national levels of organizations commonly assist local organizations in understanding government laws and regulations and assist them with the administration associated with compliance.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion and creation of a definition of community service groups will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Community service groups are an integral part of the community, whether in the local, regional, national or international communities. Encouraging cadets to be involved or at least aware of these groups will enhance their knowledge as citizens. This knowledge will empower the cadets to become active citizens, fulfilling the aim, mission and vision of the Cadet Program as well as their responsibilities as citizens.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

N/A.

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COMMON TRAINING
SILVER STAR
INSTRUCTIONAL GUIDE



SECTION 2

EO C301.01 – DISCUSS THE THREE BRANCHES OF THE CANADIAN GOVERNMENT

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review Annex A and the activity instructions used in TP 4. Modify if necessary to meet the needs of the cadets.

Photocopy the handouts located at Annexes B and C for each cadet.

Create a set of flash cards located at Annex D, one set per group. It is recommended that heavier than standard paper (75 g/m² [20 lb]) be used (eg, 450 g/m² [120 lb]).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1–3 to introduce the three branches of the Canadian Government.

An in-class activity was chosen for TP 4 as it is an interactive way to reinforce the three branches of the Canadian Government and confirm the cadets' comprehension of the material.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have discussed the three branches of the Canadian Government.

IMPORTANCE

It is important for cadets to understand the workings of the Canadian Government, its roles, responsibilities, components, and personages. This knowledge will aid the cadets when forming their own ideas of citizenship.

Teaching Point 1**Discuss the Judiciary Branch of the Canadian Government**

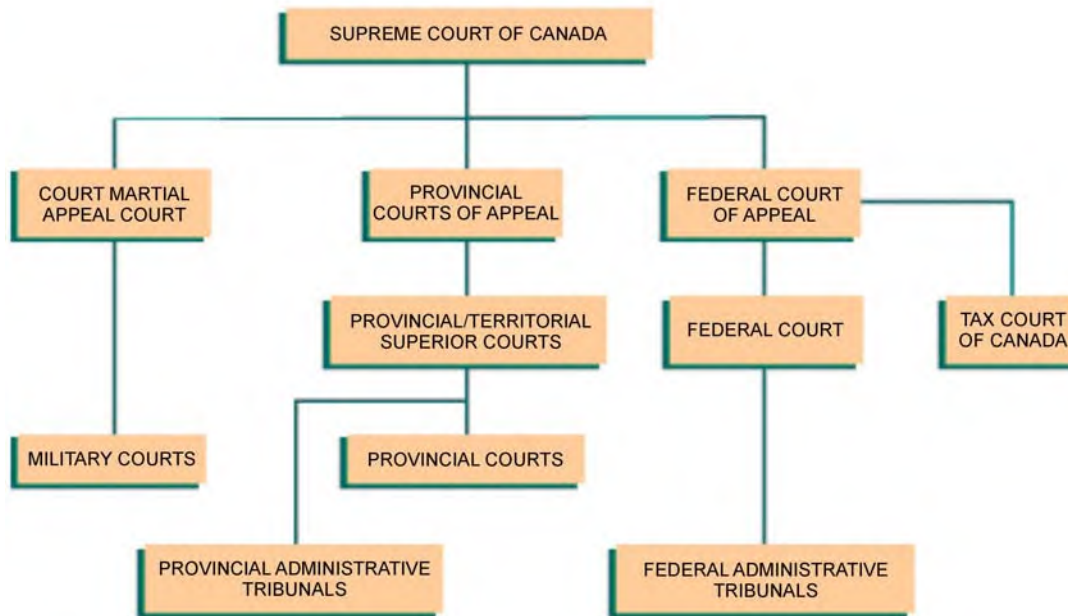
Time: 10 min

Method: Interactive Lecture



Distribute the handout located at Annex B to each cadet.

Judicial independence is a cornerstone of the Canadian judicial system. Under the Constitution, the judiciary is separate from and independent of the other two branches of government (the executive and legislative). Judicial independence guarantees that judges will make decisions free of influence and based solely on fact and law.

CANADA'S COURT SYSTEM

<http://www.justice.gc.ca/eng/dept-min/pub/ccs-ajc/page3.html>

Figure 1-2-1 Outline of Canada's Court System

ROLE

The role of the judiciary branch is to interpret the nation's laws.

RESPONSIBILITIES

The prime responsibility of the judiciary branch is to maintain the rule of law.

Rule of Law. The restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws.

The rule of law means that everyone is subject to the law; that no one, no matter how important or powerful, is above the law – not the government, the Prime Minister, or any other Minister, the Queen (King) or the

Governor General or any Lieutenant-Governor, the most powerful bureaucrat, the armed forces, Parliament itself, or any provincial legislature. None of these groups, individuals or organizations have any powers except those given by law.

In essence, the judiciary decides if a person is innocent or guilty.

COMPONENTS

The judiciary branch of the Canadian Government is made of two main components, the courts and the judges who preside over them.

Courts

The Supreme Court of Canada is the general court of appeal for Canada. The Supreme Court has the final decision on constitutional questions and defined classes of important cases of civil and criminal law. It deals with appeals from decisions of the provincial courts of appeal. The Supreme Court interprets the written constitution, thereby defining the limits of federal and provincial powers.

The federal courts deal with certain matters under federal jurisdiction, courts of appeal for territorial tribunals, and for decisions of federal commissions, boards and tribunals.

The provincial courts see to the general administration of civil and criminal law that is not under direct federal or military jurisdiction.

Military courts see to the administration of justice for military and civilian personnel within their authority under the *Code of Service Discipline*.

Judges

The Supreme Court of Canada consists of nine judges, three of whom must come from the Quebec Bar. The judges are appointed by the Governor General on the advice of the national Cabinet, and hold office until they reach the age of 75.

Judges of the federal and provincial courts, from county courts up, with the exception of the courts of probate in Nova Scotia and New Brunswick, are appointed by the federal government. Judges serve until the age of 75 (70 in some provincial jurisdictions).

Military officers who are barristers or advocates of at least ten years standing at the bar of a province/territory may be appointed military judges. Military judges normally serve for a five-year term which may be renewed.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Name Canada's highest court.
- Q2. Define rule of law.
- Q3. Judges may serve until they reach what age?

ANTICIPATED ANSWERS

- A1. The Supreme Court of Canada.
- A2. The restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws.
- A3. Judges may serve until the age of 75 (70 in some provincial jurisdictions).

Teaching Point 2**Discuss the Executive Branch of the Canadian Government**

Time: 10 min

Method: Interactive Lecture



Refer to Annex B.

ROLE

Senator Eugene A. Forsey describes government in his work *How Canadians Govern Themselves*. He writes: “Governments in democracies are elected by the passengers to steer the ship of the nation. They are expected to hold it on course, to arrange for a prosperous voyage, and be prepared to be thrown overboard if they fail in either duty.”



This reflects the original sense of the word “government,” with its Greek and Latin roots that mean “to steer.”

RESPONSIBILITIES

The Governor General governs through a Cabinet, headed by a Prime Minister. The executive branch is responsible to create policy and initiate legislation to ensure “peace, order and good government.”

COMPONENTS

The executive branch of the Canadian Government contains several interrelated components, the sovereign (the Queen or King), the sovereign’s representative (the Governor General), the sovereign’s first minister (the Prime Minister), and the sovereign’s Ministers (the Cabinet).

The Queen (King)

The Queen (King) is the head of the Canadian state. By the *Constitution Act, 1867*, “the executive government of and over Canada is declared to continue and be vested in the Queen (King).” Parliament is not equipped with a self-starter; it sits only through a royal summons. A bill cannot become law without royal assent. The monarch has, on occasion, given the assent personally to federal Acts, but the assent is usually given by the Governor General.

Royal Assent. The formal consent of the sovereign (or their representative) to a bill passed by a legislature.

The Governor General

The Queen (King) is represented by the Governor General. The Queen (King) appoints the Governor General on the advice of the Prime Minister. The Governor General normally holds office for five years, though the term may be extended. The Governor General has the right to consult with their Ministers, and the right to encourage or warn them, however, they almost always act on their Ministers’ advice. There have been rare occasions when the Governor General has acted without or against the advice of the Ministers in office.

The Prime Minister

The Prime Minister is the head of the government. The Prime Minister is appointed by the Governor General. Ordinarily, the appointment is automatic. If the Opposition wins more than half the seats in an election, or if

the Government is defeated in the House of Commons and resigns, the Governor General must call on the Leader of the Opposition to form a new government. The Prime Minister is normally a member of the House of Commons (there have been two from the Senate). A non-member can hold the office but, by custom, must seek election to a seat promptly. A Prime Minister may lose their seat in an election, but can remain in office as long as their party has sufficient support in the House of Commons to be able to govern and must, by custom, win a seat promptly.

The Cabinet

The Cabinet is the working group of the government. Its members are appointed by the Governor General on the advice of the Prime Minister. By custom, almost all the members of the Cabinet must be members of the House of Commons (the rest being members of the Senate), or, if not already members, must win their seats promptly. Since Confederation, people who were not members of either chamber have been appointed to the Cabinet. However, they must obtain a seat in either the House of Commons or the Senate within a reasonable time, or resign from the Cabinet.

Cabinet members, normally addressed as Minister (eg, Environment Minister), head the various departments (eg, Finance, National Defence, Treasury Board, Foreign Affairs, etc) of the Government. There are normally 20–40 cabinet members.

The Cabinet is responsible for most of the legislation. While any member of either chamber may propose a bill (a draft of a proposed law), the Cabinet has the exclusive power to prepare and introduce bills providing for the expenditure of public money or imposing taxes.

Cabinet members collectively answer to the House of Commons for the policy and conduct of the Cabinet as a whole. If a Minister does not agree with a particular policy or action of the Government, they must either accept the policy or action and, if necessary, defend it, or resign from the Cabinet. This is known as “the collective responsibility of the Cabinet,” and is a fundamental principle of our form of government.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the responsibilities of the executive branch of the Canadian Government?
- Q2. Who is Canada’s head of state?
- Q3. Who is Canada’s head of government?

ANTICIPATED ANSWERS

- A1. The executive branch is responsible for creating policy and initiating legislation to ensure “peace, order and good government”.
- A2. The Queen (King).
- A3. The Prime Minister.

Teaching Point 3**Discuss the Legislative Branch of the Canadian Government**

Time: 10 min

Method: Interactive Lecture



Refer to Annex B.

ROLE

The role of the legislative branch of the Canadian Government is to create the nation's laws.

RESPONSIBILITIES

The legislative branch is responsible to the constituents. Members of the Senate represent their province/territory (or in one case, their division). Members of the House of Commons represent their electoral district also known as a constituency or riding.

COMPONENTS

The legislative branch, at the federal level, is known as Parliament and is made of two chambers, the Senate and the House of Commons.



The Senate is also known as the red chamber and the House of Commons the green chamber because of the colour of the chambers' decor (the carpet, seat upholstery and curtains).

The Senate

The Senate usually has 105 members:

- 24 from the Maritimes (Division):
 - 10 from Nova Scotia,
 - 10 from New Brunswick, and
 - 4 from Prince Edward Island;
- 24 from Quebec (Division),
- 24 from Ontario (Division),
- 24 from the Western Provinces (Division):
 - 6 each from Manitoba,
 - 6 from Saskatchewan,
 - 6 from Alberta, and
 - 6 from British Columbia;
- 6 from Newfoundland and Labrador,

- 1 from the Yukon Territory,
- 1 from the Northwest Territories, and
- 1 from Nunavut.



There is a provision for the creation of extra Senators, four or eight. They represent their divisions, one or two each from Quebec, Ontario, the Maritimes, and the Western Provinces. This provision has only been used once, in 1990, to pass the Goods and Services Tax (GST).

Senators are appointed by the Governor General on the recommendation of the Prime Minister. Senators, unless they resign, hold office until the age of 75.

The Senate can initiate any bills except bills providing for the expenditure of public money or imposing taxes. It can amend or reject any bill. It can reject any bill as often as it sees fit. A bill cannot become law unless it has been passed by the Senate.

In theory, these powers are formidable, however, the Senate rarely rejects a bill passed by the House of Commons, and has very rarely insisted on an amendment that the House of Commons rejected. In other cases, the Senate has not adopted bills before the end of a session, thereby effectively stopping them from becoming law.

Most of the amendments the Senate makes to bills that have been passed by the House of Commons clarify or simplify the bills, and are almost always accepted by the House of Commons. The Senate's main work is done in its committees, where the bill is reviewed clause by clause. The Senate hears evidence, often voluminous, from groups and individuals who would be affected by the bill under review. This committee work is effective because the Senate has many members with specialized knowledge and long years of legal, business or administrative experience. The Senate's members have included ex-Ministers, ex-Premiers of provinces, ex-mayors, eminent lawyers and experienced farmers, etc.

In recent decades, the Senate has taken on the task of investigating important public concerns such as health care, national security and defence, aboriginal affairs, fisheries, and human rights. These investigations have produced reports, which have led to changes in legislation or government policy. The Senate usually does this type of work less expensively than royal commissions or task forces because its members are already paid and it already has a permanent staff at its disposal.

The House of Commons

The House of Commons is the major law-making body. In each of the country's 308 (as of 2008) electoral districts, the candidate who gets the largest number of votes is elected to the House of Commons, even if their portion of the vote was less than half the total. The number of electoral districts may be changed after every general census (usually done every five years), in accordance with the constitution and the *Electoral Boundaries Readjustment Act* that allot parliamentary seats roughly on the basis of population. Every province must have at least as many Members in the Commons as it had in the Senate before 1982. The electoral districts vary somewhat in size, within prescribed limits. Members retain their seat until they either resign, usually resulting in a by-election being held to replace the member, or until a general election is held.

The House of Commons can initiate any bills, however, only members of the Cabinet may initiate bills providing for the expenditure of public money or imposing taxes. It can amend or reject any bill. It can reject any bill as often as it sees fit. A bill cannot become law unless it has been passed by the House of Commons.

One of the key democratic functions performed by the legislative branch is known as Question Period. Every day the House sits there is a Question Period, when Members (chiefly opposition) question Ministers on government actions and policies. This is usually a very lively 45 minutes, and is an important part of the process in keeping

the Government responsible and responsive. It is open to the public, who may sit in the public galleries. Reservations can also be made through a person's Member of Parliament (MP) for a seat facing their MP in the Member's galleries. It may also be watched through the Cable Public Affairs Channel (CPAC), on any of the major television (TV) networks, and the web.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What is the role of the legislative branch of the Canadian Government?
- Q2. How does a person become a Senator?
- Q3. What is one of the key democratic functions performed by the legislative branch?

ANTICIPATED ANSWERS

- A1. The role of the legislative branch of the Canadian Government is to create the nation's laws.
- A2. Senators are appointed by the Governor General on the recommendation of the Prime Minister.
- A3. Question Period, which is an important part of the process in keeping the Government responsible and responsive.

Teaching Point 4

The Cadets Will Participate in the Activity *Political Power Play*

Time: 20 min

Method: In-Class Activity



Review the activity instructions located at Annex A. If the activity is modified to meet the needs of the cadets, the following instructions should be modified as required.

The cadets should be in groups of 4–8.

Distribute one set of flash cards to each group.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify the function of the various elements of the government.

RESOURCES

- *Political Power Play* activity worksheet (Annex C), and
- *Political Power Play* flash cards (created from Annex D).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. If required, divide the cadets into groups.

2. Distribute flash cards, one set per group.
3. Have cadets quiz each other within their group (eg, ask "Who is the Head of State?")
4. After approximately 10 minutes, distribute the activity worksheet.
5. Have cadets complete the activity worksheet.
6. Using the answer key (Annex E), discuss the answers.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' participation in the activity *Political Power Play* will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadets understanding of the workings of the Canadian Government, its roles, responsibilities, components, and personages will aid them when forming their own ideas of citizenship.

INSTRUCTOR NOTES/REMARKS

The activity worksheet may be used as is or as part of a more in-depth activity IAW reference C3-250.

REFERENCES

- C3-042 Forsey, E. (2005). *How Canadians Govern Themselves*. Retrieved November 20, 2006, from http://www.parl.gc.ca/information/library/ldb/forsey/pdfs/How_Canadians_Govern_Themselves-6ed.pdf.
- C3-250 Canadian Heritage. (2008). *Activity 7 Political Power Play*. Retrieved February 14, 2008, from http://www.pch.gc.ca/special/gouv-gov/section2/activ7_e.pdf.

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COMMON TRAINING SILVER STAR INSTRUCTIONAL GUIDE



SECTION 3

EO C301.02 – DISCUSS CURRENT EVENTS

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Read, analyze and cut out two news articles from a newspaper. Photocopy each article for each group of no more than six cadets.

PRE-LESSON ASSIGNMENT

During the week before the lesson, the cadets should study a daily paper, read different types of articles, and contemplate their scope and possible consequences. The cadets should also observe the headline news of the day, either on television, radio or as a podcast.

APPROACH

A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about current events. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have discussed current events.

IMPORTANCE

Discussing current events will assist in integrating information and ideas. This develops the intended participant outcomes of cognitive competence and proactive citizenship (CATO 11-03, *Cadet Program Mandate*). It is

important for cadets to be aware of current events, their type, scope, and possible consequences. Through their analysis and discussion of current events, the cadets will be able to reflect on their possible relevance.

Teaching Point 1**Have the Cadet, As a Member of a Group, Analyze the Details of Two News Articles**

Time: 10 min

Method: Group Discussion



The point of the small group discussion is to draw out the possible consequences of current events from the group using the tips for answering/facilitating discussion and the suggested questions provided.



1. Divide the cadets into groups of no more than six.
2. Distribute both news articles to each group.
3. Write the following suggested questions for the discussion on a flip chart/OHP/whiteboard.
4. Have each group choose on a group facilitator.
5. Have the cadets analyze the following details of the news articles with the assistance of the facilitator:
 - the type of event,
 - the scope of the event, and
 - the possible consequences resulting from the event.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. What type of news events are the articles about (eg, politics, disaster, sports, entertainment, etc)?
- Q2. Who is involved in the events?
- Q3. Where did the events take place?
- Q4. When did the events take place?
- Q5. What is the scope of the news events (eg, local, regional, provincial, national, international)?
- Q6. What are the possible consequences resulting from each event?



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Have the Cadet Reflect on the Relevance (Personal) of Each Event Analyzed and Then Discuss the Ideas Generated**

Time: 15 min

Method: Group Discussion



The point of the group discussion is to have the cadet reflect on the relevance (personal) of each event using the tips for answering/facilitating discussion and the suggested questions provided.

GROUP DISCUSSION**TIPS FOR ANSWERING/FACILITATING DISCUSSION**

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

SUGGESTED QUESTIONS

- Q1. Are these new events relevant to you? Why or why not?
- Q2. Will these news events affect your family? Why or why not? If yes, how do you see them affecting your family?
- Q3. Will these news events affect your community? Why or why not? If yes, how do you see them affecting your family?
- Q4. Will these news events affect your province? Why or why not? If yes, how do you see them affecting your province?
- Q5. Will these news events affect your country? Why or why not? If yes, how do you see them affecting your country?
- Q6. Will these news events affect the international community? Why or why not? If yes, how do you see them affecting the international community?

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' participation in discussing current events will serve as the confirmation of this TP.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

To practice effective citizenship, you should know what is going on around your community, province, country and the world. By analyzing, reflecting and discussing news events, cadets may have a better understanding that just because events happen outside your community it does not mean you will not be affected.

INSTRUCTOR NOTES/REMARKS

During TP 1 the cadets should be divided into groups of three to six.

During TP 2 the cadets will be one group.

Two current event news articles should be chosen with each group analyzing the same two articles.

News articles chosen should be short and should represent varying degrees of relevance to the cadets.

The topics covered in the news articles shall not have any partisan political association, be seen to promote or support any single religious denomination or belief system or be controversial in nature as these may disrupt the lesson.

REFERENCES

N/A.

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COMMON TRAINING
SILVER STAR
INSTRUCTIONAL GUIDE



SECTION 4

EO C301.03 – TOUR A LOCAL COMMUNITY SERVICE GROUP

Total Time:

90 min

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COMMON TRAINING
SILVER STAR
INSTRUCTIONAL GUIDE



SECTION 5

**EO C301.04 – PARTICIPATE IN A PRESENTATION GIVEN BY A
GUEST SPEAKER FROM A LOCAL COMMUNITY SERVICE GROUP**

Total Time:

60 min

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POLITICAL POWER PLAY ACTIVITY INSTRUCTIONS

Activity 7

POLITICAL POWER PLAY

Objectives

To become familiar with:

- the hierarchy and interrelationships of power in Canada's system of government;
- the branches of government, the names and faces of important roles in governing Canada, its provinces and territories; and
- the multiple functions and sub-groups of some elements of government, such as the Prime Minister and the House of Commons.

Suggested Sources:

The *Guide to the Canadian House of Commons* included in this binder or online at:
<http://www.parl.gc.ca/information/about/process/house/guide/guide-e.htm>;

The Senate Today included in this binder;

Info Boxes, reproduced pages from this guide;

The Canadian Encyclopedia;

Web sites at the back of this guide;

provincial and territorial government Web sites;

Commissioners of the Territories at http://www.ainc-inac.gc.ca/ps/nap/comm_e.html;

and

Lieutenant Governor Web sites.

Directions

This activity enhances the users' familiarity with the functions of various elements of government. Use the Power Grid activity sheet which follows as a model for a deck of cards or as a preliminary list for a larger research project. A further grid, similar in style to the Power Grid, could also be created to examine the responsibilities of various individuals and elements of government.

1. Card Game

Using the Power Grid activity sheet, create a deck of cards. Use these cards in a variety of ways (using one approach or a combination of several, depending on time and suitability) to reinforce the functions and/or responsibilities of various elements of government.

Suggestions:

- Individuals can quiz each other, e.g. ask "Who is the Head of State?" "What is the difference between the executive and the legislative branches of government?"
- Remove the answers from either the Elements or the Functions columns from the Power Grid. Without access to the cards, how much of the empty column can users complete?
- Scan or download photos of the current Governor General, Prime Minister, and other notable figures and ask users to match them to the correct cards.
- If any of the group are talented artists or caricaturists, encourage them to produce original illustrations for their deck.

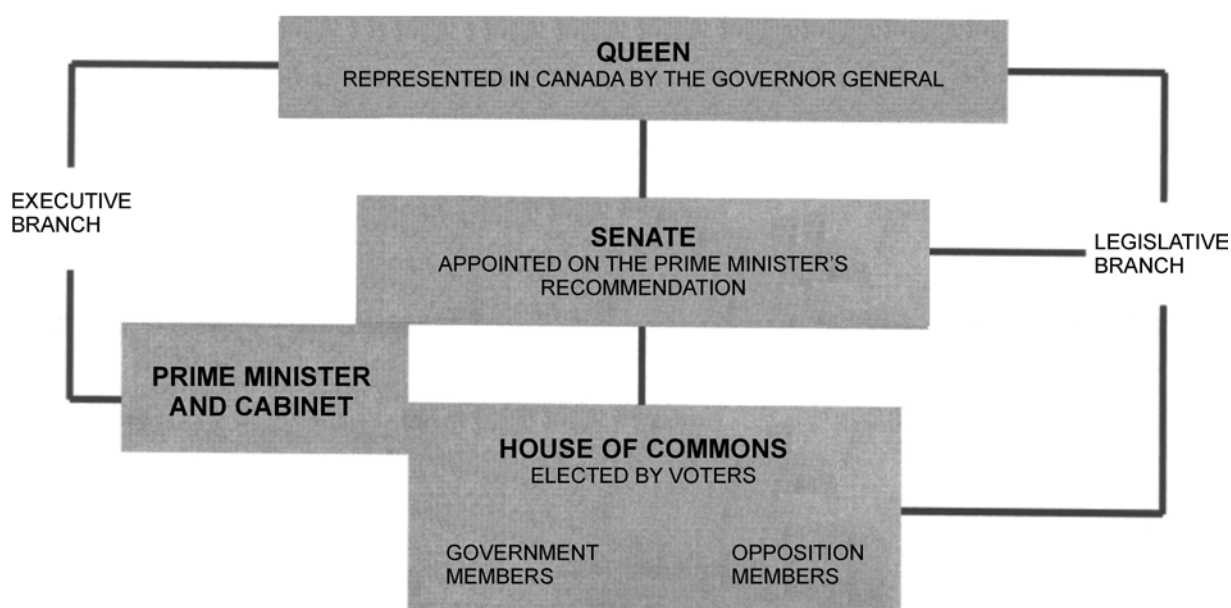
2. Mini-Research Assignment

Ask individuals or groups of users (depending on time or level of users) to become "experts" on any of these given areas and make a presentation to the class (posters, presentations, role playing). While listening, the rest of the group can elaborate on the Power Grid.

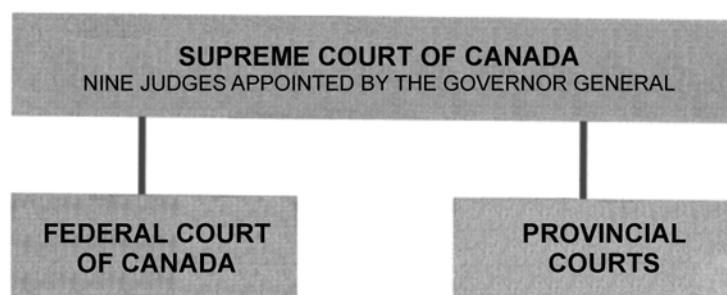
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CANADA'S SYSTEM OF GOVERNMENT

PARLIAMENT



JUDICIARY



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 1B-1 Three Branches of the Canadian Government

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POWER PLAY ACTIVITY WORKSHEET

Activity Sheet

THE POWER GRID

ELEMENT	FUNCTION
Executive Branch	
Legislative Branch	
Judicial Branch	
Monarch (Queen or King)	
Governor General	
Prime Minister	
Cabinet	
Senate	
House of Commons	
Government/Party in Power	
Leader of the Official Opposition	
Opposition Members	
Supreme Court of Canada	
Federal Court of Canada	
Provincial Courts	

Canadians and Their Government: A Resource Guide

Who's In Charge Here? The Roles and Responsibilities of Governments and Institutions

Canadian Heritage, 2008, Activity 7 Political Power Play (p. 31). Retrieved February 14, 2008, from http://www.pch.gc.ca/special/gouv-gov/section2/activ7_e.pdf

Figure 1C-1 Political Power Play Activity Worksheet

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POLITICAL POWER PLAY FLASH CARDS

FOLD ↓ HERE

Executive Branch	carries out the nation’s laws
Legislative Branch	makes the nation’s laws
Judicial Branch	interprets the nation’s laws

Step 1: Cut along all lines except the fold line. Step 2: Fold at the fold line. Step 3: Glue folded halves together.

FOLD ↓ HERE

Monarch (Queen or King)	Head of State
Governor General	fulfills the role of Head of State; carries out the Monarch’s responsibilities
Prime Minister	Head of Government (Head of Party [or coalition of parties] with the most members in the House of Commons)

Step 1: Cut along all lines except the fold line. Step 2: Fold at the fold line. Step 3: Glue folded halves together.

FOLD ↓ HERE

Cabinet	suggests federal laws; advises the Head of State as the Privy Council for Canada
Senate	Upper Chamber of the legislative branch; appointed
House of Commons	Lower Chamber of the legislative branch; elected

Step 1: Cut along all lines except the fold line. Step 2: Fold at the fold line. Step 3: Glue folded halves together.

FOLD ↓ HERE

Government/ Party in Power	largest group of elected members from the same political party
Leader of the Opposition	usually the leader of the political party with the second-highest number of seats in the House of Commons
Opposition Members	all elected Members of Parliament; not part of the governing party

Step 1: Cut along all lines except the fold line. Step 2: Fold at the fold line. Step 3: Glue folded halves together.

FOLD ↓ HERE

Supreme Court of Canada	general court of appeal for Canada
Federal Court of Canada	court dealing with certain matters under federal jurisdiction, and courts of appeal for territorial tribunals and for decisions of federal commissions, boards and tribunals
Provincial Courts	general administration of civil and criminal law

Step 1: Cut along all lines except the fold line. Step 2: Fold at the fold line. Step 3: Glue folded halves together.

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POLITICAL POWER PLAY ACTIVITY WORKSHEET ANSWER KEY

Answer Sheet: THE POWER GRID

ELEMENT	FUNCTION
Executive Branch	carries out the nation's laws
Legislative Branch	makes the nation's laws
Judicial Branch	interprets the nation's laws
Monarch (Queen or King)	Head of State
Governor General	fulfills the role of Head of State; carries out the Monarch's responsibilities
Prime Minister	Head of Party (or coalition of parties) with the most members in the House of Commons
Cabinet	suggests federal laws; advises the Head of State as the Privy Council for Canada
Senate	Upper Chamber of law-making branch; appointed
House of Commons	Lower Chamber of law-making branch; elected
Government/Party in Power	largest group of elected members from the same political party
Leader of the Official Opposition	usually the leader of the party with the second-highest number of seats in the House of Commons
Opposition Members	all elected Members of Parliament not part of the governing party
Supreme Court of Canada	general court of appeal for Canada
Federal Court of Canada	court dealing with certain matters under federal jurisdiction, and court of appeals for territorial tribunals and for decisions of federal commissions, boards and tribunals
Provincial Courts	general administration of civil and criminal law

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CHAPTER 2

PO 302 – PERFORM COMMUNITY SERVICE



COMMON TRAINING

SILVER STAR

INSTRUCTIONAL GUIDE



EO M302.01 – PERFORM COMMUNITY SERVICE

Total Time:

3 x 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to briefing the guest speaker.

The choice of activity is to be left to the discretion of the Commanding Officer (CO). Cadets will participate in a community service activity with a service group.

This activity may be conducted over a day (nine periods), or in three sessions of three periods each, based on local needs.

A guest speaker should introduce this lesson. The guest speaker should be made aware of the requirements of this lesson. Ensure that any information not covered is provided to the cadets through a question and answer session following the community service activity. If a guest speaker is unavailable, the instructor should procure as much information as possible on the selected activity from the community service group.

It is recommended that the guest speaker debrief the cadets following the community service activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge through a direct experience. This approach allows cadets to actively participate in their community and experience the positive outcomes that are derived from that participation. Where available, Silver Star cadets will act as a team leader to experience a leadership opportunity while performing community service. Cadets can then define their experiences at a personal level, and through reflection on the experience, derive an understanding of how their individual efforts may benefit their community in future projects.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have performed community service.

IMPORTANCE

It is important for cadets to participate in community service activities as it contributes directly to supporting one of the aims of the Cadet Program – to develop attributes of good citizenship. It also allows the cadet to experience the benefits of volunteering and the positive impact it has on the community.

BACKGROUND KNOWLEDGE

Community service is defined as activities which help cadets develop attributes of good citizenship. Through active involvement in these activities, cadets will have a positive impact on local communities, contributing to community strength and vibrancy.

One way cadets perform community service is through the service groups in the community. Service groups or clubs aim to promote community welfare and goodwill.

The following is a description of the service groups that may be found in the community.

THE ROYAL CANADIAN LEGION

By the end of World War One (WWI) there were a total of 15 veterans' groups and a number of regimental associations representing former service members in Canada. Despite their common goal of helping returned servicemen in need, their efforts were fragmented and largely unsuccessful. In 1925, an appeal for unity led to the formation of the Dominion Veterans Alliance, out of which evolved The Canadian Legion of the British Empire Services League the following year.

World War Two (WWII) brought an influx of new demands. The Legion provided canteens, entertainment and reading material for those serving abroad and at home, as well as correspondence courses to help them return to civilian life. Most importantly, from the onset of war, the Legion began to prepare for the returning troops. Financial compensation, clothing allowances, pensions, medical treatment, preference in the civil service, vocational training and land settlements were all routinely arranged and provided. To this day the Legion maintains a nationwide network of professionals helping veterans, ex-service members and their families to secure the pensions and benefits to which they are entitled.

Although the Legion was founded to advance the cause of veterans, its grassroots structure led to community service. Almost every Legion branch in Canada is involved in one or more youth programs. It may be sponsoring a local hockey team, a cadet corps or a scout troop. It may be sponsoring youth leadership training or other programs that meet the needs of youth in the community. The Legion wants Canadian youth to know that the freedoms they enjoy did not come without a price. The Legion supports the CCM to promote leadership, fitness and the spirit of patriotism. It also supports the Legion Medal of Excellence to honour outstanding cadets.

Today, with over 450 000 members, The Royal Canadian Legion is the largest veterans-based community service organization in the country, contributing millions of dollars and voluntary hours to help Canadians, particularly veterans, seniors and youth. Most Canadians associate the Legion with remembrance ceremonies and activities perpetuating the memory of those who died in the two world wars and the Korean War. Probably the most widely known activity is The Poppy and Remembrance Campaign in which Legion members, friends and cadets distribute poppy emblems for donations to raise money for veterans, ex-service members and their families.

LIONS CLUB

Since 1917, Lions have served the world's population through hard work and commitment to make a difference in the lives of people everywhere. With 1 436 487 members serving in more than 44 500 clubs in over

180 countries and geographic areas, Lions Club International is the world's largest service club organization. Canada alone has over 1 900 clubs and over 49 000 members. Lions are recognized worldwide for their service to the blind and visually impaired. The club motto is "We Serve."

Lions Club International objectives:

- Create and foster a spirit of understanding among the peoples of the world.
- Promote the principles of good government and good citizenship.
- Take an active interest in the civic, cultural, social and moral welfare of the community.
- Unite the clubs in the bonds of friendship, good fellowship and mutual understanding.
- Provide a forum for the open discussion of all matters of public interest; provided, however, that club members should not debate partisan politics and sectarian religion.
- Encourage service-minded people to serve their community without personal financial reward, and to encourage efficiency and promote high ethical standards in commerce, industry, professions, public works and private endeavours.

ROTARY CLUB

Founded in 1905, by Chicago lawyer Paul Harris and three business acquaintances, Rotary International is a worldwide organization of more than 1.2 million members, in more than 29 400 clubs in 160 countries.

The objective of the Rotary Club is to encourage and foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster:

1. the development of acquaintances as an opportunity for service;
2. high ethical standards of business and profession, the recognition of the worthiness of all useful occupations, and the dignifying by each Rotarian of their occupation as an opportunity to serve society;
3. the application of the ideal of service by every Rotarian to their personal business and community life; and
4. the advancement of international understanding, goodwill and peace, through a world fellowship of business and professional persons united in the ideal of service.

A good example of Rotary's work is their partnership with the World Health Organization and the United Nations to immunize all the children of the world against Poliomyelitis – the Wild Polio Virus (WPV). To date, a million volunteers mobilized by Rotary have immunized a billion children throughout the developing world. The goal of the Polio Plus campaign was to certify the eradication of WPV by the year 2005 – Rotary's 100th anniversary. In 2005, Rotarians and partners celebrated the tremendous progress made towards WPV eradication.

KIWANIS CLUB

The first Kiwanis club was organized in Detroit, Michigan on January 21, 1915. A year later the Kiwanis Club of Hamilton, Ontario, was chartered, and Kiwanis International grew rapidly into a leading service club in these two founding nations. In 1962, worldwide expansion was approved, and today Kiwanis and its Service Leadership Programs boast a membership of more than 600 000 men, women, and youth in nearly 16 000 clubs in more than 70 countries and geographic areas.

Members of Kiwanis and its Service Leadership Programs volunteer more than 21 million hours and invest more than \$113 million in their communities around the world. Kiwanis is taking itself from a good organization to a truly great organization that defines excellence for service and leadership and builds leaders through service opportunities.

Kiwanis continues its service emphasis of “Young Children: Priority One,” which focuses on the special needs of children from prenatal development to age five. In a typical year, “Young Children: Priority One” service projects involve more than US \$14 million and 1 million volunteer hours.

In 1994, Kiwanis launched its first Worldwide Service Project, a \$75 million campaign in partnership with UNICEF to eliminate iodine deficiency disorder (IDD) by the year 2000. IDD is rare in areas where iodized salt is used, but in other parts of the world, IDD is the leading cause of preventable mental and physical retardation. As many as 1.5 billion people are at risk, especially young children. In 2000, \$62 million was raised, and the goal of \$75 million was surpassed in 2001.

THE UNITED WAY

The United Way is a non-profit organization that works in partnership with community agencies and organizations. By bringing groups together to share experience and expertise, the United Way is working with others to improve community life. Each year the United Way collects millions of dollars needed for essential health and social services and programs. The money is carefully distributed to meet the greatest need in our community and a rigorous review process ensures that the money is spent effectively.

BOYS AND GIRLS CLUB

The Boys and Girls Club enhances the quality of life for children and youth by providing a safe and welcoming environment. It offers supervised activities, support and counselling for young people aged 6 to 18 years old. They also provide a social service for “at risk youth,” and youth with special needs.

ACTIVITY

Time: 225 min

Method: Experiential Learning

OBJECTIVE

The objective of this activity is to assist a service group in the performance of community service.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Brief the cadets on safety guidelines or any other guidelines pertaining to the activity.
2. Have the guest speaker from the service group being assisted, include an explanation of:
 - a. the objectives of the activity,
 - b. resources required,
 - c. the set-up of the activity, and
 - d. safety guidelines while performing the activity.
3. Have the cadets participate in the activity and where possible, perform the duties of a team leader.
4. Have the guest speaker debrief the cadet's.

5. If the 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, Chapter 3).



Observation of the activity is important so additional questions can be developed for the reflection stage. Make observations of the cadets, to include:

- a. how the cadets reacted to the activity; and
- b. what area they appeared to enjoy most/least.

SAFETY

Identify boundaries in place.

REFLECTION

Time: 30 min

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. How did you feel about the activity?
- Q2. What did you feel you accomplished?
- Q3. What benefit did the community receive from your participation?
- Q4. In what other ways can you be a more active citizen based on this experience?



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



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

TEACHING POINTS

- TP1. Provide a direct benefit to the community (eg, support, of a non-profit group's fundraising event, community cleanup, and trail maintenance project).
- TP2. Promote citizenship attributes.

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing the discussion to ensure that all teaching points have been covered. Take this opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The Canadian Cadet Movement (CCM) strives to develop in youth the attributes of good citizenship. Actively participating in the community provides a cadet with the opportunity to assist members of the community and demonstrate those same attributes. Cadets are encouraged to seek out additional ways to assist in the community.

INSTRUCTOR NOTES/REMARKS

1. A sample listing of community-based/oriented groups could include:
 - a. The Trans Canada Trail,
 - b. Local environmental groups,
 - c. The Children's Wish Foundation of Canada,
 - d. Hospital committees,
 - e. Alzheimer Society of Canada,
 - f. Canadian Cancer Society,

- g. Arthritis Society of Canada,
 - h. Big Brothers Big Sisters of Canada,
 - i. The Royal Canadian Legion,
 - j. The Rotary Club,
 - k. The Kinsmen Club,
 - l. The Kiwanis Club,
 - m. Lions Club International,
 - n. Local food banks,
 - o. Canadian Red Cross,
 - p. United Way of Canada, and
 - q. The United Nations Educational, Scientific and Cultural Organization (UNESCO).
2. Additional information should be obtained from the chosen group to assist the instructor in the development of the initial briefing, and to provide information, as required, for specific activities.
 3. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
 4. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
 5. When developing the corps training plan, training staff are to review the similar instructional periods found in all levels of the training program, and are encouraged to pool resources between star levels when possible.

REFERENCES

A0-010	Director Cadets 2. (2006). CATO 11-03, <i>Cadet Program Mandate</i> . Ottawa, ON: Department of National Defence.
C0-014	The Royal Canadian Legion. (2002). <i>The Royal Canadian Legion: Responding to the Needs of Canadian Communities</i> . Retrieved May 25, 2006, from http://www.legion.ca/asp/docs/about/community_e.asp .
C0-015	Kiwanis International. (2008). <i>Facts About Kiwanis</i> . Retrieved March 12, 2008, from http://www.kiwanis.org/whatwedo/factsaboutkiwanis/tabid/532/default.aspx .
C0-016	Lions Club International. (2006). <i>Lions Clubs International History</i> . Retrieved May 25, 2006, from http://www.lionsclubs.org/en/content/lions_history.shtml .
C0-017	Rotary International. (2005). <i>About Rotary</i> . Retrieved May 25, 2006, from http://www.rotary.org/aboutrotary/index.html .
C0-044	UNESCO. (2006). <i>Canadian Commission for UNESCO</i> . Retrieved August 16, 2006, from http://www.unesco.ca .

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CHAPTER 3

PO 303 – PERFORM THE ROLE OF A TEAM LEADER



COMMON TRAINING

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 1

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

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the handouts located at Annexes A and B for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have defined the role of a team leader.

IMPORTANCE

It is important for cadets to define the role of a team leader so they understand how and where they fit within the leadership team model and within the leadership team at the corps. Being aware of the core leadership competencies, and the expectations within each of the competencies, may assist the cadets' developing leadership abilities while adapting to their developing role as a leader in their corps.

Teaching Point 1**Explain the Leadership Team Model and the Position the Year Three Cadet Holds Within the Leadership Team**

Time: 10 min

Method: Interactive Lecture



Distribute the Leadership Team Model handout located at Annex A.

LEADERSHIP TEAM MODEL

Although leadership is usually thought of as an individual pursuit, in the Cadet Program, leadership is based on a team model.



The Leadership Team Model is a fluid model that is dependent on the situation to which it is applied. The personnel in each category of the model will change based on the activity/situation.

During year one, the cadet is expected to be a follower/team member. During year two, the cadet becomes a peer leader. In years three and four, the cadet moves up the model to become a team leader. In years five and beyond, the cadet becomes an activity leader.

The final level of the model is populated by the corps staff, who act as the activity managers.

As each cadet moves through the leadership team model, there are increased expectations of the cadet. Accordingly, there will be an increase in the cadet's leadership responsibilities.

Within the leadership team model, communication moves across each level, and up and down each level. Within this model, cadets on every level should be mentored by someone in the level above.

THE LEADERSHIP TEAM MODEL

Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 3-1-1 Leadership Team Model

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. The Cadet Program is based on what kind of leadership model?
- Q2. What is expected of the cadets in the bottom level of the leadership team model?
- Q3. As the cadet moves up the leadership model, what happens to their leadership responsibilities?

ANTICIPATED ANSWERS

- A1. The Cadet Program is based on a leadership team model.
- A2. Cadets are expected to be followers/team members and peer leaders.
- A3. Responsibilities increase as the cadet moves up the leadership team model.

Teaching Point 2

Describe Core Leadership Competencies

Time: 5 min

Method: Interactive Lecture



Distribute the Expectations of a Silver Star cadet handout located at Annex B.

CORE LEADERSHIP COMPETENCIES

To become an effective and capable leader in the Cadet Program, there are six areas where knowledge and skills should be demonstrated. These areas are called core leadership competencies. They include:

- intrapersonal management,
- interpersonal management,
- teamwork,
- effective communication,
- applied leadership, and
- mentorship.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. To become an effective and capable leader in the Cadet Program, there are six areas where knowledge and skills should be demonstrated. What are these called?
- Q2. List the six core leadership competencies.

ANTICIPATED ANSWERS

- A1. Core leadership competencies.
- A2. The six core leadership competencies are:
- intrapersonal management,
 - interpersonal management,
 - teamwork,
 - effective communication,
 - applied leadership, and
 - mentorship.

Teaching Point 3

Explain the Components of Intrapersonal Management

Time: 5 min

Method: Interactive Lecture



Have cadets follow along using the Expectations of a Silver Star cadet handout for TPs 3–8.

COMPONENTS OF INTRAPERSONAL MANAGEMENT

Intrapersonal management is how cadets maintain control of themselves. There are five parts to intrapersonal management:

Identifying and Satisfying Personal Needs. Cadets should distinguish and accept responsibility for fulfilling their personal needs. Some examples of personal needs include filling basic needs like food and water, feeling safe, feeling like they belong, and having self-confidence. Once cadets know what needs they have, they should work toward satisfying them.

Exercising Self-Control. Cadets should practice self-restraint. It may be difficult but cadets should try not get too upset by situations in which they have no control. When cadets become irate or lose their temper, they give the power in the situation to someone else. If cadets keep their cool, better decisions are usually made.

Exercising Self-Management. Cadets should take charge of their own lives. Cadets need to be organized and direct themselves. Becoming independent (eg, being punctual, being dressed correctly, etc) is a natural part of becoming an adult.

Pursuing Self-Improvement. Cadets should strive for self-improvement. Always trying to be better than one was yesterday is a worthwhile goal. Whether one is a better cadet, better at school or a better friend, one should always strive for excellence.

Establishing a Positive Identity. Cadets should gain self-esteem. It is important to be proud of one's accomplishments. Knowing that one is a person that others look up to and want to spend time with, should make one feel proud of oneself.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What is intrapersonal management?
- Q2. What are the five components of intrapersonal management?
- Q3. How may cadets exercise self-management?

ANTICIPATED ANSWERS

- A1. Intrapersonal management is how cadets control themselves.
- A2. The five components of intrapersonal management are:
- identifying and satisfying personal needs;
 - exercising self-control;
 - exercising self-management;
 - pursuing self-improvement; and
 - establishing a positive identity.
- A3. Cadets may exercise self-management by taking charge of their own lives.

Teaching Point 4

Explain the Components of Interpersonal Management

Time: 5 min

Method: Interactive Lecture

COMPONENTS OF INTERPERSONAL MANAGEMENT

Interpersonal management is how cadets behave and along with others. There are three parts of interpersonal management:

Interacting Positively Within the Cadet Community. Cadets should work together with staff, parents, volunteers, etc in a respectful and helpful manner.

Interacting Positively With Others. Cadets should build positive social relationships by being supportive and encouraging while interacting with other cadets.

Dealing With Interpersonal Conflict in a Respectful Way. Cadets should resolve disagreements with others at the lowest possible level and come up with a mutually satisfactory solution where a “win-win” outcome is achieved.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is interpersonal management?
- Q2. What are the three components of interpersonal management?
- Q3. How should cadets resolve disagreements?

ANTICIPATED ANSWERS

- A1. Interpersonal management is how cadets behave and get along with others.
- A2. The three components of interpersonal management are:
- interacting positively within the cadet community;
 - interacting positively with others; and
 - dealing with interpersonal conflict in a respectful way.
- A3. Cadets should resolve disagreements with others at the lowest possible level and come up with a mutually satisfactory solution where a “win-win” outcome is achieved.

Teaching Point 5

Explain the Components of Teamwork

Time: 5 min

Method: Interactive Lecture

COMPONENTS OF TEAMWORK

Teamwork is how cadets create effective and efficient action in a group of people. There are three parts of teamwork:

Participating in the Stages of Team Development. Cadets should take part in the stages of team development. The stages are forming, storming, norming, performing and adjourning.

Displaying Positive Team Dynamics. Cadets should demonstrate positive team dynamics by following the team leader, including all participants, encouraging team members, contributing to team morale and esprit de corps, contributing to the accomplishment of team goals, contributing to group decisions, trusting the team, supporting team members, appreciating team members, and celebrating team successes.

Participating in Team-Building Activities. Cadets should take part in team-building activities. These activities will build positive team dynamics and they allow cadets to practice leadership skills.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. What is teamwork?
- Q2. What are the three components of teamwork?
- Q3. How may cadets display positive team dynamics?

ANTICIPATED ANSWERS

- A1. Teamwork is how cadets create effective and efficient action in a group of people.
- A2. The three components of teamwork are:
- participating in the stages of team development;
 - displaying positive team dynamics; and
 - participating in team-building activities.

- A3. Cadets may display positive team dynamics by following the team leader, including all participants, encouraging team members, contributing to team morale and esprit de corps, contributing to the accomplishment of team goals, contributing to group decisions, trusting the team, supporting team members, appreciating team members, and celebrating team successes.

Teaching Point 6
Explain the Components of Effective Communication

Time: 5 min

Method: Interactive Lecture

COMPONENTS OF EFFECTIVE COMMUNICATION

Effective communication is how cadets relay information successfully. There are three parts of effective communication:

Receiving Information. Cadets should be given or obtain instructions or facts. This information may be received verbally or in writing.

Interpreting Information. Cadets should comprehend the instructions or facts. To interpret information correctly, questions may be asked to the deliverer of the information to ensure clarity.

Responding to Information. Cadets should react to the instructions or facts. Responding to information may include passing on information to others, solving problems, etc.

CONFIRMATION OF TEACHING POINT 6

QUESTIONS

- Q1. What is effective communication?
- Q2. What are the three components of effective communication?
- Q3. In what ways may information be received?

ANTICIPATED ANSWERS

- A1. Effective communication is how cadets relay information successfully.
- A2. The three components of effective communication are:
- receiving information;
 - interpreting information; and
 - responding to information.
- A3. Information may be received verbally or in writing.

Teaching Point 7
Explain the Components of Applied Leadership

Time: 5 min

Method: Interactive Lecture

COMPONENTS OF APPLIED LEADERSHIP

Applied leadership is how cadets practice influencing and managing others. There are six parts of applied leadership:

Setting an Example for Others to Follow. Cadets should establish themselves as a model for others. If cadets set an example in the core leadership competencies, others will want to imitate them.

Participating in Leadership Assignments. Cadets will take part in given tasks or jobs. This gives cadets chances to practice influencing and managing others. Some of these tasks or jobs will be evaluated by the staff and some will not be evaluated. Cadets should practice reflection and self-assessment after leading each assignment.

Conducting the Leadership Assignment While Supervising the Team. Cadets will observe and guide a team while the leadership assignment is taking place. Supervising others is one of the responsibilities of a leader. Cadets will ensure the leadership assignment is conducted in a safe manner and completed as instructed by the staff.

Leading Team-Building Activities. Cadets should direct team-building or creative games. This gives cadets chances to practice influencing and managing others. Again, cadets should practice reflection and self-assessment after leading team-building activities.

Debriefing the Team. Cadets should review and discuss with the team the completion and outcome of a leadership assignment or a team-building activity. Cadets should practice effective communication while speaking to the team.

Presenting an After-Assignment Report to Their Leader. Cadets should review and discuss with their leader/supervisor the completion and outcome of a leadership assignment or a team-building activity. Cadets should practice effective communication while speaking to their leader/supervisor.

CONFIRMATION OF TEACHING POINT 7

QUESTIONS

- Q1. What is applied leadership?
- Q2. What are the six components of applied leadership?
- Q3. Why is setting an example for others to follow important?

ANTICIPATED ANSWERS

- A1. Applied leadership is how cadets practice influencing and managing others.
- A2. The six components of applied leadership are:
- setting an example for others to follow;
 - participating in leadership assignments;
 - conducting the leadership assignment while supervising the team;
 - leading team-building activities;
 - debriefing the team; and
 - presenting an after-assignment report to their leader.
- A3. Setting an example for others to follow is important because if cadets establish themselves as a model, others will want to imitate them.

Teaching Point 8**Explain the Components of Mentorship**

Time: 5 min

Method: Interactive Lecture

COMPONENTS OF MENTORSHIP

Mentorship is how cadets participate in a professional association between two people that focuses on self-development. There are two parts to mentorship:

The Role of a Cadet Being Mentored. Cadets will assume the role of a cadet being mentored. This is the trainee in the relationship. Cadets being mentored should enhance their knowledge and skills of leadership. Learning from the mentor's example will be an important element of the mentoring relationship.

The Role of a Mentor. Cadets will assume the role of a mentor. This is the advisor/guide in the relationship. Cadets mentoring should enhance their leadership abilities, coaching skills and communication skills. As a mentor, cadets may see things from a different perspective than the cadet being mentored.

CONFIRMATION OF TEACHING POINT 8

QUESTIONS

- Q1. What is mentorship?
- Q2. What are the two components of mentorship?
- Q3. Who is the trainee in the mentoring relationship?

ANTICIPATED ANSWERS

- A1. Mentorship is how cadets participate in a professional association between two people that focuses on self-development.
- A2. The two components of mentorship are:
- the role of a cadet being mentored; and
 - the role of a mentor.
- A3. The trainee in the mentoring relationship is the cadet being mentored.

Teaching Point 9**Identify the Silver Star Team Leader Opportunities**

Time: 5 min

Method: Interactive Lecture

SILVER STAR TEAM LEADER OPPORTUNITIES

In year three, cadets will have team leader opportunities. These include:

Performing the Role of a Mentor. Performing the role of a mentor may be as simple as partnering up with a year one cadet. This buddy system may help the year one cadet gain skills and knowledge about the corps and should assist the year three cadet in their leadership and communication skills.

Completing a Leadership Assignment. Each year three cadet will be given occasions in which they will complete a leadership assignment. These assignments may include classroom set ups, ensuring building clean up, or assisting with an expedition day. Some of the leadership assignments will be evaluated by the staff.

CONFIRMATION OF TEACHING POINT 9

QUESTIONS

- Q1. What are the Silver Star training opportunities?
- Q2. What is one simple way to perform the role of a mentor?
- Q3. What are some examples of leadership assignments?

ANTICIPATED ANSWERS

- A1. The Silver Star training opportunities include:
- performing the role of a mentor; and
 - completing a leadership assignment.
- A2. One simple way to perform the role of a mentor is to use the buddy system.
- A3. Some examples of leadership assignments include classroom set up, ensuring building clean up, or assisting with an expedition day.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What position does a Silver Star cadet hold in the leadership team model?
- Q2. List the six core leadership competencies.
- Q3. What are the Silver Star training opportunities?

ANTICIPATED ANSWERS

- A1. The Silver Star cadet holds the position of team leader.
- A2. The six core leadership competencies are:
- intrapersonal management,
 - interpersonal management,
 - teamwork,
 - effective communication,
 - applied leadership, and
 - mentorship.
- A3. The Silver Star training opportunities include:
- performing the role of a mentor; and
 - completing a leadership assignment.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Cadets should know and understand their role within the leadership team at the corps. When cadets know what is expected of them it is much easier for them to set and reach their goals. Higher expectations lead to greater results. Being aware of the core leadership competencies and the components for each may assist the cadets' developing leadership abilities while adapting to their developing role as a leader in their corps.

INSTRUCTOR NOTES/REMARKS

N/A.

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COMMON TRAINING
SILVER STAR
INSTRUCTIONAL GUIDE



SECTION 2

EO M303.02 – PARTICIPATE IN A MENTORING RELATIONSHIP

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare questions for the group discussion.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

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.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in a mentoring relationship.

IMPORTANCE

It is important for cadets to participate in a mentoring relationship to assist in the development of their leadership abilities. The mentoring relationship expands leadership knowledge and skills of participants, enhances communication skills, resolves conflict and promotes constructive feedback, and should aid in the leadership development of all cadets.

Teaching Point 1**Explain the Mentoring Relationship**

Time: 15 min

Method: Interactive Lecture



Begin the lesson by asking the cadets if they know what the word mentoring means. Do the cadets have any examples of mentoring?

THE MENTORING RELATIONSHIP

A mentoring relationship is a professional association between two people that focuses on self-development. One is the mentor; the other is the cadet being mentored. The mentor is the experienced and trusted advisor or guide; however, both individuals are expected to learn from the relationship.



The mentoring relationship for a year three cadet may be as simple as partnering up with a year one cadet. This buddy system may help the year one cadet gain skills and knowledge about the corps and should assist the year three cadet in their leadership and communication skills. A year three cadet may also be mentored by a year five cadet.

Recognizing the Purpose of a Mentoring Relationship

The purpose of the mentoring relationship is to share experiences between the mentor and the cadet being mentored, so the cadet being mentored is better prepared to move forward through the program with knowledge and confidence.

Identifying the Benefits of Participating in a Mentoring Relationship

The benefits of participating in a mentoring relationship are numerous. The basic benefit for a cadet being mentored is to show growth in skills and become a more independent and effective cadet. The most significant benefit for the mentor is the realization that they have inspired the cadet to perform at higher levels than the cadet would have without a mentor.

Contributing to a Mentoring Match

Contributing to a mentoring match means that both the mentor and the one being mentored will have some say with whom they are matched. The mentoring relationship is based on trust; ensure a long-term and valuable connection can be made with the person you choose.

Being Open to New Things

For a mentoring relationship to be successful, both individuals must be willing to try new things. Expanding your horizons and increasing your knowledge are foundations of the mentoring relationship. Being receptive to new ideas and experiences takes courage.

Being Responsive to Suggestions and Constructive Criticism

The cadet being mentored should be responsive to suggestions made by the mentor. The mentor should use constructive criticism and will attempt to provide feedback that will assist the cadet being mentored. This may include feedback that is positive in nature or feedback that assists in finding solutions for poor performance. The task of the cadet being mentored is to be receptive to recommendations being made.

Providing Feedback to the Mentor

Mentoring is a two-way relationship, so it is important that the cadet being mentored provides feedback to the mentor. This feedback should be based on feelings, both positive and negative, and observations. If the cadet being mentored does not express their feelings to their mentor about the relationship, then progress may be hindered.

Learning From the Mentor's Example

It is up to the mentor to set an example that the cadet being mentored would want to emulate. This example should be in all facets of the program (eg, drill, dress, deportment, leadership, academics, etc). The cadet being mentored should learn not only from the mentor's successes but from the mentor's failures.



It is important to remember that failure is not necessarily a negative thing. As long as cadets fail forward (learn from their mistakes) there is an advantage to any failure because a learning opportunity has been created.

Participating in Mentoring Activities

To get the most benefit from a mentoring relationship, the cadet being mentored must be prepared to participate in some mentoring activities. These activities may include reflection, self-assessment, and discussions about successes, problems and failures. The mentor must also be prepared for each mentoring session. They need to have an agenda of what will be discussed and ensure that the discussions stay on track.

Appreciating the Mentoring Relationship

An effective mentoring relationship must be respected by both people involved. Each person should have a high regard for the other in the relationship. Appreciating the other person for their effort, time and accomplishments will ensure a long-lasting and mutually beneficial partnership.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the basic benefit of a mentoring relationship for the cadet being mentored?
- Q2. Why should the mentor and the cadet being mentored be open to new things?
- Q3. What are some examples of mentoring activities?

ANTICIPATED ANSWERS

- A1. The basic benefit is that the cadet being mentored will grow in their skills and become a more independent and more effective cadet.
- A2. The mentor and the cadet being mentored should be open to new things because each should wish to expand their horizons and increase their knowledge of the mentoring relationship. Being receptive to new ideas and experiences takes courage.
- A3. Mentoring activities may include reflection, self-assessment and discussions about successes, problems and failures.

Teaching Point 2**Conduct a Group Discussion About Mentoring**

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to draw information about the mentoring relationship from the group using the tips for answering/facilitating discussion and the suggested questions provided.



This group discussion focuses on self-reflection, self-assessment, recording in a journal, and mentoring sessions.

GROUP DISCUSSION**TIPS FOR ANSWERING/FACILITATING DISCUSSION**

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

SUGGESTED QUESTIONS

- Q1. What is self-reflection?
- Q2. Why do you think self-reflection is useful when participating in a mentoring relationship? Give some examples when self-reflection may be used by the cadet being mentored. Give some examples when self-reflection may be used by the mentor.
- Q3. What is self-assessment?

- Q4. Is there a difference between self-assessment and self-reflection?
- Q5. Why do you think self-assessment is useful when participating in a mentoring relationship? Give some examples when self-assessment may be used by the cadet being mentored. Give some examples when self-assessment may be used by the mentor.
- Q6. Why record in a journal?
- Q7. Is there a difference between recording in a journal, self-assessment and self-reflection?
- Q8. Why do you think recording in a journal is useful when participating in a mentoring relationship? Give some examples when recording in a journal may be used by the cadet being mentored. Give some examples when recording in a journal may be used by the mentor
- Q9. When a mentoring session takes place, what do you think it looks like?
- Q10. What does it sound like?
- Q11. What do you think a mentoring session feels like?



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



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

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion will serve as confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Being mentored and mentoring others is one way to enhance skills and knowledge of leadership. The mentoring relationship develops trust and trust is the foundation of leadership. Using self-reflection, self-assessment, and recording in a journal are excellent methods to track advancement through the Cadet Program.

INSTRUCTOR NOTES/REMARKS

After this lesson each year three cadet will choose at least one year one cadet to mentor. Each year three cadet will also be asked which year five cadet they would like to mentor them.

REFERENCES

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COMMON TRAINING
SILVER STAR
INSTRUCTIONAL GUIDE



SECTION 3

EO M303.03 – PRACTICE SELF-ASSESSMENT

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy handout located at Annex C for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

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.

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.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to practice self-assessment.

IMPORTANCE

It is important for cadets to practice self-assessment as it is an excellent method to identify areas for self-improvement and assessment for learning. Self-assessment is a cornerstone of assessment for learning. It enables cadets and staff to ensure individual and program/organizational goals are being met.

Teaching Point 1**Define Reflection and Self-Assessment**

Time: 5 min

Method: Interactive Lecture



Reflection and self-assessment will be used in many performance objectives of the Cadet Program to enable the cadet and their staff to track their development and progress of different skills and knowledge.

Reflection. Long and careful consideration. Reflection can take place at any time and does not necessarily have to be about oneself. Usually reflection takes place directly after an action is taken.

Self-Assessment. Assessment or evaluation of oneself, or one's actions, attitudes or performance. In order to perform self-assessment correctly, reflection about oneself must take place before the self-assessment.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. Define reflection.
- Q2. Define self-assessment.
- Q3. In order to perform self-assessment correctly, when must reflection take place?

ANTICIPATED ANSWERS

- A1. Long and careful consideration.
- A2. Assessment or evaluation of oneself, or one's actions, attitudes or performance.
- A3. Reflection about oneself must take place before the self-assessment.

Teaching Point 2**Have the Cadet Conduct Self-Assessment Activities**

Time: 10 min

Method: In-Class Activity



Reflection and self-assessment, in all their forms, are enhanced by providing context for each activity. The objective of this particular reflection and self-assessment is to have cadets find a baseline level of their core leadership qualities and their positive team dynamics.

Providing the time, environment and opportunity for reflection and self-assessment, allows the cadet to complete an assessment for learning and should be the spark that lights the fire of learning.

Ask cadets to reflect on their last three years in the program before completing the rubrics.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have cadets conduct self-assessment activities.

RESOURCES

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

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute the self-assessment rubrics located at Annex C to each cadet.
2. Explain that each cadet should reflect on each category on the rubric before completing it.
3. Give cadets eight minutes to complete the two rubrics.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3
**Conduct a Group Discussion on How and When to Seek
Feedback and Assistance**

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

Seeking feedback after self-assessment may be necessary. Feedback from others, in the form of advice, should give the cadet ideas to help improve performance.

Assistance after self-assessment may be necessary. Assistance from others, in the form of collaboration, should help the cadet improve performance.

Feedback and assistance should guide the cadet to ensure all goals, both personal (eg, improving PACER time) and professional (eg, becoming a better instructor), are being met.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. Should you seek feedback after completing self-assessment? Why or why not?
- Q2. When is a good time to seek feedback? Why?
- Q3. Should you seek assistance after completing self-assessment? Why or why not?
- Q4. When is a good time to seek assistance? What may seeking assistance look like?
- Q5. Is seeking assistance different than seeking feedback? If it is different, how is it different?



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



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

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion will serve as the confirmation of this lesson.



Advise cadets to take their self-assessment rubrics home and place them somewhere safe because they will need to look at these rubrics again to track their progress.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Self-assessment is one method to help improve leadership skills. Regular practice of reflection and self-assessment will assist the cadet in measuring and tracking improvement of skills and knowledge. Self-assessment also helps cadets set, strive for and maintain goals.

INSTRUCTOR NOTES/REMARKS

N/A.

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COMMON TRAINING
SILVER STAR
INSTRUCTIONAL GUIDE



SECTION 4

EO M303.04 – COMMUNICATE AS A TEAM LEADER

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy a Communication Puzzle located at Annex D for each cadet. Using half of the copies, cut out the puzzle pieces and place each set of pieces in a re-sealable plastic bag. With the other half, place each full puzzle in an envelope.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have communicated as a team leader.

IMPORTANCE

It is important for cadets to understand the process of communication. People communicate everyday as a way to share knowledge, interests, attitudes, opinions, feelings and ideas with others. After understanding ways to communicate, cadets must become familiar with the process of communication and when and how to use it. Communication skills are a fundamental part of leadership because they permit the flow of ideas from one

individual to another or to a group, and vice versa. Effective communication helps people break down barriers between themselves and others.

Teaching Point 1**Explain Verbal and Non-Verbal Communication**

Time: 5 min

Method: Interactive Lecture

Every form of communication must have a sender and a receiver.

VERBAL COMMUNICATION

When individuals speak to each other, verbal communication is being used. Much of what a person receives from a conversation is picked up through words. Verbal communications are used during conversations, meetings, interviews, speeches and more.

NON-VERBAL COMMUNICATION

When individuals communicate, body language and gestures are very useful. Body language and gestures act as communication shortcuts that convey messages previously learned by both the sender and the receiver.



Have the cadets give examples of body language and gestures. Ensure the examples are non-controversial.

Written communications such as memos and e-mail are considered non-verbal communications. Written communications are used in the cadet organization because they are accessible and usually permanent.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Every form of communication must have what?
- Q2. When is verbal communication used?
- Q3. List three types of non-verbal communications?

ANTICIPATED ANSWERS

- A1. A sender and a receiver.
- A2. Verbal communications are used during conversations, meetings, interviews, speeches and more.
- A3. Body language, gestures, and written communications.

Teaching Point 2**Explain Hearing and Listening and Their Impact on Communication**

Time: 15 min

Method: Interactive Lecture



Before beginning this TP, ask the cadets if they think there is a difference between hearing and listening.

Do not spend a lot of time on the question since it will be elaborated throughout this TP.

THE DEFINITION OF HEARING

Oxford dictionary defines “hear” as:

- perceive (sound, etc) with the ear;
- listen to as a member of an audience; and
- be told or informed.

Hearing occurs naturally everyday, whether a person wishes to hear or not.

THE DEFINITION OF LISTENING

Oxford dictionary defines “listen” as:

- to make an effort to hear something;
- pay attention to; and
- give attention with the ear.

When a person listens, they are making an effort to hear something. In order to listen effectively, the listener must pay attention to the person who is speaking.

ACTIVE LISTENING

Active listening is difficult because it demands that the listener put aside any internal reactions and turn their attention to the speaker without judging what is being said.

By withholding judgment, a person communicates respect by acknowledging that the other person is important and deserves to be heard and understood. Active listening encourages people to talk about facts and feelings without a risk of being put down. The goal of active listening is not only to hear what the speaker is saying but also to allow them to focus on themselves so that they can accurately communicate how they feel. There are many situations in which active listening can be used and practiced. Some of these situations are explained in Figure 3-4-1.



Ask the cadets to think about some real-life examples of times when they have tried to be good listeners while sharing some of the comparisons below.

Active Non-Listening	Active Listening
Give the other person your version.	Repeat conversationally back to them, in your own words, your understanding of the meaning.
Give your own opinions and advice. Talk about yourself at every point.	Do not talk about yourself.
Introduce new topics to get off the subject if it is uncomfortable.	Let the speaker take the lead. Encourage them back to the issue when they digress. Do not allow the person to drift to a less significant topic because they feel that you do not understand.
Think of what you are going to say next while the speaker is talking.	Concentrate fully on what the person is saying.
Do not let the speaker know if you do not know what they are talking about.	Ask for clarification when you do not understand.
Reassure by saying "It's not that bad" or talk them out of it.	Let them come to their own answer since your answer may not be theirs. Do not offer advice.
Agree with generalizations such as "Yes, it's hopeless" or "There's nothing you can do."	Let them find their answer. Reflect back to them so that they know you understand but also so they can hear and understand themselves.
Dismiss their feelings by saying things such as "You'll feel better tomorrow" or "It's not the end of the world."	Support their feelings by saying things such as "You feel hopeless about it right now" or "You can't find anything that will fix it yet."
Fill silences.	Allow silences.

E. Colver & M. Reid, Peacebuilders 2: Peer Helping, YouCAN (p. 13)

Figure 3-4-1 Active Listening Examples

POOR LISTENING HABITS

People often need to feel heard before they can hear. When listening, focus on the speaker. Affirmative listening (nodding and giving quick answers) shows the speaker that the listener is paying attention, consequently encouraging them to continue communicating.

Care should be taken to maintain focus and concentration when having a conversation. The following are some examples of poor listening habits:

- formulating replies while the other person is speaking;
- letting the mind wander;
- tuning out a point of view that differs from the listener's preconceived ideas;
- interrupting speakers;
- finishing a speaker's sentence for them;
- talking while other people are speaking;

- jumping to conclusions; and
- hearing only what the listener wants to hear or expects to hear or assuming what will be said.



The Chinese character for listen, pronounced *ting*, is made up of four characters: the heart, the mind, the ears and the eyes.



K. Cole, The Complete Idiot's Guide to Clear Communication, Alpha Books (p. 130)

Figure 3-4-2 Chinese Listen Character

THE IMPACT THAT LISTENING AND HEARING HAVE ON COMMUNICATION

Noises are easy to hear but because a person can hear what is happening, does it mean that they are listening? Sometimes the listener must stop the person who is talking and ask them to start over. It is possible to hear a person speak but have no idea what they are saying.



Ask the cadets to think about some lessons or conversations that occurred recently in which they could hear what was happening but were not listening.

In order to communicate effectively, it is vital that those who are receiving the information are listening; a speaker must have the attention and focus of the listeners.

Listeners should involve themselves in communication physically, mentally and verbally. Using body language will help keep the attention of listeners. Those listening should focus their attention solely on the speaker. If the topic is important, a good way to stay focused is to take notes. When the speaker is finished, ask questions to make sure the message you received is right.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the definition of "listen"?
- Q2. List some examples of poor listening habits.

Q3. In what ways should listeners involve themselves in communication?

ANTICIPATED ANSWERS

A1. Oxford dictionary defines “listen” as:

- to make an effort to hear something;
- pay attention to; and
- give attention with the ear.

A2. The following are examples of poor listening habits:

- formulating replies while the other person is speaking;
- letting the mind wander;
- tuning out a point of view that differs from the listener’s preconceived ideas;
- interrupting speakers;
- finishing a speaker’s sentence for them;
- talking while other people are speaking;
- jumping to conclusions; and
- hearing only what the listener wants to hear or expects to hear or assuming what will be said.

A3. Listeners should involve themselves in communication physically, mentally and verbally.

Teaching Point 3

Describe the Process of Communication

Time: 5 min

Method: Interactive Lecture

PROCESS OF COMMUNICATION

Communication skills are a fundamental part of leadership because they permit the flow of ideas from one individual to another or to a group, and vice versa. Effective communication helps people break down barriers between themselves and others. Giving careful thought, not only to what people want to express but also to how they want to express it, is an important part of communication. Communication involves a complex interaction of habits, attitudes, knowledge, information and bias.

The process of communication consists of three steps:

1. receiving;
2. interpreting; and
3. responding.

Receiving Information

Receiving a message will depend directly on what information was sent by the sender and how it was sent. When receiving, listening is of the utmost importance.

Messages may be simple or complex. When receiving a complex message, the receiver must be prepared to write down important information. If there is a lack of understanding or any confusion, the receiver should ask questions.

Interpreting Information

After a message has been received, it must be reflected on and interpreted. Simple messages may not require much interpretation.

Receivers of a message will translate what they heard based on their own set of definitions, which may differ greatly from those of the sender.

Responding To Information

A response will let the sender know that the message has been received and interpreted and is now being acted on. The response may be to the sender or it may be to another person or a group to act on the message. When responding, being able to communicate what was interpreted from the message is important.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What step of communication occurs after the message has been received?
- Q2. What should be done if there is a lack of understanding or any confusion?
- Q3. Who may receive a response in the communication process?

ANTICIPATED ANSWERS

- A1. Interpreting is the next step.
- A2. Questions should be asked.
- A3. The response may be to the sender or it may be to another person or a group in order to act on the message.

Teaching Point 4

Identify the Barriers to Effective Communication

Time: 10 min

Method: Interactive Lecture

BARRIERS TO COMMUNICATION

When sending a message, the sender must understand that there are barriers to communication – ways in which communicating can lead to misinterpretation. In order to communicate effectively, these barriers must be overcome or managed. Keep in mind that the real communication is the message others receive, not the message intended.

When the receiver has to overcome barriers to communication, there may be effects such as:

- defensiveness, confusion, resistance and resentment;
- dependency on others to explain and inform;
- withdrawal from conversations;
- feelings of defeat or inadequacy; or

- decreased likelihood of problem solving.

Barriers to communication can be divided into three categories: intrapersonal factors, distraction factors and delivery factors.

Intrapersonal Factors

The following barriers to communication are intrapersonal factors:

- **Stress.** When feeling the effects of stress, both the sender and the receiver may easily lose focus of the goal of the message. When experiencing stress, it may be difficult for a person to concentrate on messages.
- **Emotion.** When the sender of a message has high emotion, such as worry, fear or even excitement, the intent of the message may be lost. When the receiver has strong, negative emotions about the sender or disagrees with the message, interpreting may be difficult.
- **Misinterpretation.** The meaning of the message may be misinterpreted by the receiver. Sometimes a word can mean two different things and different words have different meanings for different people. When the sender uses complex words, they must ensure that the receiver is capable of understanding them. Be aware that a person may use a particular word in a different way than others understand it.
- **Poor Listening Habits.** When the receiver has poor listening habits, the meaning and intent of the message may be lost. It is important for the sender to look for cues to make sure that receivers are listening and paying attention.
- **Closed-Mindedness.** People sometimes only hear what they want to hear. When new ideas or change are brought to a situation, some people may have a difficult time accepting the message.
- **Prejudice.** Prejudice can occur between the sender and receiver. When the ability to understand is questioned or the intent is misjudged due to preconceived opinions, the effectiveness of the message may be weakened.

Distraction Factors

The following barriers to communication are distraction factors:

- **Visual.** When sending or receiving a message, it is easy to become distracted by sights in the area. Even when the participants seem extremely focused, seeing something out of the corner of the eye can distract and confuse them.
- **Auditory.** Noise is also a distraction when sending or receiving a message. When noise occurs, participants can become distracted and confused. The sender may have to stop sending the message, wait for the noise to stop and then begin to send again. It is important that the receivers have an environment free of distractions.

Delivery

The following barriers to communication are delivery factors:

- **Language.** The language a person speaks may have a significant affect on the effectiveness of a message. Trying to understand a message that is being sent in another language is extremely difficult. Also, when a person uses complex wording to explain a concept, meaning can be lost. Using simple language to explain concepts will ensure that everyone understands the message and will avoid possible confusion.
- **Mixed Messages.** Mixed messages occur when the sender sends a variety of messages, all indicating different ideas or meanings. Mixed messages may be interpreted through body language and tone of voice used by the sender. If the receiver interprets mixed messages, the intent of the message may become lost.

- **Overload.** When bombarded with information, understanding a message is difficult. When given extra information, the receiver has to sort through and pick out the key pieces. Being overloaded may cause a person to hear only part of a message or distort a message. As a sender, only send the information that the receiver needs to know.

Teaching Point 5**Conduct an Activity That Demonstrates the Barriers to Effective Communication**

Time: 15 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets experience barriers to communication.

RESOURCES

- Stopwatch,
- Paper,
- Scissors,
- Resealable plastic bags (one per two cadets),
- Envelopes (one per two cadets), and
- Communication puzzle located at Annex D (one per cadet).

ACTIVITY LAYOUT

Set up an area in which the cadets can sit back to back.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs. Within each pair, have the cadets decide who will be “A” and who will be “B”.
2. Explain to the cadets that they will have to sit back to back. Cadet “A” will have to try to get cadet “B” to use cut-out shapes to replicate the given design. There will be three rounds consisting of:
 - a. During the first round, only Cadet “A” can speak.
 - b. During the second round, Cadet “B” may ask questions but Cadet “A” can only answer with yes or no.
 - c. In the third round, both cadets may speak freely.



If at any time the cadets think that the puzzle has been solved, Cadet “A” may look at their partner’s puzzle. If correct, Cadet “A” should rotate (turn) the puzzle so that it is different from previous tries and begin again until time has run out.

3. Distribute the puzzle in an envelope to each Cadet “A”. Distribute the cut-out pieces in a resealable bag to each Cadet “B”.
4. Have the cadets sit back to back and begin the first round. Start the stopwatch.



If there is enough room, have all of the “A” cadets face one direction and all of the “B” cadets face the opposite direction to ensure that none of the “B” cadets can see another cadet’s puzzle.

5. After three minutes, stop the cadets. Have them begin the second round. Start the stopwatch.
6. After three minutes, stop the cadets. Have them begin the third round. Start the stopwatch.
7. After three minutes, have the cadets compare puzzles with other pairs.
8. Bring the cadets together for a debriefing. Ask questions such as:
 - a. Why was it frustrating not being able to fully communicate throughout the activity?
 - b. What communication did you have to try to overcome during the activity?
 - c. Can you think of a real-life situation in which you were trying to solve a problem but did not have all of the “pieces” needed? What would have changed in that situation if you had received more information or if others had communicated more clearly?
 - d. What happens when one team member has a specific goal in mind but cannot clearly communicate it to the team? How can the team improve the way information is communicated?

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

The cadets participation in the in-class activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

People communicate everyday as a way to share knowledge, interests, attitudes, opinions, feelings and ideas with others. Communication skills are a fundamental part of leadership because they permit the flow of ideas from you to another person or to a group, and vice versa. Communication skills will increase with experience which is why you should take every opportunity to communicate with others.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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COMMON TRAINING

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 5

EO M303.05 – SUPERVISE CADETS

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to supervision.

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.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to supervise cadets.

IMPORTANCE

It is important for cadets to understand the purpose of supervision and how to supervise because effective supervision is a fundamental element of becoming a leader. Silver Star cadets will be expected to supervise their teams while conducting leadership assignments.

Teaching Point 1**Explain the Purposes of Supervision**

Time: 10 min

Method: Interactive Lecture

THE PURPOSES OF SUPERVISION

There are three main purposes of supervision.

To Provide Protection. Supervision ensures the safety and well-being of personnel.



Safety is the number one issue in every aspect of the Cadet Program. When situations are not safe, they are stopped immediately.



CATO 14-31, *Director Cadets and Junior Canadian Rangers General Safety Program*, outlines the requirements for a general safety program that must be incorporated in every aspect of cadet activities.

To Provide Support. Supervision ensures that all members of the team are assisted, provided for and encouraged during tasks. If cadets are not practicing intrapersonal management, interpersonal management, teamwork and effective communication, the supervisor must act on the situation.

To Provide Quality Assurance. Supervision ensures the outcomes of a task meet expectations for that task. If cadets are not meeting their responsibilities in completing the task, the supervisor must act on the situation.



No one likes to be over-supervised. It is important to not micromanage your team.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the purposes of supervision?
- Q2. How does supervision provide support?
- Q3. How does supervision provide quality assurance?

ANTICIPATED ANSWERS

- A1. The purposes of supervision are to provide protection, to provide support and to provide quality assurance.
- A2. Supervision ensures that all members of the team are assisted, provided for and encouraged during tasks.
- A3. Supervision ensures outcomes of a task meet expectations for that task.

Teaching Point 2**Explain How to Supervise**

Time: 10 min

Method: Interactive Lecture

HOW TO SUPERVISE

As team leaders, cadets will be expected to supervise others. Supervision takes place during the entire task, not just at the beginning or end of the task. Although each situation where supervision takes place is unique, there are some basic responsibilities that must be fulfilled. Team leaders shall meet these responsibilities by:

Ensuring Safety. Ensuring that every situation in the Cadet Program is carried out in a safe manner is the primary concern of all members involved.

Ensuring the Well-Being of Cadets. The welfare of cadets within the Cadet Program is a primary concern in the execution of all training and administrative tasks.

Encouraging Cadets. Encourage cadets to produce satisfactory work because they want to. Inspiring results through praise creates a positive outcome.

Adjusting Responsibilities as Required. Being able to adjust a cadet's responsibilities during tasks is important. Cadets with experience may need less supervision and may be given extra responsibilities.

Maintaining Control of Cadets. Keep cadets on task while they are producing satisfactory work. An effective supervisor will be able to keep cadets focused.

Correcting Errors as Required. If mistakes are made, effective supervisors will communicate this. They will revise what and how it needs to be done and remedy errors.

Reporting Misconduct as Required. When cadets behave in a manner that is inconsistent with the core leadership qualities of a cadet, these behaviours should be reported up the chain of command.

Ensuring Completion of Responsibilities Assigned to Cadets as Required. When supervisors delegate or assign tasks to others, it is the supervisor's responsibility to ensure all delegated tasks are completed.



Successful supervisors are usually successful leaders.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. When does supervision take place?
- Q2. List the supervision responsibilities that a team leader should meet.
- Q3. What is the primary concern of all members involved in the Cadet Program?

ANTICIPATED ANSWERS

- A1. Supervision takes place during the entire task, not just at the beginning or end of the task.
- A2. The supervision responsibilities that a team leader should meet are:
 - ensuring safety;
 - ensuring the well-being of cadets;

- encouraging cadets;
- adjusting responsibilities as required;
- maintaining control of cadets;
- correcting errors as required;
- reporting misconduct as required; and
- ensuring completion of responsibilities assigned to cadets as required.

A3. Ensuring that every situation in the Cadet Program is carried out in a safe manner.

Teaching Point 3

Conduct a Group Discussion on Supervision

Time: 15 min

Method: Group Discussion

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. What do you think the responsibilities of an effective supervisor are? Are they different from the list in TP 2?
- Q2. Which responsibility is the most important? Why?
- Q3. Which responsibility is used the least? Why?
- Q4. List some examples where you have seen leaders use the various responsibilities.



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



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

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Discuss the Supervision Requirements at the Corps

Time: 15 min

Method: Group Discussion



The point of the group discussion is to draw information about supervision at the corps from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Cadets are supervised in various locations at the corps. These locations may include stairways, doorways, hallways, parade square, classrooms, canteen, etc. They are supervised to provide protection and support for cadets and quality assurance during the task.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. Name some locations around the corps where the cadets will need to be supervised for safety reasons.
- Q2. How will you supervise these areas?
- Q3. Is supervision of cadets different in these areas than in the rest of the building?
- Q4. How will you supervise the areas in the rest of the building?
- Q5. Is supervision of cadets different when they are not in the building?
- Q6. Give some examples of how to encourage cadets during supervision.
- Q7. Give some examples of misconduct that you would report up the chain of command.



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



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

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' participation in the group discussions will serve as the confirmation of this lesson.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-703/PG-001, Chapter 3, Annex B, Appendix 1 (303 PC).

CLOSING STATEMENT

Successful supervisors are usually successful leaders. Supervisors safeguard others, encourage others, and empower others to use their skills, expertise and ideas to produce results.

INSTRUCTOR NOTES/REMARKS

N/A.

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COMMON TRAINING
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SECTION 6

EO M303.06 – SOLVE PROBLEMS

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the problem-solving scenarios located at Annex E.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have solved problems.

IMPORTANCE

One important skill that a team leader must have is the ability to solve problems. As cadets become team leaders, they will use this skill more often. Cadets have a greater chance of success in solving problems if they have a variety of problem-solving methods to choose from.

Teaching Point 1**Review the Steps for Logical Analysis**

Time: 5 min

Method: Interactive Lecture

LOGICAL ANALYSIS

The eight steps in logical analysis were taught in the previous year. They are:

1. confirming the task;
2. identifying the problem;
3. determining the critical factor;
4. developing alternative solutions;
5. comparing alternative solutions;
6. determining the best solution;
7. implementing the solution; and
8. evaluating the plan and the implementation.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the first step in logical analysis?
- Q2. What is the third step in logical analysis?
- Q3. What is the last step in logical analysis?

ANTICIPATED ANSWERS

- A1. Confirming the task.
- A2. Determining the critical factor.
- A3. Evaluating the plan and the implementation.

Teaching Point 2**Explain the Steps in the IRISE Method of Problem Solving**

Time: 10 min

Method: Interactive Lecture



The IRISE method of problem solving is much like logical analysis but has fewer steps to remember.

The IRISE method of problem solving was developed for adolescents.

IRISE is an acronym. The IRISE method of problem solving has five steps. They are:

1. **Identifying the Problem.** To be able to solve a problem, cadets must understand what the problem really is. If the problem is not clearly identified, a problem may be solved but it may not be the “real” problem. Questions that should be asked in step one include:

- What do we wish to accomplish?
 - How much time will we need?
 - What resources do we have?
 - What resources do we need?
2. **Researching All of the Options.** This step involves “brainstorming” options to solve the problem. Cadets will have to research each option. Some options will need to be discussed outside the team and some options will need to be critically and methodically investigated. There will be some options which will solve the problem easily and some options will be more difficult. Some questions may need to be asked, such as:
 - Which option is the simplest?
 - Which option is the safest?
 - What is the worst possible outcome?
 - Which option is the most flexible?
 - Which option uses available resources in an economical manner?
 3. **Identifying the Consequences of the Options.** Each option will have consequences. Ensuring the cadets know what the consequences may be before putting a decision into action, may help to eliminate options with undesirable consequences. There may be consequences to options that will not be known, but these should be very limited.
 4. **Selecting the Most Appropriate Option.** This is the step where the option is selected and implemented. Once an option is selected, a plan for implementation should be created. It is now time to put the plan into action.
 5. **Evaluating the Decision.** Once the plan is implemented, evaluate the decision. Examine the implementation of the option and the needs that may not have been anticipated. Questions may include:
 - Was the option a good one?
 - Was the plan to implement the option a success?
 - What can we do to improve the plan or the implementation for the next time?
 - What lessons were learned?

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. For whom was the IRISE method of problem solving developed?
- Q2. The IRISE method of problem solving is similar to what other method of problem solving?
- Q3. What are the steps in the IRISE method of problem solving?

ANTICIPATED ANSWERS

- A1. For adolescents.
- A2. Logical analysis.

A3. The steps in the IRISE method of problem solving are:

1. identifying the problem;
2. researching all of the options;
3. identifying the consequences of the options;
4. selecting the most appropriate option; and
5. evaluating the decision.

Teaching Point 3**Explain the Steps in the TEACH Method of Problem Solving**

Time: 10 min

Method: Interactive Lecture



The TEACH method of problem solving is much like the IRISE method, which is like logical analysis.

The TEACH method of problem solving was developed for a team approach. The TEACH method of problem solving is another situation where positive team dynamics should be displayed.

TEACH is an acronym. The TEACH method of problem solving has five steps. They are:

1. **Time.** This first step involves spending time to discover the real issue or problem. With the assistance of the team the “real” problem must be identified. Questions that should be asked in the “time” step should be the same as the identifying the problem questions for the IRISE method.
2. **Exposure.** This second step involves uncovering what others have done in a similar situation. By using information gathered from others, the number of options that may be created to solve the problem should increase.
3. **Assistance.** This third step involves having your team study all the information from different perspectives. The team will be a great asset because differing views, based on knowledge and experience of the same issue, will lead to a better result and a more collaborative environment.
4. **Creativity.** This fourth step involves having the team “brainstorm” options and the consequences of those options. Again, the team will be a great asset because of differing views based on knowledge and experience.
5. **Hit it.** This last step involves implementing the best option. The team will help develop a plan to implement the selected option. After the option has been implemented, evaluation of the option and its implementation will need to take place. Questions to evaluate the implementation should be the same as the IRISE method of problem solving.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. For what kind of approach was the TEACH method of problem solving developed?
- Q2. The TEACH method of problem solving is much like what other method of problem solving?
- Q3. List the five steps to the TEACH method of problem solving.

ANTICIPATED ANSWERS

- A1. For a team approach.
- A2. The IRISE method.
- A3. The five steps to the TEACH method of problem solving are:
- time,
 - exposure,
 - assistance,
 - creativity, and
 - hit it.

Teaching Point 4**Conduct an Activity Where Cadets Will Select a Problem-Solving Method and Apply it to a Scenario**

Time: 25 min

Method: In-Class Activity



Use all four scenarios located at Annex E. Distribute evenly among cadets (eg, four cadets receive scenario 1, four cadets receive scenario 2, three cadets receive scenario 3 and three cadets receive scenario 4).

ACTIVITY**OBJECTIVE**

The objective of this activity is for cadets to select a problem-solving method and apply it to a scenario.

RESOURCES

- Scenario, and
- Pen/pencil.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute one scenario to each cadet.
2. Cadets shall choose a problem-solving method and apply its steps to the scenario. Cadets will write down their method and steps on the scenario paper.



Cadets may choose any method to solve the problem including Trial and Error, Logical Analysis, STOP, IRISE or TEACH.

3. After 10 minutes, have the cadets find everyone else in the class who has the same scenario. Cadets will share their ideas within the group.
4. After 5 minutes, have each group present their scenario to the class with the problem-solving methods and their possible solutions.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' participation in the problem-solving activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-703/PG-001, Chapter 3, Annex B, Appendix 1 (303 PC).

CLOSING STATEMENT

It is important to practice the skill of problem solving. Learning to solve problems is a leadership skill. Cadets have a greater chance of success in solving problems if they have a variety of problem-solving methods to choose from.

INSTRUCTOR NOTES/REMARKS

N/A.

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COMMON TRAINING SILVER STAR INSTRUCTIONAL GUIDE



SECTION 7

EO M303.07 – LEAD CADETS THROUGH A LEADERSHIP ASSIGNMENT

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review the assessment instructions located at A-CR-CCP-703/PG-001, Chapter 3, Annex B, Appendix 1 (303 PC).

Become familiar with the Rearrange Classroom Space leadership assignment located at Annex G.

Make a sketch of the classroom for the Rearrange Classroom Space leadership assignment which will be used throughout the lesson.

Photocopy the Leadership Assignment Format handout located at Annex H for each cadet.

Photocopy the After-Assignment Report and 303 PC Assessment Rubric located at Annex I for each cadet.

Photocopy the Leadership Assignment Assessment Rubric located at A-CR-CCP-703/PG-001, Chapter 3, Annex B, Appendix 1 for each cadet.

Leadership assignments will require different levels of planning and experience from the cadets. Select a leadership assignment for each cadet based on their ability. Ensure the sample stretches located at Annex K are photocopied for those cadets who are completing leadership assignments involving warming up or cooling down muscles.

Photocopy the Leadership Assignment Planning Guide located at Annex M for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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.

An interactive lecture was chosen for TP 5 to give direction on the procedure for completing an after-assignment report.

An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to lead peers through a leadership assignment.

IMPORTANCE

It is important for cadets to understand the steps involved in completing leadership assignments as they occur many times throughout cadet training. All cadets will be required to complete at least two leadership assignments during Silver Star. When given an assignment, every cadet must know the steps involved for successful completion. An effective leader will merge together all of the pieces learned throughout leadership training, such as solving problems and supervising, to successfully lead a team through an assignment.



During Silver Star, each cadet will be required to complete at least two leadership assignments. A list of Possible Year Three Leadership Assignments is located at Annex F.

Teaching Point 1

Discuss and Demonstrate the Process of Preparing for a Leadership Assignment

Time: 10 min

Method: Demonstration



Discuss the aspects of preparing for a leadership assignment.

Use the sample leadership assignment located at Annex G to demonstrate the preparation stage.

Distribute copies of the Leadership Assignment Format handout located at Annex H and the After-Assignment Report and the 303 PC Assessment Rubric located at Annex I to each cadet. Distribute copies of the Leadership Assignment Planning Guide located at Annex M. Encourage the cadets to view each section as it is explained throughout this lesson.

PREPARE FOR A LEADERSHIP ASSIGNMENT

Ensure the Goal is Understood

Always ask questions to the directing staff, especially when there is doubt about any portion of the assignment. Before spending any time planning, the leader must ensure that what they think needs to happen is actually the goal of the assignment.

Ensure the Required Resources are Available

Make sure that all the resources required to complete the assignment are available. Complete a reconnaissance by looking around the area. Try to locate other resources that may be used. If boundaries have been determined, locate them.

Complete a Time Appreciation

Be aware of the time given for the completion of the assignment. If the assignment must be broken down into stages, the leader must determine how much time must be allocated to each. Sometimes tasks can be done concurrently, which will save time in the end.

When completing a time appreciation, check the time. All members involved in the assignment must be aware of the current time and the expected time of completion.

Make a Plan

Using the planning guide (located at Annex M), make a plan to accomplish the goal of the assignment by:

- determining the tasks that need to be completed;
- developing a process to accomplish all tasks; and
- allocating resources.

The plan will include the answers to who, what, when, where, how and why. Who will do what? Who does it involve? What is going to be done? When does it start? When does it end? Where will it take place? How will it take place? Why must it be done? What will happen if it is not done?



Tasks can be assigned to individuals or teams. All members must have something to do.



If the leader is given an unfamiliar assignment, ask questions to the directing staff to help clarify. If the leader has no experience with what is involved in the assignment, they may also ask a fellow cadet to clarify and then continue to make the plan. The more complex tasks may go to a cadet who has had previous experience with the requirements of the assignment.



A sample process for preparing the “Rearrange Classroom Space” leadership assignment could be:

1. Read the assignment.
2. Ask a question or two to ensure the assignment is understood. For example, “Which way will the classroom face?” or “So I can use more than four cadets?”
3. Look around the area to make sure all of the required resources are available.
4. Complete a time appreciation by checking and analyzing the time. For example, it will take three minutes to prepare and introduce the assignment, it will take approximately five minutes to complete the assignment and it will take approximately two minutes to carry out a debriefing.
5. Make a plan for the completion of the leadership assignment. The plan could include:
 - a. dividing the team members into three teams (Team A, Team B and Team C);
 - b. showing a brief sketch of what the classroom should look like at the end of the assignment;
 - c. assigning Team A to rearrange the chairs;
 - d. assigning Team B to rearrange the desks/tables; and
 - e. assigning Team C to put the whiteboard and any electronic equipment in place.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How can the leader make sure the goal is understood?
- Q2. What must be considered when completing a time appreciation?
- Q3. When making a plan, what must the leader do in order to accomplish the goal of the assignment?

ANTICIPATED ANSWERS

- A1. Ask questions to the directing staff.
- A2. Be aware of the time given for the completion of an assignment. If the assignment must be broken down into stages, the leader must determine how much time must be allocated to each. Sometimes tasks can be done concurrently, which will save time in the end.
- A3. The leader must determine all tasks, develop a process to accomplish all tasks and allocate resources.

Teaching Point 2**Discuss and Demonstrate the Process of Introducing a Leadership Assignment**

Time: 10 min

Method: Demonstration



Discuss the aspects for introducing a leadership assignment.

Use the sample leadership assignment located at Annex G to demonstrate the introduction stage.

INTRODUCE A LEADERSHIP ASSIGNMENT

When giving the introduction, the leader must ensure they have the attention of all of the team members. If one cadet is not paying attention, it could affect the end state of the leadership assignment.

When introducing a leadership assignment, the leader must speak loudly, clearly and concisely, to let everyone know that they have faith in their plan. A leader who speaks with authority will capture the attention of team members and make them want to participate in the assignment.

State the Assignment to be Completed

Tell the team members the “big picture” of what is going to be done.



This statement could simply include the title of the leadership assignment.

State the Goal of the Assignment

What is the end state? If there is a reason for completing the assignment (eg, a guest speaker is coming, to begin summer biathlon, etc) it should be stated. If a sketch is included, it should be shown here so that everyone has a sense of what the result should be. When stating the goal, time requirements should be included.

Identify the Resources Required for the Assignment

Ensure that all of the cadets are aware of the resources that are required to complete the assignment and where these resources are located.

Communicate the Overall Plan

Explain how the assignment will be conducted. All members should know what is to be done, but will find out what their specific part is in another step. If boundaries exist, include them in the plan.

Assign Tasks to Team Members as Applicable

Assign all team and individual tasks needed to complete the assignment. Every member must have something to do.

Ensure the Team Members Understand the Assignment

Ask the team if they have any questions. The leader should also ask a few questions to various members of the team to ensure comprehension. When members are given specific tasks, it is extremely important that they are completely aware of what is expected of them.



Asking “What are you going to do?” is more effective than “Do you understand?”

Never ask yes/no questions when ensuring that team members understand the assignment. Some may be too embarrassed or timid to admit that they do not completely understand, which will jeopardize the effectiveness of the plan.



After the introduction stage, all of the cadets should know where they fit into the overall plan and how, by working together, they will accomplish much more than they could as individuals.



A sample introduction for the “Rearrange Classroom Space” leadership assignment could be:

1. “Today we will be rearranging this classroom space for a guest speaker presentation.”
2. “The goal of this assignment is to rearrange the classroom by turning it around to face the opposite direction. We have five minutes to complete the assignment once we begin.” Show the sketch to the cadets.
3. “Resources required include chairs, tables, a whiteboard and a liquid crystal display (LCD) projector.”
4. “In order to turn the classroom around, the team will be divided into three teams; A, B and C. One team will be in charge of chair placement, another in charge of table placement and the other in charge of whiteboard and LCD projector placement. Each team will complete their task concurrently.”
5. Divide the cadets into three teams.
6. “Team A will rearrange the chairs, Team B will rearrange the tables and Team C will put the whiteboard and LCD projector in place.”
7. Ask two or three cadets to state what their task is to ensure understanding.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the steps to introduce a leadership assignment?
- Q2. What is the goal of the assignment?
- Q3. How can the leader make sure team members understand the assignment?

ANTICIPATED ANSWERS

- A1. The steps are:

- state the assignment to be completed;
- state the goal of the assignment;
- identify the resources required for the assignment;
- communicate the overall plan;
- assign tasks to team members as applicable; and
- ensure the team members understand the assignment.

A2. The end state.

A3. Ask the group if they have any questions. The leader should also ask a few questions to various members of the team.

Teaching Point 3

Discuss and Demonstrate the Process of Conducting a Leadership Assignment

Time: 10 min

Method: Demonstration



Discuss the aspects of conducting a leadership assignment.

Use the sample leadership assignment located at Annex G to demonstrate the conducting stage.

CONDUCT A LEADERSHIP ASSIGNMENT

Supervise Peers

When an assignment is being conducted, the leader must constantly supervise the team members. The most important aspect of supervision is to ensure that the assignment is being conducted safely. If cadets are completing aspects of the assignment unsafely, stop the task immediately.

The cadets must remain focused on the goal. If mistakes occur, correct them as soon as possible. If members are experiencing difficulty, take time to reanalyze and reassign tasks. Asking questions throughout the completion of the assignment will ensure that all team members remain focused and that those (if any) who are experiencing difficulty are identified.

Maintain Team Control

Ensure that all team members understand that the leader is in charge and that everyone is following the plan laid out in the introduction stage. When members are not completing what was asked of them, correct it immediately.

A way to maintain team control is to motivate throughout the task and encourage team members to motivate each other. This will help create a positive environment.

Ensure the Assignment is Progressing According to the Time Allotted

Keep checking the time. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be reanalyzed.

Modify the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Changing aspects of the plan partway through the assignment may benefit the outcome; however always keep time limits in mind. Once a new plan has been developed, have the team stop what they are doing, communicate the new plan to the members and then have them implement it.



A sample process for conducting the “Rearrange Classroom Space” leadership assignment could be:

1. Have the cadets begin the assignment.
2. Supervise the cadets by walking around, visually inspecting work and ensuring the assignment is being completed safely. Correct any mistakes or errors and ask questions (eg, “Are you having difficulty with your assigned task?”) to ensure everyone remains focused on the assignment.
3. Ensure the teams are working together toward the same goal.
4. Motivate the cadets throughout the assignment.
5. Check the time occasionally to make sure the assignment is progressing according to the time limits set.
6. Modify the plan as required.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What is the most important aspect of supervision?
- Q2. What should the leader do if members are not completing what was asked of them?
- Q3. If a plan needs to be modified, what should happen once the new plan has been developed?

ANTICIPATED ANSWERS

- A1. The most important aspect of supervision is to ensure that the assignment is being conducted safely.
- A2. When members are not completing what was asked of them, correct it immediately.
- A3. Once a new plan has been developed, have the team stop what they are doing, communicate the new plan to the members and then have them implement it.

Teaching Point 4

Discuss and Demonstrate the Process of Debriefing a Team Following a Leadership Assignment

Time: 10 min

Method: Demonstration



Use the sample leadership assignment located at Annex G to demonstrate the debriefing stage.

DEBRIEF A TEAM FOLLOWING A LEADERSHIP ASSIGNMENT

Review the Goal

After the completion of a leadership assignment, it is important to review what the goal of the assignment was with the cadets.

Provide Feedback

The leader should first ask for feedback on the assignment from the team. This can be done using general questions about leadership assignments, such as:

- Was there anything learned from the assignment?
- How did you feel about the assignment?
- Was the goal met?
- How did everyone interact during the assignment?
- Were there behaviours that helped and/or hindered the assignment?
- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged within the team?



It is important to know how the cadets felt about their participation in the completion of the assignment.

It is also important to give feedback to the cadets. It is vital for the leader to spend time focusing on how the team worked together to achieve a common goal.

Re-Motivate the Team

The final step in debriefing a team after a leadership assignment has been completed is to re-motivate the cadets. The cadets need to be reminded of the importance of working together to accomplish an assignment.



A sample debriefing for the “Rearrange Classroom Space” leadership assignment could be:

1. Bring all of the cadets together.
2. Review the goal. For example “Great job team, we rearranged the classroom. It looks exactly like the sketch!”
3. Ask feedback questions to the team such as:
 - a. How did you feel about the completion of the assignment?
 - b. Were there behaviours that helped and/or hindered the assignment?
 - c. Were there leaders that emerged within the team?
4. Re-motivate the team by reminding them of the importance of working together to accomplish an assignment.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What are the three steps of a leadership assignment debriefing?
- Q2. What are some questions that can be asked to get the team to provide feedback?
- Q3. Why is it important to re-motivate the team?

ANTICIPATED ANSWERS

- A1. The three steps of a leadership assignment debriefing:
- reviewing the goal;
 - providing feedback; and
 - re-motivating the team.
- A2. Some questions could include:
- Was there anything learned from the assignment?
 - How did you feel about the assignment?
 - Was the goal met?
 - How did everyone interact during the assignment?
 - Were there behaviours that helped and/or hindered the assignment?
 - Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
 - Were there leaders that emerged within the team?
- A3. The cadets need to be reminded of the importance of working together to accomplish an assignment.

Teaching Point 5

Explain the After-Assignment Report

Time: 5 min

Method: Interactive Lecture



It is important for the cadets to construct their own learning and decide the importance of the assignment that was conducted. This may not be the same for every leader.

AFTER-ASSIGNMENT REPORT

The after-assignment report is a tool for cadets to use to reflect on their performance after completing a leadership assignment. It is used by the cadet (the leader) during the feedback session with the directing staff to help guide the discussion. The feedback session will take place after the assignment was completed.

Each cadet will complete an after-assignment report before attending the feedback session for the leadership assignment.

LEADERSHIP ASSIGNMENT ASSESSMENT RUBRIC

The leadership assignment Assessment Rubric is the form the directing staff will use to assess each cadet's performance as a peer leader when conducting a leadership assignment.

Each cadet will be required to complete their own leadership assignment assessment in conjunction with their after-assignment report and bring it to the debriefing. This form will be used as a self-assessment tool for reflection and discussion with the directing staff.



The results that a cadet reveals on the assessment form shall not affect the results given by the directing staff.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. What is the after-assignment report?
- Q2. To whom is the after-assignment report presented?
- Q3. How long after the leadership assignment will the debriefing occur?

ANTICIPATED ANSWERS

- A1. The after-assignment report is a tool for cadets to use to reflect on their performance after completing a leadership assignment. It is used by the cadet (the leader) during the debriefing with the directing staff to help guide the discussion.
- A2. The directing staff.
- A3. The debriefing will take place the day after the assignment was completed.

Teaching Point 6

Discuss How to Plan for a Leadership Assignment

Time: 5 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to complete the preparation stage of a leadership assignment.

RESOURCES

- Leadership assignment located at Annexes J and L,
- Leadership Assignment Planning Guide located at Annex M, and
- Pen/pencil.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Explain that this step is normally completed directly before the leadership assignment is to be conducted. Time will be given to develop a plan for the leadership assignment when each assignment is given. Both leadership assignments will be conducted at a later time.
2. Distribute a leadership assignment to each cadet.
3. Encourage the cadets to ask questions if the goal is not understood.
4. Tell the cadets to assume that all required resources are available.
5. Ensure the cadets are aware that there are aspects of planning that must still be completed when leading a team through the leadership assignment. For example, questions must still be asked to make sure the goal is understood, resources must still be checked and a time appreciation must still be completed. At this point during the actual leadership assignment, some cadets may wish to revisit/reanalyze the plan developed during this activity.
6. Have the cadets develop a plan to conduct their leadership assignment. The cadets may work in small teams if desired for answering questions and assisting with planning.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 6

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

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What are the five main steps to complete a leadership assignment?
- Q2. What is one way to maintain team control?
- Q3. What is an after-assignment report?

ANTICIPATED ANSWERS

- A1. The five main steps are:
- preparing for the assignment;
 - introducing the assignment;
 - conducting the assignment;
 - debriefing the team; and
 - presenting an after-assignment report.
- A2. A way to maintain team control is to motivate throughout the assignment and encourage team members to motivate each other. This will help create a positive environment.

- A3. The after-assignment report is a tool for cadets to use to reflect on their performance after completing a leadership assignment. It is used by the cadet (the leader) during the debriefing with the directing staff to help guide the discussion.

CONCLUSION

HOMework/READING/PRACTICE

Any cadets who did not complete their plans will be required to complete them as homework.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-703/PG-001, Chapter 3, Annex B, Appendix 1 (303 PC).

CLOSING STATEMENT

Leadership assignments will occur many times throughout cadet training. When given an assignment, all cadets must know and be comfortable performing the steps involved for successful completion. Being able to combine all of the segments of leadership training such as solving problems and supervising, into one cohesive unit in order to lead a team through an assignment is a special achievement for which all cadets should strive.

INSTRUCTOR NOTES/REMARKS

N/A.

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COMMON TRAINING SILVER STAR INSTRUCTIONAL GUIDE



SECTION 8

EO C303.01 – LEAD A TEAM-BUILDING ACTIVITY

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy one team-building activity per group from the activities located at Annex N for the activity in TP 7.

Photocopy handouts of two team-building activities for each cadet – one activity from Annex O and one from Annex P.

Photocopy two Team-Building Planning Guides located at Annex Q for each cadet.

Photocopy the Self-Assessment Form located at Annex R for each cadet.

Prepare the activity for TP 3 by:

- gathering two colours of sticky notes and a marker;
- writing each consonant of the alphabet (minus Q, X and Z) on one colour of sticky notes (one letter per note);
- writing each vowel on the second colour of sticky notes (one letter per note); and
- ensuring there are enough letters for every cadet (if there are more cadets than letters, create duplicates of common letters [eg, A, E, N, R, S, T, etc]).

Ensure one or two assistant instructor(s) are available for the activity in TP 7 (depending on the number of cadets).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have led team-building activities.

IMPORTANCE

It is important for cadets to know how to lead team-building activities to ensure that they are fun, challenging and achievable for every cadet. Each cadet will be given the opportunity to lead two team-building activities. Team-building activities are a great way to relieve boredom, lift team spirit, increase morale, re-energize cadets and accomplish goals. Therefore, every cadet in a leadership role should be able to lead activities focusing on these things. Once an activity that meets the needs of the group has been selected, it is the role of the leader to ensure the activity is completed in a manner that allows the group to learn. A meaningful and enjoyable team-building experience will occur for every cadet when the right activity is conducted in an appropriate fashion.



There are three components to leading a team-building activity. The individual leading a team-building activity should:

- introduce the activity;
- conduct the activity; and
- debrief the cadets on the activity.

To ensure the cadets understand how to lead a team-building activity, they will participate in each component separately as the instructor leads them through a sample team-building activity. Each component will then be discussed as it is completed to ensure understanding.

TPs 1–6 are to be conducted in the following manner:

- In TP 1 the cadets will participate as the instructor introduces a sample team-building activity.
- In TP 2 the cadets will participate in a group discussion that allows them to analyze the elements of an introduction as it was completed in TP 1.
- In TP 3 the cadets will participate as the instructor conducts a sample team-building activity.
- In TP 4 the cadets will participate in a group discussion that allows them to discuss the responsibilities of the leader while conducting a team-building activity as it was completed in TP 3.
- In TP 5 the cadets will participate as the instructor debriefs the cadets on the sample team-building activity conducted in TP 3.
- In TP 6 the cadets will participate in a group discussion that allows them to discuss the elements of a debriefing as it was completed in TP 5.

Teaching Point 1

Demonstrate and Have the Cadets Participate in an Introduction to a Team-Building Activity

Time: 5 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to participate in an introduction to a team-building activity as it is led by the instructor.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Get the attention of the cadets. Inform the cadets that they will be participating in an activity called “Alphabet Soup” (***Get the Team’s Attention***).
2. Explain that the goal of the team-building activity is to energize the cadets and get them moving (***Explain the Goal of the Activity***).
3. Explain the activity and allow time for the cadets to ask questions for clarification (***Explain the Activity and Assign Tasks as Necessary***), to include:
 - a. every cadet gets a letter and sticks it to the front of their shirt;
 - b. the cadets get a few minutes to form appropriate words using at least four letters; and
 - c. once the cadets get used to forming small words, create longer words or small sentences.
4. Set a time limit of 10 minutes for the activity (***Set Time Limits***).
5. Motivate the cadets to participate in the activity (***Motivate the Team***).

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

The cadets’ participation in the introduction to “Alphabet Soup” will serve as the confirmation of this TP.

Teaching Point 2

Have the Cadets Analyze the Elements of an Introduction

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

ELEMENTS OF AN INTRODUCTION

Getting the Team’s Attention

In order to introduce a new activity, the leader must first get the attention of the team. The leader should get the team’s undivided attention before continuing to introduce the activity. If one cadet is not paying attention they could miss an important point that could affect their participation in the activity or the activity’s outcome.

Explaining the Goal of the Activity

The goal of the activity should be explained to the team in general terms of what will be learned or accomplished. The context of the activity should be explained so the cadets know why their participation is essential and why the activity is a part of the day’s agenda. It is important not to give too much detail at this point, as the leader should draw some points on the purpose of the activity from the cadets after the activity’s completion.

Explaining the Activity

The activity must be explained to the team prior to participating in the activity. The rules of the activity must be clearly outlined and understood by all cadets prior to commencement. The leader should give step-by-step instructions to ensure the activity is clearly understood.

Assigning Tasks as Necessary

If any specific tasks need to be performed throughout the activity, the leader should assign cadets to these tasks during the introduction of the activity.

Setting Time Limits

The leader is to set a time limit for the cadets to participate in the activity. The leader must factor in time for debriefing the cadets after completion of the activity. The team must be told how long they have to participate in or complete the assigned activity.

Relaying Safety Concerns as Necessary

If there are any safety concerns, the leader must pass these on to the team prior to the start of the activity.

Motivating the Team

Prior to the start of the activity, the leader must motivate the team. The leader should be enthusiastic and share this enthusiasm with the cadets. The goal of the activity is important and there is a reason the activity is being performed. The cadets should be informed of this reason and be motivated toward achieving the goal.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. What was the first thing that was done in the introduction to "Alphabet Soup"? Are there different ways to start a team-building activity? What is the first thing you should do?

- Q2. Should the goal of the activity be explained prior to commencing the activity? Why or why not? Will the activity be as successful if the goal is not explained?
- Q3. Why is it important to inform the cadets how much time they have to complete the activity? When would you tell them how much time they have?
- Q4. During the introduction to “Alphabet Soup” were you motivated to begin the activity? What effect did this have on you? Did it make you more interested in completing the activity?
- Q5. What other considerations should be passed on during an introduction? Should safety concerns be passed on to the team or should they be left to figure them out as they proceed through the activity?



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



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

CONFIRMATION OF TEACHING POINT 2

The cadets’ participation in the group discussion will serve as the confirmation of this TP.

Teaching Point 3

Demonstrate and Have the Cadets Participate in the Selected Team-Building Activity

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity, “Alphabet Soup”, is for the cadets to participate in a team-building activity lead by the instructor.

RESOURCES

- A large open space,
- Large sticky notes (two different colours), and
- Marker.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute a letter to each cadet.
2. Have the cadets stick the letter to the front of their shirts.
3. Give the cadets approximately three minutes to form small words, using at least four letters.
4. Check the words the cadets have formed.
5. Give the cadets approximately five minutes to form longer words or small sentences.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in "Alphabet Soup" will serve as the confirmation of this TP.

Teaching Point 4

Discuss the Responsibilities of the Leader While Conducting a Team-Building Activity

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

RESPONSIBILITIES OF THE LEADER WHILE CONDUCTING THE ACTIVITY

Start the Activity

The leader must inform the cadets when to start the activity.

Supervise the Team

Throughout the duration of the activity, the leader must supervise to ensure the following:

- there are no unsafe practices being followed;
- the cadets remain focused on the activity; and
- the rules are being followed.

Ensure the Goal is Achieved

It is important that the goal of the activity is achieved. If the goal is not achieved, the team-building activity was not successful as a team-building activity, it just became a game. The goal of the activity can sometimes be met without completing the activity. If the goal is not being achieved, the leader may need to:

- refocus the cadets by clarifying the goal of the activity; or

- redirect the activity by modifying the activity to better suit the group.

Stop the Activity if Required

There are a number of reasons why a leader may be required to stop an activity. The most important reason to stop an activity prior to completion is safety. If an activity has become a safety issue, the leader must stop the activity immediately.

An activity may also be stopped if the goal is not being achieved. If the activity is moving away from the goal, the leader must either stop and refocus the cadets, redirect the activity or move on to another point.

An activity may also be stopped if the goal has been achieved prior to the time allotted for its completion. Stopping an activity as it reaches its peak will allow the leader to draw out more specific key points and concepts. Not stopping an activity that has reached its peak will cause the following:

- the energy of the team to drop;
- interest in the goal to be lost; and
- understanding of the goal to be lost.

End the Activity Within the Time Limit

A leader will need to end an activity once the time limit has been met. If the time limit has been met and the activity is not complete, it may be important to attempt the activity at another time. If the purpose of the activity is for the cadets to learn, then it is hard to end an activity until the learning has occurred. If strict time lines are being enforced, the activity can be stopped but it is very important that the leader explain this during the debriefing and perhaps revisit the activity at a later time.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

Q1. As the leader of a team-building activity, what do you think some of your responsibilities will be?

- Q2. Throughout the duration of the activity, what do you think is the one thing that every leader must do to ensure safety and progression of the activity?
- Q3. Under what circumstances would an activity have to be stopped? If an activity is stopped prior to its completion, can it be revisited?



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



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

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5

Demonstrate and Have the Cadets Participate in the Debriefing Component of the Selected Team-Building Activity

Time: 5 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to participate in the debriefing of a team-building activity as it is led by the instructor.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets gather and refocus their attention after the completion of the activity.
2. Review that the goal of "Alphabet Soup" was to energize the cadets and get them moving.
3. Provide feedback on the activity such as:
 - a. how the cadets felt about the activity;
 - b. what the cadets felt they learned from the activity;

- c. if the goal was met;
 - d. if the activity was completed;
 - e. how the activity could have been conducted differently;
 - f. how the cadets interacted during the activity; and
 - g. what behaviours helped and/or hindered the activity.
4. Re-motivate the team by:
- a. discussing the meaning of the activity;
 - b. discussing how the activity and its outcomes relate to the team's everyday interactions; and
 - c. discussing how the learning can affect the team on a daily basis.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in a debriefing on "Alphabet Soup" will serve as the confirmation of this TP.

Teaching Point 6

Discuss the Elements of a Debriefing

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

ELEMENTS OF A DEBRIEFING



It is important during the debriefing to allow the cadets to construct their own learning and decide the importance of the activity that was conducted. This may not be the same for every group.

Reviewing the Goal

After the completion of a team-building activity it is important to review what the goal of that activity was with the cadets. Cadets always want to know why they had to participate in an activity or learn about a specific topic so reinforce why the learning was important.

Providing Feedback

The leader should first ask for feedback from the group on the activity. This can be done through some preset questions specifically about the activity as well as some general questions about team-building activities. It is important to find out how the cadets felt about the activity (eg, did they feel it was useful, did they learn anything from participating in the activity, etc). The leader will gain valuable insight from the cadets on the activity itself (eg, if they would use it again, how it could be conducted differently, what elements of the activity they would not change if they did the activity again, etc). The most important information to elicit from the cadets is if they felt the activity was worthwhile in that they learned something valuable by participating.

The leader must also give feedback to the cadets. Whether the goal was met is an important point to focus on during this stage. Why was the goal met or why not? Was the activity completed and did this have an effect on the goal being met?

The leader should also give and get feedback on how the group interacted throughout the duration of the activity. The leader should tell the cadets how they viewed the groups' interactions and ask how the cadets felt they interacted with each other. The leader could ask questions such as:

- Were there leaders that emerged within the group?
- Were there any individuals who did not interact well with others during the activity?
- Was there an individual who was not motivated to participate in the activity? How did this affect the morale of the remainder of the group?

Re-Motivating the Team

The final step in debriefing a group after a team-building activity has been completed is to re-motivate the cadets. The cadets need to be reminded of the importance of team-building activities and be motivated to continue participating in them to achieve new dynamics within a team environment.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. What should a leader do after the completion of a team-building activity? What should be discussed with the group?
- Q2. What is the purpose of reviewing the goal of the activity after completion of the activity?
- Q3. What feedback should be given from the group to the leader? How can this information be obtained? What feedback should the leader give to the group?



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



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

CONFIRMATION OF TEACHING POINT 6

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

Teaching Point 7

Have Small Groups of Cadets Share Responsibilities of Leading a Team-Building Activity

Time: 30 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for small groups of cadets to share responsibilities of leading a team-building activity.

RESOURCES

- A flat, open space free from obstacles,
- Team-building activity located at Annex N (one per group),
- Resources IAW the chosen team-building activities located at Annex N, and
- Team-Building Planning Guide located at Annex Q (one per group).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



With the help of assistant instructors, observe the partnered groups and offer feedback for Steps 4. to 6.

1. Divide the cadets into an even number of groups (eg, four groups for 24 cadets or less, six groups for 30 cadets).
2. Distribute a team-building activity and a Team-Building Planning Guide to each group.
3. Allow each group approximately 10 minutes to prepare their activity. Ensure that each cadet has a role to play in conducting their activity.
4. Have each group partner with another group for the presentation of their activity (eg, Group 1 will conduct their activity with Group 3 and vice versa).
5. Within the partnered groups, have one group conduct their activity with their partnered group. Allow approximately 15 minutes to conduct the activity. Observe and offer feedback on completion.
6. Within the partnered groups, have the second group conduct their activity with their partnered group. Allow approximately 15 minutes to conduct the activity. Observe and offer feedback on completion.

SAFETY

IAW the chosen team-building activities located at Annex N.

CONFIRMATION OF TEACHING POINT 7

The cadets' participation in conducting team-building activities as a member of a small group will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important for you to know how to properly lead team-building activities to ensure that they are fun, challenging and achievable for every cadet. Each of you will be given the opportunity to lead two team-building activities. Team-building activities are a great way to relieve boredom, lift team spirit, increase morale, re-energize cadets and accomplish goals. Once an activity that meets the needs of the group has been selected, it is the role of the leader to ensure the activity is completed in a manner that allows the cadets to learn or to

elicit learning from the group. A meaningful and enjoyable team-building experience will occur for every cadet when the right activity is conducted in an appropriate fashion.

INSTRUCTOR NOTES/REMARKS

A self-assessment is to be completed when the cadets lead their team-building activity. The self assessment form located at Annex R.

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COMMON TRAINING

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 9

EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Distribute to cadets the outline for delivering a presentation about a leader, located at Annex S, at least two weeks before the presentation is scheduled.

PRE-LESSON ASSIGNMENT

Using the outline for delivering a presentation about a leader located at Annex S, the cadets will research a leader of their choice (a military leader, political leader, spiritual leader, teacher, etc) prior to the lesson.

Cadets will bring to the class presentation materials and information about the leader they researched in order to deliver their presentation.

Ensure cadets are familiar with material from EO M309.01 (Explain the Principles of Instruction, Chapter 9, Section 1), EO M309.03 (Describe Effective-Speaking Techniques, Chapter 9, Section 3), EO M309.04 (Describe Questioning Techniques, Chapter 9, Section 4) and EO M309.05 (Select Appropriate Instructional Aids, Chapter 9, Section 5).

APPROACH

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.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have delivered a presentation about a leader.

IMPORTANCE

It is important for cadets to deliver a presentation about a leader to assist in their leadership development. By researching and reporting on the core leadership qualities of the leader, cadets may gain an appreciation of how others put these qualities into practice. Having to make a presentation will also give the cadets another opportunity to practice their presentation skills.

Teaching Point 1**Supervise Cadets Delivering a Presentation About a Leader**

Time: 50 min

Method: Practical Activity



The cadets will research a leader of their choice (a military leader, political leader, teacher, etc) prior to the lesson. Cadets will bring to the class presentation materials and information about the leader they researched in order to deliver their presentation.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have cadets deliver a presentation about a leader.

RESOURCES

- Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector), and
- Information about the leader.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have a cadet volunteer to deliver their presentation.
2. The cadet will set up their presentation materials (if required).
3. The cadet will deliver a presentation to include an introduction of the leader, interesting points in the leader's career, the core leadership qualities displayed by the leader, and a conclusion.
4. Cadets will be encouraged to ask questions at the end of each presentation.
5. Repeat steps 1. to 4. until everyone has delivered a presentation.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' participation in the delivery of a presentation will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Seeing and hearing the example set by other leaders may assist the cadet in becoming a more effective leader. Leaders come from all walks of life and learning about how different leaders display core leadership qualities may help cadets further develop their leadership skills. Being given as many opportunities as possible to speak in front of groups will help develop the cadet's presentation and instructional skills.

INSTRUCTOR NOTES/REMARKS

It is recommended that this lesson be scheduled after all other lessons in PO 309 (Chapter 9).

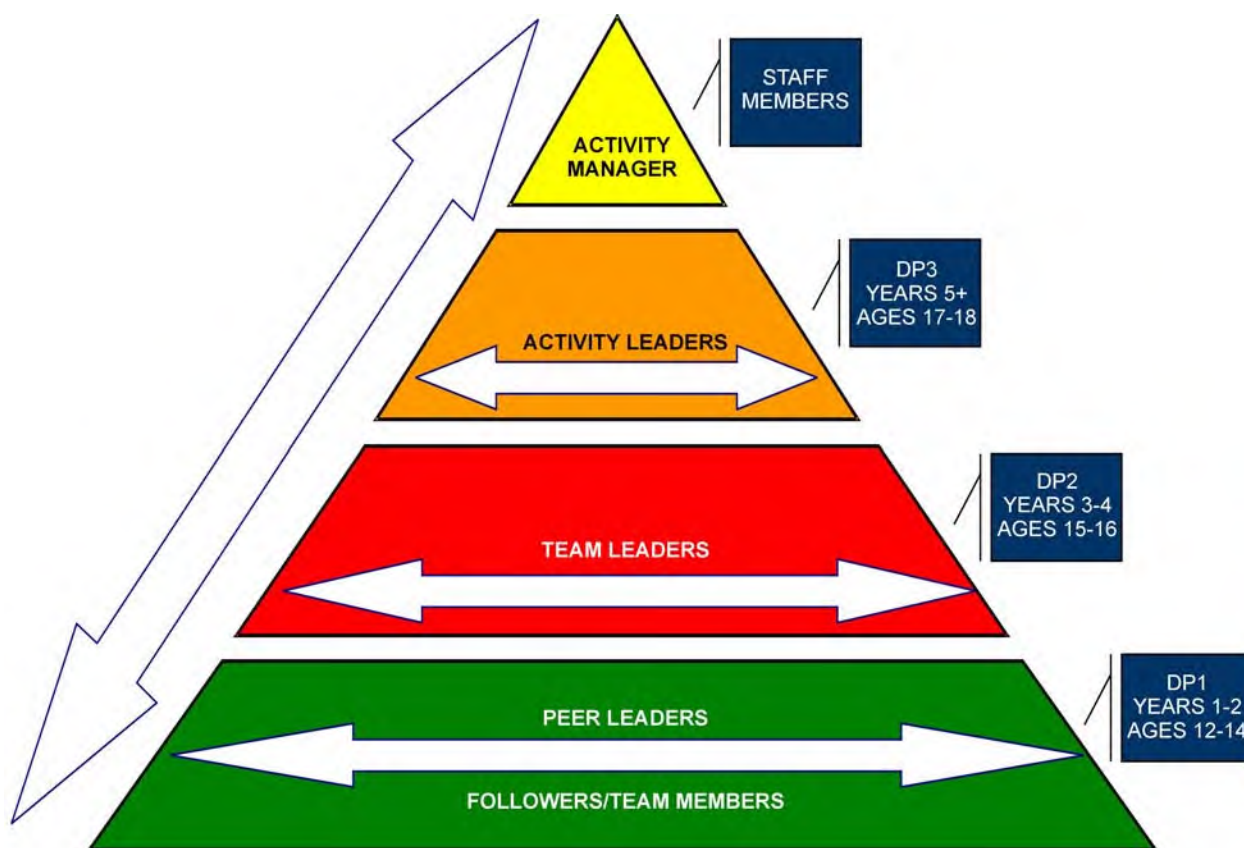
If the corps has more than five Silver Star cadets, divide the cadets into groups of five, if facilities are available.

REFERENCES

N/A.

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LEADERSHIP TEAM MODEL



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 3A-1 Leadership Team Model

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EXPECTATIONS OF A SILVER STAR CADET

Core Leadership Competencies

Intrapersonal Management

Interpersonal Management

Teamwork

Effective Communication

Applied Leadership

Mentorship

Components of Intrapersonal Management	- identifying and satisfying personal needs; - exercising self-control; - exercising self-management; - pursuing self-improvement; and - establishing a positive identity.
Components of Interpersonal Management	- interacting positively within the cadet community; - interacting positively with others; and - dealing with interpersonal conflict in a respectful way.
Components of Teamwork	- participating in the stages of team development; - displaying positive team dynamics; and - participating in team-building activities.
Components of Effective Communication	- receiving information; - interpreting information; and - responding to information.
Components of Applied Leadership	- setting an example for others to follow; - participating in leadership assignments; - conducting the leadership assignment while supervising the team; - leading team-building activities; - debriefing the team; and - presenting an after-assignment report to their leader.
Components of Mentorship	- fulfilling the role of a mentored cadet; and - fulfilling the role of a mentor.

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SELF-ASSESSMENT RUBRICS

SELF-ASSESSMENT FOR CORE LEADERSHIP QUALITIES OF A CADET

Name: _____ Date: _____

Please rate your core leadership qualities by checking the correct box.

Core Leadership Quality	Never	Seldom	Often	Always
I am honest.				
I am dependable.				
I am loyal.				
I am collaborative.				
I am determined.				
I am courageous.				
I am analytical.				
I am positive.				
I am respectful.				
I am considerate.				
I am sympathetic.				

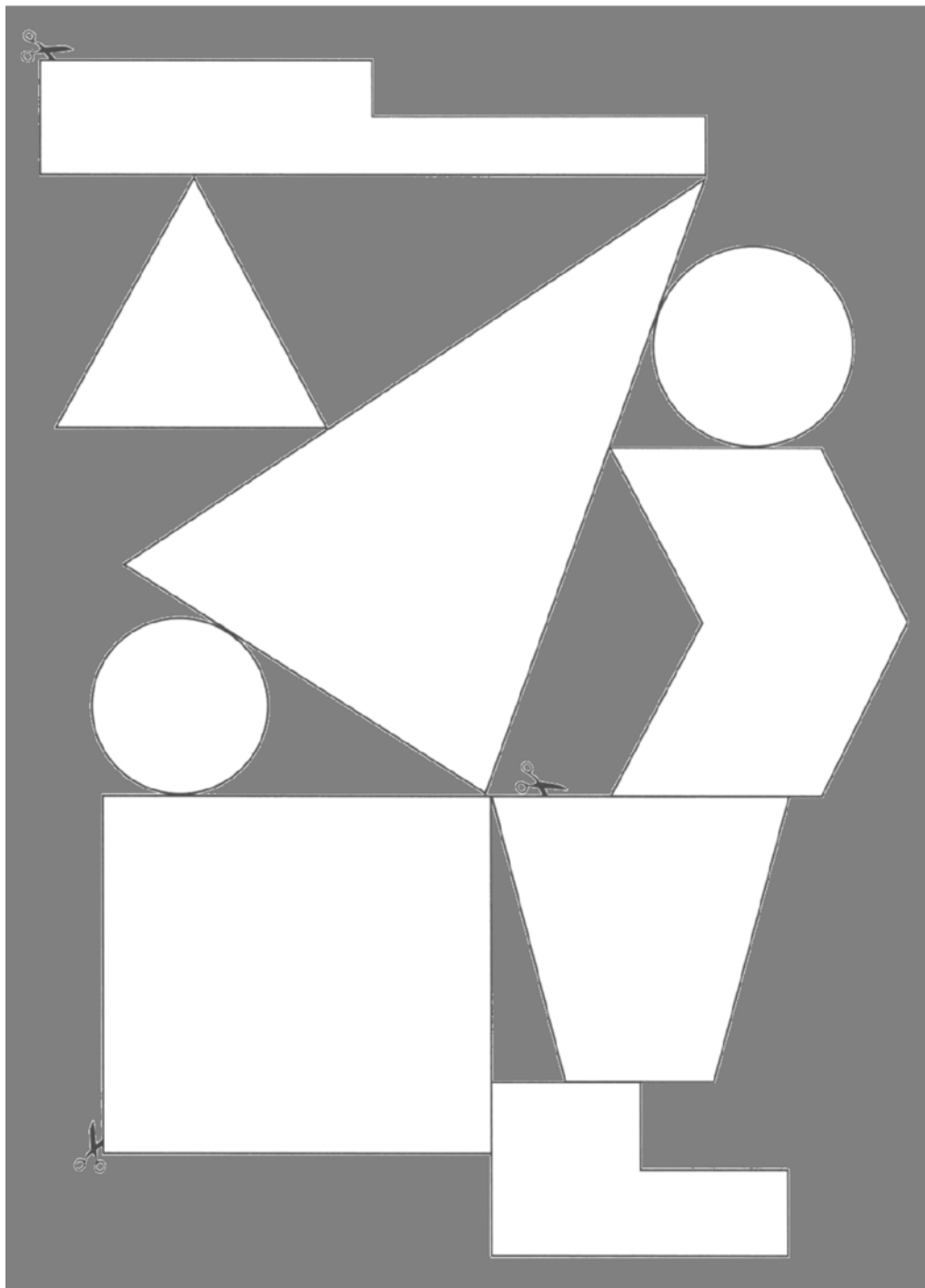
SELF-ASSESSMENT FOR POSITIVE TEAM DYNAMICS

Name: _____ Date: _____

Please rate your positive team dynamics by checking the correct box.

Positive Team Dynamics	Never	Seldom	Often	Always
I follow the team leader.				
I include all participants.				
I encourage team members.				
I contribute to team morale and esprit de corps.				
I contribute to the accomplishment of team goals.				
I contribute to group decisions.				
I trust the team.				
I support team members.				
I appreciate team members.				
I celebrate team success.				

COMMUNICATION PUZZLE



M. G. MacGregor, Teambuilding With Teens, Free Spirit Publishing Inc. (p. 80)

Figure 3D-1 Communication Puzzle

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PROBLEM-SOLVING SCENARIOS

PROBLEM-SOLVING SCENARIO 1

You are a member of your school volleyball team and a member of your cadet corps. This year your team is doing very well and is expected to go to the zone championship three weekends from now. You have just realized that your zone tournament may be the same weekend as your corps tour of a Canadian Forces unit.

What do you do?

PROBLEM-SOLVING SCENARIO 2

Your corps is conducting a tabloid sports meet tomorrow night. You have been assigned to organize the teams before the event begins.

What do you do?

PROBLEM-SOLVING SCENARIO 3

Your parents are going out of town for the weekend on business. You and your younger brother, who is 11 years old, are staying home. Your corps is conducting its annual community service event.

What do you do?

PROBLEM-SOLVING SCENARIO 4

You arrive at your cadet corps and you notice that your friend has extra money this week. You also know that she was working in the cadet canteen earlier that night.

What do you do?

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 team 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 the canteen.
- Tear down a 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 team 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 weekly parade.
- Collect, sort and dispose of recycling after weekly parade.
- Turn off lights and close windows after weekly parade.

ARMY CADET FIELD TRAINING LEADERSHIP ASSIGNMENTS

Prior to an FTX

- Distribute personal equipment.
- Load team 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 the 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 team 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.

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SAMPLE LEADERSHIP ASSIGNMENT

LEADERSHIP ASSIGNMENT Rearrange Classroom Space
ASSIGNMENT DESCRIPTION Organize a team of cadets to rearrange a classroom as required. Move the chairs and desks/tables to match the diagram (if provided) or as directed.
RESOURCES • Chairs, • Diagram of placement of chairs (if required), • Desks/tables, • Electronic equipment (if required), • Whiteboards (if required), and • A minimum of four cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT FORMAT

1. Prepare for the leadership assignment by:
 - a. ensuring the goal is understood;
 - b. ensuring the required resources are available;
 - c. completing a time appreciation; and
 - d. making a plan.
2. Introduce the leadership assignment by:
 - 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.
3. Conduct the leadership assignment by:
 - 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.
4. Debrief the team following the leadership assignment by:
 - a. reviewing the goal;
 - b. providing feedback; and
 - c. re-motivating the team.
5. Complete an after-assignment report and a self-assessment.
6. Attend a debriefing with the directing staff.

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AFTER-ASSIGNMENT REPORT AND ASSESSMENT RUBRIC

AFTER-ASSIGNMENT REPORT

1. How did you feel after the assignment was completed?

2. How did you feel about the teamwork among the members? How is teamwork related to the outcome of a leadership assignment?

3. What aspects of the leadership assignment went well?

4. Is there anything you would do differently if you were to complete the same assignment again?

303 PC ASSESSMENT RUBRIC

Cadet's Name: _____

Platoon: _____

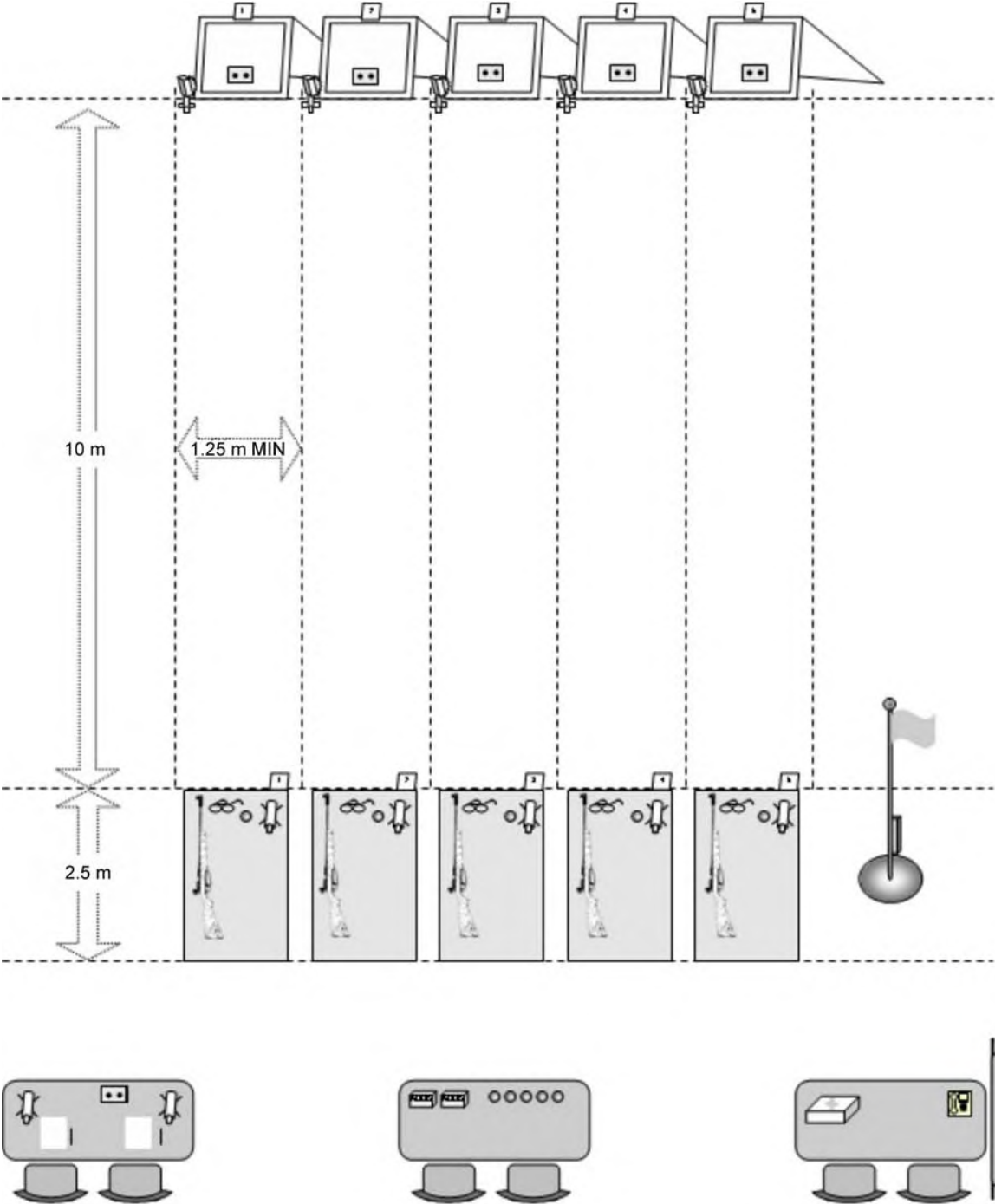
Date: _____

	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.	

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LEADERSHIP ASSIGNMENTS

LEADERSHIP ASSIGNMENT
Set Up a Range for Recreational Marksmanship
ASSIGNMENT DESCRIPTION Organize a team of cadets to set up a range for recreational marksmanship. Determine the equipment required according to the number of firing lanes. Set up the area as per the diagram provided.
RESOURCES • Range area, • Air rifle targets, • Target frames, • Flags (red and green), • First aid kit, • Stretcher, • Shooting mats, • Safety glasses/goggles, • Cadet air rifles, • Cadet air rifle slings, • Diagram of placement for all resources, and • A minimum of six cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS Ensure safety precautions are being obeyed at all times when handling cadet air rifles.



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 3J-1 Sample Range Layout

LEADERSHIP ASSIGNMENT Organize Relays for Recreational Marksmanship
ASSIGNMENT DESCRIPTION Organize the cadets into relays for recreational marksmanship according to the number of firing lanes.
RESOURCES All participating cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT

Control Pellets and Issue Targets for Recreational Marksmanship

ASSIGNMENT DESCRIPTION

Organize a team of cadets to control and distribute pellets and issue targets for recreational marksmanship. Allocate the pellets required, per relay, according to the number of firing lanes.

RESOURCES

- Air rifle pellets,
- Containers to hold pellets,
- Suitable targets, and
- A minimum of two cadets.

TIME

One relay, approximately 10 minutes.

SAFETY CONSIDERATIONS

Ensure all cadets wash their hands after handling pellets.

LEADERSHIP ASSIGNMENT	
Conduct a Concurrent Activity During Recreational Marksmanship	
ASSIGNMENT DESCRIPTION	Organize and conduct a concurrent activity during recreational marksmanship (eg, ground sweep, team-building activity, etc) for a small team of cadets. Ensure maximum participation of all cadets.
RESOURCES	• As directed by the directing staff based on the concurrent activity, and • A small team of cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT	
Tear Down a Range After Recreational Marksmanship	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to tear down a range after recreational marksmanship. Return all equipment to the supply area. Count all equipment and report numbers to the directing staff after completing the assignment.
RESOURCES	• Resource checklist, and • A minimum of six cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	• Ensure safety precautions are being obeyed at all times when handling cadet air rifles. • Ensure all cadets wash their hands after handling pellets.

Resources	Quantity Returned
Target Frame	
Red Flag	
Green Flag	
First Aid Kit	
Stretcher	
Shooting Mats	
Safety Glasses/Goggles	
Cadet Air Rifle	
Cadet Air Rifle Sling	
Pellets (Boxes)	

Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 3J-2 Sample Resource Checklist

LEADERSHIP ASSIGNMENT

Set up a Range for Summer Biathlon

ASSIGNMENT DESCRIPTION

Organize a team of cadets to set up a range for summer biathlon as required. Determine the equipment required according to the number of firing lanes. Set up the area as per the diagram provided.

RESOURCES

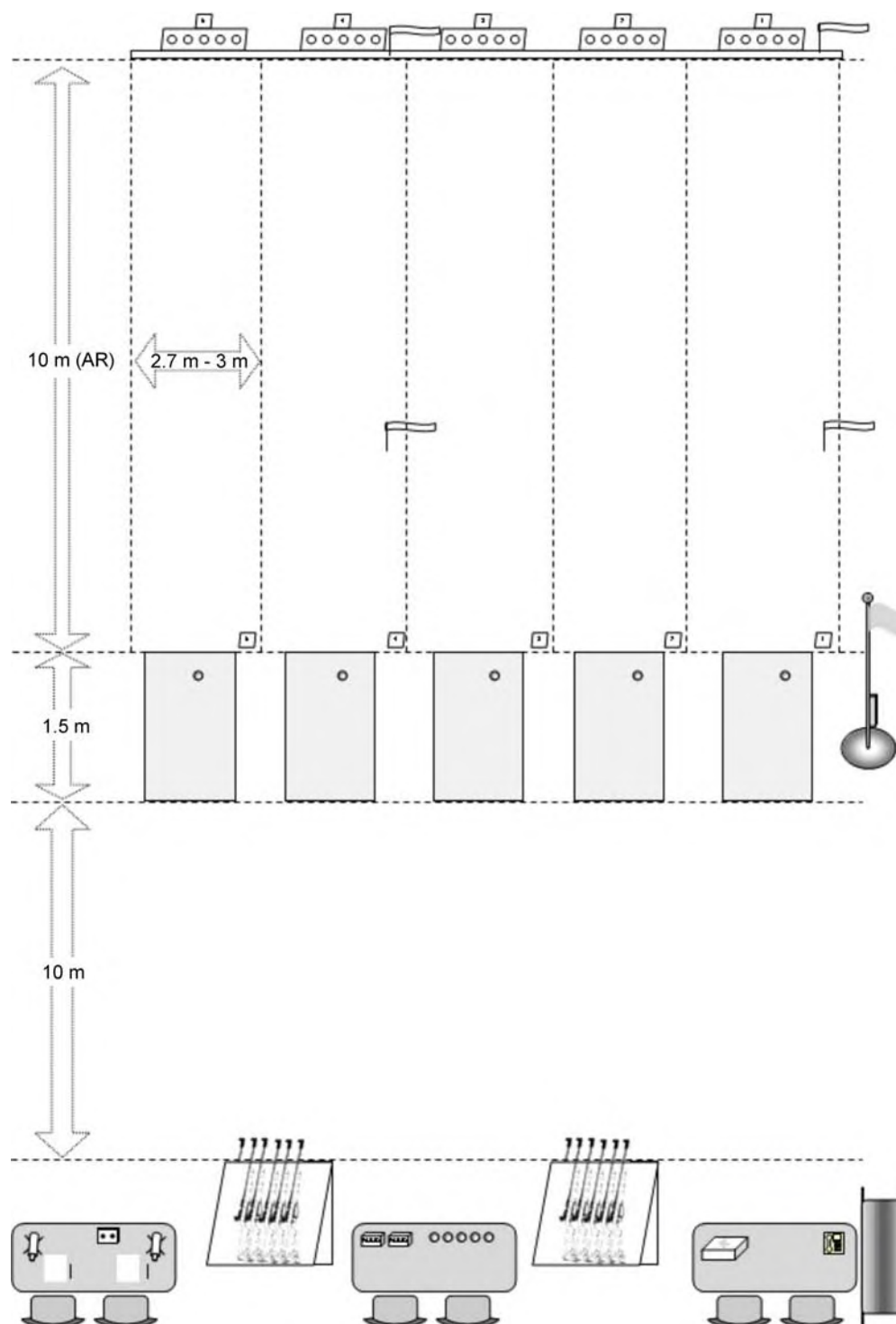
- Range area,
- Biathlon air rifle targets (BART),
- Flags (red and green),
- First aid kit,
- Stretcher,
- Stopwatch,
- Shooting mats,
- Safety glasses/goggles,
- Cadet air rifles,
- Diagram of placement for all resources, and
- A minimum of six cadets.

TIME

A maximum of 20 minutes.

SAFETY CONSIDERATIONS

Ensure safety precautions are being obeyed at all times when handling cadet air rifles.



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 3J-3 Sample Biathlon Range Layout

LEADERSHIP ASSIGNMENT Conduct a Warm-Up Activity Prior to Participating in Summer Biathlon
ASSIGNMENT DESCRIPTION Organize and conduct a warm-up activity for a small team of cadets prior to participating in summer biathlon. Ensure maximum participation of all cadets.
RESOURCES • Handout of sample stretches (located at Annex K), and • A small team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Control Pellets for Summer Biathlon	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to control and distribute pellets for summer biathlon. Allocate the pellets required, for each firing bout, according to the number of firing lanes.
RESOURCES	• Air rifle pellets, • Containers to hold pellets, and • A minimum of two cadets.
TIME	As per activity.
SAFETY CONSIDERATIONS	Ensure all cadets wash their hands after handling pellets.

LEADERSHIP ASSIGNMENT Conduct a Cool-Down Activity After Participating in Summer Biathlon
ASSIGNMENT DESCRIPTION Organize and conduct a cool-down activity for a team of cadets after participating in summer biathlon. Ensure maximum participation of all cadets in the team.
RESOURCES • Handout of sample stretches (located at Annex K), and • A team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Tear Down a Range After Summer Biathlon
ASSIGNMENT DESCRIPTION Organize a team of cadets to tear down a range after summer biathlon. Return all equipment to supply area. Count all equipment and report numbers to the directing staff after completing the assignment.
RESOURCES • Resource checklist, and • A minimum of six cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS • Ensure safety precautions are being obeyed at all times when handling cadet air rifles. • Ensure all cadets wash their hands after handling pellets.

Resources	Quantity Returned
Biathlon Air Rifle Target (BART)	
Red Flag	
Green Flag	
First Aid Kit	
Stretcher	
Stopwatch	
Shooting Mats	
Safety Glasses/Goggles	
Cadet Air Rifle	
Pellets (Boxes)	

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Figure 3J-4 Sample Resource Checklist

LEADERSHIP ASSIGNMENT Set up a Recreational Sports Activity	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to set up a recreational sports activity as required. Move the scoring tables, stopwatch and any other sports equipment as directed.
RESOURCES	• Scoring tables, • Stopwatch, • Sports equipment (as required), and • A minimum of four cadets.
TIME	A maximum of 10 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT Tear Down a Recreational Sports Activity	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to set up a recreational sports activity as required. Remove the scoring tables, stopwatch and any other sports equipment as directed.
RESOURCES	• Scoring tables, • Stopwatch, • Sports equipment (as required), and • A minimum of four cadets.
TIME	A maximum of 10 minutes.
SAFETY CONSIDERATIONS	N/A.

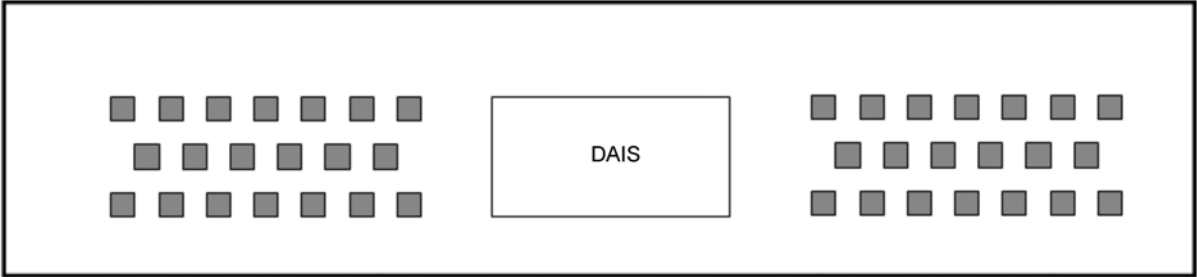
LEADERSHIP ASSIGNMENT Organize a Team for Recreational Sports
ASSIGNMENT DESCRIPTION Organize the cadets into teams for recreational sports as directed (eg, teams, scorekeepers, timekeepers, etc).
RESOURCES • Stopwatches, • Pens/pencils, and • All participating cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Conduct a Warm-Up Activity Prior to Participating in Recreational Sports
ASSIGNMENT DESCRIPTION Conduct a warm-up activity for a team of cadets prior to participating in recreational sports. Ensure maximum participation of all cadets in the team.
RESOURCES • Handout of sample stretches (located at Annex K), and • A team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT	
Conduct a Concurrent Activity During Recreational Sports	
ASSIGNMENT DESCRIPTION	Conduct a concurrent activity during recreational sports (eg, team-building activity, cheering, etc) for a team of cadets. Ensure maximum participation of all cadets in the team.
RESOURCES	• As directed by the directing staff based on the concurrent activity, and • A team of cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT	
Conduct a Cool-Down Activity After Participating in Recreational Sports	
ASSIGNMENT DESCRIPTION	Conduct a cool-down activity for a team of cadets after participating in recreational sports. Ensure maximum participation of all cadets in the team.
RESOURCES	• Handout of sample stretches (located at Annex K), and • A team of cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	N/A.

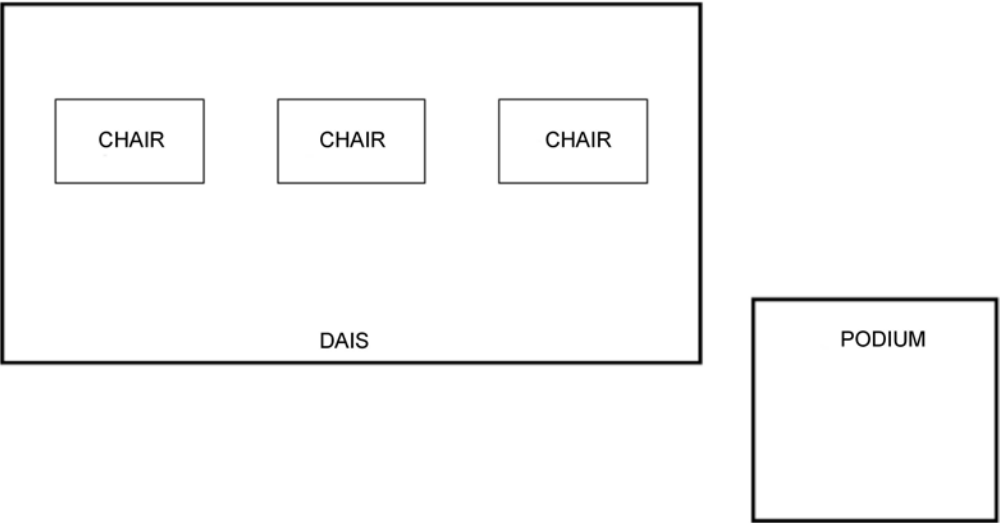
LEADERSHIP ASSIGNMENT Set up Chairs for a Parade
ASSIGNMENT DESCRIPTION Organize a team to set up chairs for guests of a parade. Count the chairs, which will already be on-site, then set them up as illustrated in the diagram or as directed.
RESOURCES • Chairs, • Diagram of placement of chairs (if required), and • A minimum of four cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.



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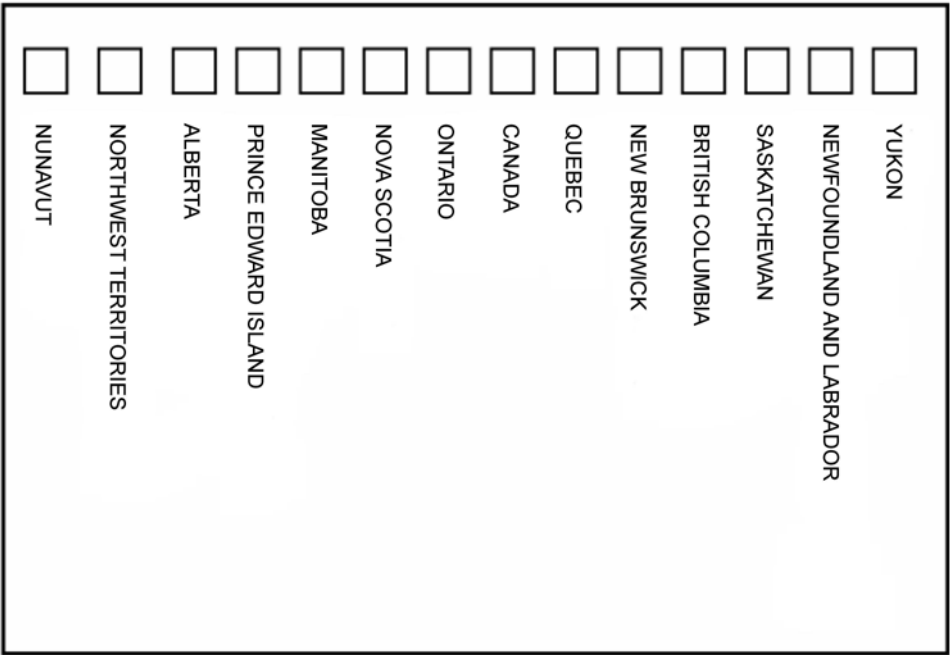
Figure 3J-5 Sample Placement of Chairs

LEADERSHIP ASSIGNMENT Set up the Dais Area for a Parade
ASSIGNMENT DESCRIPTION Organize a team to set up the dais area for dignitaries attending a parade. Using the resources provided, set up the dais area as illustrated in the diagram or as directed.
RESOURCES • Dais, • Podium (if required), • Chairs (if required), • Diagram of dais area (if required), and • A minimum of four cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.



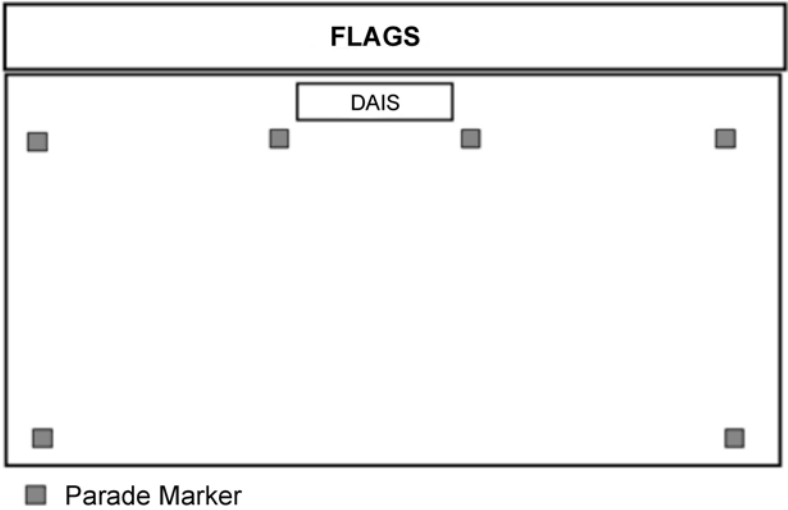
Director Cadets 3, 2008, Ottawa, ON: Department of National Defence
Figure 3J-6 Sample Dais Area

LEADERSHIP ASSIGNMENT
Set up Flags and Parade Markers for a Parade
ASSIGNMENT DESCRIPTION Organize a team to set up flags and parade markers for a parade. Set them up as illustrated in the diagram or as directed.
RESOURCES • Provincial and territorial flags, • Parade markers, • Diagram of placement of flags and parade markers (if required), and • A minimum of four cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS N/A.



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Figure 3J-7 Sample Placement of Flags



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 3J-8 Sample Placement of Parade Markers

LEADERSHIP ASSIGNMENT Tear Down Chairs After a Parade
ASSIGNMENT DESCRIPTION Organize a team to tear down chairs after a parade. Move the chairs to the designated supply area. Count all equipment and report numbers to the directing staff after completing the assignment.
RESOURCES • Paper, • Pen/pencil, and • A minimum of four cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Tear Down the Dais Area After a Parade
ASSIGNMENT DESCRIPTION Organize a team to tear down the dais area after a parade. Return all equipment to the designated supply area. Count all equipment and report numbers to the directing staff after completing the assignment.
RESOURCES • Paper, • Pen/pencil, and • A minimum of four cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Tear Down Flags and Parade Markers After a Parade
ASSIGNMENT DESCRIPTION Organize a team to tear down flags and parade markers after a parade. Return all equipment to the designated supply area. Count all equipment and report numbers to the directing staff after completing the assignment.
RESOURCES • Paper, • Pen/pencil, and • A minimum of four cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Set Up Classroom Space	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to set up a classroom as required. Move the chairs, desks/tables and any other equipment as directed.
RESOURCES	• Chairs, • Desks/tables, • Electronic equipment (if required), • Whiteboards (if required), and • A minimum of four cadets.
TIME	A maximum of 10 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT Rearrange Classroom Space
ASSIGNMENT DESCRIPTION Organize a team of cadets to rearrange a classroom as required. Move the chairs and desks/tables to match the diagram (if provided) or as directed.
RESOURCES • Chairs, • Diagram of placement of chairs (if required), • Desks/tables, • Electronic equipment (if required), • Whiteboards (if required), and • A minimum of four cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Tear Down Classroom Space	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to tear down a classroom as required. Remove the chairs and desks/tables to match the diagram (if provided) or as directed.
RESOURCES	• Chairs, • Diagram of placement of chairs (if required), • Desks/tables, • Electronic equipment (if required), • Whiteboards (if required), and • A minimum of four cadets.
TIME	A maximum of 10 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT Set up a Canteen
ASSIGNMENT DESCRIPTION Organize a team of cadets to set up a canteen. Move the tables/counters, chairs, stock, cashbox and any other equipment as directed.
RESOURCES • Chairs, • Tables/counter, • Stock, • Cashbox, and • A minimum of four cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Staff a Canteen	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to staff a canteen. Ensure team know the price of each item to be sold.
RESOURCES	• Chairs, • Tables/counter, • Stock, • Cashbox, and • A minimum of four cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT Tear Down a Canteen	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to tear down a canteen. Remove the tables/counters, chairs, stock, cashbox and any other equipment as directed. Ensure cashbox is returned to an area that is secured.
RESOURCES	• Chairs, • Tables/counter, • Stock, • Cashbox, and • A minimum of four cadets.
TIME	A maximum of 10 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT Set up a Presentation Area for a Guest Speaker
ASSIGNMENT DESCRIPTION Organize a team to set up a presentation area for a guest speaker. Set up the podium, chairs and electronic equipment (if required) as directed.
RESOURCES • Podium, • Chairs, • Electronic equipment (if required), and • A minimum of two cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Tear Down a Presentation Area After a Guest Speaker
ASSIGNMENT DESCRIPTION Organize a team to tear down a presentation area after a guest speaker. Return all equipment to supply area. Count all equipment and report numbers to the directing staff after completing the assignment.
RESOURCES • Paper, • Pen/pencil, and • A minimum of two cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Set Up for an Extracurricular Activity	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to set up for an extracurricular activity (eg, recreational sports, tour of a facility, field trip, summer biathlon, etc).
RESOURCES	As provided by directing staff.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT Conduct a Concurrent Activity
ASSIGNMENT DESCRIPTION Conduct a concurrent activity (eg, ground sweep, team-building activity, singing, etc) for a team of cadets who are awaiting further direction. Ensure maximum participation of all cadets in the team.
RESOURCES • As directed by the directing staff based on the concurrent activity, and • A team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS Cadets should be kept out of high-traffic areas.

LEADERSHIP ASSIGNMENT Organize a Team During a Community Service Activity
ASSIGNMENT DESCRIPTION Organize a team of cadets during a community service activity. Move people and equipment as directed.
RESOURCES A team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS Cadets should be kept out of high-traffic areas.

LEADERSHIP ASSIGNMENT Conduct a Concurrent Activity During a Community Service Activity
ASSIGNMENT DESCRIPTION Conduct a concurrent activity during a community service activity (eg, ground sweep, team-building activity, singing, etc) for a team of cadets who are awaiting further direction. Ensure maximum participation of all cadets in the team.
RESOURCES • As directed by the directing staff based on the concurrent activity, and • A team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS Cadets should be kept out of high-traffic areas.

LEADERSHIP ASSIGNMENT	
Complete a Final Garbage Sweep After a Community Service Activity	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to complete a final garbage sweep after a community service activity and ensure all areas used are free of garbage.
RESOURCES	• Garbage bags, and • A minimum of 10 cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT	
Embark and Disembark Personnel on Vehicles During Transportation	
ASSIGNMENT DESCRIPTION	Organize a team of cadets to ensure all personnel embark and disembark vehicles in a safe manner. Count all personnel when embarking and disembarking the vehicle. Assist in supervision while personnel are being transported.
RESOURCES	• Vehicle, and • A minimum of seven cadets.
TIME	Travel time.
SAFETY CONSIDERATIONS	Cadets must sit facing the front of the vehicle and must use seat belts.

LEADERSHIP ASSIGNMENT Conduct Uniform Inspections of Year One Cadets
ASSIGNMENT DESCRIPTION Organize a team of cadets to conduct uniform inspections of year one cadets.
RESOURCES • Uniform inspection rubrics, • Year one cadets, and • A team of cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS N/A

UNIFORM INSPECTION RUBRICS

	Incomplete	Completed With Difficulty	Completed Without Difficulty
Headdress	The cadet was not wearing a uniform	The cadet was wearing headdress, but it was either not correctly positioned or fitted, or had an incorrectly attached cap badge.	The cadet was wearing a properly fitting headdress with a properly attached cap badge.
Uniform	The cadet was not wearing a uniform	The cadet was wearing a uniform, but it was either not correctly worn or fitting, or had signs of being dirty or not having been properly pressed.	The cadet was wearing a properly fitting and properly pressed uniform.
Badges	The cadet was not wearing a uniform	The cadet had badges worn on the uniform, but some were either not correctly positioned or had missing badges.	The cadet's rank and all other badges were worn and correctly positioned.
Footwear	The cadet was not wearing a uniform	The cadet had boots, but they were either poorly maintained or poorly shone.	The cadet had well maintained boots with the entire boot shone equally.
Personal Appearance	The cadet was either not on parade or was not hygienic.	The cadet was on parade, but their personal appearance was somewhat below the standard IAW dress instructions (eg, hair, shaving, makeup, jewellery, etc.).	The cadet was on parade, and their personal appearance met the standard IAW dress instructions (eg, hair, shaving, makeup, jewellery, etc.).

UNIFORM INSPECTION CHECKLIST

Name	Headress	Uniform	Badges	Footwear	Personal Appearance	Comments
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
I – Incomplete D – Completed With Difficulty W – Completed Without Difficulty						

LEADERSHIP ASSIGNMENT Collect and Dispose of Garbage After Weekly Parade
ASSIGNMENT DESCRIPTION Organize a team of cadets to collect and dispose of garbage and ensure all areas used are free of garbage.
RESOURCES • Garbage bags, and • A minimum of five cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

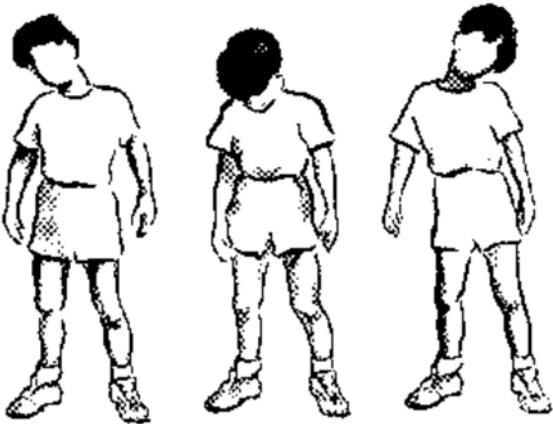
LEADERSHIP ASSIGNMENT Collect, Sort and Dispose of Recycling After Weekly Parade
ASSIGNMENT DESCRIPTION Organize a team of cadets to collect, sort and dispose of material to be recycled. Ensure all areas used are free of material to be recycled.
RESOURCES • Garbage bags, • Recycling containers or bags (as required), and • A minimum of five cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Turn Off Lights and Close Windows After Weekly Parade
ASSIGNMENT DESCRIPTION Organize a team of cadets to turn off lights and close windows after weekly parade.
RESOURCES A minimum of five cadets.
TIME A maximum of five minutes.
SAFETY CONSIDERATIONS N/A.

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SAMPLE STRETCHES

a. Neck:

 <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i> Figure 3K-1 Neck Stretch	Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.

b. Shoulders:

 <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i> Figure 3K-2 Shoulder Push	Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders. Hold this position for a minimum of 10 seconds.
 <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i> Figure 3K-3 Shoulder Shrug	Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up. Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible. Hold each position for a minimum of 10 seconds.

 <i>Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from http://www.marthajeffererson.org/warmup.php</i> Figure 3K-4 Arm Circles	Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size. Reverse the direction of your circles.
 <i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility</i> Figure 3K-5 Shoulder Stretch	Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull lightly on the elbow towards your chest. You should feel the stretch in your right shoulder. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

c. Arms:

 <i>Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from http://www.2protect.com/home.htm</i> Figure 3K-6 Wrist Rotations	Rotate your hands in circular motions at the wrist. Change direction and repeat on both sides.
 <i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility</i> Figure 3K-7 Triceps Stretch	Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down. Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved October 26, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

Figure 3K-8 Forearm Stretch

In a kneeling position, place your hands on the floor in front of you turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back.

Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 3K-9 Chest Stretch

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure 3K-10 Side Stretch

Stand with your left arm up over your head. Bend at your waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

e. Back:

 <i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility</i> Figure 3K-11 Lower Back Stretch	Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.
 <i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility</i> Figure 3K-12 Upper Back Stretch	Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs:

 <i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility</i> Figure 3K-13 Hamstring Stretch	Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 3K-14 Inner Thigh Stretch

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 3K-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability.

Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Running Exercises. Retrieved October 26, 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

Figure 3K-16 Ankle Rotations

From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction.

Switch and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 3K-17 Calf Stretch

Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 3K-18 Quadriceps Stretch

Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

LEADERSHIP ASSIGNMENTS

LEADERSHIP ASSIGNMENT Distribute Personal Equipment
ASSIGNMENT DESCRIPTION Organize a team to distribute personal equipment required for a bivouac exercise to the members of their squad.
RESOURCES • Field pack (one per cadet), • Sleeping bag (one per cadet), • Air mattress (one per cadet), and • A minimum of three cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Label Personal Equipment	
ASSIGNMENT DESCRIPTION	Organize the cadets to label their personal equipment that was distributed for the survival exercise.
RESOURCES	• Field pack (one per cadet), • Sleeping bag (one per cadet), • Air mattress (one per cadet), • Masking tape, • Markers, and • A minimum of eight cadets.
TIME	A maximum of 15 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT

Load Team Equipment and Supplies for a Survival Exercise.

ASSIGNMENT DESCRIPTION

Organize a team to load equipment and supplies on the supply vehicle for a survival exercise.

RESOURCES

- Resources as detailed by the directing staff, such as:
 - two-person tents,
 - mallets,
 - Coleman two-burner stoves,
 - Coleman lanterns,
 - matches,
 - funnels,
 - lantern mantels,
 - stove and lantern fuel,
 - pot sets,
 - wash basins,
 - first aid kits,
 - stretcher,
 - fire extinguishers,
 - environmental spill kit,
 - axes,
 - shovels,
 - water jerry cans,
 - garbage bags,
 - Glow Sticks,
 - mine tape,
 - flashlights,
 - flashlight batteries,
 - radios,
 - radio batteries,
 - rope,
 - meals for the Survival Exercise,
 - paper,
 - markers,
 - masking tape, and
 - pens/pencils.
- Supply vehicle,
- Resource checklist,

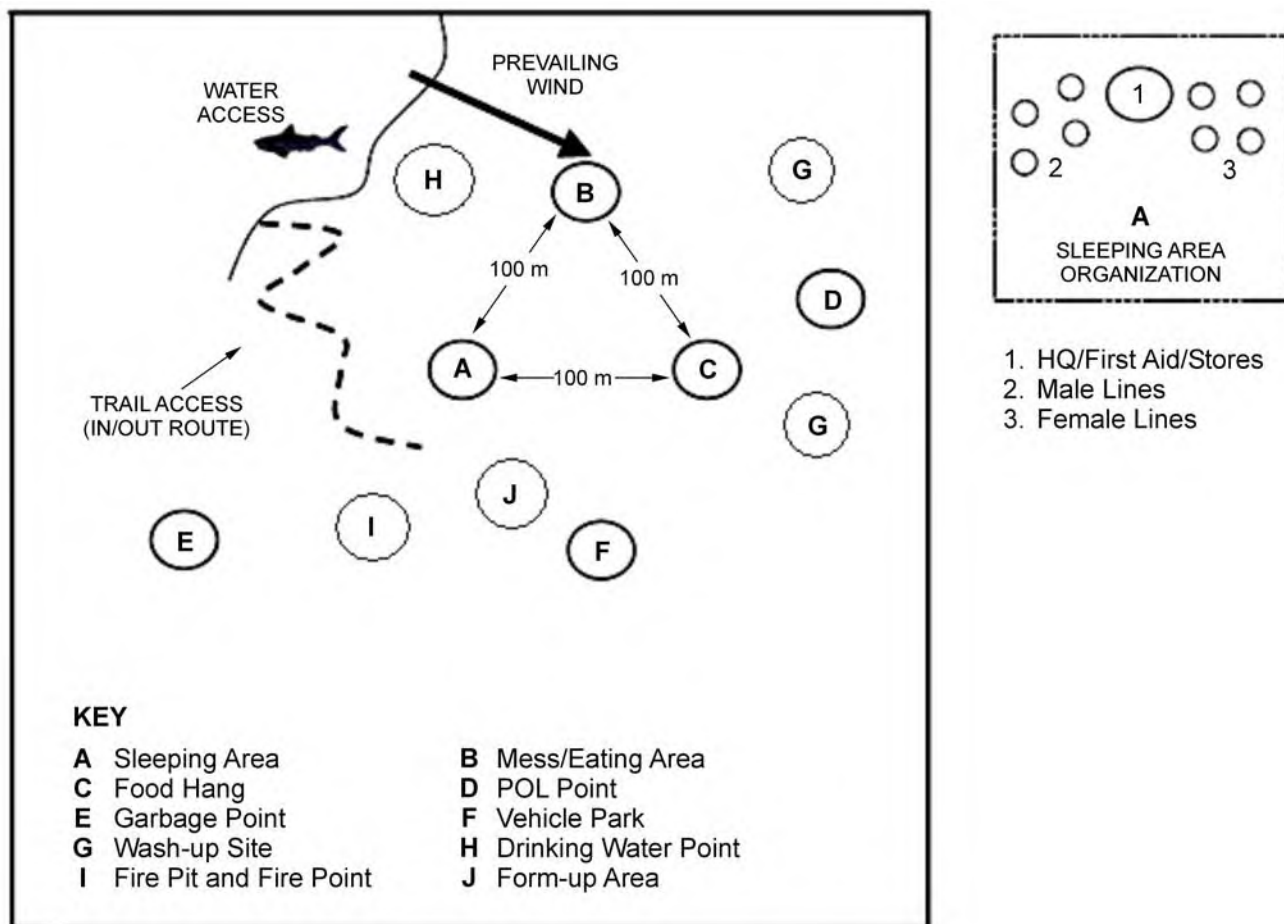
• Pen/pencil, and • A minimum of four cadets.
TIME A maximum of 30 minutes.
SAFETY CONSIDERATIONS • Cadets should be kept out of high-traffic areas. • Field tools must be safely handled.

Equipment and Supplies	Quantity Loaded
Two-Person Tents	
Mallets	
Coleman Two-Burner Stoves	
Coleman Lanterns	
Matches	
Funnel	
Lantern Mantels	
Stove and Lantern Fuel	
Pot Sets	
Wash Basins	
First Aid Kits	
Stretcher	
Fire Extinguishers	
Environmental Spill Kit	
Axes	
Shovels	
Water Jerry Cans	
Garbage Bags	
Glow Sticks	
Flashlights	
Flashlight Batteries	
Radios	
Radio Batteries	
Rope	
Meals for the Survival Exercise	
Paper	
Markers	
Masking Tape	
Pens/Pencils	

Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 3L-1 Sample Resource Checklist

LEADERSHIP ASSIGNMENT Create the Bivouac Layout Plan
ASSIGNMENT DESCRIPTION Create and sketch the bivouac layout plan. Upon completion, communicate the plan to the team members. The plan will be carried out by other peer leaders as leadership assignments.
RESOURCES • Handout of sample bivouac site layout, • Paper, and • Pen/pencil.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS N/A.



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 3L-2 Sample Bivouac Site Layout

LEADERSHIP ASSIGNMENT

Unload Team Equipment and Supplies for a Survival Exercise

ASSIGNMENT DESCRIPTION

Organize a team to unload team equipment and supplies from the supply vehicle (eg, equipment required for fire point, equipment required for petroleum, oils and lubricants [POL] point, etc). Place the equipment in an area easily accessible but do not store the equipment and supplies as they will be required to set up the bivouac site.

RESOURCES

- Team equipment and supplies,
- Supply vehicle, and
- A minimum of four cadets.

TIME

A maximum of 20 minutes.

SAFETY CONSIDERATIONS

- Equipment should be kept out of high-traffic areas.
- Field tools must be safely handled.

LEADERSHIP ASSIGNMENT Construct a Food Hang	
ASSIGNMENT DESCRIPTION	Organize a team to construct a food hang as per the given bivouac site layout.
RESOURCES	• Area for the food hang, • Diagram and instructions for the construction, • Garbage bags, • 15 m (50 feet) of rope, and • A minimum of two cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	N/A.

CONSTRUCTING A FOOD HANG

1. Find a tree with a live branch. The branch should be at least 5 m (15 ft) from the ground with no object below that a bear could stand on.
2. Separate food from other items and store them into two equal bags.
3. Throw the rope over the branch. Attach one end of the rope to one of the bags with a slipped overhand knot.
4. Raise the bag as close as possible to the branch.
5. Attach the other bag to the rope as high up on the rope as possible. Leave a loop of rope near the bag for retrieval.
6. Push the second bag up to the level of the other bag with a long stick.
7. To retrieve the bags, hook the loop of the rope with the stick and pull it down. Remove the bag and lower the first bag.



R. Curtis, The Backpackers Field Manual: A Comprehensive Guide to Mastering Backcountry Skills, Three Rivers Press (p. 186)

Figure 3L-3 Food Hang

LEADERSHIP ASSIGNMENT Set Up POL, First Aid and Fire Points
ASSIGNMENT DESCRIPTION Organize a team to set up POL, first aid and fire points as per the given bivouac site layout.
RESOURCES • Areas for the points, • POL supplies, • First aid equipment, • Fire point equipment, and • A minimum of six cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS Equipment and supplies must be safely handled.

LEADERSHIP ASSIGNMENT Set Up the Female Sleeping Area
ASSIGNMENT DESCRIPTION Organize the female cadets into tent teams. Ensure they are aware of the female sleeping area boundaries. Supervise the cadets as they set up their tents in the female sleeping area. Ensure personal equipment is stored.
RESOURCES • Tents (one per two cadets), • Mallets, and • All female cadets.
TIME A maximum of 30 minutes.
SAFETY CONSIDERATIONS • Tents should be placed approximately 2 m apart. • Consideration must be given to placement of guy lines.

LEADERSHIP ASSIGNMENT Set Up the Male Sleeping Area
ASSIGNMENT DESCRIPTION Organize the male cadets into tent teams. Ensure they are aware of the male sleeping area boundaries. Supervise the cadets as they set up their tents in the male sleeping area. Ensure personal equipment is stored.
RESOURCES • Tents (one per two cadets), • Mallets, and • All male cadets.
TIME A maximum of 30 minutes.
SAFETY CONSIDERATIONS • Tents should be placed approximately 2 m apart. • Consideration must be given to placement of guy lines.

LEADERSHIP ASSIGNMENT Mark the Components of the Bivouac Site
ASSIGNMENT DESCRIPTION Organize a team to mark the following components of the bivouac site: • headquarters, • first aid point, • supply, • wash station, • mess/eating area, • fire point, • in/out route for the safety vehicle, • form-up area, • food hang, • parking area, • drinking water point, • POL point, • female/male sleeping areas, • garbage point, and • washrooms. Glow Sticks or other lights will be used to mark areas that will be accessed at night.
RESOURCES • Paper, • Markers, • Tape, • Glow Sticks or lights, and • A minimum of three cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Prepare a Meal for a Section
ASSIGNMENT DESCRIPTION Organize a team to prepare a meal for a section during a Bivouac Exercise. When using individual meal packages (IMPs), field strip as required.
RESOURCES • IMPs (if required), • Water, • Pots, • Fuelled stove, • Matches, and • A minimum of two cadets.
TIME A maximum of 30 minutes.
SAFETY CONSIDERATIONS Stoves must be safely handled and monitored at all times when lit.

LEADERSHIP ASSIGNMENT Clean Up the Eating Area After a Meal	
ASSIGNMENT DESCRIPTION	Organize a team to clean up the bivouac site after a meal. Ensure all equipment is stored, all garbage is disposed of and that drinking water has been replenished.
RESOURCES	• Garbage bags, • Water, and • A minimum of four cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT Prepare the Bivouac Site for the Night
ASSIGNMENT DESCRIPTION Organize a team to prepare the bivouac site for night. Ensure all equipment is stored, all garbage is disposed of and that lanterns are fuelled and accessible.
RESOURCES • Garbage bags, • Lanterns, • Naphtha, • Funnel, • Matches, and • A minimum of four cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Organize Lights Out for the Female Cadets
ASSIGNMENT DESCRIPTION Organize lights out for the female cadets. Ensure that all female cadets are accounted for and that all personal equipment is stored inside the tents.
RESOURCES A minimum of two cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Organize Lights Out for the Male Cadets	
ASSIGNMENT DESCRIPTION	Organize lights out for the male cadets. Ensure that all male cadets are accounted for and that all personal equipment is stored inside the tents.
RESOURCES	A minimum of two cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT Tear Down the Female Sleeping Area
ASSIGNMENT DESCRIPTION Organize a team to tear down the female sleeping area. Have the cadets strike, fold and store their tents in tent bags. Ensure all personal kit is organized and packed. Ensure all team equipment is returned to the supply area and all personal equipment is placed in the form-up area. Count all equipment and report numbers to the directing staff after completing the assignment.
RESOURCES • Bivouac site layout, and • All female cadets.
TIME A maximum of 40 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Tear Down the Male Sleeping Area
ASSIGNMENT DESCRIPTION Organize a team to tear down the male sleeping area. Have the cadets strike, fold and store their tents in tent bags. Ensure all personal kit is organized and packed. Ensure all team equipment is returned to the supply area and all personal equipment is placed in the form-up area. Count all equipment and report numbers to the directing staff after completing the assignment.
RESOURCES • Bivouac site layout, • Paper, • Pen/pencil, and • All male cadets.
TIME A maximum of 40 minutes.
SAFETY CONSIDERATIONS N/A.

LEADERSHIP ASSIGNMENT Dismantle the POL, First Aid and Fire Points	
ASSIGNMENT DESCRIPTION	Organize a team to dismantle the POL, first aid and fire points. Return resources to the supply area as required.
RESOURCES	• Areas for the points, and • A minimum of six cadets.
TIME	A maximum of 15 minutes.
SAFETY CONSIDERATIONS	Equipment and supplies must be safely handled.

LEADERSHIP ASSIGNMENT	
Dismantle the Food Hang and Dispose of Garbage	
ASSIGNMENT DESCRIPTION	Organize a team to dismantle the food hang and dispose of garbage to a given location. Return resources to the supply area as required.
RESOURCES	• Area for the food hang, and • A minimum of two cadets.
TIME	A maximum of 15 minutes.
SAFETY CONSIDERATIONS	• Ensure no cadets are standing under the food hang when it is being taken down. • Watch out for rope burns.

LEADERSHIP ASSIGNMENT Load Team Equipment and Supplies After a Survival Exercise
ASSIGNMENT DESCRIPTION Organize a team to load equipment and supplies on the supply vehicle after a survival exercise.
RESOURCES • Resources as detailed by the instructional staff, • Supply vehicle, and • A minimum of four cadets.
TIME A maximum of 30 minutes.
SAFETY CONSIDERATIONS • Cadets should be kept out of high-traffic areas. • Field tools must be safely handled.

LEADERSHIP ASSIGNMENT	
Erase Signs of Occupancy and Complete a Final Garbage Sweep	
ASSIGNMENT DESCRIPTION	Organize a team to erase signs of occupancy and complete a final garbage sweep. If a fire pit was used, ensure rocks and other materials are dispersed. Ensure the cadets fill in any tent peg holes with dirt. Conduct a final garbage sweep, ensuring all areas used are free of garbage.
RESOURCES	• Garbage bags, and • A minimum of 10 cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	N/A.

LEADERSHIP ASSIGNMENT	
Unload Equipment and Supplies After a Bivouac Exercise	
ASSIGNMENT DESCRIPTION	Organize a team to unload team equipment and supplies from the supply vehicle (eg, equipment required for POL point, equipment required for fire point). Place the equipment in a designated area.
RESOURCES	• Supply vehicle, and • A minimum of four cadets.
TIME	A maximum of 20 minutes.
SAFETY CONSIDERATIONS	• Equipment should be kept out of high traffic areas. • Field tools must be safely handled.

LEADERSHIP ASSIGNMENT Collect Personal Equipment
ASSIGNMENT DESCRIPTION Organize a team to collect personal equipment (eg, field packs, sleeping bags and air mattresses) after completing a Survival Exercise. Count all equipment and report numbers to the directing staff after completing the assignment.
RESOURCES • Paper, • Pen/pencil, • Cadets with personal equipment to return, and • A minimum of three cadets for collection.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT PLANNING GUIDE

ENSURE GOAL

Questions to the directing staff (eg, time to complete the task, etc)

REQUIRED RESOURCES

Task assignment to peers/allocating resources (eg, are all tasks accomplished, etc)

MAKE A PLAN

Reconnaissance of area, etc

COMPLETE THE TIME APPRECIATION

DIAGRAMS

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LESSON ACTIVITIES

LIST OF ACTIVITIES FOR ANNEX N

Title		Page Number
ENERGIZERS	Toe to Toe	3N-2
	Pass the Buck	3N-3
	Toe Tag	3N-4
	Triangle Tag	3N-5
	What Can You Do With This?	3N-6
ICEBREAKERS	Personal Trivia	3N-7
	ESP	3N-8
	One Common Goal	3N-9

TEAM-BUILDING ACTIVITY	ENERGIZER
TOE TO TOE	TIME: 10 min
RESOURCES • A large, open space free from obstacles, and • Masking tape.	
ACTIVITY LAYOUT Place the masking tape in a straight line approximately 4.5 m (15 feet) long on the ground.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into pairs. 2. Have each pair stand facing each other as if they were standing on a tight rope (on the masking tape line). The cadets are to stand with their right foot in front of the left, with the left foot directly in line with the right and about one foot length behind. 3. Have the cadets move toward each other so the toes of their right feet are touching. 4. Have the cadets grasp right hands in a handshake. 5. Explain the following to the cadets: a. The objective of the activity is to try to bring their partner off balance and try to get them to fall off the tight rope (masking tape). b. At no time may the cadets let go of their partners' hand. c. They are not permitted to use their feet to try to knock their partner off balance. Feet must remain positioned on the line at all times. d. All movements must be made in slow motion. They are not permitted to push or shove their partner. There is to be no sharp, thrusting movements or any sudden shifts in movement. 6. On the start signal, have the cadets try to knock their partner off balance and step off the tight rope (masking tape). 7. As time permits, have the cadets switch partners and attempt the activity again.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i>. (pp. 77–78). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
PASS THE BUCK	TIME: 10 min
RESOURCES • A large, open space free from obstacles, • Stopwatch, • First set of objects for passing (eg, bag of potato chips, air-filled balloon, roll of masking tape, mug, small ball, newspaper, etc), and • Second set of objects for passing (eg, bag of potatoes, mug full of water, water-filled balloon, pillow, rolled sleeping bag, large ball, large textbook, etc).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets stand in a circle, facing the centre. 2. Assign one cadet as the “point”. This cadet will indicate the beginning and end of each cycle. 3. Explain the following to the cadets: a. The objective of the activity is to pass the set of objects around the circle three times. b. Each time the last object passes the “point” a cycle is complete. c. If an object is dropped, all objects must go back to the “point” to begin again. d. If the objects are successfully passed around the circle three times in one minute, 15 points are awarded. Each additional item that completes a cycle, earns the group one point. 4. Start the activity by passing the objects to the “point” one at a time. At this time, start the stopwatch for one minute. 5. Continue this activity until time has lapsed or the cadets understand the objective of the activity. 6. As time allows, have the cadets follow the directions for the second set of objects.	
SAFETY N/A.	
REFERENCE (ISBN 0-7879-4835-7) Sugar, S., & Takacs, G. (2000). <i>Games That Teach Teams</i>. (pp. 139–142). San Francisco, CA: Jossey-Bass/Pfeiffer.	

TEAM-BUILDING ACTIVITY	ENERGIZER
TOE TAG	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into partners. 2. Have each set of partners stand apart from the other cadets. 3. Have the partners stand with their backs to one another. 4. On a start signal, have the cadets spin around in a 180-degree circle and try to “tag” the toe of their partner before they get tagged. 5. Each set of partners should attempt this two to three times. 6. Have the cadets switch partners and try the activity again.	
SAFETY Ensure the cadets remember the name of the game is “tag”, not “stomp”.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 97). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
TRIANGLE TAG	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have one cadet volunteer to be “it”. 2. Divide the remainder of the cadets into groups of three. 3. Have each group form a circle, holding hands and facing the centre of their circle. 4. Explain the following to the cadets: a. One cadet within each circle will be designated to be tagged – the “tagee”. The other two members of the group will be that cadet’s protectors. b. On a start signal, the cadet who is “it” must try to tag the cadet within the circle who is designated the “tagee”. c. The cadets are to protect the “tagee” by spinning in circles to avoid the cadet who is “it”. d. If a cadet is tagged, they will become “it” and the former cadet who was “it” will join the group with a new cadet being designated the “tagee”. e. After a couple of minutes if the same cadet is still “it” change the roles of the cadets and give someone else an opportunity to be “it”. 5. On a start signal, have the cadets begin to spin to avoid the cadet designated as “it”.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 98). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
WHAT CAN YOU DO WITH THIS?	TIME: 10 min
RESOURCES • A large, open space, • An odd object (eg, staple remover, kitchen tongs, kitchen strainer, plastic container, etc), • Paper, and • Pens/pencils (one per group).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into two groups. 2. Distribute a piece of paper and a pen/pencil to each group. 3. Explain the following to the cadets: a. Once they see an item they will have to list as many possible uses for the object as they can. b. They will have a time limit of five minutes to make the list. c. After the time is up both groups are to come back together and the lists will be discussed as a full group. 4. Pull the object out of the bag and have the cadets begin their lists. 5. After five minutes, have the groups come together and present their lists to the other groups.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (p. 25). Richland, WA: Rec Room Publishing.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
PERSONAL TRIVIA	TIME: 10–15 min
RESOURCES • A large, open space free from obstacles, • Index cards (one per cadet), • Paper (one sheet per cadet), and • Pens/pencils (one per cadet).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Distribute an index card and a pen/pencil to each cadet. 2. Have each cadet write the following on their index card: a. their name, and b. five little-known facts about themselves (eg, favourite movie, favourite singer/band, favourite television show, favourite restaurant, favourite sport, etc). 3. Collect all of the index cards. 4. Distribute a piece of paper to each cadet. 5. Read out each index card, one at a time, and have each cadet write down the name of the cadet whose card they think was read. 6. After the last card was read, have the cadets read out their guesses and identify which cadets guessed them correctly.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (p. 26). Richland, WA: Rec Room Publishing.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
ESP	TIME: 10–15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Demonstrate three physical gestures that will be used for the activity. The three gestures should be from a similar category. For example, three of the following sports-related gestures could be chosen: a. swimming; b. swinging a golf club; c. swinging a baseball bat; d. shooting a hockey puck; or e. kicking a soccer ball. 2. Divide the cadets into pairs. 3. Have the cadets practice these gestures a couple of times. 4. Have the pairs line up back to back in a straight line with plenty of room between each set of pairs. 5. Explain the following to the cadets: a. The objective of the activity is to try to perform the same gesture as your partner, without any clues, as many times as possible. b. On a start signal from the leader, the cadets will turn around and face their partner while performing one of the three given gestures. c. After completing each gesture, the partners will stand back to back again without giving any clues to each other as to the next gesture they will perform. d. The cadets will continue to do this on each start signal from the leader until the time is complete. e. The cadets should count how many times they successfully performed the same gesture as their partner. f. Upon completion of the activity, have each group state how many times they were successful. 6. On a given start signal have the cadets turn around to face their partner while performing one of the gestures. 7. Have the cadets continue this until the time has lapsed. 8. Have the cadets state how many times they were successful at performing the same gesture as their partner on completion of the activity.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 57–58). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
ONE COMMON GOAL	TIME: 10–15 min
RESOURCES • A large, open space, • Paper (one sheet per pair), and • Pens/pencils (one per pair).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into pairs. 2. Distribute a piece of paper and a pen/pencil to each pair. 3. Explain that each pair is to think of as many common traits (eg, hair colour, number of siblings) between them as they can and write them on the piece of paper. 4. After approximately six minutes, have the cadets come together as a group and present their common traits one pair at a time.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (p. 31). Richland, WA: Rec Room Publishing.	

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ENERGIZERS AND ICEBREAKERS

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TEAM-BUILDING ACTIVITY	ENERGIZER
SHIPWRECK	TIME: 10 min
RESOURCES • A large, open space free from obstacles, • Rope (enough for 0.5 m [1.6 feet] per group), and • Scissors.	
ACTIVITY LAYOUT Cut the rope into 0.5 m (1.6 feet) lengths and tie to make one circle per group.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into groups of five. 2. Give each group a “ship” (rope circle). 3. With all members holding on to the sides of the “ship”, the cadets must run back and forth the length of the playing field. 4. When the leader yells “SHARK”, all members must lay the “ship” down and jump “on board” (inside the rope circle). The first group with all feet off the ground gains a point. 5. Repeat the procedure until a group reaches five points.	
SAFETY N/A.	
REFERENCE (ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i>. (p. 112). Dubuque, IA: Kendall/Hunt Publishing Company.	

TEAM-BUILDING ACTIVITY	ENERGIZER
BALLOONS	TIME: 10 min
RESOURCES • A large, open space free from obstacles, • Balloons (a minimum of one per group), • Funnel, and • Water.	
ACTIVITY LAYOUT Blow up the balloons and put a small amount of water in each.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into groups of five. 2. Have each group form a circle. 3. Give each group a balloon with a small amount of water in it. 4. Have the cadets try to keep the balloon off the ground by using their feet to hit it to the other cadets in the group. 5. Encourage teams to try to keep the balloon moving from cadet to cadet for as long as possible.	
SAFETY N/A.	
REFERENCE (ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i>. (p. 67). Dubuque, IA: Kendall/Hunt Publishing Company.	

TEAM-BUILDING ACTIVITY	ENERGIZER
MIRROR IMAGE	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into pairs (pairs should be close to the same height). 2. Within each pair, have one cadet initiate an action and the other imitate it, becoming the “mirror image”. 3. Encourage the initiator to make slow movements, stretches and jumps. 4. Swap roles after a few minutes.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 76–77). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
HAVE YOU EVER?	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets form a circle, either seated or standing. 2. Ask for a volunteer to sit or stand in the middle (the “questioner”). 3. Have the “questioner” ask an appropriate question to the group that is prefaced with “Have you ever....?” (eg, Have you ever stayed up for 48 hours straight? Have you ever been to another Cadet Summer Training Centre?). The question that the “questioner” asks must be something that they have actually done. 4. If there are cadets in the circle who have experienced what the “questioner” asked, they are to leave their place in the circle and find an empty place somewhere else in the circle. The “questioner” also tries to find an empty space. 5. The person who is left without a place in the circle once everyone has moved is the new “questioner”. 6. Continue the process with a new “questioner”.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 193–194). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
ZIP ZAP	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets stand in a circle. 2. Ask for a volunteer to stand in the middle. This cadet is the “zipper”. 3. Have the “zipper” approach someone with their hands pressed together and all fingers pointing forward, look them straight in the eye and say “zip”. 4. Once “zip” is called, the cadet being pointed at is to duck down – the “ducker”. The two cadets on each side of the “ducker” are to face in toward each other, with their hands clasped and index fingers pointing at the other person. Each cadet is to yell “zap” at the other person (this will usually occur simultaneously). These people are the “zappers”. 5. If the “ducker” does not duck quick enough or a cadet gets zapped, that cadet is to go to the middle and become the new “zipper”. 6. After two or three rounds, invite another “zipper” to the middle to create more challenge. Continue the activity with two or more “zippers”.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 58–59). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
TALL SHIP	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT Determine the bow, stern, port and starboard sides of the “ship”.	
ACTIVITY INSTRUCTIONS 1. Have the cadets stand in a circle in the centre of the “ship”. 2. Demonstrate and explain the seaworthy terms and chores that the cadets will be performing: a. “Bow” – move to the front; b. “Stern” – move to the rear; c. “Port” – move to the left; d. “Starboard” – move to the right; e. “Attention” – cadets stand at attention and salute; f. “Swab the Deck” – cadets get on their hand and knees and scrub the deck; g. “Sailor Overboard” – all cadets drop to the deck on either the port or starboard sides; h. “Lifeboats” – groups of three form a single file line, sit and pretend to row a boat; and i. “Rig the Sails” – groups of two join hands and pretend to set up the sails. 3. As the Captain, issue a series of commands to the cadets.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 87–88). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
CHIC-A-BOOM!	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT Look over the dance moves and the words to the Chic-a-boom song.	
ACTIVITY INSTRUCTIONS 1. Have the group stand in a circle. 2. Teach the group the following moves – with the index fingers, point up to the sky and alternate thrusts of each hand to a beat (eg, left hand up, then right hand up). Point down with alternating thrusts, point to the left while taking rocking steps and point to the right while taking rocking steps. 3. Using the dancing moves, teach the cadets the Chic-a-Boom song: <i>“Hey there (enter name), you’re a real cool cat. You’ve got a lot of this, and you’ve got a lot of that. So come on in and get down... ...aaaand, up chic-a-boom, chic-a-boom, chic-a-boom. And down chic-a-boom, chic-a-boom, chic-a-boom. To the left, chic-a-boom, chic-a-boom, chic-a-boom. To the right, chic-a-boom, chic-a-boom, chic-a-boom.”</i> 4. Have one cadet volunteer to be the first cadet to go in the middle of the circle. 5. Have the cadets sing the song and complete the dance moves. The cadet in the middle begins to sing while looking directly at someone in the circle. When the song gets to the “<i>come on in and get down</i>” part, have the cadet in the middle sidle up to another cadet, link arms and lead them to the centre of the circle. 6. On the next turn, both cadets stay in the middle and bring another cadet in, and so on. 7. Encourage cadets to be creative and expressive with their singing and dancing when they are in the middle of the circle. They could bring some attitude or even beat boxing into the circle. 8. The activity ends when all cadets are in the middle of the circle.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 74–75). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
PIG PERSONALITY PROFILE	TIME: 10 min
RESOURCES • Paper (one sheet per cadet), and • Pens/pencils (one per cadet).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Distribute a piece of paper and a pen/pencil to each cadet. 2. Read the following out loud, “On a blank piece of paper, draw a pig. Don’t look at your neighbour’s pig. Don’t even glance.” 3. Allow approximately three minutes for the cadets to draw a pig. 4. When all cadets are finished, allow a few moments for the cadets to look at their neighbours’ pigs. 5. Explain that the pig drawings could indicate a person’s personality traits. Share the personality traits of the pig exercise with the group. If the pig is drawn: a. toward the top of the paper, you are a positive, cheerful person; b. toward the middle of the paper (top to bottom), you are a practical person; c. toward the bottom of the paper, you are gloomy and have a tendency to behave negatively; d. facing left, you believe in tradition, are friendly and remember dates, including birthdays; e. facing forward (looking toward you), you are direct, enjoy playing devil’s advocate and neither fear nor avoid discussions; f. facing right, you are innovative and active but don’t have a strong sense of family, nor do you remember dates; g. with many details, you are investigative, cautious and distrustful; h. with few details, you are emotional and naïve, care little for details and are a risk taker; i. with four legs showing, you are secure, stubborn and stick to your ideals; j. with less than four legs showing, you are insecure or are living through a period of major change; k. the size of the pig’s ears indicates how good a listener you are – large is good; and l. the length of the pig’s tail indicates your energy level – longer indicates more. 6. Allow time for the cadets to discuss their pigs with others.	
SAFETY N/A.	
REFERENCE (ISBN 0-943210-44-5) Pike. B., & Busse, C. (1995). <i>101 More Games for Trainers</i> . (pp. 102–103). Minneapolis, MN: Lakewood Publications.	

TEAM-BUILDING ACTIVITY	ENERGIZER
CIRCLE THE CIRCLE	TIME: 10 min
RESOURCES • A large, open space free from obstacles, and • Hula hoop.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets form a circle and hold hands with the cadet on either side of them. 2. Rest a hula hoop on two cadets' grasped hands. 3. Have the cadets try to have the hoop travel around the circle, while everyone is still holding hands. 4. If the activity is completed quickly, have the cadets try again.	
SAFETY N/A.	
REFERENCE (ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i> . (p. 60). Dubuque, IA: Kendall/Hunt Publishing Company.	

TEAM-BUILDING ACTIVITY	ENERGIZER
CLUMPS	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets gather in the designated space. 2. Explain that numbers will be shouted out (eg, “four”, “seven”, etc). When numbers are shouted out, the cadets are to form groups consisting of that number of people. Those cadets who do not form a group can simply wait until another number is shouted out, and then form a group. 3. If the cadets catch on quickly, add a new rule that each cadet cannot form a new group with any cadet who was in their previous group.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 32–33). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
CADET FEUD #1	TIME: 10 min
RESOURCES • Cadet Feud Survey (one per cadet), • Scissors, • Pens/pencils (one per cadet), • Tennis ball, • Chalkboard/whiteboard, and • Chalk or whiteboard markers.	
ACTIVITY LAYOUT • Photocopy, cut out and have the cadets complete the survey. • Conduct the attached survey. • Tally and rank the top five answers for each question. • Prepare the chalkboard/whiteboard by writing the numbers one through five.	
ACTIVITY INSTRUCTIONS Note: This game is played in the same manner as the television show “Family Feud.” 1. Divide the group into two teams and have them sit facing each other. 2. Place a tennis ball on a table or on the floor. Have the first person from each team come forward and sit an equal distance away from the tennis ball (this will serve as the “buzzer”). 3. Ask the first question (eg, “Name five of the top restaurants.”). The first person to grab the ball will get a chance to answer the question. If the ball is grabbed early, stop reading the question and allow for the cadet to give an answer. 4. If the cadet gives an answer that is on the list, write it beside the corresponding number. If this person has not guessed the number one answer, the other player may have a turn to guess. The person who guesses the highest answer on the list gets to choose whether his/her team will play or pass. 5. After this, each team gets three strikes (wrong answers). The team that is playing gets the chance to guess the remaining answers on the board. Give each person a turn, down the line. 6. Once the playing team gets three strikes, the other team decides as a group what one answer they want to give to try to fill in one of the remaining blanks. 7. If the first team fills in all the blanks, they win the round, but if the opposing team guesses one of the remaining answers, they win the round. 8. Continue with the rest of the questions in the same manner.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 36–37). Richland, WA: Rec Room Publishing.	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

QUESTIONS	ANSWERS
1. What is your favourite restaurant?	
2. What is your favourite type of music?	
3. What is your hair colour?	
4. What is your favourite shampoo?	
5. What is your favourite winter activity?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

QUESTIONS	ANSWERS
1. What is your favourite restaurant?	
2. What is your favourite type of music?	
3. What is your hair colour?	
4. What is your favourite shampoo?	
5. What is your favourite winter activity?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

QUESTIONS	ANSWERS
1. What is your favourite restaurant?	
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4. What is your favourite shampoo?	
5. What is your favourite winter activity?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

QUESTIONS	ANSWERS
1. What is your favourite restaurant?	
2. What is your favourite type of music?	
3. What is your hair colour?	
4. What is your favourite shampoo?	
5. What is your favourite winter activity?	

TEAM-BUILDING ACTIVITY	ENERGIZER
CADET FEUD #2	TIME: 10 min
RESOURCES REQUIRED • Cadet Feud Survey (one per cadet), • Scissors, • Pens/pencils (one per cadet), • Tennis ball, • Chalkboard/whiteboard, and • Chalk or whiteboard markers.	
ACTIVITY LAYOUT • Photocopy, cut out and have the cadets complete the survey. • Conduct the attached survey. • Tally and rank the top five answers for each question. • Prepare the chalkboard or whiteboard by writing the numbers one through five.	
ACTIVITY INSTRUCTIONS Note: This game is played in the same manner as the television show “Family Feud.” 1. Divide the group into two teams and have them sit facing each other. 2. Place a tennis ball on a table or on the floor. Have the first person from each team come forward and sit an equal distance away from the tennis ball (this will serve as the “buzzer”). 3. Ask the first question (eg, “Name five of the top celebrities.”). The first person to grab the ball will get a chance to answer the question. If the ball is grabbed early, stop reading the question and allow for the cadet to give an answer. 4. If the cadet gives an answer that is on the list, write it beside the corresponding number. If this person has not guessed the number one answer, the other player may have a turn to guess. The person who guesses the highest answer on the list gets to choose whether his/her team will play or pass. 5. After this, each team gets three strikes (wrong answers). The team that is playing gets the chance to guess the remaining answers on the board. Give each person a turn, down the line. 6. Once the playing team gets three strikes, the other team decides as a group what one answer they want to give to try to fill in one of the remaining blanks. 7. If the first team fills in all the blanks, they win the round, but if the opposing team guesses one of the remaining answers, they win the round. 8. Continue with the rest of the questions in the same manner.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 36–37). Richland, WA: Rec Room Publishing.	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

QUESTIONS	ANSWERS
1. Who is your favourite celebrity?	
2. Where is your favourite place to shop (store name)?	
3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
5. What is your dream job?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

QUESTIONS	ANSWERS
1. Who is your favourite celebrity?	
2. Where is your favourite place to shop (store name)?	
3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
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3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
5. What is your dream job?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

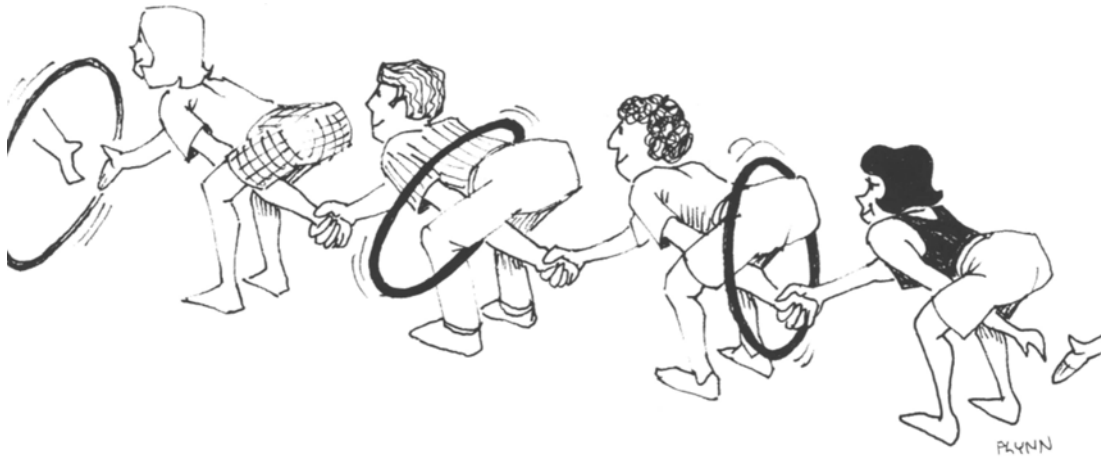
QUESTIONS	ANSWERS
1. Who is your favourite celebrity?	
2. Where is your favourite place to shop (store name)?	
3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
5. What is your dream job?	

TEAM-BUILDING ACTIVITY	ENERGIZER
TINY TEACH	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into pairs. 2. Explain that there will be a series of partner activities announced that the cadets will have to perform. 3. Introduce each performance: a. Tie a Pair of Shoelaces. Each pair of cadets will untie the laces of the shoe closest to their partner as they stand side by side. The object is for each pair of cadets, using only one hand, to tie the shoelaces (one from each shoe) together with a standard bow. b. Whistle in Your Hands. Cup the hands tightly together to form an air-tight container, but leave a small gap in the top between the thumbs. Try to make a hollow-pitched whistle sound. c. Tell a Joke. No matter how long or short, funny or not, pass on an appropriate joke to the other cadet. d. Let Me Show You. Each cadet will present a skill or talent they choose to their partner (eg, curl of the tongue, a yoga move, etc). e. Body Gym. Each pair takes turns showing and teaching the other how to do something completely bizarre with their bodies. 4. Call out a performance and have each pair of cadets perform it. Continue calling out different performances.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 44–45). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
FOUR UP	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the group sit on the ground, with space between each cadet. 2. Explain to the cadets that anyone can stand up when they would like to, but no one can remain standing for longer than five seconds before they sit again. 3. Once some cadets begin to stand, tell them that the goal is to have exactly four people standing up at all times.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 172). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
YURT CIRCLE	TIME: 10 min
RESOURCES A large, open space with a non-slip surface.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets form a circle and grasp the hands or wrists of their neighbours. 2. Have the cadets move back and stretch out the circle without letting go (not to the full extent of the arms). 3. With everyone's feet together and planted on the ground, instruct everyone to lean backwards. 4. Encourage the cadets to adjust the position of their feet if they are uncomfortable. 5. Try to get everyone to fully support each other's weight. This may take a few tries!	
SAFETY Ensure cadets look out for the safety of each other so they do not fall backwards.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 91 and 92). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
HOOP RELAY	TIME: 10 min
RESOURCES • A large, open space free from obstacles, and • Hula hoops (four).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets form a single file, one behind the other. 2. Have the cadets hold hands front-to-back by reaching backward through their legs to grasp the free hand of the person behind them. 3. Designate one cadet to be the “starter”. Have the “starter” stand in front of the line, holding four hula hoops. 4. Explain that when signalled to begin the game, the “starter” will place one of the hula hoops over the head of the first person in line. The cadets will have to try to have the hula hoop travel from cadet to cadet. When the first hoop reaches the third person in line, the “starter” may add another hoop, and so on. If the “starter” wishes to be part of the game, they can simply start the last hoop and become the first person in line. 5. Signal to begin the game. 6. When the first hoop reaches the last cadet in the line, they will run to the front of the line with the hoop, grab the hand of the now second cadet and start to move the hoop to the end of the line. 7. Continue until the original front cadet returns to their original position.	
SAFETY N/A.	
REFERENCE (ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i> . (p. 61). Dubuque, IA: Kendall/Hunt Publishing Company.	



K .Rohnke, Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities, Kendall/Hunt Publishing Company (p. 61)

Figure 3O-1 Hoop Relay

TEAM-BUILDING ACTIVITY	ENERGIZER
ALL ABOARD	TIME: 10 min
RESOURCES • A large, open space free from obstacles, • Balloons of varying colours (two per cadet), and • Markers (one per group).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into groups of four. 2. Distribute deflated balloons of varying colours around the space. 3. Have each group get into train formation (together in single file) and give the first person in each line, the “engine”, a marker. 4. Explain to the cadets that each group is a passenger “train” that must pick up “passengers”, balloons, two per person. Each person in the train will be a “car”. 5. Balloons become “passengers” when they are inflated and have a face. One cadet must inflate the balloon, tie it and paint a face on it with the marker. 6. Each train must move around together and pick up “passengers”. “Passengers” must be the same colour and everyone must be carrying two. The train must stay still while a cadet is inflating and drawing. The objective is for each train to have all “passengers” that are the same colour. 7. The first “train” to reach the destination point with all “passengers” accounted for (two balloons per cadet) wins the game.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-134984-7) West, E. (1999). <i>The Big Book of Icebreakers</i> . (pp. 135–136). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	ENERGIZER
LINE UP	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Explain to the cadets that instructions will be given for them to line up in a particular way. 2. Once lined up, the group must sit at the same time, to indicate that they are finished. 3. Possible categories include: a. order of shoe size; b. alphabetically by favourite colour; c. order by the number of siblings each cadet has; d. order by age, youngest to oldest; e. order by hair colour, lightest to darkest; f. alphabetically by first name; and g. alphabetically by last name.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-134984-7) West, E. (1999). <i>The Big Book of Icebreakers</i> . (pp. 87–89). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	ENERGIZER
PICK POCKET	TIME: 10 min
RESOURCES • Pick Pocket Activity Sheet (one per group), • Scissors, • Pens/pencils (one per group), and • Stopwatch.	
ACTIVITY LAYOUT Photocopy and cut the survey.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into two groups. 2. Explain to the cadets that they will have five minutes to try and find as many items on the Pick Pocket Activity Sheet as possible. 3. Distribute a Pick Pocket Activity Sheet to each group. 4. Start the activity. 5. Once five minutes have passed, bring the cadets back to one area and compare which items were found by each group.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-134984-7) West, E. (1999). <i>The Big Book of Icebreakers</i>. (pp. 53–55). New York, NY: McGraw-Hill.	

PICK POCKET ACTIVITY SHEET

_____ A purple pen,
_____ A piece of gum,
_____ A pair of sunglasses,
_____ A comb,
_____ A padlock key,
_____ A bobby pin,
_____ A picture of a friend or relative,
_____ Money,
_____ A bank card, and
_____ A mint.

PICK POCKET ACTIVITY SHEET

_____ A purple pen,
_____ A piece of gum,
_____ A pair of sunglasses,
_____ A comb,
_____ A padlock key,
_____ A bobby pin,
_____ A picture of a friend or relative,
_____ Money,
_____ A bank card, and
_____ A mint.

PICK POCKET ACTIVITY SHEET

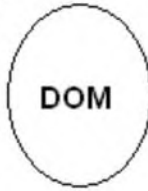
_____ A purple pen,
_____ A piece of gum,
_____ A pair of sunglasses,
_____ A comb,
_____ A padlock key,
_____ A bobby pin,
_____ A picture of a friend or relative,
_____ Money,
_____ A bank card, and
_____ A mint.

TEAM-BUILDING ACTIVITY	ENERGIZER
ABOUT NOW	TIME: 10 min
RESOURCES • A large, open space free from obstacles, and • Stopwatch.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Gather the group in an area. 2. Explain to the group that on the command “Now” everyone will try to count 60 seconds in their head and then sit. There is to be no talking and the cadets cannot look at their watches. 3. While looking at the stopwatch, yell “Now” to signal the cadets to begin. 4. Note the cadet who sits down closest to the 60 second time frame. 5. When all cadets are sitting, announce who was the closest. 6. Repeat the activity.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 148). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ENERGIZER
MASS STAND UP	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into two equal groups. 2. Have each group sit in a circle, with their backs to the middle. 3. Have the cadets in each group link elbows with the cadets sitting on either side of them. 4. Explain that on the command “Go” everyone will try to stand up as one. 5. Give the command “Go.” This activity may require a lot of encouragement and many tries.	
SAFETY N/A.	
REFERENCE (ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i> . (p. 100). Dubuque, IA: Kendall/Hunt Publishing Company.	

TEAM-BUILDING ACTIVITY	ENERGIZER
WORD PUZZLE	TIME: 10 min
RESOURCES • A large space, • Word puzzle sheet (one per cadet), • Pens/pencils (one per cadet), and • Stopwatch.	
ACTIVITY LAYOUT Photocopy a word puzzle sheet for every cadet.	
ACTIVITY INSTRUCTIONS 1. Distribute a word puzzle sheet and a pen/pencil to each cadet. 2. Explain to the cadets that they have three minutes to try and complete as many word puzzles as possible. 3. After three minutes, have the cadets form groups of three. Among the three cadets, encourage them to come up with as many answers as possible. 4. Share the word puzzle answers with the cadets.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-046414-6) Scannel, E., & Newstrom, J. (1994). <i>Even More Games Trainers Play</i>. (pp. 137–177). New York, NY: McGraw-Hill Companies.	

WORD PUZZLE

1 	2 NE1410S	3 CYCLE CYCLE CYCLE	4 
5 <u>Jan. Feb. Mar.</u> DUE	6 	7 HEAD LO VE HEELS	8 <i>type</i>
9 L Bus Term L	10 BAN ANA	11 T K The R C A	12 BACK CK K
13 LAL	14 I'm nhappy	15 ME QUIT	16 
17 S P L I T	18 PETS A	19 CI _{Life} TY	20 YOU / JUST / ME

WORD PUZZLE ANSWERS

1. A tall tale.
2. Anyone for tennis?
3. Tricycle.
4. Curve ball.
5. Three months overdue.
6. Hole in one.
7. Head over heels in love.
8. Type written.
9. Bus terminals.
10. Banana split.
11. The inside track.
12. Full back, half back, quarterback.
13. All mixed up.
14. I'm unhappy without you.
15. Quit following me.
16. Domino.
17. Split down the middle.
18. A step backwards.
19. Life in the big city.
20. Just between you and me.

TEAM-BUILDING ACTIVITY	ICEBREAKER
CATEGORIES	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the group gather. 2. Explain to the group that they will separate and regroup according to the categories announced. 3. Announce a category. Possible categories include: a. number of siblings, b. last digit in home telephone number, c. position of thumbs when hands are clasped (eg, left over right or right over left), d. month of birth, e. colour of eyes, f. colour of hair, g. type of breakfast ate this morning, h. favourite hot or cold drink, and i. distance travelled to get here. 4. Once groups are formed, announce another category. Continue announcing categories until the time has lapsed.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 31–32). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
HUMAN SCAVENGER HUNT	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT Create a list of scavenger hunt items if other choices than those listed are preferred.	
ACTIVITY INSTRUCTIONS 1. Have the group stand or sit together. 2. Read a point from the human scavenger hunt. The team must send a cadet to the front who fits the description. For example, if the leader says “Two cadets who have the same middle name,” members must talk and find out if there are two cadets in the group who fit the description and then quickly send those cadets to the leader. 3. The human scavenger hunt could consist of: a. Two cadets who have the same first and last initials. b. The cadet in the group who was born the furthest away. c. Two cadets with the same middle name. d. A group of cadets whose ages add up to 40. e. Two cadets who were born on the same date (eg, June 14th and September 14th) f. Two cadets who were born in the same month. g. A group of cadets whose shoe sizes add up to 30. h. The cadet who lives the closest to here. i. A group of cadets who can spell a word by putting together the first letters of their first names. j. A group of three cadets who all have different coloured eyes.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i> . (pp. 18–19). Richland, WA: Rec Room Publishing.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
THE WALKING BILLBOARD	TIME: 10 min
RESOURCES • A large, open space free from obstacles, • Flip chart paper (one sheet per cadet), • Markers (one per cadet), and • Masking tape (one roll).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Distribute a piece of flip chart paper and a marker to each cadet. Get all the cadets to place their first and last names at the top. 2. Write and post the following questions on a piece of flip chart paper: a. What is your favourite food? b. What is your biggest pet peeve? c. What is your all-time favourite movie? d. What is your dream job? 3. Allow time for each cadet to write their answers on their piece of flip chart paper. 4. Using masking tape, have the cadets help each other attach the flip chart paper to the writer's shoulders, to look like a "walking billboard".	
SAFETY N/A.	
REFERENCE (ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). <i>The Big Book of Presentation Games</i>. (pp. 125–126). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
GETTING ACQUAINTED	TIME: 10 min
RESOURCES • A large, open space, • Large sticky notes (one per cadet), and • Pens/pencils (one per cadet).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Distribute a large sticky note and a pen/pencil to each cadet. 2. Have each cadet write their first and last names on their sticky note. 3. Allow two or three minutes for each cadet to write down two words or brief phrases that tell something about themselves and can be used as conversation starters (eg, hometown, hobby, quirk, etc). 4. Have the cadets start to mingle and form groups of two or three and discuss their words or phrases with other cadets. 5. Once a few minutes have passed, tell the cadets to switch groups while encouraging them to meet and mingle with as many cadets as possible.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). <i>The Big Book of Presentation Games</i>. (pp. 23–24). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
BINGO BLAST	TIME: 10 min
RESOURCES • A large, open space, • Bingo Blast cards (one per cadet), and • Pens/pencils (one per cadet).	
ACTIVITY LAYOUT Photocopy a Bingo Blast card for each cadet.	
ACTIVITY INSTRUCTIONS 1. Distribute a bingo card and a pen/pencil to each cadet. 2. Allow five minutes for the cadets to roam around the area trying to find a person to fit each description on the card. Once a person is found, that cadet will sign their name on the bingo card. Encourage the cadets to try to fill out the complete card. 3. Once time is up, have the cadets gather in one area and sit. 4. Read the descriptions out loud and see who fits each description.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). <i>The Big Book of Presentation Games</i>. (pp. 28–29). New York, NY: McGraw-Hill.	

BINGO BLAST

PLAYS TENNIS _____	HAS TRAVELLED OUTSIDE OF CANADA _____	SPEAKS TWO LANGUAGES _____	HAS BROWN EYES _____	HAS AN OLDER BROTHER _____
HAS BROKEN A BONE _____	HATES BRUSSELS SPROUTS _____	HAS RED HAIR _____	HAS A PET FISH _____	PLAYS AN INSTRUMENT _____
HAS NEVER BEEN TO A CSTC BEFORE _____	HAS CANOED _____	FREE	HAS HAD A CAVITY _____	LOVES PICKLES _____
CAN SWIM _____	HAS A PET DOG _____	HAS BLUE EYES _____	HAS THEIR TOENAILS PAINTED _____	PLAYS VOLLEYBALL _____
HAS BLONDE HAIR _____	LIKES MATH _____	HAS A BIRTHDAY DURING THE COURSE _____	KNOWS A SET OF TWINS _____	KNOWS HOW TO DO THE HOKEY POKEY _____

TEAM-BUILDING ACTIVITY	ICEBREAKER
TEAM CHARADES	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into two equal groups. 2. Give each group five minutes to: a. choose a name for the team that best represents it; and b. discuss a set of charades or acts that they will use to try to get the others to guess their team name. 3. Allow one minute for each group to act out their group's name, while the rest of the cadets guess.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). <i>The Big Book of Presentation Games</i> . (p. 161). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
DOUBLE TAKE	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets spread out in the area. 2. Have the cadets walk around shaking hands and introducing themselves to other cadets. 3. Call out a characteristic and have the cadets form groups with other cadets who share that characteristic. Some characteristics could include: a. hair colour, b. eye colour, c. shoe size, d. favourite colour, e. favourite pizza topping, f. pet ownership, g. favourite sport, and h. favourite music. 4. Encourage the cadets to form groups with different cadets as frequently as possible.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-134984-7) West, E. (1999). <i>The Big Book of Icebreakers</i> . (pp. 25–29). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
PECULIARITIES	TIME: 10 min
RESOURCES • A large, open space, • Peculiarities Activity Sheet (one per cadet), and • Pens/pencils (one per cadet).	
ACTIVITY LAYOUT Photocopy a Peculiarities Activity Sheet for each cadet.	
ACTIVITY INSTRUCTIONS 1. Distribute an activity sheet and a pen/pencil to each cadet. 2. Allow five minutes for the cadets to roam around the area trying to find a cadet to fit each description on the card. Once a cadet is found, have the cadet tick their peculiarity off the list and write their name next to the description. Encourage the cadets to try to tick off as many as possible. 3. Once time is up, have the cadets join in one area and sit. 4. Read the descriptions out loud and see who fits each description.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-134984-7) West, E. (1999). <i>The Big Book of Icebreakers</i>. (pp. 105–107). New York, NY: McGraw-Hill.	

PECULIARITIES ACTIVITY SHEET

1. Who was born on February 29th?
2. Who has or had a dog named Spot, Midnight, Lucky, Shadow or Snoopy?
3. Who competes in sporting activities such as running, basketball, etc?
4. Who likes pizza with anchovies?
5. Who was born in a different province than the one in which they reside?
6. Who was born outside of Canada?
7. Who has been to Nunavut?
8. Who writes songs or poetry?
9. Who has a twin brother or sister?
10. Who has a shoe size greater than 10?
11. Who has milked a cow?
12. Who has been to a concert in the past three months?
13. Who has been on a radio or television show?
14. Who prefers winter to summer?

TEAM-BUILDING ACTIVITY	ICEBREAKER
I LIKE ME BECAUSE	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into pairs, preferably two cadets that do not know each other well. 2. Have the pairs sit facing each other and decide who will go first and who will go second. 3. Have each pair make eye contact and sit with an open body posture (eg, do not cross arms). 4. Explain that each pair will have two minutes each to answer the question “What do I like about myself?” The partner not answering the question cannot talk but must express a keen interest in the cadet through body language. 5. Have the first cadet speak about themselves. At the end of the two minutes, have the cadets switch roles.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-046513-4) Newstrom, J., & Scannel, E. (1998). <i>The Big Book of Team Building Games</i> . (pp. 73–74). New York, NY: McGraw-Hill.	

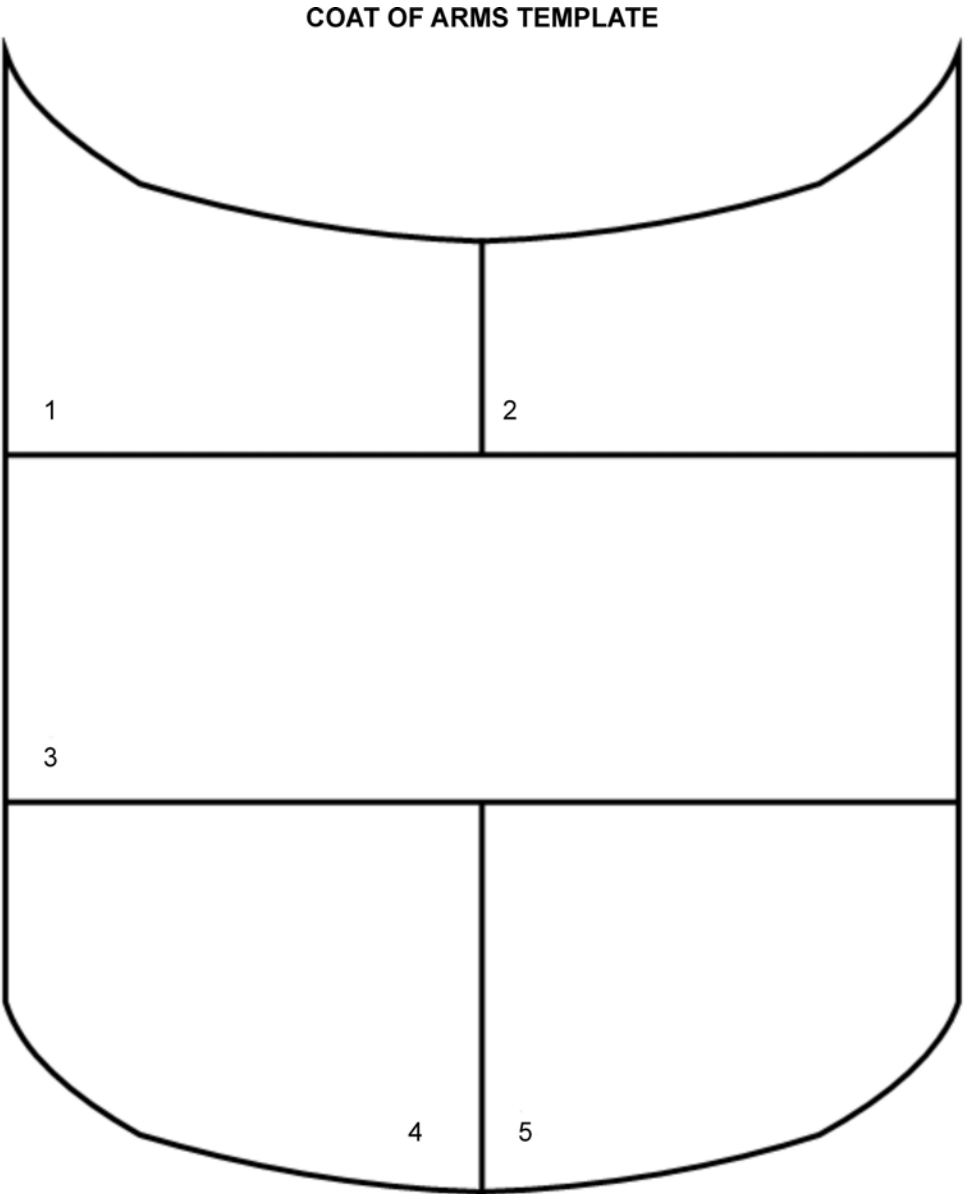
TEAM-BUILDING ACTIVITY	ICEBREAKER
GROUP JUGGLE	TIME: 10 min
RESOURCES • A large, open space free from obstacles, and • Tennis balls (three).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets stand in a circle. 2. Start the activity using one ball. All cadets will begin the game with one arm in the air. The cadet with the ball will call out their own name and the name of the cadet to whom they are going to throw the ball they will then throw the ball to that cadet. The ball must be thrown to a cadet with their arm in the air to ensure each cadet has the opportunity to participate. Once the cadet has caught the ball they are to put their arm down. 3. Have the cadet who catches the ball say their own name, say the name of the cadet to whom they are going to throw the ball and then throw the ball to that cadet. 4. Continue the game until the cadets seem comfortable using one ball. 5. Add more balls. The rules remain the same, only that the cadets have to pay much more attention! Continue until everyone has caught a ball, then all cadets should start again with their arm in the air.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (p. 109). New York, NY: McGraw-Hill Companies, Inc.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
MEET 'N GREET	TIME: 10 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into groups of three or four. 2. Allow two minutes for each group to find three distinctive things that all of the cadets have in common. The only rule is that the three distinctive things cannot be related to the Cadet Program (eg, won the marksmanship team or received an award at the Annual Ceremonial Review). Some examples could be: a. all are from the same province; b. all have an older brother; and c. all grew up in a single parent home. 3. Once all groups have completed Step 2., have the cadets regroup and share the three commonalities with the remainder of the cadets. 4. If time remains, complete the activity again with different groups.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-046414-6) Newstrom, J. (1994). <i>Even More Games Trainers Play</i> . (p. 11). New York, NY: McGraw-Hill Companies.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
WHO ARE YOU?	TIME: 10 min
RESOURCES • A large, open space, • Index cards (one per cadet), and • Pens/pencils (one per cadet).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Distribute an index card and a pen/pencil to each cadet. 2. Have each cadet write down one thing about themselves that they do not think anyone else would know. 3. Collect all the cards and shuffle them. Randomly distribute one card to each cadet. 4. Allow five minutes for the cadets to circulate the room and ask questions to the other cadets to try to find out whose card they have. 5. Have each cadet sit after they have found the person whose card they have and when the cadet with their card locates them.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). <i>The Big Book of Presentation Games</i> . (pp. 23–24). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
BIRTHDAY LINE	TIME: 10 min
RESOURCES • A large, open space free from obstacles, and • Tape/rope (approximately 10 m [32 feet]).	
ACTIVITY LAYOUT • If using tape, tape two parallel lines 50 cm (20 inches) apart, each approximately 5 m (16 feet) long on the floor. • If using rope, place two parallel lines 50 cm (20 inches) apart, each approximately 5 m (16 feet) long on the ground.	
ACTIVITY INSTRUCTIONS 1. Have all the cadets stand side by side inside the two lines, without their feet touching them. 2. Tell the cadets to organize themselves in order of birthday without stepping outside or on the lines. 3. If completed quickly, have the cadets organize themselves again using different criteria (eg, height, shoe size, hair colour).	
SAFETY N/A.	
REFERENCE (ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (p. 57). New York, NY: McGraw-Hill Companies, Inc.	

TEAM-BUILDING ACTIVITY	ICEBREAKER
A COAT OF ARMS	TIME: 10 min
RESOURCES • A large, open space, • Coat of arms template (one per cadet), • Pens/pencils (one per cadet).	
ACTIVITY LAYOUT Photocopy a coat of arms template for each cadet.	
ACTIVITY INSTRUCTIONS 1. Distribute a coat of arms template and a pen/pencil to each cadet. 2. Have the cadets fill in their coat of arms by reading the following aloud, one at a time: a. In Space 1, draw something that characterizes a recent peak performance. b. In Space 2, sketch something about yourself that very few people know about. c. In Space 3, draw a symbol of how you like to spend your free time. d. In Space 4, represent something that you are very good at. e. In Space 5, write or draw something that could be your personal motto. 3. When complete, use the remaining the time for the cadets to mingle with others to share their coat of arms.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-046513-4) Newstrom, J., & Scannel, E. (1998). <i>The Big Book of Team Building Games</i>. (pp. 77–79). New York, NY: McGraw-Hill.	



J. Newstrom & E. Scannel, The Big Book of Team Building Games, McGraw-Hill (p. 79)

Figure 3O-2 Coat of Arms Template

TEAM-BUILDING ACTIVITY	ICEBREAKER
MARTIAN NAMES	TIME: 10 min
RESOURCES • A large, open space, • Paper (one piece per cadet), and • Pens/pencils (one per cadet).	
ACTIVITY LAYOUT Prepare your Martian name and meaning on a piece of paper.	
ACTIVITY INSTRUCTIONS 1. Tell the following story: “Imagine you have just landed on Mars and need to introduce yourself to your Martian tour guide. Language on Mars is the complete reverse of ours. This means you must change your name so it is backward: last name first, first name last and both spelled backward, letter by letter. In addition, every name on Mars means something special and relates to the person who has that name. On your sheet of paper, write your name as it would appear on Mars. Practice pronouncing it. Think about what your Martian name means and be prepared to share it with the group.” 2. Show the cadets your Martian name and meaning. For example, Sarah Jones becomes “Senoj Haras,” which means “enjoys taking long trips and hiking with my friends” or Joshua Carew becomes “Werac Auhsoj,” which means “warrior of the desert.” 3. Distribute a piece of paper and a pen/pencil to each cadet and allow two minutes for the cadets to complete their Martian names. 4. Have the cadets share their Martian names with the group.	
SAFETY N/A.	
REFERENCE (ISBN 1-57542-265-4) MacGregor, M. (2008). <i>Teambuilding With Teens: Activities for Leadership, Decision Making and Group Success</i>. (pp. 8–9). Minneapolis, MN: Free Spirit Publishing, Inc.	

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COMMUNICATION, PROBLEM-SOLVING AND TRUST-BUILDING

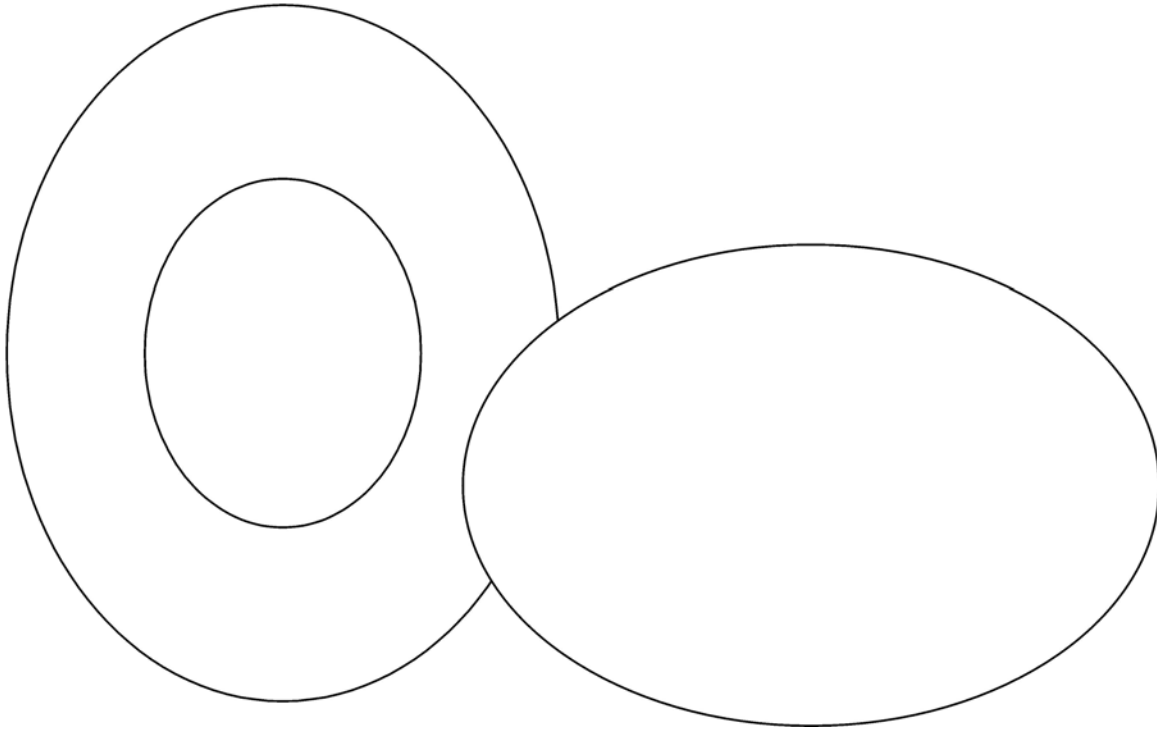
LIST OF ACTIVITIES FOR ANNEX P

	Title	Page Number
COMMUNICATION	Snowflake	3P-2
	Back-to-Back	3P-3
	Group Construction	3P-6
	Where Do I Go?	3P-7
	Missing Bucket	3P-8
	Charade Line	3P-9
	The Rock	3P-11
	King/Queen Frog	3P-12
	Mute Lineup	3P-13
	Marriage	3P-14
	That Ain't Me!	3P-15
	Blind Shapes	3P-16
	Wink	3P-17
	Minefield	3P-18
	Categories Twist	3P-19
	Negotiation	3P-20
PROBLEM-SOLVING	Magic Carpet	3P-21
	Raft	3P-22
	Moonwalk	3P-23
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TEAM-BUILDING ACTIVITY	COMMUNICATION
SNOWFLAKE	TIME: 15 min
RESOURCES 8-1/2 x 11 inch sheet of white paper (one per cadet).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Distribute a piece of paper to each cadet. 2. Explain that the cadets are to individually follow the directions you are about to give without asking questions or seeking clarification. 3. Give the following directions quickly, with no clarification: a. Fold the paper in half and tear off a top corner. b. Fold it in half again and tear off the top corner. c. Fold it in half again and tear off the left corner. d. Rotate the paper to the right three times and tear off the bottom corner. e. Fold it in half again and tear off the middle piece. 4. Instruct the group to unfold their papers and compare their snowflakes with those around them. They will find that their snowflakes may or may not match others depending on how the instructions were understood.	
SAFETY N/A.	
REFERENCE (ISBN 1-57542-265-4) MacGregor, M. G. (2008). <i>Team-Building With Teens</i> . (pp. 67–68). Minneapolis, MN: Free Spirit Publishing Inc.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
BACK-TO-BACK	TIME: 10–15 min
RESOURCES • Paper, • Pens/pencils (one per group), and • Drawings (two per group).	
ACTIVITY LAYOUT Photocopy both drawings for each group.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into pairs. Have each pair sit back to back. 2. Distribute a copy of Figure 3P-1 to one cadet from each pair. Distribute a piece of paper and pen/pencil to the other cadet. 3. On the signal to start, the cadet with the drawing is to guide their partner to draw the figure without letting them see the original. The cadets are to use symbols and metaphors to describe the drawing, but not geometrical shapes. For example, the cadet cannot say draw a square or circle. 4. Allow the cadets approximately five minutes to draw the figure. When the time is up, have the cadets compare the drawing to the original drawing. 5. Have the cadets reverse roles. Distribute a copy of Figure 3P-2 to the cadet who drew first and a piece of paper and a pen/pencil to the other cadet. Repeat Steps 3. and 4.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 95–97). New York, NY: McGraw-Hill.	

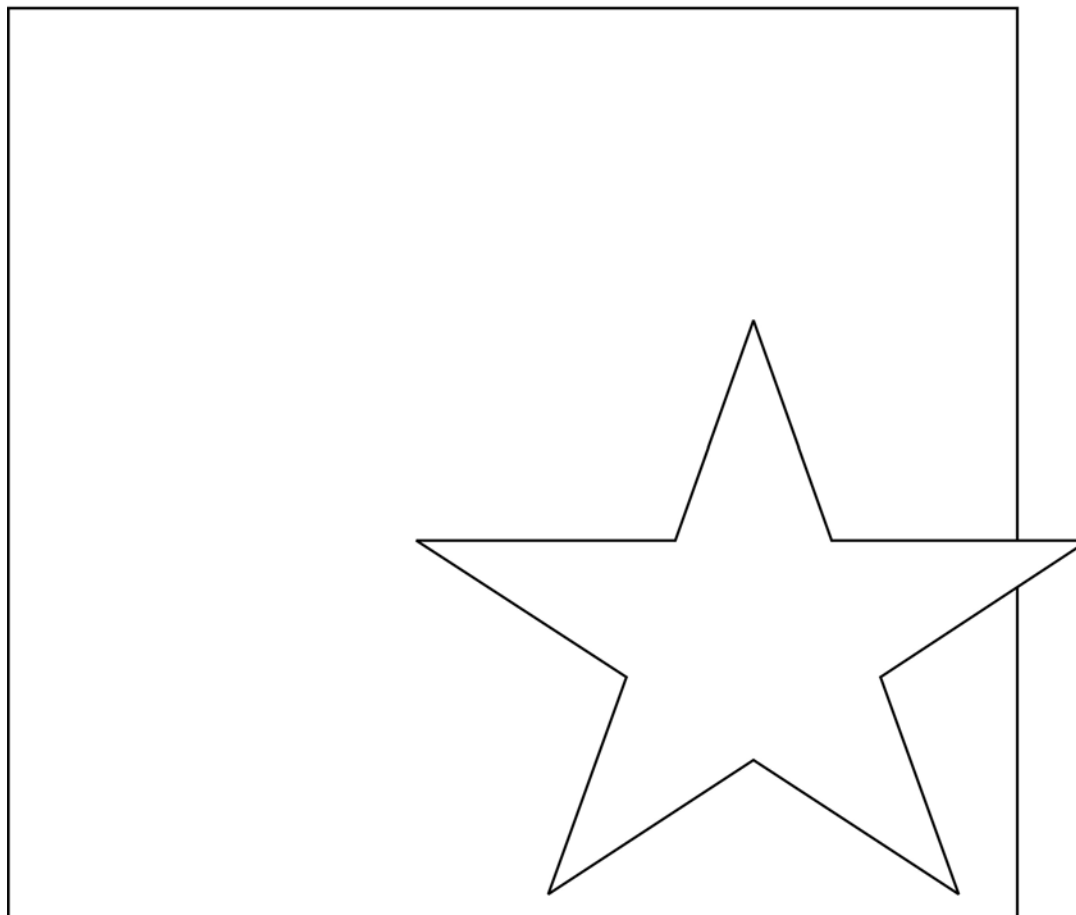
DRAWING 1



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 3P-1 Drawing 1

DRAWING 2



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 3P-2 Drawing 2

TEAM-BUILDING ACTIVITY	COMMUNICATION
GROUP CONSTRUCTION	TIME: 15 min
RESOURCES • A large, open space free from obstacles, and • Toothpicks/popsicle sticks/straws (10 per cadet).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets sit in a semicircle with their backs to the centre. Ensure they are spread out enough that they cannot see the toothpicks/popsicle sticks/straws of the cadets near them. 2. Inform the cadets that they are not allowed to speak or look at the other cadets' design throughout the activity. 3. Distribute 10 toothpicks/popsicle sticks/straws to each cadet, including yourself. 4. As the "construction manager" you will build a design on the floor one toothpick/popsicle stick/straw at a time. 5. After placing each toothpick/popsicle stick/straw on the ground, verbally guide the cadets to place their toothpicks/popsicle sticks/straws in the same position. 6. When you have placed all 10 toothpicks/popsicle sticks/straws into a design, the designs of the cadets' should mimic your design. 7. Upon completion of the activity, look at the cadets' designs to see how close they are to the original.	
SAFETY N/A.	
REFERENCE (ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). <i>Essentials of Team Building</i> . (p. 54). Champaign, IL: Human Kinetics.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
WHERE DO I GO?	TIME: 10–15 min
RESOURCES • A large, open space free from obstacles, • Two small objects (eg, coins, paper clips, toothpicks, etc), and • Blindfold.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Ask one cadet to volunteer to go first in the activity. 2. Have the remainder of the cadets sit in a circle approximately 3 m (10 feet) in diameter. 3. Blindfold the volunteer and have them stand in the middle of the circle. 4. Have a member of the group place the two small objects on the ground, inside the circle, close enough together that the volunteer can simultaneously cover one object with each foot. 5. On a start signal, each group member, one at a time, can give one direction to the volunteer (eg, “Move your left foot forward 6 inches.”). 6. Each member can give just one direction with the intent of getting the volunteer to cover one object with each foot. 7. As time permits, have more cadets volunteer to participate as the cadet in the middle of the circle.	
SAFETY Ensure cadets look out for the safety of the cadet in the centre of the circle.	
REFERENCE (ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). <i>Essentials of Team Building</i>. (p. 58). Champaign, IL: Human Kinetics.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
MISSING BUCKET	TIME: 10–15 min
RESOURCES • A large, flat and open space free from obstacles, • Rope/pylons to mark boundaries, • Blindfolds (one per every two cadets), • 20 L (five gallon) bucket, • 4 L (one gallon) jug, • Plastic drinking cups (enough for half the cadets), and • 8–10 objects to use as obstacles.	
ACTIVITY LAYOUT • Place the rope/pylons to create an area that is approximately 3.5 m (10–12 feet) wide and 7.5 m (25 feet) long. • Set up obstacles throughout the course in a random pattern. • Fill the 20 L (five gallon) bucket with water and place it at the start line. • Place the empty 4 L (one gallon) container (the receiving container) at the finish line. • Place the plastic drinking cups at the start line.	
ACTIVITY INSTRUCTIONS 1. The goal of the activity is for a group of blindfolded cadets to be verbally led through the obstacle course by the non-blindfolded cadets while transferring water. The blindfolded cadets are to transfer the water in the bucket to the receiving container at the finish line without moving the buckets. 2. Cadets are to avoid the obstacles as they proceed through the course. 3. Non-blindfolded cadets are not allowed to touch the bucket, the receiving container or the drinking cups. 4. If anyone breaks a rule or steps on an obstacle, that cadet must return to the starting line without emptying their water into the receiving container. 5. The activity is complete when the receiving container is filled to the designated mark.	
SAFETY The cadets must ensure the safety of the blindfolded cadets at all times throughout this activity.	
REFERENCE (ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). <i>Essentials of Team Building</i>. (pp. 126–127). Champaign, IL: Human Kinetics.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
CHARADE LINE	TIME: 15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT Create sample situations for the activity if you wish to use different ones than the samples given here.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets in two groups. 2. Have the first group come to the front (performance area) and the second group be the audience. 3. Explain the activity to the cadets, to include: a. Line up facing the back of the cadet in front of you. b. Act out a situation for the cadet in front of you without using any verbal communication. c. That person will act out the situation for the next person in line and so forth down the line. 4. Have the group in the performance area line up with their backs to you. Tap the first cadet on the shoulder and have them turn around. 5. Act out a situation. For example, you may mime the following: a. you walk in swinging a bag in your hand; b. you pull up a chair and have a seat; c. you take a fishing rod out of the bag and cast your line; d. you pull in the line when you feel a tug on it; e. you find a rubber boot on your line instead of a fish; and f. you dump the water out of the boot, put it on your foot and leave. 6. That cadet then taps the next cadet, acts out the same situation and so forth down the line. Expect the situation being acted out to change as it passes through the line. 7. The group of cadets acting as the audience may laugh but not offer any advice or guidance. 8. Once the last cadet has observed the situation they should act it out for you and the initial cadet and the entire group should watch while you perform the original situation once more. 9. Have the groups reverse roles so the original audience becomes the actors and vice versa. Have the cadets repeat Steps 4. to 8. with a new situation. For example, you may mime the following: a. you pull a lottery ticket out of your back pocket; b. you pull out a chair and sit; c. you pull a newspaper out of a bag; d. you check the numbers on your lottery ticket with the numbers on the newspaper; and e. you realize all the numbers match and jump up and down in amazement!	
SAFETY N/A.	

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 202–203).
Beverly, MA: Project Adventure, Inc.

TEAM-BUILDING ACTIVITY	COMMUNICATION
THE ROCK	TIME: 15 min
RESOURCES • A large, open space free from obstacles, and • Small rock (must be small enough to be concealed in a fist).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets stand in a circle, facing the centre. 2. Have the cadets close their eyes and stand with both of their hands clenched behind their backs. 3. Explain that if they would like to be the cadet holding the rock, they must open one fist into a cupped position, ready to receive the rock. Cadets not wishing to hold the rock should remain with their hands clenched. Once a cadet receives the rock they are to clench their hand into a fist. 4. Walk around the circle, as quietly as possible and place the small rock into one of the open hands. 5. Continue around the circle to the point from which you started. 6. Have all cadets clench their hands, open their eyes and sit in the circle, keeping their hands clenched at all times. 7. Every person, including the one holding the rock, will have a chance to guess who is holding the rock. 8. After a minute of everyone looking around the circle, allow the group to start making guesses. There is to be no talking among the cadets. 9. Ask for a volunteer to guess first. If a cadet guesses wrong they are not allowed to guess again. 10. Each cadet is given an opportunity to make one guess until the rock holder is discovered.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i>. (pp.189–190). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
KING/QUEEN FROG	TIME: 15 min
RESOURCES • A large, open space free from obstacles, and • Poly spots/chairs (one per cadet).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets sit in a circle, facing the centre. Mark each position with spots or chairs. 2. Every cadet must have a unique action that represents an animal. For example: a. a gorilla beating on their chest; b. a monkey scratching their armpits; c. a bird fluttering their wings; d. a dog wagging their tail; e. a cat grooming their face; f. a snake slithering through the grass; g. a penguin waddling; h. an elephant raising their trunk; i. a rabbit hopping; j. a lobster moving their claws; or k. a chicken clucking. 3. Go around the circle and have each cadet demonstrate their action. You may act as the King/Queen Frog or designate one cadet to hold this position. The action for the King/Queen Frog will be a frog leaping. 4. Each round will start with the King/Queen Frog. That cadet will perform their gesture and then the gesture of another cadet. This cadet must quickly do their action, followed by another cadet's action and so forth. 5. If a cadet is too slow, messes up the action or goes in the wrong sequence the game stops. This cadet will leave their spot and sit directly to the left of the King/Queen Frog. This causes everyone sitting to the right of this cadet to move one seat to the left to fill in the gap. 6. When a cadet moves seats, their action does not move with them, it stays with the seat! 7. The object of the game is to get into the royal throne. This occurs when the King/Queen Frog makes a mistake and everyone in the circle moves one seat to the left.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 182–183). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
MUTE LINEUP	TIME: 15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Explain to the group that from this point on they are all mute – no verbal communication is allowed. The cadets are also not to write anything down on paper, flip charts, etc. 2. Have the group line up in a straight line according to set criteria (eg, height, birth date, number of letters in their first/last name, etc). 3. Once the cadets think they are lined up in the correct order, have them sit to signify they are done. 4. Go through the lineup verbally to see if they were able to get in the correct sequence with non-verbal communication. 5. If time permits, have the group line up using different criteria to see if there were any lessons learned from the first attempt.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 145–146). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
MARRIAGE	TIME: 10–15 min
RESOURCES • A large, open space free from obstacles, and • Deck of playing cards (Joker included).	
ACTIVITY LAYOUT Based on the number of cadets in the group, pull out a card for each player. Ensure you have a card for each participant, including one Joker. The other cards must be pairs in the same colour and denomination (eg, three of hearts and three of diamonds, ten of spades and ten of clubs). If there is an even number of cadets participating in the activity, exclude the Joker.	
ACTIVITY INSTRUCTIONS 1. Each cadet is given a card and asked not to show it to anyone. 2. Explain that the cadets are to find the person in the room that has their matching card based on colour and denomination (eg, the queen of hearts would be looking for the queen of diamonds). 3. Explain that the cadets are not allowed to show their card at any time and are not allowed to say colours or numbers. 4. Have the cadets try to find their match. They may use words such as “I have a fire engine coloured card and like shiny objects in rings” to determine they have a red card that is a diamond. 5. When pairs think they have found each other they are to link arms and wait for the other participants to finish. 6. The Joker in the room is to do the same thing throughout the activity but will not be able to find their partner as there is only one Joker in the group leaving them as the unmarried card at the end of the activity.	
SAFETY N/A.	
REFERENCE (ISBN 0-7575-4094-5) Cummings, M. (2007). <i>Playing With a Full Deck: 52 Team Activities Using a Deck of Cards</i>. (p. 93). Dubuque, IA: Kendall/Hunt Publishing Company.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
THAT AIN'T ME!	TIME: 10–15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into pairs. 2. Explain that each cadet will have to mime three things about themselves to their partner enabling their partner to later verbally introduce them to the remainder of the group. 3. The cadets are not allowed to use any form of verbal communication. Cadets should be given approximately three minutes to mime their information to their partner. 4. Cadets can mime things such as: a. part-time jobs, b. favourite school subject, c. favourite hobby/pastime, and d. favourite movie/television show. 5. Once everyone has had time to mime their information, gather the group. Each cadet will then have to verbally introduce their partner based on the information that was mimed. 6. If cadets introduce something that was misinterpreted from the mime, their partner should state, “That ain’t me!”. This activity is complete when all the cadets have introduced their partners.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 52–53). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
BLIND SHAPES	TIME: 15 min
RESOURCES • A large, open space free from obstacles, • Blindfolds (one per cadet), and • Length of rope long enough for all cadets to hold on to at once.	
ACTIVITY LAYOUT Tie the end of the rope in a knot.	
ACTIVITY INSTRUCTIONS 1. Have the cadets stand in a circle and blindfold each of them. 2. Place the length of rope on the ground near the feet of the cadets. Explain that the first thing they will have to do is find the rope and pick it up. The cadets are allowed to verbally communicate throughout this activity. 3. Tell the cadets to form a square. After a few minutes, ask the cadets if they think they have formed the square. If they say no, allow them to continue, even if they already are in a square. If they say yes, allow them to remove their blindfolds and look at the shape they have formed. 4. Continue with other shapes (eg, triangles, rectangles, ovals, etc) as time allows.	
SAFETY Ensure the safety of all blindfolded cadets.	
REFERENCE (ISBN 0-7872-0107-3) (1995). <i>Youth Leadership in Action</i>. (pp. 63–64). Dubuque, IA: Kendall/Hunt Publishing Company.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
WINK	TIME: 15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets sit in a circle facing the centre. 2. Explain that there is a mystery “winker” among the group, but not even that cadet knows who it is yet. 3. Have the cadets close their eyes. Secretly assign the “winker” by tapping them on the shoulder. 4. Explain that the cadets must mingle with all the others and greet each other. The “winker” will be secretly winking at cadets to get them out of the game. 5. Explain that the cadets must wait at least 10 seconds before sitting after they have been winked at by the “winker”. Cadets who have been winked at are to be seated while others continue to mingle. 6. If a cadet who is still in the game suspects someone of being the “winker,” they may raise a hand and announce, “I accuse”. Stop the proceedings and ask if there is a seconder, who is a second cadet who suspects they know who the “winker” may be. If there is no seconder the game will continue. 7. If a seconder speaks up, the facilitator is to count to three and each accuser must point directly to the person they believe is the “winker”. If they each point to a different person, regardless if one of them is correct, they are both out of the game. If they point to the same wrong person, they are both out of the game. If they are correct the activity is over. 8. The activity continues until either everyone is out or two people make a successful accusation.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 179–180). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
MINEFIELD	TIME: 15 min
RESOURCES • A large, open space free from obstacles, • Large quantity of small balls (eg, tennis balls, golf balls, ping pong balls, etc), • Stopwatch, and • Blindfolds (two).	
ACTIVITY LAYOUT • Place the balls around the floor in a random pattern. • Mark off a start and a finish line.	
ACTIVITY INSTRUCTIONS 1. Ask for two volunteers and blindfold them. 2. Divide the cadets in two groups. Have each group of cadets place themselves evenly throughout the “minefield”. One group will be responsible for verbally guiding the first blindfolded cadet through the “minefield”. The second group will be responsible for verbally guiding the second blindfolded cadet to try to tag the first blindfolded cadet. 3. Explain that the first blindfolded cadet will be the “sidewinder”. This cadet is to aim for the finish line and will be verbally guided through the “minefield” by their group. If the “sidewinder” touches a “mine” (ball) on their way through the “minefield” they must swing both of their arms in a full circle 10 times, counting each revolution aloud. 4. One minute after the “sidewinder” is released into the minefield, launch the second blindfolded cadet, the “missile” into the “minefield”. The “missile’s” team is to guide them to try to tag the “sidewinder”. 5. If the “missile” tags the “sidewinder” prior to them reaching the finish line, the mission is complete.	
SAFETY Ensure the safety of the blindfolded cadets at all times throughout the duration of the activity.	
REFERENCE (ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i>. (p. 24). Dubuque, IA: Kendall/Hunt Publishing Company.	

TEAM-BUILDING ACTIVITY	COMMUNICATION
CATEGORIES TWIST	TIME: 15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into groups of three. 2. Have each group go to a quiet area away from the other groups. Allow approximately four minutes for the group to come up with as many categories as possible of things they have in common – the odder the better (eg, they have all seen a zebra). 3. Each group will have to share three things with the rest of the group. One item should not be true. 4. Have everyone come back to a common meeting place in the room and sit. 5. Have each group, one at a time, come to the front and state their three commonalities with a straight face. 6. The remaining groups are to decide which commonality is not true. This activity will allow the cadets to start reading people's non-verbal communication skills.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 178). Beverly, MA: Project Adventure, Inc.	

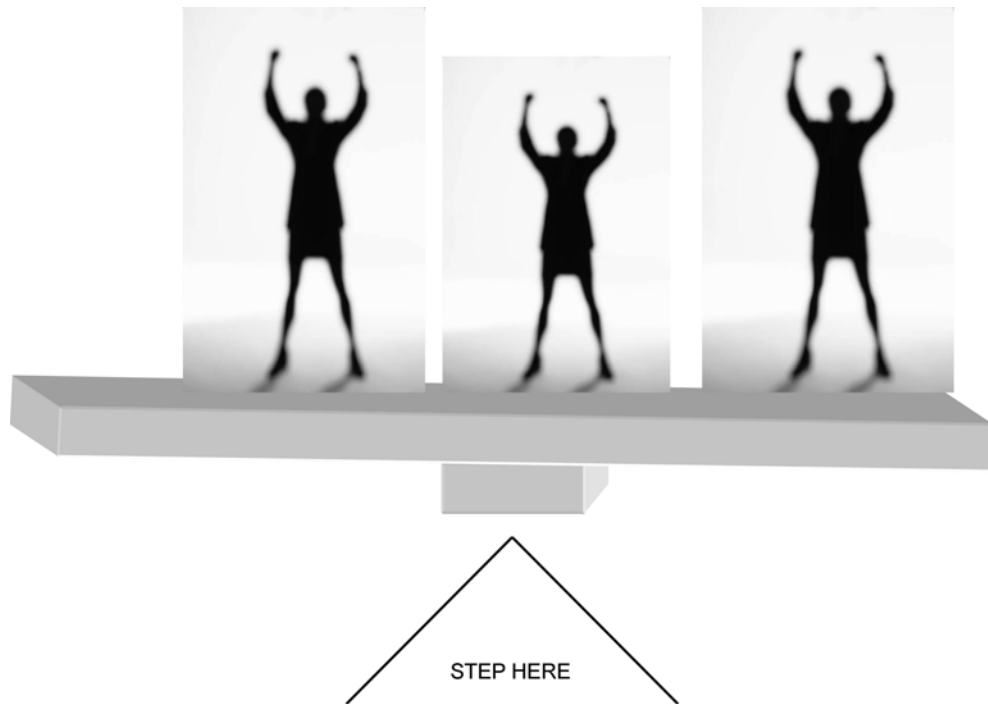
TEAM-BUILDING ACTIVITY	COMMUNICATION
NEGOTIATION	TIME: 15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into three or four small groups (depending on the number of cadets). 2. Explain that each group will go to an area where the other groups can not see them and decide on a physical gesture that they will later have to reveal to the rest of the cadets. Examples of gestures may include: a. waving their hands in the air; b. jumping up and down; c. performing jumping jacks; d. flapping their arms like a bird; e. spinning around in a circle; or f. rubbing their stomachs while patting their heads. 3. After approximately three minutes, have each group come back to the centre of the training area, and stand in a position where every other group can see them. Explain that the cadets are no longer allowed to use any verbal communication. 4. On the word “go” have every cadet in each group simultaneously demonstrate their group’s gesture for the remainder of the cadets. 5. Explain that the cadets are to now decide on one gesture among all the groups. Remember that the cadets are not allowed to communicate verbally throughout the remainder of this activity. 6. The goal is to see how many times it will take to get every group doing the same gesture without any verbal communication. The gesture may be one from of the groups or a combination of the gestures.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 150–151). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
MAGIC CARPET	TIME: 15 min
RESOURCES • A large, open space free from obstacles, and • Piece of plastic or material approximately 1.2 m (4 feet) by 1.5 m (5 feet).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Explain that everyone must stand on the magic carpet and that everyone must maintain contact with the magic carpet at all times throughout the activity. 2. Explain that the group is on a magic carpet ride high above the CSTC when suddenly you discover that you are travelling in the wrong direction because the magic carpet is upside down. 3. Have the cadets turn the magic carpet over without stepping off. Every cadet must maintain contact with the magic carpet at all times.	
SAFETY Ensure all cadets maintain contact with the magic carpet. This will prevent cadets from being picked up or carried on shoulders.	
REFERENCE (ISBN 0-7872-4532-1) Cain, J., & Jolliff, B. (1998). <i>Teamwork & Teamplay</i> . (pp. 125–126). Dubuque, IA: Kendall/Hunt Publishing Company.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
RAFT	TIME: 15 min
RESOURCES • A large, open space free from obstacles, and • Piece of tarp/plywood approximately 1.2 m (4 feet) by 1.2 m (4 feet) depending on the size of the group (should be just large enough for all of the cadets to fit on).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Explain to the cadets that their cruise ship has hit a reef and they are required to abandon ship. 2. Explain that there are a number of sharks in the water nearby and the group must all get aboard the life raft in order to be rescued by the Coast Guard. The rescue helicopter can only pick them up if no one is in the water (touching the ground) for at least 20 seconds. 3. The objective is for all the cadets to remain on the life raft for at least 20 seconds in order for the rescue helicopter to come to the rescue. 4. Have the cadets participate in the activity.	
SAFETY Ensure the safety of all cadets while on the raft.	
REFERENCE (ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 113–115). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
MOONWALK	TIME: 15 min
RESOURCES • A large, open space free from obstacles, • Hula hoops (minimum of eight), and • Large rubber bands or pieces of soft fabric (one per every two cadets).	
ACTIVITY LAYOUT Place eight or more hula hoops randomly on the ground no more than a foot apart.	
ACTIVITY INSTRUCTIONS 1. Have the cadets assemble on one end of the hula hoops. Place the rubber bands around their ankles, connecting them to each other so that the cadets have to move together as a team. 2. Explain that they must move from one hoop to the next without stepping outside. 3. Explain that if someone steps outside a hoop the team must go back to the start and begin again, attempting to communicate and decide how to best move through the hula hoops. 4. The goal is for the cadets to communicate and problem solve the best method of travelling through the hula hoops from the beginning to the end. 5. Have the cadets participate in the activity.	
SAFETY Ensure the rubber bands are large enough not to be too tight on the cadets' ankles.	
REFERENCE (ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 123–124). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
BALANCE BEAM	TIME: 15 min
RESOURCES • A large, open space on grass or soft ground, • 3 m (10 feet) plank of wood approximately 5 cm (2 inches) thick and 20 cm (8 inches) wide, • Cinder block, • Surveyor's tape, and • Eggs (as per Step 2. in Activity Instructions).	
ACTIVITY LAYOUT • Set up the plank of wood so it is balanced in the middle on the cinder block. • Mark a "V" on the ground in front of the cinder block with the surveyor's tape (as illustrated in Figure 3P-3).	
ACTIVITY INSTRUCTIONS 1. Stand on the plank while you brief the team. Demonstrate how a slight shift in weight causes the plank to turn into a see-saw. 2. Explain that all of the cadets are to mount the plank, one at a time, from between the "V" marked on the ground, balance the plank as a group for a minimum of 10 seconds, and dismount, one at a time, between the "V" without causing either end of the plank to touch the ground – an egg can be laid under each end to ensure the plank has not touched the ground on either end. 3. Allow the cadets approximately five minutes to plan a strategy. Explain that once the cadets begin to mount the plank, there will be no more verbal communication. 4. The activity is complete when all of the cadets have successfully stepped off the plank into the "V".	
SAFETY • Ensure the activity is set up on grass or soft ground. In situations where this is not possible, have gym mats set up on either side of the plank. • Have one or two assistant instructors to spot the cadets on the plank. • Caution the cadets that if they are about to lose their balance they should step off the plank to avoid causing other cadets to fall or jump. • Ensure the cadets do not jump off the plank as it could cause it to spin.	
REFERENCE (ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 125–128). New York, NY: McGraw-Hill.	

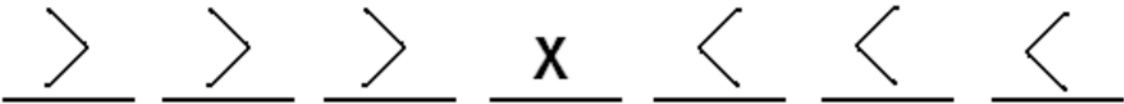


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Figure 3P-3 Balance Beam Set-Up

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
GROUP SEARCH	TIME: 15 min
RESOURCES • A large, open space free from obstacles, • Masking tape/long piece of cloth (approximately 1.2 m [4 feet] long), • Blindfolds (one per every two cadets), • Stopwatch, and • Three small toys/objects that will fit in a hand (eg, plastic dinosaur, plastic boat, plastic plane, plastic tank, doll, ball, etc).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into two groups. 2. Show the first group the three objects they will have to find. 3. Explain that the group, together as a team, will have to find the three objects while blindfolded. 4. Put masking tape or a long piece of cloth around the first group to attach them together. 5. Blindfold the first group of cadets. 6. Place the objects at various places on the ground within approximately 9 m (30 feet) of their location. 7. Have the cadets' move to find the three objects with the verbal assistance of the second group. It is the cadets' goal to decide how best to move about the area without breaking the tape/cloth or removing their blindfolds. 8. As the cadets find each object they are to identify what it is to the leader. 9. Have the groups reverse roles and repeat Steps 2. to 8. 10. Time both groups to see which group found and identified all three objects faster.	
SAFETY Ensure the safety of the cadets who are blindfolded and attached to their team. The cadets in the other group should be watching out for any safety concerns and alerting the blindfolded cadets.	
REFERENCE (ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 133–134). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
TRAFFIC JAM	TIME: 15 min
RESOURCES • A large, open space free from obstacles, and • Tape or pieces of cardboard/plywood (there should be one more space than the number of cadets).	
ACTIVITY LAYOUT • Mark spaces on the ground (as illustrated in Figure 3P-4) with tape or pieces of cardboard/plywood (there should be one more space than the number of cadets). • Mark the centre space with an “X” (as illustrated in Figure 3P-4).	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into two equal groups. 2. Have each group stand on a space facing the middle space. 3. Explain that the group is to attempt to move past each other so that the group to the right of the “X” ends up on the left and vice versa. 4. Explain the following rules: a. Cadets are not allowed to move around someone facing the same direction as them. b. Cadets are not allowed to move backwards around someone. c. Cadets are allowed to step forward onto an empty space. d. Cadets are allowed to step around someone facing them into an empty space. 5. The activity is complete when all cadets have successfully changed sides.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 149–150). New York, NY: McGraw-Hill.	



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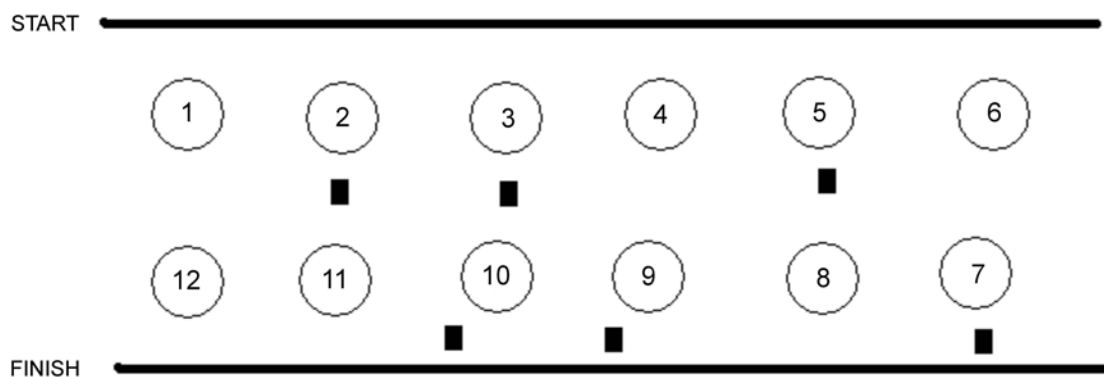
Figure 3P-4 Traffic Jam Set-Up

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
CIRCLE WARS	TIME: 15 min
RESOURCES • A large, open space free from obstacles, and • 15 rope circles of varying sizes between 0.3–1 m (1–3 feet) in diameter.	
ACTIVITY LAYOUT Place the circles on the ground approximately 0.3–1 m (1–3 feet) apart from each other.	
ACTIVITY INSTRUCTIONS 1. Explain to the cadets that they are to put both of their feet entirely in a circle. More than one cadet can put their feet in a circle at a time. 2. On the word “change” have the cadets, when possible, move to another circle and put their feet entirely in that circle. 3. After each time you say “change”, casually pick up one or two of the circles. This will cause the cadets to move faster as circles disappear. 4. Once you get down to the last one or two circles, remind the cadets that they are not allowed to move them. Remind them that it is problem-solving initiative and they are to work with what they have in order to develop possible solutions. 5. This activity is complete when the cadets all have their feet in the last circle.	
SAFETY N/A.	
REFERENCE (ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 163–165). New York, NY: McGraw-Hill.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
UNTYING KNOTS	TIME: 15 min
RESOURCES • A large, open space free from obstacles, and • Soft cloth ropes approximately 2.5 m (8 feet) long (one per every cadet).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets stand in a circle approximately 3 m (10 feet) in diameter. 2. Have every cadet hold a piece of rope in their right hand. 3. Explain that the cadets must join their free hand with the ropes of other cadets in the circle. Explain that the cadets are not to hold the rope of a cadet standing next to them. 4. This process continues until all cadets are holding a piece of rope in each hand and are joined to the rope in one cadet's right hand and a different cadet's left hand. This will create a knot in the cadets through the ropes (much like a human knot). 5. Have the cadets untie the knot the ropes have created using the following rules: a. cadets are not allowed to let go of their ropes or change hands with the ropes; b. cadets are to communicate and move around to untie the knot to form a connected circle; and c. cadets may end up facing outward from the circle.	
SAFETY N/A.	
REFERENCE (ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). <i>Essentials of Team Building</i> . (pp. 56–57). Champaign, IL: Human Kinetics.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
STEPPING STONES	TIME: 15 min
RESOURCES • A large, open space free from obstacles, and • One base (eg, pieces of cardboard/plywood/tape) per cadet plus one extra.	
ACTIVITY LAYOUT Place each base/tape mark in a straight line approximately 30–38 cm (12–15 inches) apart.	
ACTIVITY INSTRUCTIONS 1. Have the cadets stand in a specified order of their choosing, on a base each. 2. Have the cadets determine where the extra base goes. 3. The objective is for the team to end up standing in reverse order from their starting position. 4. The following rules apply: a. Only one person may touch a base at a time. b. When moving bases, a cadet may move in either direction to a neighbouring base. c. Cadets may move to a new base only if it is empty. d. The bases cannot be moved. e. Cadets are not allowed to touch the ground during the activity. f. If any one cadet breaks a rule, the entire group must start the task over.	
SAFETY Secure the bases to the ground or use tape so that the bases do not move.	
REFERENCE (ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). <i>Essentials of Team Building</i> . (pp. 106–107). Champaign, IL: Human Kinetics.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
SWAMP TRAIL	TIME: 15 min
RESOURCES • A large, open space free from obstacles, • Twelve 30-cm (12-inch) bases (eg, cardboard/poly spots/tape), • Tape, and • Six beanbags.	
ACTIVITY LAYOUT • Designate a start and finish line approximately 4.5 m (15 feet) apart (the swamp is the area in between the two lines). • Place the bases in two parallel lines between the start and finish lines. • Place a beanbag at various distances, between 0.5–1.5 m (2–4 feet) away from bases 2, 3, 5, 7, 9 and 10 (as illustrated in Figure 3P-5).	
ACTIVITY INSTRUCTIONS 1. Explain to the cadets that they must cross a swamp as a team, holding hands along the way. Each cadet must make it to the other side without stepping into the swamp or letting go of their team members' hands. 2. Explain that along the way, the cadets are to pick up the beanbags. 3. The following rules apply: a. The team must hold hands for the duration of the activity. b. A cadet who is attempting to pick up a beanbag may let go of their team member's hand but must rejoin hands before moving to a new base. c. No one may touch the swamp during the trip through to the other side. d. Each cadet is permitted to pick up and carry only one beanbag. 4. Have the cadets participate in the activity.	
SAFETY • Ensure the bases are secured to the ground or tape is used so that there is no chance of them slipping. • Each cadet must ensure the safety of their fellow team members as they cross the swamp.	
REFERENCE (ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). <i>Essentials of Team Building</i>. (pp. 166–167). Champaign, IL: Human Kinetics.	



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Figure 3P-5 Swamp Trail Set-Up

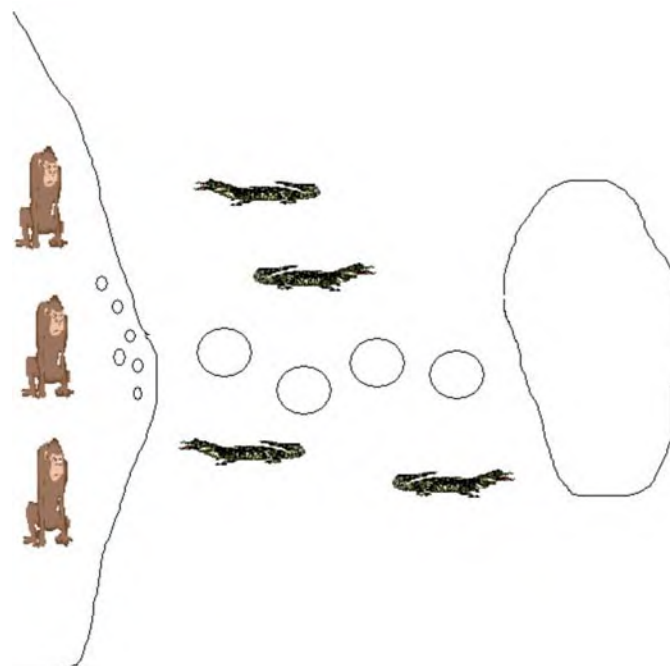
TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
HUMAN KNOT	TIME: 15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets form a tight circle facing the centre, raise their arms in the air and grasp the hands of two different cadets. The cadets should not be holding hands with the cadets directly on either side of them. 2. Have the cadets untangle themselves without letting go of the other cadets' hands. 3. The activity is complete when the cadets have untied the knot and formed a circle.	
SAFETY The cadets are to ensure the safety of their team members at all times throughout the duration of this activity.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 165–166). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
CIRCLE CLAP	TIME: 10–15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Explain that the objective of this activity is for everyone to simultaneously clap hands with the person next to them. 2. Have the cadets form a circle. Choose a cadet to begin and have each cadet clap once in succession. 3. Next, have the cadets attempt to make one solitary clap, all clapping in unison. 4. Once they have achieved this, have the cadets attempt to make one solitary clap – the catch being they cannot clap their own hands together. The cadets must clap their hands with the hands of the cadets on either side of them. 5. This activity is complete when the cadets have successfully made one solitary clap by clapping the hands of the cadets on both sides of them.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 155–156). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
QUICK SHUFFLE	TIME: 10–15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into two groups. The cadets should not be evenly divided (eg, if there are 10 cadets, divide them into a group of seven and a group of three). 2. Have the larger group stand in one line, side by side, in front of the smaller group. Note the order of the larger group as a reference at the end of the activity. 3. Have the smaller group look at the lineup of cadets for approximately 10 seconds. Then have the cadets close their eyes until directed to open them. While these cadets have their eyes closed, have the larger group quietly shuffle their positions within the lineup. 4. Tell the smaller group to open their eyes and try to put the lineup back into their original configuration. 5. This activity is complete when the cadets have been put into their original configuration. 6. If the cadets complete this activity quickly, rearrange the groups and repeat Steps 1. to 5.	
SAFETY N/A.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 147). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
TALL TOWER	TIME: 10–15 min
RESOURCES • A large, open space free from obstacles, and • Supplies for each group to build a tower (eg, paper, raw spaghetti noodles, marshmallows, toothpicks, straws, paper clips, paper cups, chewing gum, tape, etc).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into groups of two to four cadets. 2. Distribute an equal amount of the supplies to each group. 3. Explain to each group that they are to build the tallest tower they can using only the supplies given to them. 4. Allow the groups approximately seven minutes to build their towers. Have each group display their tower for the other groups. 5. Determine which group has the tallest tower.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i> . (pp. 92–93). Richland, WA: Rec Room Publishing.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
SWAMP CROSSING	TIME: 15 min
RESOURCES • A large, open space free from obstacles, • Pieces of cardboard about 30 cm (12 inches) square (two fewer pieces than there are cadets), and • Three 2-L plastic jugs with lids, and • Water.	
ACTIVITY LAYOUT • Fill the plastic jugs with water and put the lids on them. • Designate the start and finish lines for the swamp and place the plastic jugs at the finish.	
ACTIVITY INSTRUCTIONS 1. Tell the cadets the following story: “Your group is stranded on an island and you need fresh water. The only water is in jugs on the other side of the salt-water, alligator-infested swamp. You must go and get it. You must do this as a group because the island gorillas are on the other side and are protective of their water but are afraid of a large group. You may use these special floating stepping stones (give them one or two fewer pieces of cardboard than there are cadets) that you can move across the water. The stones may be moved only by being picked up and set back down. You may not slide them because this will cause them to sink into the swamp.” 2. Explain that the cadets may not make a bridge with the stones but must move the last one to the front in order to advance through the swamp. 3. Have the cadets cross the swamp, get the jugs of water and return safely to the start of the swamp with the jugs.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 104–105). Richland, WA: Rec Room Publishing.	



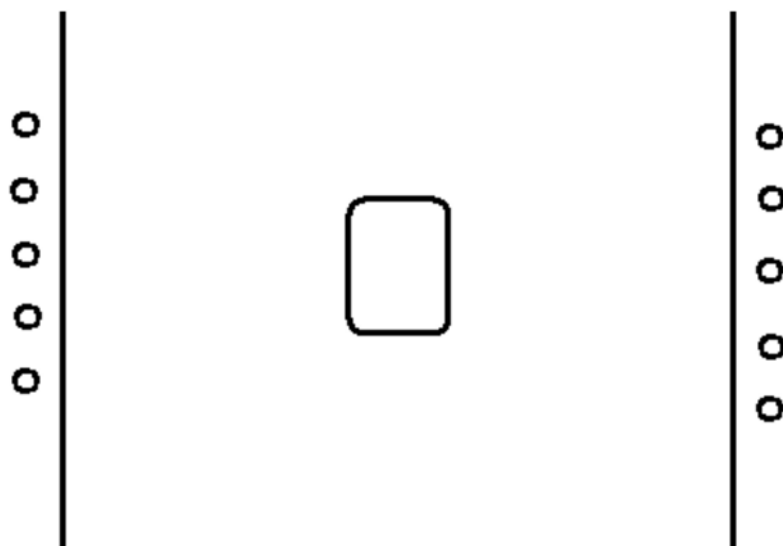
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Figure 3P-6 Swamp Crossing Set-Up

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
WATER TRANSFER	TIME: 10–15 min
RESOURCES • A large, open space free from obstacles, • Four old bicycle tire inner tubes/three hula hoops, • Chalk/tape, • Two large coffee cans, and • Water.	
ACTIVITY LAYOUT • In a large, open area draw/tape a circle on the ground that is approximately 4.5 m (15 feet) in diameter. • Place one large coffee can, half-filled with water, in the centre of the circle.	
ACTIVITY INSTRUCTIONS 1. Explain to the cadets that they are to get the can of water out of the circle without spilling any of the water. 2. Give the cadets either four old bicycle inner tubes or three hula hoops. 3. Explain that the following rules apply: a. Cadets are not allowed to cross into the circle with any part of their body. b. The extra coffee can may be used for practice before moving the coffee can holding the water. c. Once the cadets have retrieved the can of water they are to pour it into the empty can without the two cans touching. 4. Have the cadets participate in the activity. 5. This activity is complete when the cadets have successfully retrieved the can with water out of the circle and poured it into the second can without spilling any water.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 114–115). Richland, WA: Rec Room Publishing.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
EGG CONSTRUCTION	TIME: 15 min
RESOURCES • Raw eggs (one per group), and • Supplies to build an egg protection cover (eg, straws, tape, paper, popsicle sticks, glue, etc).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into two groups. 2. Distribute a raw egg and an equal amount of supplies to each group. 3. Have the cadets build an egg protection cover for their egg which will be dropped from a height of at least 2 m (6 feet). 4. Explain that once each group has their covers built they are to gather as a complete group and drop their eggs to see if they break or are protected. 5. Have the groups drop their eggs, one group at a time, to see if they are adequately protected.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i> . (p. 116). Richland, WA: Rec Room Publishing.	

TEAM-BUILDING ACTIVITY	PROBLEM-SOLVING
WATER CARRY	TIME: 15 min
RESOURCES • A large, open space free from obstacles, • Ten paper cups, • Cafeteria-style tray, and • Water, and • Paper towels/mop.	
ACTIVITY LAYOUT • Fill the 10 paper cups with water, about three-quarters full. • Place five paper cups at one end of the space and five at the opposite end (the space should be a minimum of 4.5 m [15 feet] apart). • Place the cafeteria-style tray in the middle of the area (as illustrated in Figure 3P-7). • Have an extra jug of water to refill cups and paper towel or a mop to clean up spills.	
ACTIVITY INSTRUCTIONS 1. Explain that the cadets are to start in the middle of the space where the cafeteria-style tray is placed. 2. Have the cadets retrieve all 10 cups and place them onto the tray without spilling any of the water. The following rules apply: a. Cadets may only get one cup at a time. b. Before getting a second cup from that side of the room, the cadets must travel to the other side of the room with the tray and retrieve a cup from that side. c. When cadets have retrieved all 10 cups of water, they are to place the tray on the floor in the centre of the space. d. Each cadet can only use one foot and one hand for the duration of this activity. 3. Explain that if any water is spilled the whole group must start over. 4. This activity is complete when the 10 cups have been successfully placed on the tray in the centre of the space.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 146–147). Richland, WA: Rec Room Publishing.	



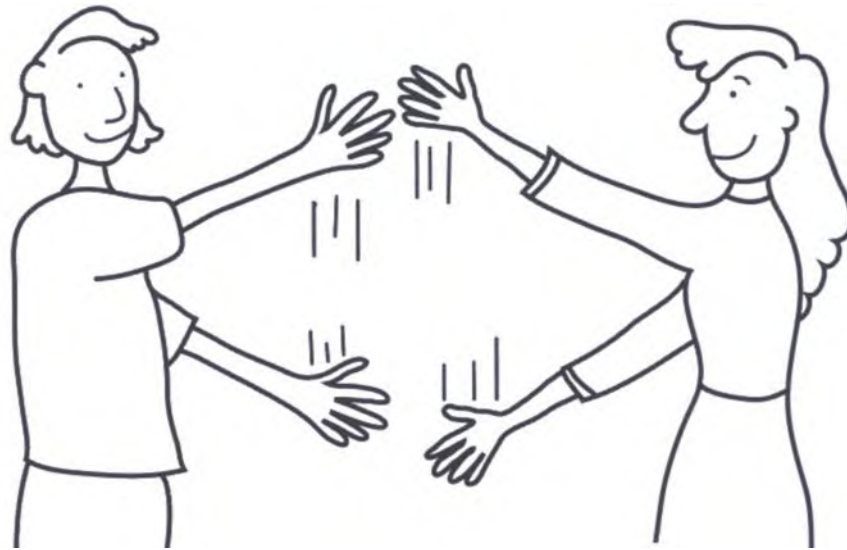
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Figure 3P-7 Water Carry Set-Up

TEAM-BUILDING ACTIVITY	TRUST-BUILDING
CRAZY MAZE	TIME: 15 min
RESOURCES • A large, open space, • Chairs (minimum of 10), • Yarn, string or thin rope (approximately 15 m [50 feet] long) for each group, and • Blindfolds (two).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into two groups. 2. Distribute a minimum of five chairs and yarn, string or thin rope to each group. 3. Have the two groups go to separate parts of the training area. 4. Have each group create a maze with the chairs and yarn, string or rope, with as many twists and turns as possible and perhaps even some dead ends along the way. 5. Once each group has completed their maze, have a blindfolded volunteer from each group walk through the other group's maze. The mazes will be completed one at a time. 6. The blindfolded cadet will be verbally led through the maze by their group. Members of the group that constructed the maze may try to confuse the cadet by giving opposing directions. At no time may the groups touch the blindfolded cadet to help them through the maze.	
SAFETY The cadets must ensure the safety of the blindfolded cadets at all times throughout this activity.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 136–137). Richland, WA: Rec Room Publishing.	

TEAM-BUILDING ACTIVITY	TRUST-BUILDING
EVERYBODY UP	TIME: 15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into pairs (the first time this activity is done it may be best to try to pair the cadets by size). 2. Have the cadets sit in two straight lines, facing their partners, with the soles of their shoes pressed against their partner's shoes. 3. Have the cadets grab their partner's hands. 4. On your count, have the cadets try to pull each other up to a standing position without letting go of each other's hands. 5. If time allows, the cadets can switch partners and attempt this activity with a new partner of a different size.	
SAFETY The cadets must ensure the safety of their partners at all times throughout this activity by maintaining a solid grasp of one another and staff members must supervise carefully to ensure proper procedures are being followed.	
REFERENCE (ISBN 0-7872-0107-3) (1995). <i>Youth Leadership in Action</i> . (pp. 86–87). Dubuque, IA: Kendall/Hunt Publishing Company.	

TEAM-BUILDING ACTIVITY	TRUST-BUILDING
SLICE & DICE	TIME: 10–15 min
RESOURCES A large, open space free from obstacles.	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets line up in two separate lines facing each other approximately 1–1.5 m (3.5–5 feet) apart. 2. Select a volunteer to be the first walker. 3. Explain that upon starting the activity the cadets in the lines should start to swing their arms full stretch in front of them in a chopping motion, bringing the arms up and down in succession (as illustrated in Figure 3P-8). This activity should be started slowly and may pick up speed as the cadets get used to the motion. 4. Have the walker walk through the line of swinging arms at a steady pace. 5. As time allows, have as many walkers go through the line as possible.	
SAFETY Explain the following safety considerations to the group: • Members swinging their arms are to ensure they do not touch the walker. • Walkers are to ensure they keep their eyes open. • Walkers are to ensure they keep a steady pace while walking through the lines.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 136–137). Beverly, MA: Project Adventure, Inc.	



M. Collard, No Props: Great Games With No Equipment, Project Adventure, Inc. (p. 136)

Figure 3P-8 Slice and Dice

TEAM-BUILDING ACTIVITY	TRUST-BUILDING
HOG CALL	TIME: 10–15 min
RESOURCES • A large, open space free from obstacles, and • Blindfolds (one per cadet).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Have the cadets form two lines facing each other. The cadets facing each other will become partners. If there is an odd number, form one group of three. 2. Assign each group a matching set of words from the following list (or have cadets quickly come up with their own set of appropriate words): a. peanut-butter, b. Coca-Cola, c. salt-pepper, d. bubble-gum, e. french-fry, f. Ken-Barbie, g. Power-Rangers, h. Batman-Robin, i. snap-crackle-pop, and j. Larry-Curly-Moe. 3. Have each line move to opposite ends of the training space. Have each group turn away from the other and blindfold all of the cadets. Each group of cadets will mix themselves up among the other participants. 4. On a signal, have the cadets start the activity by shouting their partner's word. For example, if your word was peanut, you would shout "butter" and your partner would shout "peanut" until you found each other. 5. Once partners find each other have them sit together and remove their blindfolds until all cadets have found their partners.	
SAFETY All cadets are asked to place their hands in front of their torso with palms facing forward and elbows tucked in to avoid running into anything. The cadets are to move around the space cautiously to avoid running into anyone or anything.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i>. (pp. 126–127). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	TRUST-BUILDING
HUG A TREE	TIME: 15 min
RESOURCES • A large, open space (preferably outdoors with lots of obstacles), and • Blindfolds (one per two cadets).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into pairs. 2. Blindfold one partner at a time and have the other cadet verbally guide them to an object that is at least 40–50 m (130–160 feet) away from the point from which they started. 3. Once led to the object (eg, a distinctive tree, fallen log, rock, etc) have the blindfolded cadet spend up to one minute getting acquainted with the object. The cadet should be encouraged to feel and smell the object. 4. Have the cadet who is not blindfolded guide the blindfolded cadet back to the starting point – preferably not using a direct line. 5. Upon arriving back at the starting point remove the blindfold. 6. Have the cadet who was blindfolded attempt to find the object that they were introduced to while they were blindfolded. Have their partner accompany them while they attempt to find the object but should not offer them any clues. 7. As time allows, have the cadets reverse roles.	
SAFETY The cadet who is not blindfolded is to ensure the safety of the blindfolded cadet at all times throughout this activity.	
REFERENCE (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 122–123). Beverly, MA: Project Adventure, Inc.	

TEAM-BUILDING ACTIVITY	TRUST-BUILDING
BLINDFOLD BUILD	TIME: 15 min
RESOURCES • A large, open space free from obstacles, • Blindfolds (one per two cadets), and • Building blocks (minimum 40).	
ACTIVITY LAYOUT N/A.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into two even groups. Blindfold the cadets from one group. 2. Use the building blocks to build a structure with half of the blocks while the non-blindfolded cadets watch. Give them one minute to study the structure. 3. Hide the structure and scatter the other half of the pieces around the space. 4. Have the non-blindfolded cadets guide the blindfolded cadets to build the same structure. The non-blindfolded cadets must not touch any building blocks. 5. Once the structure is complete, have the cadets remove their blindfolds. Inform the group how close they were to the original. 6. As time allows, have the cadets reverse roles.	
SAFETY N/A.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 66–67). Richland, WA: Rec Room Publishing.	

TEAM-BUILDING ACTIVITY	TRUST-BUILDING
LIGHTHOUSE	TIME: 10–15 min
RESOURCES • A large, open space, • Various obstacles (eg, desks, chairs, boxes, crates, pylons, etc), • Blindfold, and • Pieces of wrapped candy (one piece per lighthouse).	
ACTIVITY LAYOUT Set up obstacles around the training area.	
ACTIVITY INSTRUCTIONS 1. Have one cadet volunteer to be the “cargo ship”. Blindfold this cadet. 2. Have three or four cadets stand at various points among the obstacles. These cadets will be the “lighthouses”. 3. Give the “cargo ship” three or four pieces of the wrapped candy. 4. Explain that the job of each “lighthouse” is to guide the “cargo ship” through the rough waters (obstacle course) so the cargo (wrapped candy) can be delivered to each “lighthouse” safely. 5. Have the “lighthouse” closest to the start point verbally guide the “cargo ship” safely to their “lighthouse”. If successful, the “cargo ship” should deliver the cargo (a piece of candy) to that person. 6. Have each “lighthouse” guide the “cargo ship” to them in succession as the “cargo ship” makes their way through the rough water (obstacles). 7. The only “lighthouse” allowed to give directions at a given time is the one the “cargo ship” is headed toward. If the “cargo ship” is in danger of crashing into an obstacle the guiding lighthouse does not receive their shipment of cargo. As well if the “lighthouse” is unable to successfully guide them to the “lighthouse” and the “cargo ship” passes by, they do not receive their shipment of cargo and the next “lighthouse” takes over the directions. 8. As time allows, have the cadets change positions and assume different roles.	
SAFETY The cadets acting as lighthouses are to ensure the safety of the cargo ship throughout the activity.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 88–89). Richland, WA: Rec Room Publishing.	

TEAM-BUILDING ACTIVITY	TRUST-BUILDING
TRUST TAG	TIME: 15 min
RESOURCES • A large, open space free of obstacles, and • Blindfolds (one per two cadets).	
ACTIVITY LAYOUT Mark off a playing area.	
ACTIVITY INSTRUCTIONS 1. Divide the cadets into pairs. Blindfold one cadet from each pair. 2. Designate one pair to be “it”. 3. Have the blindfolded cadets play a game of tag while their partners verbally guide them through the game. The cadets are to walk for this activity, not run. The non-blindfolded cadet of the team who is “it” must attempt to guide their partner to tag someone. The non-blindfolded cadets of the other partners must attempt to guide their partners away from the cadet who is “it”. 4. Halfway through the time, have the cadets reverse roles.	
SAFETY • The cadets who are not blindfolded are to ensure the safety of the blindfolded cadets at all times throughout this activity. • Cadets are not permitted to run.	
REFERENCE (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 102–103). Richland, WA: Rec Room Publishing.	

TEAM-BUILDING PLANNING GUIDE

TEAM-BUILDING ACTIVITY		Type: _____
Name of Activity: _____		Time: ____ minutes
QUESTIONS TO THE INSTRUCTOR		
TIME APPRECIATION		
Introduction:		
Conduct of Activity:		
Debriefing:		
ACTIVITY LAYOUT		
ACTIVITY INSTRUCTIONS		
SAFETY		
DEBRIEFING QUESTIONS		

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SELF-ASSESSMENT FORM – LEAD A TEAM-BUILDING ACTIVITY

1. How did you feel after leading a team-building activity?

2. How did you feel about the teamwork among the members? How did this affect your experience in leading the activity?

3. Which aspects did you feel went well while leading the activity? Which aspects did you feel did not go so well? Why?

4. What would you do differently given another opportunity lead a team-building activity?

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OUTLINE FOR DELIVERING A PRESENTATION ABOUT A LEADER

Use the information and techniques discussed from PO 309 (Instruct a Lesson, Chapter 9) while delivering this presentation.

This presentation is another opportunity to practice presentation skills.

This presentation is to be no less than 7 minutes and no more than 10 minutes long. Notes may be used to deliver this presentation. Presentation aids may be used during the delivery of the presentation (eg, whiteboard/flip chart/OHP/multimedia projector/handouts).

This presentation will not be evaluated for delivery or content, however each cadet should do their best.

Introduction

- Name of the leader,
- Date and place of birth,
- Date of death (if applicable),
- Display a picture of the leader (if available), and
- Information about the childhood of the leader.

Body

- Interesting points of the leader's career, to include:
 - positions of responsibility (if applicable), and
 - incidents where they used their influence,
- How and where the core leadership qualities were displayed by the leader, and
- Other interesting facts about the leader.

Conclusion

- Why you chose this leader,
- Three questions to ensure confirmation of the presentation, and
- A final summary sentence about the leader.

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CHAPTER 4

PO 304 – UPDATE PERSONAL ACTIVITY PLAN



COMMON TRAINING
SILVER STAR
INSTRUCTIONAL GUIDE



SECTION 1

EO M304.01 – DESCRIBE THE COMPONENTS OF PHYSICAL FITNESS

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets and to generate an interest in the components of physical fitness.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest in fitness and sports activities among cadets.

A demonstration was chosen for TP 3 as it allows the instructor to demonstrate how to conduct and score the components of the Cadet Fitness Assessment.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have described the components of physical fitness.

IMPORTANCE

It is important for the cadets to describe the components of physical fitness and to identify activities that may help to improve physical fitness because it contributes to a healthy lifestyle. This lesson promotes physical fitness, meeting one of the aims of the Cadet Program.

Teaching Point 1**Describe the Components of Physical Fitness**

Time: 5 min

Method: Interactive Lecture



Describe the components of physical fitness and provide examples of the types of activities associated with each component.

CARDIOVASCULAR ENDURANCE

Good cardiovascular endurance is linked to a reduced risk of high blood pressure, coronary heart disease, obesity and diabetes. Cardiovascular endurance activities help the heart, lungs and circulatory system stay healthy and provide energy. Examples of activities that may help to improve cardiovascular endurance include:

- walking,
- biking, and
- dancing.

MUSCULAR STRENGTH

Good muscular strength is linked to developing strong muscles and bones, improving posture and preventing diseases such as osteoporosis. Muscular strength activities are those that require the muscles to work against some sort of resistance. Examples of activities that may help to improve muscular strength include:

- lifting and carrying objects;
- climbing stairs; and
- weight/strength training routines.

MUSCULAR FLEXIBILITY

Good muscular flexibility is linked to improved movement, muscle relaxation and joint mobility. Muscular flexibility activities are those that require reaching, bending and stretching. Examples of activities that may help to improve muscular flexibility include:

- stretching exercises,
- yoga, and
- T'ai Chi.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Good cardiovascular endurance is linked to what?
- Q2. What are muscular strength activities?
- Q3. What is good muscular flexibility linked to?

ANTICIPATED ANSWERS

- A1. Reduced risk of high blood pressure, coronary heart disease, obesity and diabetes.
- A2. Those that require the muscles to work against some sort of resistance.
- A3. Improved movement, muscle relaxation and joint mobility.

Teaching Point 2

**Conduct an Activity Where the Cadets Will Identify Fitness
and Sports Activities That May Help to Improve the
Components of Physical Fitness**

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify fitness and sports activities associated with the components of physical fitness.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups.
2. Assign each group a component of physical fitness.
3. Have the cadets brainstorm the types of activities associated with the assigned component.
4. Have each group present the activities they have brainstormed.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Demonstrate How to Conduct and Score the Components of the Cadet Fitness Assessment**

Time: 10 min

Method: Demonstration



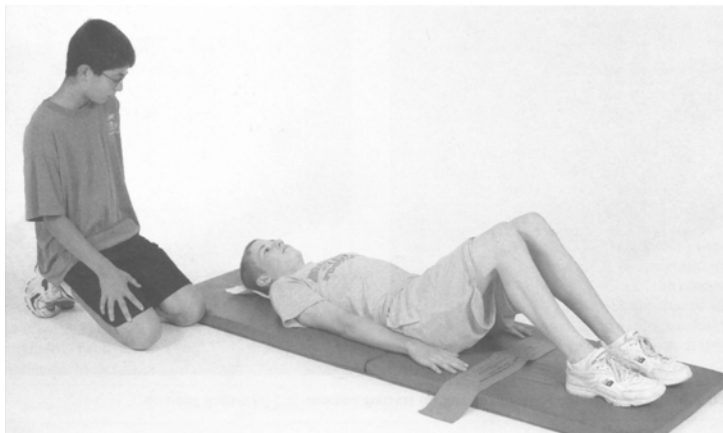
The cadets are familiar with how the PACER is conducted because they have participated in the assessment in Silver Star, therefore the PACER will not be described during this lesson.



The Cadet Fitness Assessment is conducted in pairs where the cadets will track their partner's score.

MUSCULAR STRENGTH**Conducting the Curl-Up**

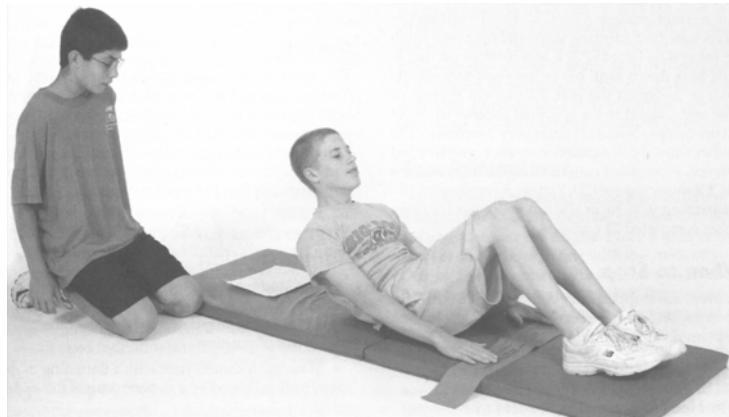
1. Have one cadet from each pair:
 - a. lay on their back with head down;
 - b. bend their knees at an angle of approximately 140 degrees;
 - c. place their feet flat and legs slightly apart; and
 - d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out (as illustrated in Figure 4-1-1).
2. The scorekeeper will place the measuring strip on the mat under the cadet's knees so their fingertips are resting on the nearest edge of the measuring strip (as illustrated in Figure 4-1-1).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 43)

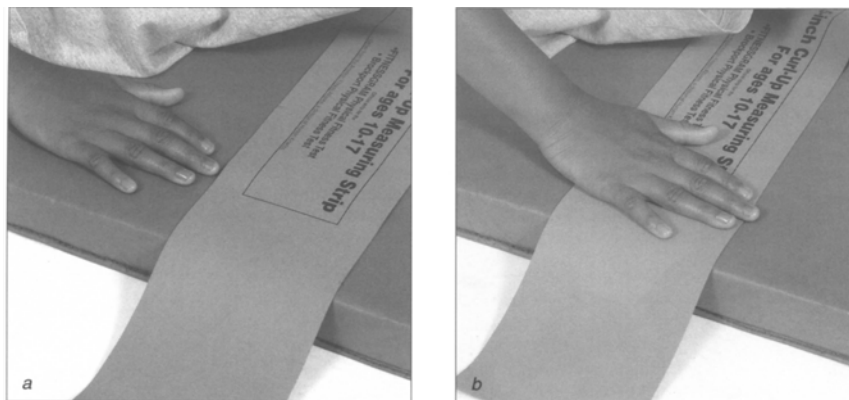
Figure 4-1-1 Curl-Up Starting Position

3. The cadet on the mat will curl up (as illustrated in Figure 4-1-2), ensuring their fingers reach the other side of the measuring strip (as illustrated in Figure 4-1-3), repeatedly at a cadence of one curl every three seconds. This is done until a second form correction (the first form correction does not count) is made, they can no longer continue or have completed 75 curl-ups.



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 43)

Figure 4-1-2 Curl-Up



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 44)

Figure 4-1-3 Curl-Up Finger Position

4. The scorekeeper will count how many times the cadet can curl up (which is the curl-up score).
5. Have the cadets switch positions and repeat steps one to four.

Scoring the Curl-Up

Scoring for the curl-up is based on the number of curl-ups that are completed; until a second form correction (the first form correction does not count) is made, the cadet can no longer continue, or has completed 75 curl-ups.

Conducting the Push-Up

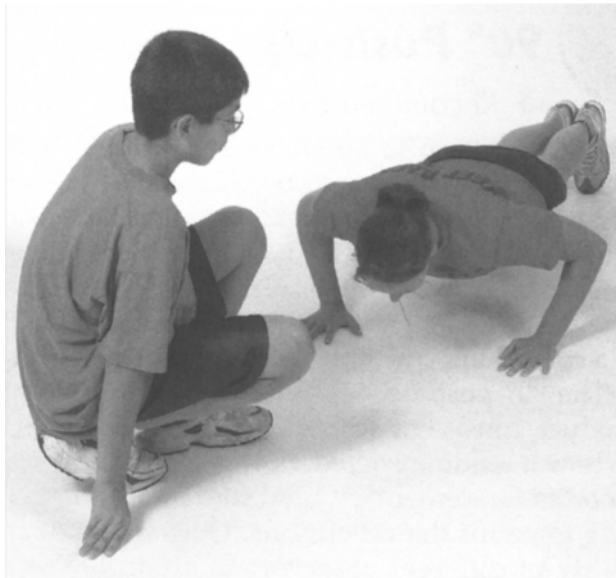
1. Have one cadet from each pair:
 - a. lay face down;
 - b. place their hands under or slightly wider than their shoulders, with fingers stretched out;
 - c. straighten their legs with feet slightly apart; and
 - d. tuck their toes under the shins.
2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned (as illustrated in Figure 4-1-4).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 48)

Figure 4-1-4 Push-Up Starting Position

3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor (as illustrated in Figure 4-1-5).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 48)

Figure 4-1-5 Down Position of the Push-Up

4. Have the cadet repeat steps two and three repeatedly at a cadence of one push-up every three seconds until a second form correction (the first form correction does not count) is made, or they can no longer continue.
5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).
6. Have the cadets switch positions and repeat steps one to five.

Scoring the Push-Up

Scoring for the push-up is based on the number of push-ups that are completed; until a second form correction (the first form correction does not count) is made, or the cadet can no longer continue.

MUSCULAR FLEXIBILITY



Demonstrate the two muscular flexibility assessments that are chosen to be conducted during the Cadet Fitness Assessment.

Conducting the Trunk Lift

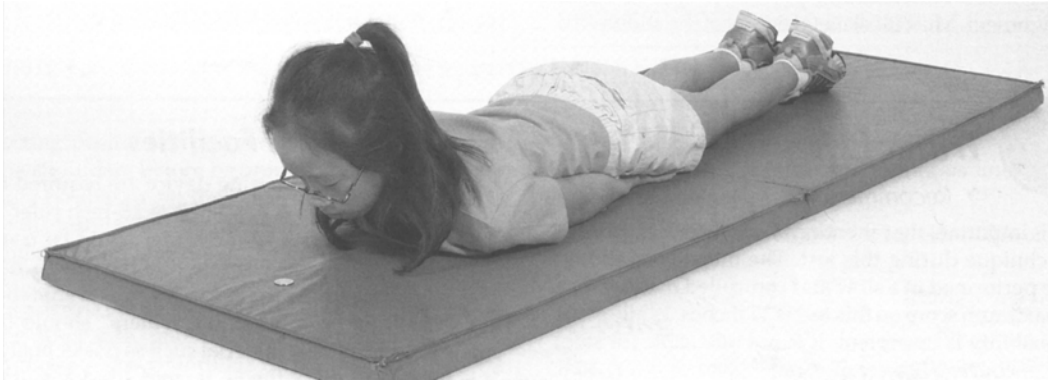
1. Have one cadet from each pair:
 - a. lay face down on the mat;
 - b. point their toes towards the end of the mat; and
 - c. place their hands under the thighs (as illustrated in Figure 4-1-6).
2. Place a marker on the mat aligned with the cadet's eyes (as illustrated in Figure 4-1-6).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 46)

Figure 4-1-6 Starting Position for the Trunk Lift

3. Have the cadet lift their upper body off the floor in a slow and controlled manner, to a maximum height of 30 cm (12 inches) (as illustrated in Figure 4-1-7). Ensure their head is aligned straight with the spine.



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 46)

Figure 4-1-7 The Trunk Lift

4. Have the cadet hold this position until the height can be measured (as illustrated in Figure 4-1-8).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 46)

Figure 4-1-8 Measuring The Trunk Lift

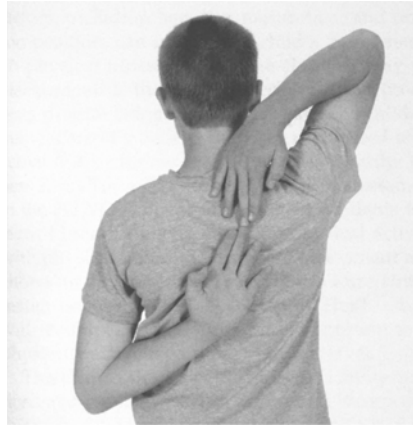
5. The scorekeeper will measure the distance, in inches, between the mat and the cadet's chin to determine the trunk lift score. The score will be a maximum of 12 inches to prevent hyperextension.
6. Have the cadets switch positions and repeat steps one to five.

Scoring the Trunk Lift

Scoring for the trunk lift is based on the distance, in inches, between the mat and the chin, to a maximum of 12 inches.

Conducting the Shoulder Stretch

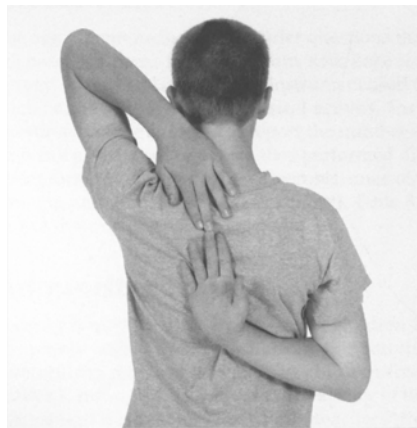
1. Have one cadet from each pair test their right shoulder by:
 - a. reaching with the right hand over the right shoulder and down the back; and
 - b. reaching with the left hand behind the back to touch the right hand (as illustrated in Figure 4-1-9).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 55)

Figure 4-1-9 Right Shoulder Stretch

2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).
3. Have the cadet test their left shoulder by:
 - a. reaching with the left hand over the left shoulder and down the back; and
 - b. reaching with the right hand behind the back to touch the left hand (as illustrated in Figure 4-1-10).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 55)

Figure 4-1-10 Left Shoulder Stretch

4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.
5. Have the cadets switch positions and repeat steps one to four.

Scoring the Shoulder Stretch

Scoring for the shoulder stretch is based on the cadet's ability to touch their fingers on both their right and left sides. The score is indicated with a yes (Y) or no (N) on the scoresheet.

Conducting the Back-Saver Sit and Reach



Refer to EO M304.02 (Section 2) for specific details regarding the construct of the back-saver sit and reach test apparatus.

1. Have one cadet from each pair remove their shoes.
2. Have the cadet:
 - a. sit in front of the test apparatus;
 - b. extend one leg fully with the foot flat against the face of the box;
 - c. bend the knee of the other leg with the sole of the foot flat on the floor placed next to the knee of the straight leg;
 - d. ensure that there is a 5–8 cm (2–3 inch) space between the knee on the straight leg, and the foot of the bent leg; and
 - e. extend their arms forward with the hands placed on top of one another placing the finger tips just in front of the tip of the ruler (as illustrated in Figure 4-1-11).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 54)

Figure 4-1-11 Starting Position for the Back-Saver Sit and Reach

3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second (as illustrated in Figure 4-1-12).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 54)

Figure 4-1-12 The Back-Saver Sit and Reach

4. The scorekeeper will measure the distance, in inches that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.
5. Have the cadet repeat steps one to three for the other leg.
6. Have the cadets switch positions and repeat steps one to five.

Scoring the Back-Saver Sit and Reach

Scoring for the back-saver sit and reach is based on the distance, in inches, that the cadet can reach with their hands for each leg, to a maximum of 12 inches.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. How is the curl-up scored?
- Q2. How is the right shoulder assessed for muscular flexibility?
- Q3. How is the back-saver sit and reach scored?

ANTICIPATED ANSWERS

- A1. By counting the number of curl-ups completed.
- A2. Complete the shoulder stretch assessment by:
 - a. reaching with the right hand over the right shoulder and down the back; and
 - b. reaching with the left hand behind the back to touch the right hand.
- A3. The back-saver sit and reach is scored by measuring the distance, in inches, that the cadet can reach with their hands for each leg, to a maximum of 12 inches.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What are the three components of physical fitness?
- Q2. List three fitness and sports activities that may help to improve cardiovascular endurance?
- Q3. What is one assessment used to test muscular strength?

ANTICIPATED ANSWERS

- A1. Cardiovascular endurance, muscular strength and muscular flexibility.
- A2. Cardiovascular activities include, but are not limited to:
- walking,
 - yard and garden work,
 - biking,
 - skating,
 - swimming, and
 - dancing.
- A3. The curl-up or the push-up.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets will perform the components of the Cadet Fitness Assessment during EO M304.02 (Participate in the Cadet Fitness Assessment, Section 2).

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Describing the components and identifying activities that may help to improve physical fitness contributes to a healthy lifestyle. This lesson promotes physical fitness, meeting one of the aims of the Cadet Program. Being familiar with how to conduct the components of the Cadet Fitness Assessment will be helpful when it comes time to participate in the assessment. Results from the Cadet Fitness Assessment are helpful for tracking personal fitness level, creating fitness goals, and promoting lifelong fitness.

INSTRUCTOR NOTES/REMARKS

This lesson shall be conducted prior to EO M304.02 (Participate in the Cadet Fitness Assessment, Section 2).

REFERENCES

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (1998). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.

C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3rd ed.). Windsor, ON: Human Kinetics.

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COMMON TRAINING

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M304.02 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT

Total Time:	2 x 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. The CD/tape for the Progressive Aerobic Cardiovascular Endurance Run (PACER) is available from the RCSU and should be set up for use with a suitable playback device.

Photocopy the Cadet Fitness Assessment Scoresheet located at Annex B and the PACER Individual Scoresheet B located at Annex C for each cadet.

The cadets will complete the Cadet Fitness Assessment in pairs. The PACER will be conducted first, with the remaining stations run as a circuit.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

INTRODUCTION

REVIEW

Review how to conduct the components of the Cadet Fitness Assessment from EO M304.01 (Describe the Components of Physical Fitness, Section 1).

OBJECTIVES

By the end of this lesson the cadet shall have participated in the Cadet Fitness Assessment.

IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to determine their personal fitness level and when conducted multiple times over the course of the year, it allows progress to be tracked.

Determining personal fitness level will also allow the cadets to create personal goals and will assist with updating a personal activity plan.

Teaching Point 1**Conduct a Warm-Up Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up session.

PURPOSE OF A WARM-UP

A warm-up session is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the physical activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

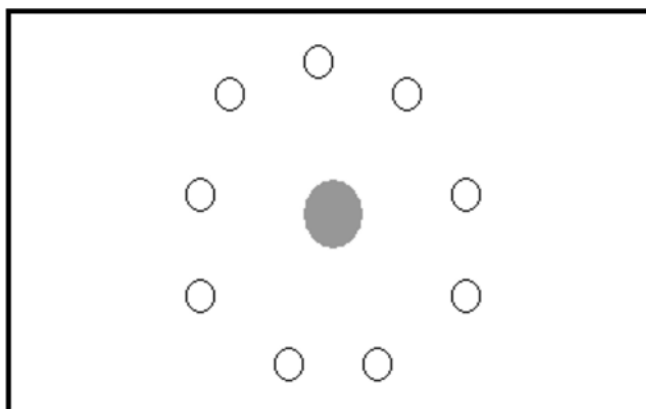
N/A.

ACTIVITY LAYOUT

N/A.

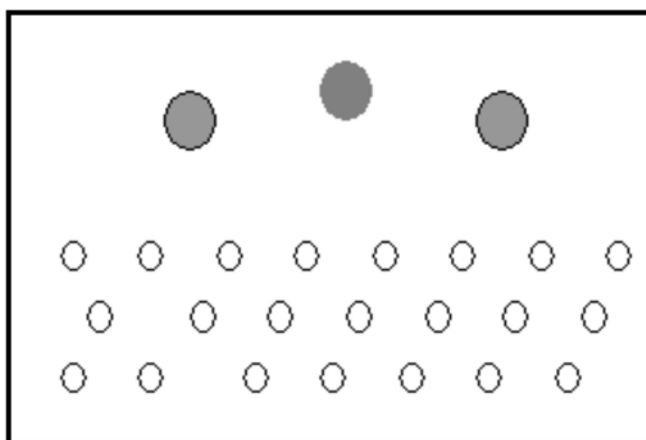
ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 4-2-1 and 4-2-2).



Director Cadets 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-2-1 Instructor in the Centre of a Warm-Up Circle



Director Cadets 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-2-2 Instructor at the Front With Two Assistant Instructors

2. Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.

3. Assistant instructors may help demonstrate the exercises and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular exercises should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at Annex A.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the warm-up session will serve as the confirmation of this TP.

Teaching Point 2

Supervise While the Cadets Perform and Score the Cadet Fitness Assessment

Time: 15 min

Method: Practical Activity



The cadets will participate in the Cadet Fitness Assessment in pairs.

The PACER will be conducted before the other assessments. A summary of how to conduct the PACER is located at Annex C.

The remaining assessments will be conducted as a circuit (summaries of how to conduct the assessments are located at the respective annexes) and are as follows:

1. the curl-up (Annex D),
2. the push-up (Annex E), and
3. choose two of the following:
 - a. the trunk lift (Annex F),
 - b. the shoulder stretch (Annex G), and
 - c. the back-saver sit and reach (Annex H).

ACTIVITY 1

OBJECTIVE

The objective of this activity is to have the cadets perform and score the PACER.

RESOURCES

- *PACER Test CD*,
- CD player,
- Pylons, and
- Photocopies of the *PACER Individual Scoresheet B* located at Annex C.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute the *PACER Individual Scoresheet B* and pens/pencils to one cadet from each pair.
3. Have the cadets with the scoresheet print their partner's name on the scoresheet and sit behind the starting line ready to record results.
4. Have the cadets who are running the PACER, line up in their respective lanes at the starting line and wait for instructions from the CD.
5. Play the CD. The scorekeeper will record the number of laps that are successfully completed on the scoresheet. The supervisors at each line will inform the scorekeeper when a cadet does not cross the line before the beep. The PACER is complete when all the cadets have not reached the line before the beep for the second time.
6. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the runners.
7. Repeat steps two to six.

SAFETY

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the PACER.



Distribute the Cadet Fitness Assessment Scoresheet located at Annex B to each cadet prior to starting the circuit.

ACTIVITY 2

OBJECTIVE

The objective of this activity is to have the cadets perform and score the curl-up.

RESOURCES

- CD player,

- Gym mats, and
- Curl-up measuring strip.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay on their back with head down;
 - b. bend their knees at an angle of approximately 140 degrees;
 - c. place their feet flat and legs slightly apart; and
 - d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out.
2. The scorekeeper will place the measuring strip on the mat under the cadet's knees so the fingertips are resting on the nearest edge of the measuring strip.
3. The cadet on the mat will curl up, ensuring their fingers reach the other side of the measuring strip, repeatedly at a cadence of one curl every three seconds until a second form correction (the first form correction does not count) is made, they can no longer continue, or they have completed 75 curl ups.
4. The scorekeeper will count how many times the cadet can curl up (which is the curl-up score).
5. Have the cadets switch positions and repeat steps one to four.

SAFETY

Ensure that the curl-up is conducted using the proper position/form.

ACTIVITY 3

OBJECTIVE

The objective of this activity is to have the cadets perform and score the push-up.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay face down;
 - b. place their hands under or slightly wider than their shoulders, with fingers stretched out;
 - c. straighten their legs with feet slightly apart; and
 - d. tuck their toes under the shins.

2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned.
3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor.
4. Have the cadet repeat steps two and three repeatedly at a cadence of one push-up every three seconds until a second form correction (the first form correction does not count) is made, or they can no longer continue.
5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).
6. Have the cadets switch positions and repeat steps one to five.

SAFETY

Ensure that the push-up is conducted using the proper position/form.

ACTIVITY 4

OBJECTIVE

The objective of this activity is to have the cadets perform and score the trunk lift.

RESOURCES

- Gym mats, and
- Trunk lift measuring device.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay face down on the mat;
 - b. point their toes towards the end of the mat; and
 - c. place their hands under thighs.
2. Place a marker (a coin will suffice) on the mat aligned with the cadet's eyes.
3. Have the cadet lift their upper body off the floor in a slow and controlled manner, to a maximum height of 30 cm (12 inches). Ensure their head is aligned straight with the spine.
4. Have the cadet hold this position until the height can be measured.
5. The scorekeeper will measure the distance, in inches between the mat and the cadet's chin to determine the trunk lift score. The score will be a maximum of 12 inches to prevent hyperextension.
6. Have the cadets switch positions and repeat steps one to five.

SAFETY

- The ruler should be placed at least one inch from the cadet's chin and not directly under the chin.

- The cadets shall not bounce or hyperextend their backs while performing the trunk lift.

ACTIVITY 5

OBJECTIVE

The objective of this activity is to have the cadets perform and score the shoulder stretch.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair test their right shoulder by:
 - a. reaching with the right hand over the right shoulder and down the back; and
 - b. reaching with the left hand behind the back to touch the right hand.
2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).
3. Have the cadet test their left shoulder by:
 - a. reaching with the left hand over the left shoulder and down the back; and
 - b. reaching with the right hand behind the back to touch the left hand.
4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.
5. Have the cadets switch positions and repeat steps one to four.

SAFETY

N/A.

ACTIVITY 6

OBJECTIVE

The objective of this activity is to have the cadets perform and score the back-saver sit and reach.

RESOURCES

Back-saver sit and reach test apparatus (instructions located at Annex I).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair remove their shoes.

2. Have the cadet:
 - a. sit in front of the test apparatus;
 - b. extend one leg fully with the foot flat against the face of the box;
 - c. bend the knee of the other leg with the sole of the foot flat on the floor placed next to the knee of the straight leg;
 - d. ensure that there is a 5–8 cm (2–3 inch) space between the knee on the straight leg, and the foot of the bent leg; and
 - e. extend their arms forward with the hands placed on top of one another placing the finger tips just in front of the tip of the ruler.
3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second.
4. The scorekeeper will measure the distance, in inches that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.
5. Have the cadet repeat steps one to three for the other leg.
6. Have the cadets switch positions and repeat steps one to four.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

Teaching Point 3

Conduct a Cool-Down Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down session.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 4-2-1 and 4-2-2).
2. Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
3. Assistant instructors may help demonstrate the movements and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 1.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the cool-down session will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The Cadet Fitness Assessment determines personal fitness level, and is an excellent tool for tracking progress in personal fitness.

INSTRUCTOR NOTES/REMARKS

The Cadet Fitness Assessment is an individual assessment used to set personal fitness goals. Results from this assessment shall not be used for competition or classification among cadets.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

This EO shall be conducted at the start and the end of the training year.

REFERENCES

- C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (n.d.). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-Alone Test Kit*. Windsor, ON: Human Kinetics.
- C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3rd ed.). Windsor, ON: Human Kinetics.

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COMMON TRAINING

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 3

EO M304.03 – UPDATE PERSONAL ACTIVITY PLAN

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy Annex J (Sample Personal Activity Plan) and Annex K (Personal Activity Plan) for each cadet.

Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

PRE-LESSON ASSIGNMENT

Ensure the cadets have a copy of their Silver Star personal activity plan and their Cadet Fitness Assessment results to bring to this lesson.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to update their personal activity plan. This activity contributes to the development of personal fitness goals in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have updated their personal activity plan (from Silver Star) for the current training year.

IMPORTANCE

In order to help achieve success in physical fitness, it is important to know how to set personal fitness goals and to create an activity plan that will help to achieve those goals. This is important as physical fitness is one of the aims of the Cadet Program.

Teaching Point 1**Have the Cadets Update Their Personal Activity Plan From Silver Star**

Time: 25 min

Method: Practical Activity



Describe the terms used in the personal activity plan before having the cadets update their plan. Distribute the sample personal activity plan handout located at Annex J to each cadet.

A personal activity plan is designed to identify current personal fitness level and to create individual goals to increase fitness level. There are a number of terms used within a personal activity plan to describe type and intensity of activities.

TYPES OF ACTIVITIES

Rest Activities. Activities that involve minimal physical effort (eg, homework, computer games and reading).

Lifestyle Activities. Activities that are a part of a normal day (eg, walking, household chores and garbage sweeps).

Aerobic Activities. Activities that improve aerobic fitness (eg, jogging, swimming and dancing).

Aerobic Sports. Sports that involve a great deal of movement (eg, baseball, basketball and soccer).

Muscular Activities. Activities that require strength (eg, weightlifting, wrestling and track and field sports).

Flexibility Activities. Activities that involve stretching the muscles (eg, martial arts, stretching and yoga).

INTENSITY OF ACTIVITIES

Rest. Activities that involve sitting or standing, and little motion.

Light. Activities that involve slow movements, and are not tiring.

Moderate. Activities that are fairly intense (fall between light and vigorous).

Vigorous. Activities that involve quick movements or running, and increased respiration.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets update their Silver Star personal activity plan.

RESOURCES

- Personal activity plan handout located at Annex K,
- Cadet Fitness Assessment results, and
- Pens/pencils.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Discuss how the results of the Cadet Fitness Assessment can be used to create goals.



The Cadet Fitness Assessment determines personal fitness level through raw scores.

A cadet who scored 5 on the push-up and 10 on the curl-up assessments, may wish to set a long-term goal to improve muscular fitness. Their short-term goal may be to complete 8 push-ups and 12 curl-ups on the next assessment.

2. Distribute the personal activity plan handout, located at Annex K, to each cadet.
3. Supervise and provide assistance while the cadets update their personal activity plans for the current training year by:
 - a. reviewing their Red Star personal activity plan;
 - b. reviewing their Cadet Fitness Assessment results;
 - c. listing current fitness and sports activities;
 - d. identifying areas that need improvement;
 - e. creating goals; and
 - f. listing planned fitness and sports activities.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' updating their personal activity plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets should follow their personal activity plan throughout the training year. The personal activity plan will be evaluated by the cadet each time they complete the Cadet Fitness Assessment.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

One of the aims of the Cadet Program is physical fitness. A personal activity plan is an important tool for creating and achieving goals, and will help to track progress in physical fitness.

INSTRUCTOR NOTES/REMARKS

This lesson shall follow the start of year Cadet Fitness Assessment (EO M304.02 [Participate in the Cadet Fitness Assessment, Section 2]).

REFERENCES

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (1998). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3rd ed.). Windsor, ON: Human Kinetics.
- C0-174 (ISBN 978-0-7360-6828-4) Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for Life: Middle School: Teacher's Guide*. Windsor, ON: Human Kinetics.



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SECTION 4

EO M304.04 – EVALUATE PERSONAL ACTIVITY PLAN

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to evaluate their personal activity plan in a safe and controlled environment.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have evaluated their personal activity plan.

IMPORTANCE

It is important for cadets to evaluate their personal activity plan to determine if goals were met and to track progress in personal fitness.

Teaching Point 1**Have the Cadets Evaluate Their Personal Activity Plan**

Time: 25 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets evaluate their personal activity plan.

RESOURCES

- Cadet Fitness Assessment results, and
- Personal activity plan from the start of the training year.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute the cadet's personal activity plan and Cadet Fitness Assessment results.
2. Have the cadets compare their start of year and end of year Cadet Fitness Assessment results.
3. Have the cadets compare their actual and planned fitness and sports activities.
4. Have the cadets complete the reflection portion of the personal activity plan.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

The cadet's evaluation of their personal activity plan will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadet's evaluation of their personal activity plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Evaluating a personal activity plan will help determine if goals were met and track progress in personal fitness. This lesson promotes physical fitness, meeting one of the aims of the Cadet Program.

INSTRUCTOR NOTES/REMARKS

This lesson shall follow the end of year Cadet Fitness Assessment (EO M304.02 [Participate in the Cadet Fitness Assessment, Section 2]).

Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

REFERENCES

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (1998). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3rd ed.). Windsor, ON: Human Kinetics.
- C0-174 (ISBN 978-0-7360-6828-4) Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for Life: Middle School: Teacher's Guide*. Windsor, ON: Human Kinetics.

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SECTION 5

EO C304.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. The CD/tape for the Progressive Aerobic Cardiovascular Endurance Run (PACER) is available from the RCSU and should be set up for use with a suitable playback device.

Photocopy the Cadet Fitness Assessment Scoresheet located at Annex B and the PACER Individual Scoresheet B located at Annex C for each cadet.

The cadets will complete the Cadet Fitness Assessment in pairs. The PACER will be conducted first, with the remaining stations run as a circuit.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

INTRODUCTION

REVIEW

Review how to conduct the components of the Cadet Fitness Assessment from EO M304.01 (Describe the Components of Physical Fitness, Section 1).

OBJECTIVES

By the end of this lesson the cadet shall have participated in the Cadet Fitness Assessment.

IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to determine their personal fitness level and when conducted multiple times over the course of the year, it allows progress to be tracked.

Determining personal fitness level will also allow the cadets to create personal goals and will assist with updating a personal activity plan.

Teaching Point 1**Conduct a Warm-Up Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up session.

PURPOSE OF A WARM-UP

A warm-up session is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the physical activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

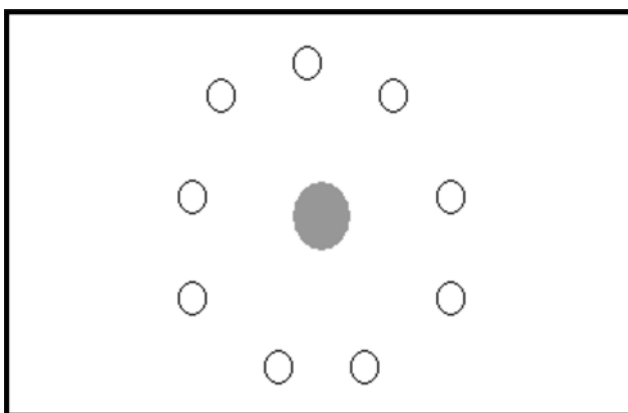
N/A.

ACTIVITY LAYOUT

N/A.

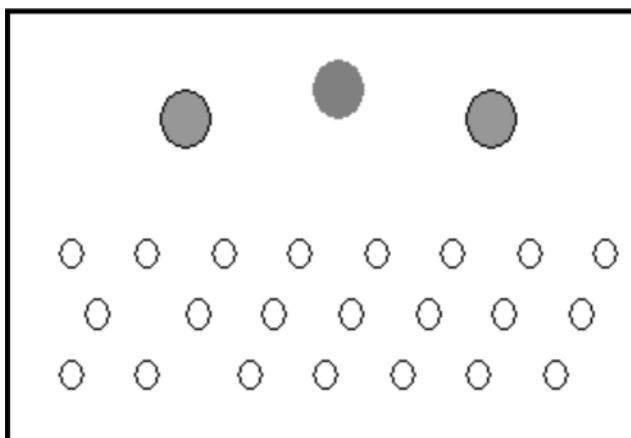
ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 4-5-1 and 4-5-2).



Director Cadets 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-5-1 Instructor in the Centre of a Warm-Up Circle



Director Cadets 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-5-2 Instructor at the Front With Two Assistant Instructors

2. Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.

3. Assistant instructors may help demonstrate the exercises and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular exercises should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at Annex A.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the warm-up session will serve as the confirmation of this TP.

Teaching Point 2

Supervise While the Cadets Perform and Score the Cadet Fitness Assessment

Time: 15 min

Method: Practical Activity



The cadets will participate in the Cadet Fitness Assessment in pairs.

The PACER will be conducted before the other assessments. A summary of how to conduct the PACER is located at Annex C.

The remaining assessments will be conducted as a circuit (summaries of how to conduct the assessments are located at the respective annexes) and are as follows:

1. the curl-up (Annex D),
2. the push-up (Annex E), and
3. choose two of the following:
 - a. the trunk lift (Annex F),
 - b. the shoulder stretch (Annex G), and
 - c. the back-saver sit and reach (Annex H).

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the PACER.

RESOURCES

- CD player,
- Pylons, and
- Photocopies of the *PACER Individual Scoresheet B* located at Annex C.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute the *PACER Individual Scoresheet B* and pens/pencils to one cadet from each pair.
3. Have the cadets with the scoresheet print their partner's name on the scoresheet and sit behind the starting line ready to record results.
4. Have the cadets who are running the PACER, line up in their respective lanes at the starting line and wait for instructions from the CD.
5. Play the CD. The scorekeeper will record the number of laps that are successfully completed on the scoresheet. The supervisors at each line will inform the scorekeeper when a cadet does not cross the line before the beep. The PACER is complete when all the cadets have not reached the line before the beep for the second time.
6. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the runners.
7. Repeat steps two to six.

SAFETY

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the PACER.



Distribute the Cadet Fitness Assessment Scoresheet located at Annex B to each cadet prior to starting the circuit.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the curl-up.

RESOURCES

- CD player,
- Gym mats, and

- Curl-up measuring strip.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay on their back with head down;
 - b. bend their knees at an angle of approximately 140 degrees;
 - c. place their feet flat and legs slightly apart; and
 - d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out.
2. The scorekeeper will place the measuring strip on the mat under the cadet's knees so the fingertips are resting on the nearest edge of the measuring strip.
3. The cadet on the mat will curl up, ensuring their fingers reach the other side of the measuring strip, repeatedly at a cadence of one curl every three seconds until a second form correction (the first form correction does not count) is made, they can no longer continue, or they have completed 75 curl ups.
4. The scorekeeper will count how many times the cadet can curl up (which is the curl-up score).
5. Have the cadets switch positions and repeat steps one to four.

SAFETY

Ensure that the curl-up is conducted using the proper position/form.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the push-up.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay face down;
 - b. place their hands under or slightly wider than their shoulders, with fingers stretched out;
 - c. straighten their legs with feet slightly apart; and
 - d. tuck their toes under the shins.
2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned.

3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor.
4. Have the cadet repeat steps two and three repeatedly at a cadence of one push-up every three seconds until a second form correction (the first form correction does not count) is made, or they can no longer continue.
5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).
6. Have the cadets switch positions and repeat steps one to five.

SAFETY

Ensure that the push-up is conducted using the proper position/form.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the trunk lift.

RESOURCES

- Gym mats, and
- Trunk lift measuring device.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay face down on the mat;
 - b. point their toes towards the end of the mat; and
 - c. place their hands under thighs.
2. Place a marker (a coin will suffice) on the mat aligned with the cadet's eyes.
3. Have the cadet lift their upper body off the floor in a slow and controlled manner, to a maximum height of 30 cm (12 inches). Ensure their head is aligned straight with the spine.
4. Have the cadet hold this position until the height can be measured.
5. The scorekeeper will measure the distance, in inches between the mat and the cadet's chin to determine the trunk lift score. The score will be a maximum of 12 inches to prevent hyperextension.
6. Have the cadets switch positions and repeat steps one to five.

SAFETY

- The ruler should be placed at least one inch from the cadet's chin and not directly under the chin.
- The cadets shall not bounce or hyperextend their backs while performing the trunk lift.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the shoulder stretch.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair test their right shoulder by:
 - a. reaching with the right hand over the right shoulder and down the back; and
 - b. reaching with the left hand behind the back to touch the right hand.
2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).
3. Have the cadet test their left shoulder by:
 - a. reaching with the left hand over the left shoulder and down the back; and
 - b. reaching with the right hand behind the back to touch the left hand.
4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.
5. Have the cadets switch positions and repeat steps one to four.

SAFETY

N/A.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the back-saver sit and reach.

RESOURCES

Back-saver sit and reach test apparatus.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair remove their shoes.
2. Have the cadet:

- a. sit in front of the test apparatus;
 - b. extend one leg fully with the foot flat against the face of the box;
 - c. bend the knee of the other leg with the sole of the foot flat on the floor;
 - d. ensure that there is a 5–8 cm (2–3 inch) space between the knee on the straight leg, and the foot of the bent leg; and
 - e. extend their arms forward over the ruler with the hands placed on top of one another.
3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second.
 4. The scorekeeper will measure the distance, in inches that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.
 5. Have the cadet repeat steps one to three for the other leg.
 6. Have the cadets switch positions and repeat steps one to four.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

Teaching Point 3

Conduct a Cool-Down Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down session.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 4-5-1 and 4-5-2).
2. Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
3. Assistant instructors may help demonstrate the movements and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 1.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the cool-down session will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The Cadet Fitness Assessment determines personal fitness level, and is an excellent tool for tracking progress in personal fitness.

INSTRUCTOR NOTES/REMARKS

The Cadet Fitness Assessment is an individual assessment used to set personal fitness goals. Results from this assessment shall not be used for competition or classification among cadets.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

This EO shall be conducted at the middle of the training year.

REFERENCES

- C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (n.d.). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-Alone Test Kit*. Windsor, ON: Human Kinetics.
- C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3rd ed.). Windsor, ON: Human Kinetics.

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COMMON TRAINING
SILVER STAR
INSTRUCTIONAL GUIDE



SECTION 6

EO C304.02 – EVALUATE PERSONAL ACTIVITY PLAN

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to evaluate their personal activity plan in a safe and controlled environment.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have evaluated their personal activity plan.

IMPORTANCE

It is important for cadets to evaluate their personal activity plan to determine if goals were met and to track progress in personal fitness.

Teaching Point 1**Have the Cadets Evaluate Their Personal Activity Plan**

Time: 25 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets evaluate their personal activity plan.

RESOURCES

- Cadet Fitness Assessment results, and
- Personal activity plan from the start of the training year.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute the cadet's personal activity plan and Cadet Fitness Assessment results.
2. Have the cadets compare their start of year and mid-year Cadet Fitness Assessment results.
3. Have the cadets compare their actual and planned fitness and sports activities.
4. Have the cadets create new short-term goals.
5. Have the cadets list planned fitness and sports activities.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

The cadet's evaluation of their personal activity plan will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadet's evaluation of their personal activity plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Evaluating a personal activity plan will help determine if goals were met and track progress in personal fitness. This lesson promotes physical fitness, meeting one of the aims of the Cadet Program.

INSTRUCTOR NOTES/REMARKS

This lesson shall follow the mid-year Cadet Fitness Assessment (EO C304.01 [Participate in the Cadet Fitness Assessment, Section 5]).

Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

REFERENCES

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (1998). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3rd ed.). Windsor, ON: Human Kinetics.
- C0-174 (ISBN 978-0-7360-6828-4) Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for Life: Middle School: Teacher's Guide*. Windsor, ON: Human Kinetics.

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COMMON TRAINING
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INSTRUCTIONAL GUIDE



SECTION 7

EO C304.03 – DESCRIBE STRESS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1, 3 and 4 to orient the cadets to the concept of stress and methods to manage stress.

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 triggers of stress.

Demonstration and performance was chosen for TP 5 as it allows the instructor to demonstrate relaxation exercises while providing an opportunity for the cadets to practice under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have described stress.

IMPORTANCE

It is important for the cadets to be able to understand and identify methods to manage their personal stress. There are many stressors in the lives of youth; the tools contained within this lesson may help the cadets to better manage stress.

Teaching Point 1**Define Stress and the Types of Stress**

Time: 10 min

Method: Interactive Lecture



Ask the cadets “How would you define stress?” to begin the TP as a brainstorming session. After answers are given, provide the cadets with the following definition.

Stress. The body’s reaction to a demanding situation.



Describe the two types of stress and have the cadets brainstorm some situations that might produce each type of stress.

EUSTRESS

Eustress is described as good stress. This type of stress pushes a person to do better and reach goals. Situations that might produce eustress include:

- riding a roller coaster;
- successfully completing an activity; or
- passing a test.



The prefix “eu” in the word eustress is taken from the word euphoria, which means a feeling of well-being.

DISTRESS

Distress is described as bad stress. This type of stress causes worry, sorrow, anger or pain. Situations that might produce distress include:

- lack of sleep,
- accidents, or
- negative relationships with others.



Stress affects individuals differently. A situation that causes eustress for one person might cause distress for another.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

Q1. What is eustress?

- Q2. What is distress?
- Q3. What reaction does distress cause?

ANTICIPATED ANSWERS

- A1. Good stress.
- A2. Bad stress.
- A3. Worry, sorrow, anger or pain.

Teaching Point 2

Conduct a Group Discussion on the Triggers of Stress (Stressors)

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The purpose of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Physical Stressors. Conditions of the body and environment that can affect physical well-being (eg, hunger, lack of sleep and noise).

Emotional Stressors. Emotions such as worry, fear, anger, grief or depression that can affect physical and emotional well-being.

Social Stressors. Triggers that arise from relationships with other people (eg, experiences involving family members, friends or teachers).

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. Describe triggers of stress that you have experienced.
- Q2. What type of stressor (physical, emotional or social) is it?
- Q3. Describe physical stressors that you have experienced.
- Q4. Describe emotional stressors that you have experienced.
- Q5. Describe social stressors that you have experienced.



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



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

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Describe the Physical and Emotional Effects of Distress**

Time: 5 min

Method: Interactive Lecture



Ask the cadets to describe the effects of distress to begin the TP as a brainstorming session. After answers are given determine if the effect is physical or emotional and provide the following description to the cadets.



The effects of distress vary from person to person.

THE EMOTIONAL EFFECTS OF DISTRESS

Distress can affect how a person feels emotionally and how they function socially. The emotional effects of distress can include:

- upset or nervous feelings,
- anger, anxiety or fear,
- frequently criticising others,
- frustration,
- forgetfulness,
- difficulty paying attention,
- difficulty making decisions,
- irritability,
- lack of motivation,
- boredom, mild depression or withdrawal, or
- change in appetite.

THE PHYSICAL EFFECTS OF DISTRESS

The physical effects of distress usually last a short time, disappearing once the source of the distress is removed. High levels and prolonged periods of distress can be related to many physical conditions such as high blood pressure and aggravated ulcers. The physical effects of distress can include:

- acne flare-ups,
- difficulty sleeping,
- headaches,
- neckaches,
- blurred vision,
- increased blood pressure,

- light-headedness,
- constipation,
- diarrhea,
- indigestion,
- upset stomach,
- vomiting,
- allergy flare-ups,
- backaches,
- perspiration,
- shortness of breath,
- hyperventilation,
- irregular heartbeat,
- tightness in the throat or chest,
- extreme fatigue,
- muscle tension,
- trembling, or
- muscle spasms.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. List three emotional effects of distress.
- Q2. How long do the physical effects of distress last?
- Q3. List three physical effects of distress.

ANTICIPATED ANSWERS

- A1. The emotional effects of distress can include:
- upset or nervous feelings,
 - anger, anxiety or fear,
 - frequently criticising others,
 - frustration,
 - forgetfulness,
 - difficulty paying attention,
 - difficulty making decisions,

- irritability,
 - lack of motivation,
 - boredom, mild depression or withdrawal, or
 - change in appetite.
- A2. The physical effects of distress usually last a short time, disappearing once the source of the distress is removed.
- A3. The physical effects of distress can include:
- acne flare-ups,
 - difficulty sleeping,
 - headaches,
 - neckaches,
 - blurred vision,
 - increased blood pressure,
 - light-headedness,
 - constipation,
 - diarrhea,
 - indigestion,
 - upset stomach,
 - vomiting,
 - allergy flare-ups,
 - backaches,
 - perspiration,
 - shortness of breath,
 - hyperventilation,
 - irregular heartbeat,
 - tightness in the throat or chest,
 - extreme fatigue,
 - muscle tension,
 - trembling, or
 - muscle spasms.

Teaching Point 4**Describe Methods to Manage Distress**

Time: 10 min

Method: Interactive Lecture



Ask the cadets to describe some of the methods that they use to manage distress to begin the TP as a brainstorming session. After answers are given describe the following methods to manage distress.

METHODS TO MANAGE DISTRESS

The following methods may help to manage distress:

- Rest in a quiet place.
- Reduce breathing rate.
- Reduce mental activity.
- Reduce muscle tension.
- Exercise.
- Identify the stressor.
- Tackle one thing at a time.
- Try to solve the problem.
- Manage time effectively.
- Accept what cannot be changed.
- Think positively.
- Do not mask problems.
- Try not to be concerned with little problems.
- Be flexible.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

Q1. List three methods that may help to manage distress.

ANTICIPATED ANSWERS

A1. The following methods may help to manage distress:

- Rest in a quiet place.
- Reduce breathing rate.
- Reduce mental activity.

- Reduce muscle tension.
- Exercise.
- Identify the stressor.
- Tackle one thing at a time.
- Try to solve the problem.
- Manage time effectively.
- Accept what cannot be changed.
- Think positively.
- Do not mask problems.
- Try not to be concerned with little problems.
- Be flexible.

Teaching Point 5**Demonstrate and Have the Cadets Perform Relaxation Exercises for Managing Distress**

Time: 15 min

Method: Demonstration and Performance



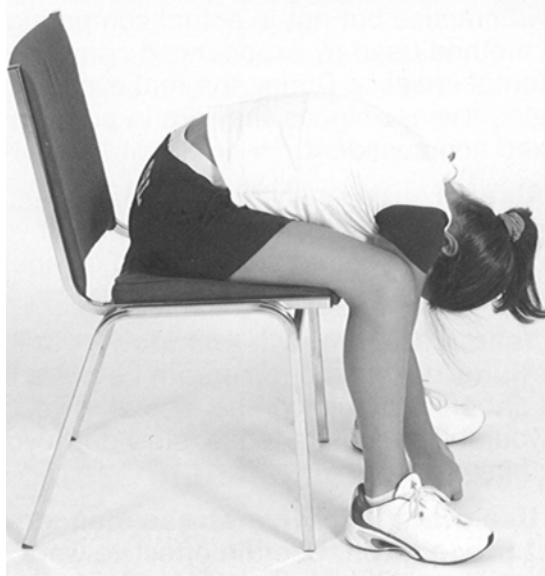
Demonstrate and have the cadets perform the following relaxation exercises.



The following exercises can be done almost any time or place.

RAG DOLL

1. Sit in a chair (or stand) with feet apart.
2. Stretch the arms and trunk upward and inhale.
3. Exhale and drop the body forward. Let the trunk, head and arms dangle between the legs, keeping the muscles relaxed (as illustrated in Figure 4-7-1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.



C. Corbin, & R. Lindsey, Fitness for Life: Updated Fifth Edition, Human Kinetics (p. 300)

Figure 4-7-1 Rag Doll

NECK ROLL

1. Sit in a chair or on the floor with legs crossed.
2. Keeping the head and chin tucked, inhale and slowly turn the head as far left as possible (as illustrated in Figure 4-7-2).
3. Exhale and turn the head to the centre.
4. Repeat steps 2. to 3. for the right side.
5. Repeat steps 2. to 4. three times, trying to turn further each time to feel the stretch in the neck.
6. Drop the chin to the chest and inhale while slowly rolling the head in a semicircle to the left shoulder and exhale while slowly rolling the head back to the centre.
7. Repeat step 6. for the right side.



Do not roll the head backward or in a full circle.



C. Corbin, & R. Lindsey, Fitness for Life: Updated Fifth Edition, Human Kinetics (p. 300)

Figure 4-7-2 Neck Roll

BODY BOARD

1. Lie on the right side with arms over the head (as illustrated in Figure 4-7-3).
2. Inhale and stiffen the body like a wooden board.
3. Exhale and relax the muscles and collapse.
4. Let the body fall without trying to control the direction (as illustrated in Figure 4-7-4).
5. Lie still for ten seconds.
6. Repeat steps 1. to 5. for the left side.



C. Corbin, & R. Lindsey, Fitness for Life: Updated Fifth Edition, Human Kinetics (p. 301)

Figure 4-7-3 Body Board Start Position

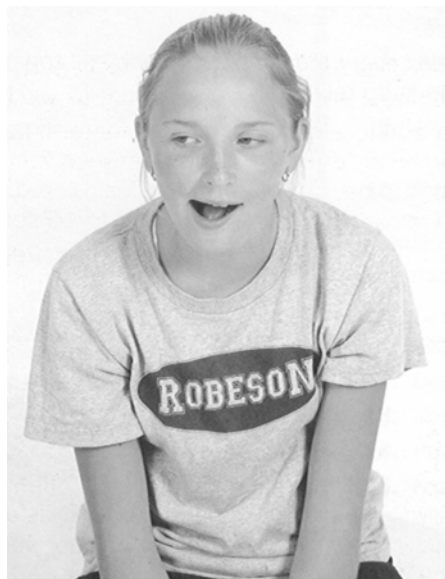


C. Corbin, & R. Lindsey, Fitness for Life: Updated Fifth Edition, Human Kinetics (p. 301)

Figure 4-7-4 Body Board Finish Position

JAW STRETCH

1. Sit in a chair or on the floor with head up and arms and shoulders relaxed.
2. Open mouth as wide as possible and inhale.
3. Relax and exhale slowly.
4. Shift the jaw to the right as far as possible and hold for three seconds (as illustrated in Figure 4-7-5).
5. Repeat step 4. for the left side.
6. Repeat steps 4. to 5. ten times.



C. Corbin, & R. Lindsey, Fitness for Life: Updated Fifth Edition, Human Kinetics (p. 301)

Figure 4-7-5 Jaw Stretch

CONFIRMATION OF TEACHING POINT 5

The cadet's performing the relaxation exercises will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is stress?
- Q2. What are the two types of stress?
- Q3. What are the four relaxation exercises for managing stress?

ANTICIPATED ANSWERS

- A1. The body's reaction to a demanding situation.
- A2. Eustress and distress.
- A3. Rag doll, neck roll, body board and jaw stretch.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

There are many stressors that occur daily; the tools contained within this lesson may help to better manage stress. Having an understanding of stress and the tools to manage stress will make it easier to function within a busy society.

INSTRUCTOR NOTES/REMARKS

N/A.

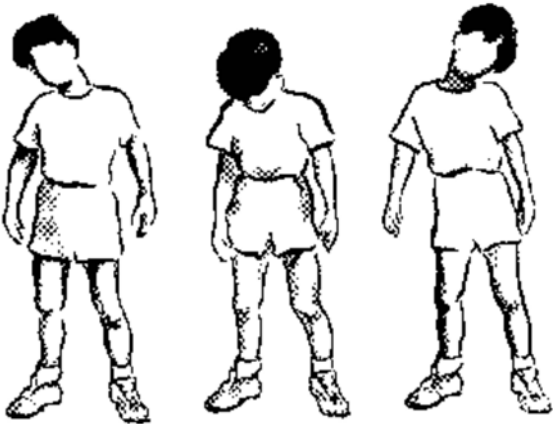
REFERENCES

- C0-191 (ISBN 978-0-7360-6675-4) Corbin, C., & Lindsey, R. (2007). *Fitness for Life: Updated Fifth Edition*. Windsor, ON: Human Kinetics.

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SAMPLE STRETCHES

a. Neck:

 <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i> Figure 4A-1 Neck Stretch	Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.

b. Shoulders:

 <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i> Figure 4A-2 Shoulder Push	Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders. Hold this position for a minimum of 10 seconds.
 <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i> Figure 4A-3 Shoulder Shrug	Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up. Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible. Hold each position for a minimum of 10 seconds.

 <i>Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from http://www.marthajefferson.org/warmup.php</i> Figure 4A-4 Arm Circles	Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size. Reverse the direction of your circles.
 <i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/</i> Figure 4A-5 Shoulder Stretch	Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull the elbow lightly towards your chest. You should feel the stretch in your right shoulder. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

c. Arms:

 <i>Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from http://www.2protect.com/home.htm</i> Figure 4A-6 Wrist Rotations	Rotate your hands in circular motions at the wrist. Change direction and repeat on both sides.
 <i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/</i> Figure 4A-7 Triceps Stretch	Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down. Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved October 26, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

Figure 4A-8 Forearm Stretch

In a kneeling position, place your hands on the floor in front of you with your fingers pointing toward your knees, and your thumbs pointing out. Keeping your hands flat on the floor, lean back. Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-9 Chest Stretch

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure 4A-10 Side Stretch

Stand with your left arm up over your head. Bend at the waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

e. Back:



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-11 Lower Back Stretch

Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-12 Upper Back Stretch

Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs:



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-13 Hamstring Stretch

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-14 Inner Thigh Stretch

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability.

Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Running Exercises. Retrieved October 26, 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

Figure 4A-16 Ankle Rotations

From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction.

Switch and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-17 Calf Stretch

Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-18 Quadriceps Stretch

Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

CADET FITNESS ASSESSMENT SCORESHEET

Name: _____

	Assessment 1	Assessment 2	Assessment 3
	Date:	Date:	Date:
	Score	Score	Score
Cardiovascular			
PACER			
Muscular Strength			
Curl-Up			
Push-Up			
Muscular Flexibility			
Trunk Lift			
Shoulder Stretch	Right:	Right:	Right:
	Left:	Left:	Left:
Back-Saver Sit and Reach	Right:	Right:	Right:
	Left:	Left:	Left:

Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

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PACER

PACER

Objective:

The Progressive Aerobic Cardiovascular Endurance Run (PACER) is progressive, in that it begins with an easy pace and gradually becomes more challenging as time passes. The PACER is an individual assessment and is based on personal ability.

The PACER consists of running a distance of 20 m repeatedly, at a specified pace that increases each minute. Each cadet will be expected to run until they can no longer continue.

Scoring:

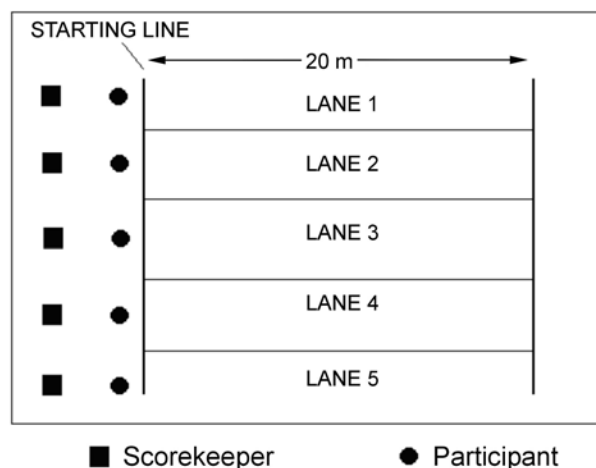
The PACER will be scored using *Scoresheet B* at Annex C. Each circle on the scoresheet represents a lap. When the cadet completes a lap they receive a check mark. If they are unsuccessful they receive an X. The cadet has completed the PACER when they are unable to successfully complete a lap a second time.

Equipment Required:

- PACER Test CD,
- CD player, and
- Pylons.

Set-Up:

1. Set up two lines (pylons) a distance of 20 m apart.
2. Create 100–150 cm (40–60 inch) lanes depending on the number of participants, using pylons (as illustrated in Figure 4C-1).
3. Ensure that the CD player is close by and can be heard by all participants.



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Figure 4C-1 PACER Layout

Conducting the PACER:

1. Divide the cadets into pairs.
2. Distribute the *PACER Individual Scoresheet B* and pens/pencils to one cadet from each pair.

3. Have the cadets with the scoresheet print their partner's name on the scoresheet and sit behind the starting line ready to record results.
4. Have the cadets who are running the PACER, line up in their respective lanes at the starting line and wait for instructions from the CD.
5. Play the CD. The scorekeeper will record the number of laps that are successfully completed on the scoresheet. The supervisors at each line will inform the scorekeeper when a cadet does not cross the line before the beep. The PACER is complete when all the cadets have not reached the line before the beep for the second time.
6. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the runners.
7. Repeat steps two to six.

FITNESSGRAM PACER Test Individual Score Sheet B

Student Name: _____ Class: _____ Date: _____

1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45
46	47	48	49	50	51	52	53	54

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Figure 4C-2 Fitnessgram PACER Test Individual Scoresheet B

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CURL-UP

CURL-UP

Objective:

The curl-up with knees bent and feet unanchored was chosen because it is a safe method for assessing abdominal strength and endurance.

This assessment is conducted by curling up repeatedly at a pace of one curl-up every three seconds until a second form correction is made (the first form correction does not count), the person can no longer continue, or has completed 75 curl-ups.

Scoring:

Scoring is based on the number of curl-ups that are completed; until a second form correction (the first form correction does not count) is made, the participant can no longer continue or the participant has completed 75 curl-ups.

Equipment Required:

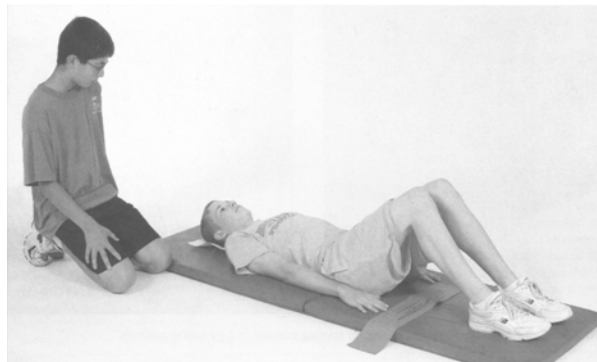
- *Fitnessgram 8.0 Stand-Alone Test Kit*,
- CD player,
- Gym mats, and
- Curl-up measuring strip.

Set-Up:

1. Set up each curl-up station with a gym mat and a curl-up measuring strip.
2. Ensure that the CD player is close by and can be heard by all participants.

Conducting the Curl-Up:

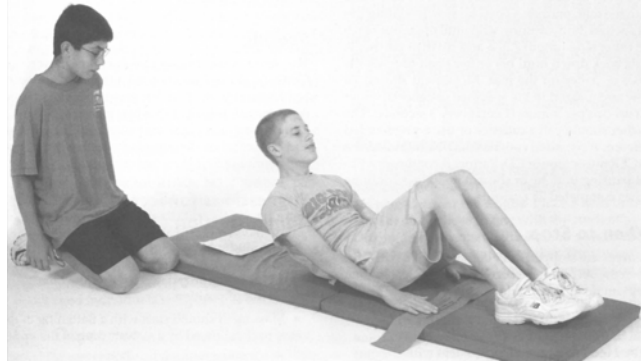
1. Have one cadet from each pair:
 - a. lay on their back with head down;
 - b. bend their knees at an angle of approximately 140 degrees;
 - c. place their feet flat and legs slightly apart; and
 - d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out (as illustrated in Figure 4D-1).



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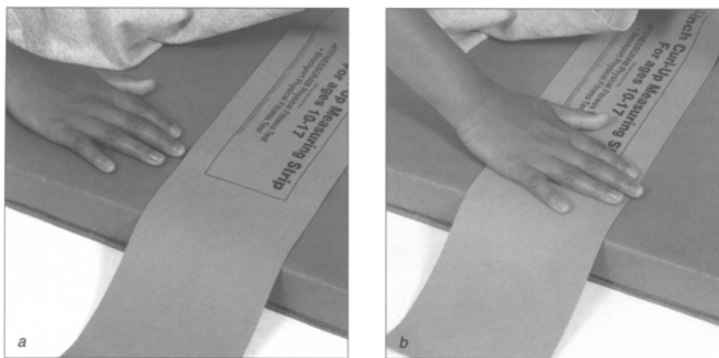
Figure 4D-1 Curl-Up Starting Position

2. The cadet on the mat will curl up (as illustrated in Figure 4D-2), ensuring their fingers reach the other side of the measuring strip (as illustrated in Figure 4D-3), repeatedly at a cadence of one curl every three seconds until a second form correction (the first form correction does not count) is made, they can no longer continue or have completed 75 curl-ups.



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Figure 4D-2 Curl-Up



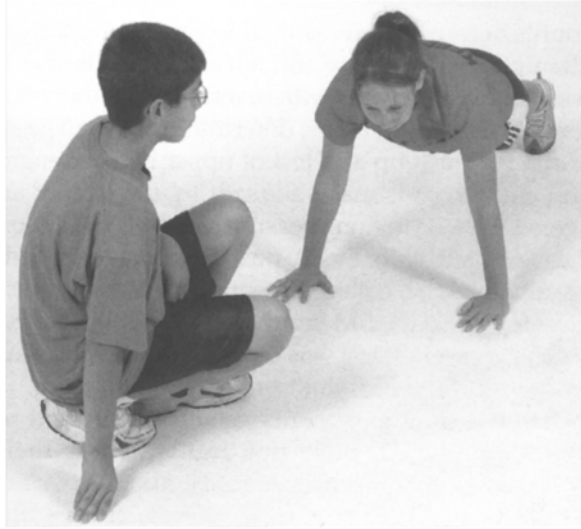
The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 44)

Figure 4D-3 Curl-Up Finger Position

3. The scorekeeper will count how many times the cadet can curl up (which is the curl-up score).
4. Have the cadets switch positions and repeat steps one to four.

PUSH-UP

PUSH-UP
Objective: The push-up from an elbow angle of 90 degrees is a test of upper body strength and endurance. This assessment is conducted by pushing up repeatedly at a pace of one push-up every three seconds until a second form correction is made (the first form correction does not count) or the person can no longer continue.
Scoring: Scoring is based on the number of push-ups that are completed, until a second form correction (the first form correction does not count) is made or the participant can no longer continue.
Equipment Required: • <i>PACER Test</i> CD, and • CD player.
Set-Up: 1. Ensure that the push-up station is set up with enough space for the number of participants. 2. Ensure that the CD player is close by and can be heard by all.
Conducting the Push-Up: 1. Have one cadet from each pair: a. lay face down; b. place their hands under or slightly wider than their shoulders, with fingers stretched out; c. straighten their legs with feet slightly apart; and d. tuck their toes under the shins. 2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned (as illustrated in Figure 4E-1).



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Figure 4E-1 Push-Up Starting Position

3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor (as illustrated in Figure 4E-2).



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Figure 4E-2 Down Position of the Push-Up

4. Have the cadet repeat steps two and three repeatedly at a cadence of one push-up every three seconds until a second form correction (the first form correction does not count) is made, or they can no longer continue.
5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).
6. Have the cadets switch positions and repeat steps one to five.

TRUNK LIFT

TRUNK LIFT

Objective:

The trunk lift is an assessment of trunk strength and flexibility.

This assessment is conducted by lying on the stomach and lifting the trunk to the highest comfortable position.

Scoring:

Scoring for the trunk lift is based on the distance, in inches, between the mat and the chin, to a maximum of 30 cm (12 inches).

Equipment Required:

- Gym mat, and
- Trunk lift measuring device.

Set-Up

Each trunk lift station will be set up with a gym mat and a trunk lift measuring device.

Conducting the Trunk Lift:

1. Have one cadet from each pair:
 - a. lay face down on the mat;
 - b. point their toes towards the end of the mat; and
 - c. place their hands under thighs (as illustrated in Figure 4F-1).
2. Place a marker on the mat aligned with the cadet's eyes (as illustrated in Figure 4F-1).



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Figure 4F-1 Starting Position for the Trunk Lift

3. Have the cadet lift their upper body off the floor in a slow and controlled manner, to a maximum height of 30 cm (12 inches) (as illustrated in Figure 4F-2). Ensure their head is aligned straight with the spine.



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Figure 4F-2 The Trunk Lift

4. Have the cadet hold this position until the height can be measured (as illustrated in Figure 4F-3).



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Figure 4F-3 Measuring The Trunk Lift

5. The scorekeeper will measure the distance, in inches between the mat and the cadet's chin to determine the trunk lift score. The score will be a maximum of 12 inches to prevent hyperextension.
6. Have the cadets switch positions and repeat steps one to five.

SHOULDER STRETCH

SHOULDER STRETCH

Objective:

The shoulder stretch is an assessment of upper arm and shoulder flexibility.

This assessment is conducted by reaching one arm over the shoulder on the same side, and the other arm behind the back to touch the fingertips.

Scoring:

Scoring for the shoulder stretch is based on the participant's ability to touch their fingers on both their right and left sides. The score is indicated with a yes (Y) or no (N) on the scoresheet.

Equipment Required:

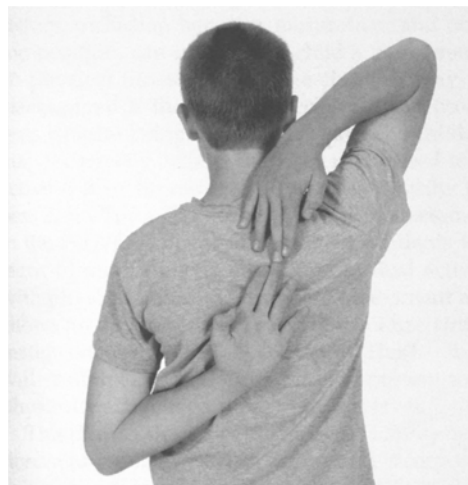
There is no equipment required for the shoulder stretch.

Set-Up:

The shoulder stretch station should be large enough to accommodate the participants.

Conducting the Shoulder Stretch:

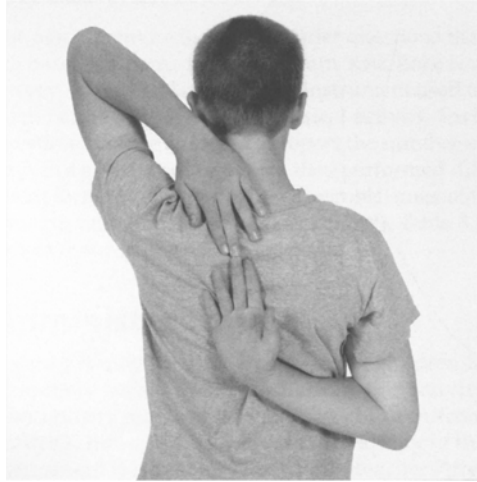
1. Have one cadet from each pair test their right shoulder by:
 - a. reaching with the right hand over the right shoulder and down the back; and
 - b. reaching with the left hand behind the back to touch the right hand (as illustrated in Figure 4G-1).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 55)

Figure 4G-1 Right Shoulder Stretch

2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).
3. Have the cadet test their left shoulder by:
 - a. reaching with the left hand over the left shoulder and down the back; and
 - b. reaching with the right hand behind the back to touch the left hand (as illustrated in Figure 4G-2).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3^d ed.), Human Kinetics (p. 55)

Figure 4G-2 Left Shoulder Stretch

4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.
5. Have the cadets switch positions and repeat steps one to four.

BACK-SAVER SIT AND REACH

BACK-SAVER SIT AND REACH
Objective: The back-saver sit and reach tests hamstring flexibility for each leg. This assessment is conducted by placing the foot flat against the test apparatus, bending the other leg and reaching forward with both hands. The same procedure is repeated for the other leg.
Scoring: Scoring for the back-saver sit and reach is based on the distance (in inches) that the participant can reach with their hands for each leg, to a maximum of 30 cm (12 inches).
Equipment Required: The only piece of equipment required for the back-saver sit and reach assessment is the test apparatus.
Set-Up: 1. Ensure that there are enough test apparatuses for the number of groups. 2. Spread out each back-saver sit and reach station to allow enough room for the participants and their scorekeepers.
Conducting the Back-Saver Sit and Reach: 1. Have one cadet from each pair remove their shoes. 2. Have the cadet: a. sit in front of the test apparatus; b. extend one leg fully with the foot flat against the face of the box; c. bend the knee of the other leg with the sole of the foot flat on the floor placed next to the knee of the straight leg; d. ensure that there is a 5–8 cm (2–3 inch) space between the knee on the straight leg, and the foot of the bent leg; and e. extend their arms forward with the hands placed on top of one another placing the finger tips just in front of the tip of the ruler (as illustrated in Figure 4H-1).



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Figure 4H-1 Starting Position for the Back-Saver Sit and Reach

3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second (as illustrated in Figure 4H-2).



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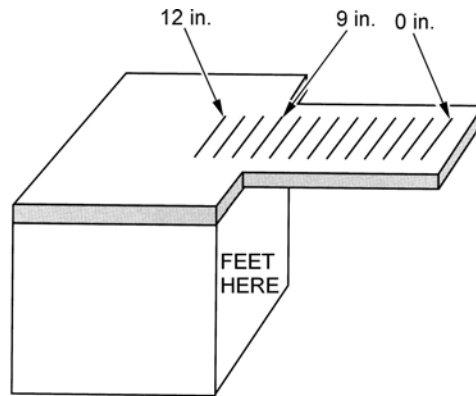
Figure 4H-2 The Back-Saver Sit and Reach

4. The scorekeeper will measure the distance, in inches that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.
5. Have the cadet repeat steps one to three for the other leg.
6. Have the cadets switch positions and repeat steps one to four.

HOW TO CONSTRUCT THE BACK-SAVER SIT AND REACH TEST APPARATUS

The test apparatus (as illustrated in Figure 4I-1) is constructed in the following fashion:

1. Construct or locate a cardboard/wooden box measuring approximately 30 cm (12 inches) high.
2. Attach a metre stick to the top of the box with the nine inch mark at the nearest edge of the box where the participant will rest their foot and the zero end closest to the participant.



The Cooper Institute, Fitnessgram/activitygram: Test administration manual (3rd ed.), Human Kinetics (p. 84)

Figure 4I-1 Back-Saver Sit and Reach Measuring Apparatus

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SAMPLE PERSONAL ACTIVITY PLAN

Name: Shepherd, John

Date: 10 Sept

START OF YEAR

CADET FITNESS ASSESSMENT #1 RESULTS

Assessment	Score
Cardiovascular	
PACER	8
Muscular Strength	
Curl-Up	20
Push-Up	6
Muscular Flexibility	
Trunk Lift	6 inches
Shoulder Stretch	Right: Y
	Left: N
Back-Saver Sit and Reach	Right: 4 inches
	Left: 3 inches

CURRENT ACTIVITIES

List the activities that you participated in over the past week.

Date	Activity	Duration	Type of Activity	Intensity of Activity
Wednesday 3 Sept	Computer Games	3 hrs	Rest Activity	Rest
	Soccer	1 hr	Aerobic Sports	Moderate
	Stretching	15 min	Flexibility Activity	Light
Thursday 4 Sept	Soccer	1 hr	Aerobic Sports	Moderate
	Stretching	15 min	Flexibility Activity	Light
	Reading	2 hrs	Rest Activity	Rest
Friday 5 Sept	Yard Work	1 hr	Lifestyle Activity	Moderate
	Bike Riding	1 hr	Aerobic Activity	Moderate
	Watching Television	4 hrs	Rest Activity	Rest
Saturday 6 Sept	Bike Riding	1 hr	Aerobic Activity	Moderate
	Packing	3 hrs	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest

Date	Activity	Duration	Type of Activity	Intensity of Activity
Sunday 7 Sept	Playing Video Games	2 hrs	Rest Activity	Rest
	Walking	30 min	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest
Monday 8 Sept	Watching TV	3 hrs	Rest Activity	Rest
	Walking	1 hr	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest
Tuesday 9 Sept	Sitting in Class	4 hrs	Rest Activity	Rest
	Reading	1 hr	Rest Activity	Rest
	Walking	1 hr	Lifestyle Activity	Light

Areas That Need Improvement:

1. Pacer score is low. Need to improve cardiovascular fitness.
2. Need to participate in more activities at a vigorous intensity.
3. Cut back on rest activities.

GOALS

Remember that goals must be:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Relevant, and**
- **Timed.**

Long-Term Goal for the Training Year: To increase personal fitness level.

Short-Term Goals:

Goal	Date to Achieve By	Date Achieved
Score 15 on the PACER	Next Cadet Fitness Assessment	
Score 10 on the push-up assessment	Next Cadet Fitness Assessment	
Participate in five aerobic sports in the next week	17 Sept	

PLANNED ACTIVITIES

List the activities that you plan to participate in.

Week	Activity	Was the Activity Completed?	Why Was the Activity Not Completed?
11 Sept – 17 Sept	Soccer for 2 hrs		
	Walking for 30 min/day		
	Biking for 2 hrs/twice a week		
18 Sept – 24 Sept	Run for 1 hr		
	Recreational Sports for 1 hr		
	Walking for 30 min/day		
25 Sept – 1 Oct	Soccer for 2 hrs		
	Walking for 30 min/day		
	Swimming for 1.5 hrs		
2 Oct – 8 Oct	Biking for 2 hrs/twice a week		
	Recreational Sports for 1 hr/twice a week		
	Walking for 30 min/day		
9 Oct – 15 Oct	Recreational Sports for 1 hr/twice a week		
	Running/Walking for 30 min/day		
	Biking for 2 hrs/twice a week		
16 Oct – 22 Oct	Recreational Sports for 1 hr/twice a week		
	Running/Walking for 30 min/day		
	Biking for 2 hrs/twice a week		
23 Oct – 29 Oct	Recreational Sports for 1 hr/twice a week		
	Running/Walking for 30 min/day		
	Biking for 2 hrs/twice a week		

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PERSONAL ACTIVITY PLAN

Name: _____

Date: _____

START OF YEAR

CADET FITNESS ASSESSMENT RESULTS

Assessment	Score
Cardiovascular	
PACER	
Muscular Strength	
Curl-Up	
Push-Up	
Muscular Flexibility	
Trunk Lift	
Shoulder Stretch	Right:
	Left:
Back-Saver Sit and Reach	Right:
	Left:

CURRENT ACTIVITIES

List the activities that you participated in over the past week.

Date	Activity	Duration	Type of Activity	Intensity of Activity

Date	Activity	Duration	Type of Activity	Intensity of Activity

Areas That Need Improvement:

1. _____
2. _____
3. _____

GOALS

Remember that goals must be:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**elevant, and
- **T**imed.

Long-Term Goal for the Training Year: _____

Short-Term Goals:

Goal	Date to Achieve By	Date Achieved

PLANNED ACTIVITIES

List the activities that you plan to participate in.

Week	Activity	Was the Activity Completed?	Why Was the Activity Not Completed?

END OF YEAR

CADET FITNESS ASSESSMENT RESULTS

Assessment	Score
Cardiovascular	
PACER	
Muscular Strength	
Curl-Up	
Push-Up	
Flexibility	
Trunk Lift	
Shoulder Stretch	Right:
	Left:
Back-Saver Sit and Reach	Right:
	Left:

Areas That Need Improvement:

1. _____
2. _____
3. _____

Short-Term Goals:

Goal	Date to Achieve By	Date Achieved

PLANNED ACTIVITIES

List the activities that you plan to participate in.

Week	Activity	Was the Activity Completed?	Why Was the Activity Not Completed?

REFLECTION

Was your long-term goal for the training year met? _____

If applicable, why was your long-term goal not met? _____

What is your long-term goal following the completion of this training year? _____

List some short-term goals that will help you achieve your long-term goal:

Goal	Date to Achieve By	Date Achieved

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CHAPTER 5

PO 305 – PARTICIPATE IN RECREATIONAL SPORTS



COMMON TRAINING

SILVER STAR

INSTRUCTIONAL GUIDE



EO M305.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS

Total Time:	3 x 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP 1 to introduce the cadets to the rules of the selected sport.

A practical activity was chosen for TPs 2–4 as it allows the cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have participated in an organized recreational team sport.

IMPORTANCE

It is important for cadets to participate in organized recreational team sports because it is an activity that promotes a healthy lifestyle, while meeting one of the aims of the Cadet Program.

Teaching Point 1**Introduce the Cadets to the Selected Sport's Rules**

Time: 10 min

Method: Interactive Lecture



Refer to the following annexes for an overview of how to conduct the selected sport:

- Annex C – Baseball,
- Annex D – Basketball,
- Annex E – Floor Hockey,
- Annex F – Football (Flag/Touch),
- Annex G – Lacrosse,
- Annex H – Ringette (Off Ice Version),
- Annex I – Soccer,
- Annex J – Soccer Baseball/Kickball,
- Annex K – Softball,
- Annex L – Ultimate Frisbee, and
- Annex M – Volleyball.

HOW TO PLAY THE SPORT

The CCO's list of approved sports is located at Annex A. Refer to the annex for an overview of how to conduct the selected sport.

RULES

Refer to the annex for an overview of the selected sport's rules.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How many members are there on a team?
- Q2. What are the rules to be followed while playing?
- Q3. How do you score points?

ANTICIPATED ANSWERS

- A1. Answer will depend on the selected sport and can be found at the corresponding annex.
- A2. Answer will depend on the selected sport and can be found at the corresponding annex.
- A3. Answer will depend on the selected sport and can be found at the corresponding annex.

Teaching Point 2**Conduct a Warm-Up Session Composed of Light Cardiovascular Exercises**

Time: 10 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up session.

PURPOSE OF A WARM-UP

A warm-up session is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the physical activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

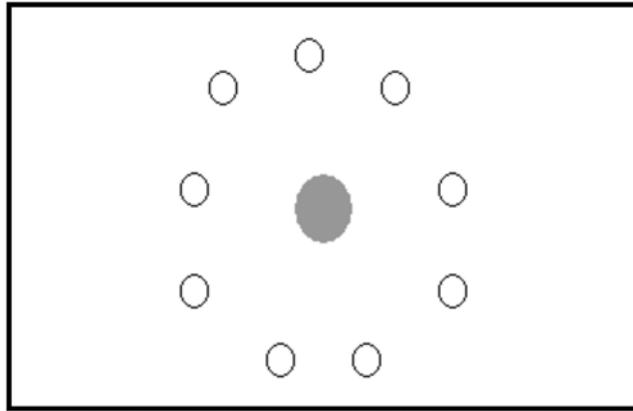
N/A.

ACTIVITY LAYOUT

N/A.

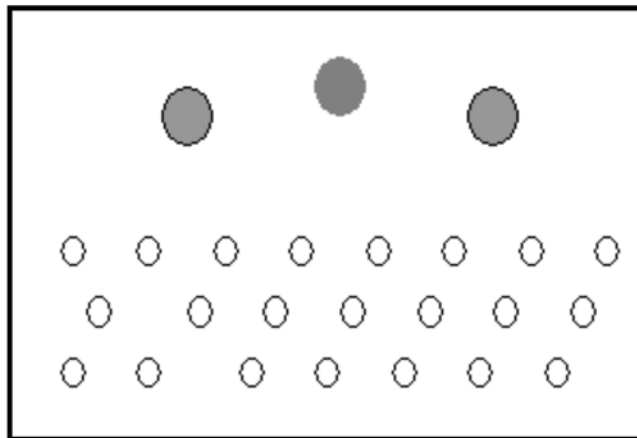
ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 5-1 and 5-2).



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Figure 5-1 Instructor in the Centre of a Warm-Up Circle



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Figure 5-2 Instructor at the Front With Two Assistant Instructors

2. Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
3. Assistant instructors may help demonstrate the exercises and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular exercises should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at Annex B.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the warm-up session will serve as the confirmation of this TP.

Teaching Point 3

Supervise While the Cadets Play the Selected Sport

Time: 50 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to provide cadets the opportunity to participate in an organized recreational team sport.

RESOURCES

- Sports/safety equipment required for the chosen sport,
- First aid equipment,
- Whistle, and
- Stopwatch.

ACTIVITY LAYOUT

- Set up the sporting venue prior to the commencement of the sport.
- Ensure a whistle, or other sound device, is available to stop play when necessary.

ACTIVITY INSTRUCTIONS

1. Divide cadets into teams.
2. Supervise the cadets' participation in the sport.
3. The rules and regulations for the selected sport are located at the corresponding annex.

SAFETY

- Ensure cadets are aware of the rules and regulations.
 - Ensure constant supervision throughout the activity.
 - Ensure a first aid station/kit is readily accessible.
 - Ensure a first-aider is identified at the start of the activity and is available at all times.
-

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4**Conduct a Cool-Down Session Composed of Light Cardiovascular Exercises**

Time: 10 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down session.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY**OBJECTIVE**

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 5-1 and 5-2).
2. Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
3. Assistant instructors may help demonstrate the movements and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.

- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 2.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the cool-down session will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in recreational team sports will serve as the confirmation of this lesson.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Recreational team sports are fun activities that promote physical fitness, which is one of the aims of the Cadet Program.

INSTRUCTOR NOTES/REMARKS

Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.

REFERENCES

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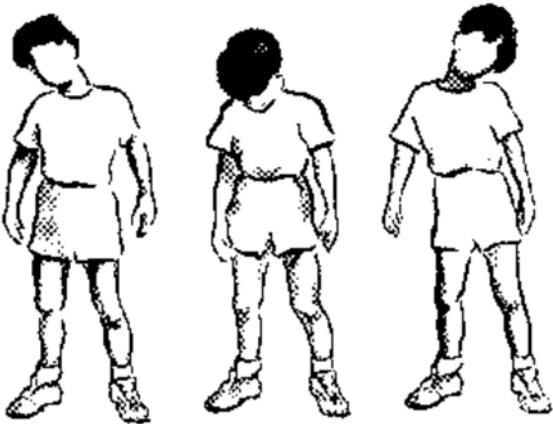
CANADIAN CADET ORGANIZATION LIST OF APPROVED SPORTS

- Baseball,
- Basketball,
- Floor Hockey,
- Football (Flag/Touch),
- Lacrosse,
- Ringette,
- Soccer,
- Soccer Baseball,
- Softball,
- Ultimate Frisbee, and
- Volleyball.

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SAMPLE STRETCHES

a. Neck:

 <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i> Figure 5B-1 Neck Stretch	Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.

b. Shoulders:

 <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i> Figure 5B-2 Shoulder Push	Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders. Hold this position for a minimum of 10 seconds.
 <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i> Figure 5B-3 Shoulder Shrug	Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up. Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible. Hold each position for a minimum of 10 seconds.

 <i>Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from http://www.marthajefferson.org/warmup.php</i> Figure 5B-4 Arm Circles	Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size. Reverse the direction of your circles.
 <i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility</i> Figure 5B-5 Shoulder Stretch	Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull the elbow lightly towards your chest. You should feel the stretch in your right shoulder. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

c. Arms:

 <i>Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from http://www.2protect.com/home.htm</i> Figure 5B-6 Wrist Rotations	Rotate your hands in circular motions at the wrist. Change direction and repeat on both sides.
 <i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility</i> Figure 5B-7 Triceps Stretch	Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down. Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved October 26, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

Figure 5B-8 Forearm Stretch

In a kneeling position, place your hands on the floor in front of you with your fingers pointing toward your knees, and your thumbs pointing out. Keeping your hands flat on the floor, lean back. Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 5B-9 Chest Stretch

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure 5B-10 Side Stretch

Stand with your left arm up over your head. Bend at the waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

e. Back:



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 5B-11 Lower Back Stretch

Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 5B-12 Upper Back Stretch

Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs:



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 5B-13 Hamstring Stretch

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 5B-14 Inner Thigh Stretch

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 5B-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability.

Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Running Exercises. Retrieved October 26, 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

Figure 5B-16 Ankle Rotations

From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction.

Switch and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 5B-17 Calf Stretch

Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>

Figure 5B-18 Quadriceps Stretch

Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

BASEBALL

BASEBALL
OBJECTIVE While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In the case of a tie, the game will continue for additional innings until a team scores an additional run, breaking the tie.
SCORING One point is awarded as a member completes a circuit around the bases.
DEFINITIONS Ball. A pitch that is outside the strike zone. Bunt. When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield. Double Play. When two outs are made on the same play. Fair Ball. The ball when it is legally in play. Fly Ball. A ball batted high into the air. Fly-Out. A fly ball that is caught before it touches the ground or the fence. Force Play. When a runner is forced to move to the next base because the batter becomes a runner. Foul Ball. A ball that is hit into foul territory (as illustrated in Figure 5C-1). Foul Territory . The area outside the foul lines (as illustrated in Figure 5C-1). Home Run. When a batter hits a fair ball over the fence, or circles all bases on a hit inside the fence without getting an out on their way around. Inning. Consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly. Out. An out can be given due to strikeout, force-out, tag-out, and fly-out. There are a number of types of outs, which include: • Fly-Out. When a fly ball is caught before it touches the ground or fence. • Force-Out. When a fielder touches the base with the ball in their possession before the runner reaches the base during a force play. • Strikeout. When a batter has three strikes. • Tag-Out. When a fielder tags a runner with the ball when they are not on a base. Strike. A pitch, in the strike zone at which the batter does not swing, at which the batter swings and misses, or that the batter hits into foul territory during their first two hits. A foul ball on the third is not considered a strike. Strike Zone. The area over the home plate, between the batter's knees and the midpoint between the top of their shoulders and the top of their pants. Walk. A batter is awarded first base if four "balls" are pitched to the batter during one time up to bat.
NUMBER OF PLAYERS Nine players per team.

EQUIPMENT REQUIRED

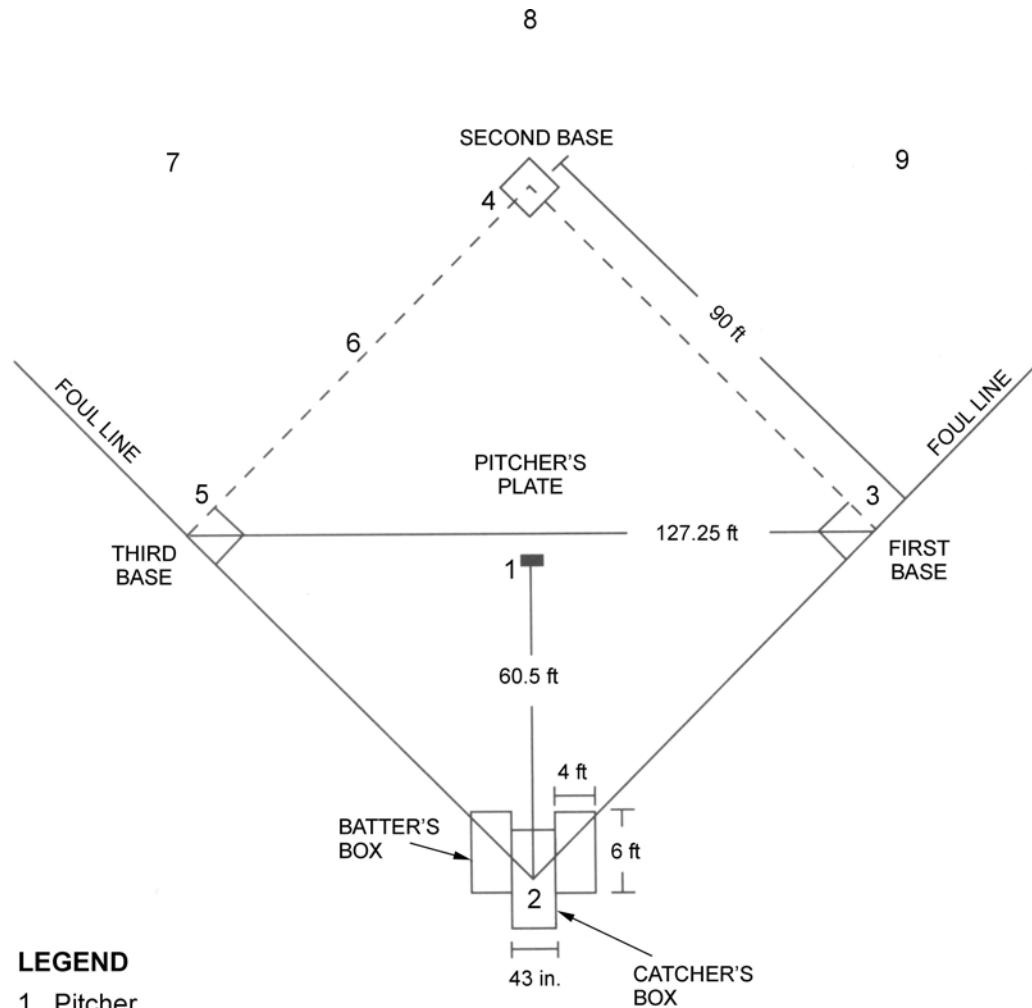
- Bases (four),
- Bats (two),
- Batter's helmets (two),
- Baseball (extras should be on hand),
- Various gloves, and
- Baseball/softball field.

BASIC RULES

- The game consists of nine innings, with three outs per inning (for each team). Innings may be reduced due to time constraints.
- One team takes the field first, taking up the various positions, to include: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, and right fielder (as illustrated in Figure 5C-1).
- The other team bats first in the top half of the inning, according to the batting order for their players.
- The pitcher attempts to get the batter out, preventing him or her from reaching first base and the subsequent bases.
- A batter is out if they receive a strikeout, force-out, tag-out, or fly-out.
- The batter's objective is to get around the bases before the ball reaches the base. The batter has to attempt to get to first base before the ball reaches the base. While the ball is in play the batter can attempt to reach subsequent bases. Once their play is over the next batter is up.
- A team scores a run when a player has safely touched all three bases and has made it back to home base, or hits the ball over the fence resulting in a home run.



Further details on the sport of baseball can be found in Hanlon, T., *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (pp. 25–35).



LEGEND

1. Pitcher
2. Catcher
3. First Baseman
4. Second Baseman
5. Third Baseman
6. Shortstop
7. Left Fielder
8. Centre Fielder
9. Right Fielder

T. Hanlon, The Sports Rules Book: Essential Rules for 54 Sports, Human Kinetics Publishers, Inc. (p. 31)

Figure 5C-1 Baseball Diamond

BASEBALL SCORE SHEET

Team A
Names

Team B
Names

Record the number of runs scored by each team for each inning.

	Inning 1	Inning 2	Inning 3	Inning 4	Inning 5	Inning 6	Inning 7	Inning 8	Inning 9	Total
Team A										
Team B										

Note: The scorekeeper must sign the back of the score sheet when completed.

Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

Figure 5C-2 Baseball Score Sheet

BASKETBALL

OBJECTIVE

Teams attempt to score as many points as possible by passing the basketball through the opposing teams' basket. The team with the highest score at the end of the game is the winner.

SCORING

Field Goal. A basket worth two points if scored inside the three-point line and three points if scored from outside the line (as illustrated in Figure 5D-1).

Free Throw. A basket worth one point.

DEFINITIONS

Double Dribble. Dribbling with both hands at once is a violation that results in a turnover or when a player is dribbling, stops and begins again.

Dribble. Dribbling consists of bouncing the ball on the floor, using only one hand at a time. This can be done while moving on the court or while the player is stationary. Once a player stops dribbling and holds the ball, they cannot dribble again until another player touches the ball.

Field Goal. A two or three-point basket.

Foul. A foul is awarded to a player or coach for misconduct and includes the following:

- **Away From the Ball.** Committed by a player in a play not involving the player with the ball.
- **Blocking and Charging.** Blocking is illegal contact by a defender, impeding the progress of an offensive player. Charging is illegal contact by an offensive player, pushing or moving into the defender's torso.
- **Delay of Game.** When a player prevents the ball from being promptly put into play.
- **Double Personal.** Occurs when two opposing players commit personal fouls at the same time.
- **Double Technical.** When two opposing players commit technical fouls at the same time.
- **Elbow.** When a player elbows a member of the opposing team.
- **Excessive Timeout.** When a team calls a timeout when they have no timeouts left, they are granted a technical foul, but the timeout is allowed.
- **Face Guarding.** When a defender places a hand in the face or eyes of an opponent they are guarding from the rear, if the opponent does not have the ball.
- **Fighting and Flagrant Fouls.**
- **Hand Checking.** When a defender uses their hands to check the progress of offensive players when those players are in front of them.
- **Hanging on the Rim.** When a player hangs off the rim of the basket, unless it is to protect themselves or another player.
- **Offensive.** If a defender has established legal position in a dribbler's path, the dribbler cannot make contact with the opponent.
- **Personal.** A wide variety of contact fouls including holding, pushing, charging, tripping, and illegally interfering with a player's progress.
- **Player-Control.** When the dribbler commits an offensive by charging into a defender who has established legal position, this is called charging.

- **Technical.** Can be on a player, coach, etc. and does not involve contact with the opponent while the ball is alive. Some include profanity, delay of game, excessive time outs, unsportsmanlike conduct, and hanging on the rim.
- **Unsportsmanlike Conduct.** Includes actions such as disrespectfully addressing an official; trying to influence an official's decision; arguing with an official; taunting an opponent; etc.

Free Throw. A shot given to a player from the free throw line as a result of a foul. This shot is worth one point.

Pass. The movement of the ball by a player to another player by throwing, batting, or rolling the ball.

Pivot. When a player holding the ball pivots with one foot kept at a point of contact with the floor, while stepping in other directions with the other foot.

Rebound. When a player controls possession of a missed shot, either by a teammate or an opponent.

Sideline Pass. When a player throws the ball in from the sidelines of the court.

Traveling. When a player advances on the court with the ball without dribbling it.

Violations. When a player breaks a rule without contact. These include: basket interference and goaltending, double dribble, faking a free throw, kicking or hitting the ball, out of bounds, shot clock, traveling and throw in.

NUMBER OF PLAYERS

Five players per team on the court at a time.

EQUIPMENT REQUIRED

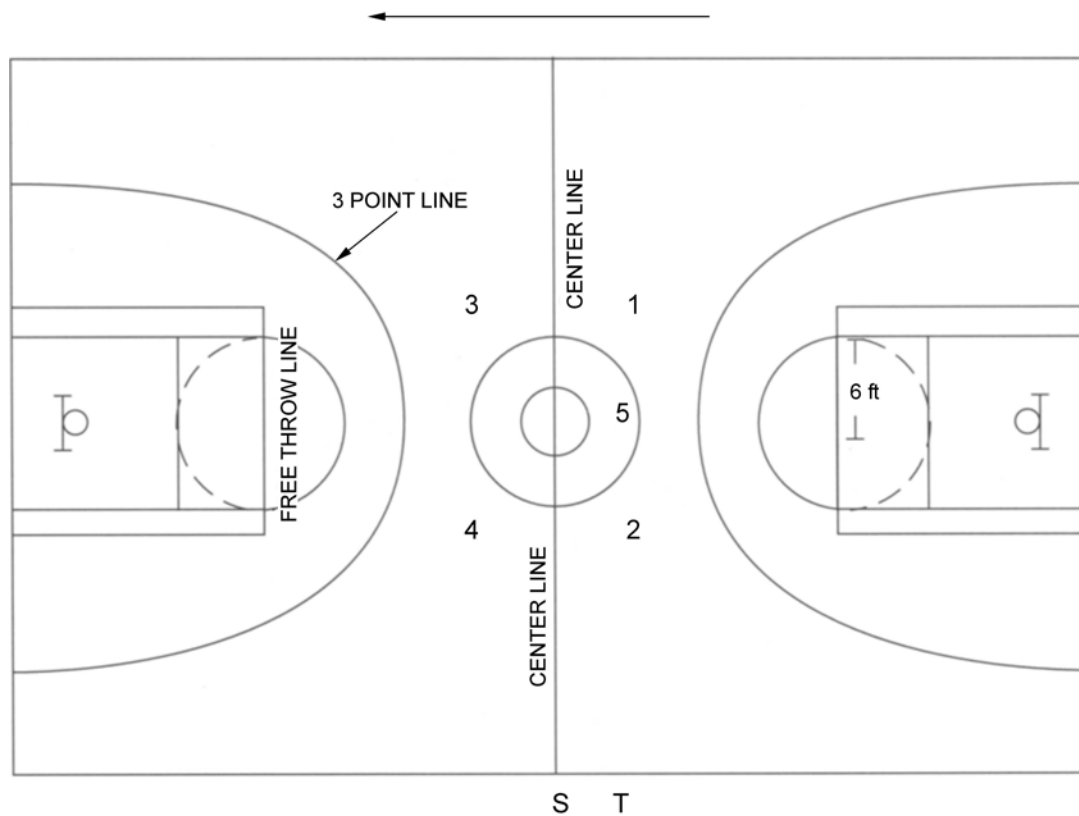
- Basketball,
- Gymnasium/outdoor court, and
- Nets (two).

BASIC RULES

- The game consists of four 8-minute quarters.
- Teams will consist of a point guard, an off guard/shooting guard, a small forward, a power forward and a centre/post.
- The game begins with what is known as a "jump ball". A player from each team will meet face to face at the centre of the court. When the official tosses the ball straight up between them, both players will attempt to catch or hit the ball to a teammate.
- Once the game has begun, the player in possession of the ball must dribble at all times in order to continue to move forward along the court. The player may pass the ball at any time to a teammate.
- If a player in possession of the ball stops moving, they may only pivot on the spot or take a maximum of three steps and then pass or shoot the ball towards the basket.
- If a team scores, the opposing team will gain possession of the ball. The opposing team throws the ball inbounds to put the ball back into play. On this throw-in, the thrower cannot step on or over the line while still in possession of the ball.
- During the game, if the ball is tossed out of bounds or a person is fouled, the opposite team will gain the ball where a free throw will be awarded or a sideline pass will take place.



Further details on the sport of basketball can be found in Hanlon, T., *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (pp. 37–46).



LEGEND

1. Point Guard	S Scorekeeper
2. Off Guard or Shooting Guard	T Timekeeper
3. Small Forward	
4. Power Forward	
5. Centre or Post	

T. Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (p. 41)

Figure 5D-1 Basketball Court

BASKETBALL SCORE SHEET

Team A
Names

Team B
Names

Record the number of points awarded to each team within each quarter.

A basket is worth two points if it is scored inside the three-point line and three if scored from outside the line and a free throw is worth one point.

First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
Team A	Team B	Team A	Team B	Team A	Team B	Team A	Team B
Total		Total		Total		Total	

Note: The scorekeeper must sign the back of the score sheet when completed.

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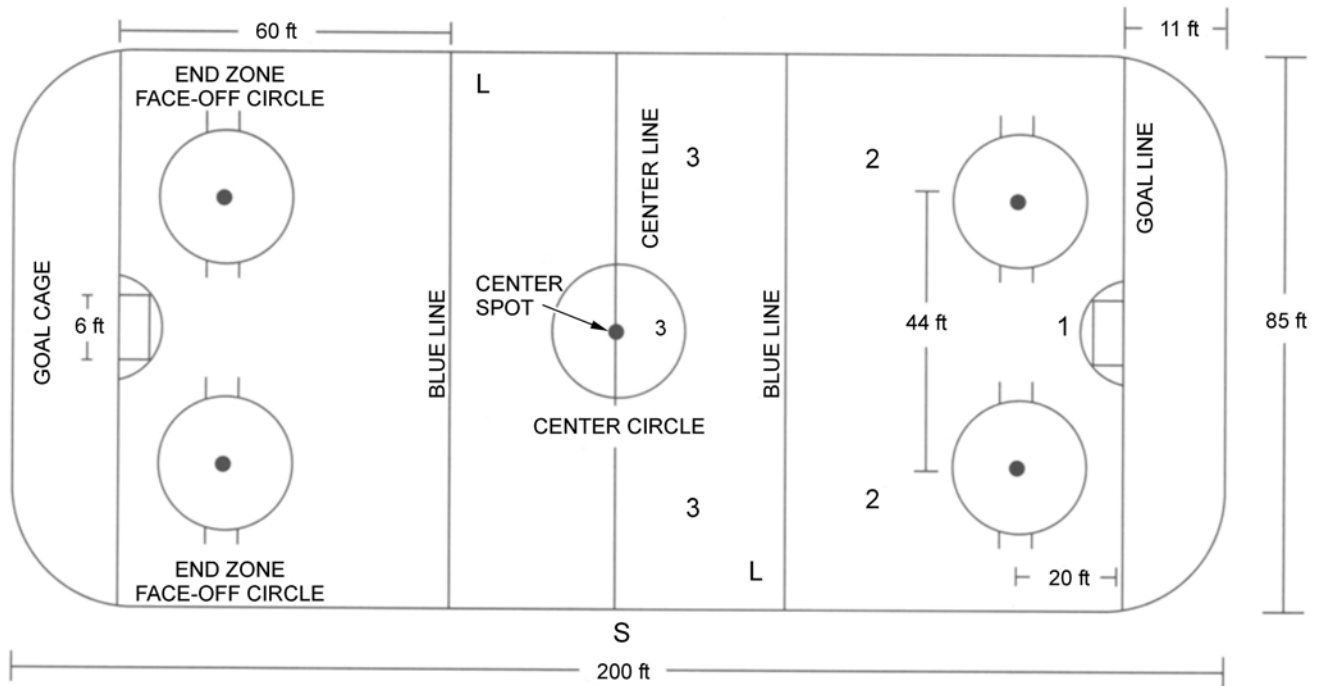
Figure 5D-2 Basketball Score Sheet

FLOOR HOCKEY

FLOOR HOCKEY
OBJECTIVE Teams attempt to score as many points as possible by shooting the ball into the opposing team's net. The team with the highest score at the end of the game is the winner.
SCORING A player shooting the ball off their stick into the net, scores a goal.
DEFINITIONS Faceoff. When two players meet to try to gain possession of the ball when the referee drops it. Goal. A point/goal is scored when a player gets the ball across the goal line. Rebound. A ball that bounces off the goalkeeper or the goal post. Save. When the goalkeeper prevents a goal from being scored.
NUMBER OF PLAYERS Six players per team on the floor at one time.
EQUIPMENT REQUIRED • Hockey ball, • Hockey sticks for the number of players, • Goalie sticks (two), • Goalie equipment, and • Hockey nets (two).
BASIC RULES • A game consists of three 20-minute periods. • Teams will consist of a goalkeeper, three forwards – centre, left wing, and right wing – and two defencemen. • A game begins with a faceoff between two opposing players where an official drops the ball at the centre of the playing field/gymnasium. • Players advance with the ball while stickhandling the ball or passing it to fellow teammates. The ball must be in motion at all times. • Every time a goal is scored, the players return to the initial set-up for a faceoff at the centre of the area of play. • If an attacker in the team's attacking zone causes the play to stop, a faceoff will occur at the nearest faceoff spot in the neutral zone (the central portion between the blue lines). • If a defender in the team's defensive zone causes the play to stop, a faceoff occurs at the point of stoppage.



Further details on the sport of hockey can be found in Hanlon, T., *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (pp. 159–168). These rules then must be adapted for floor hockey.



LEGEND

1. Goalkeeper	S Scorekeeper
2. Defenseman	L Linesman
3. Forward	

T. Hanlon, The Sports Rules Book: Essential Rules for 54 Sports, Human Kinetics Publishers, Inc. (p. 162)

Figure 5E-1 Hockey Set-Up

FLOOR HOCKEY SCORE SHEET

[illegible][illegible]

Record the number of goals achieved by each team within each period.

First Period		Second Period		Third Period	
Team A	Team B	Team A	Team B	Team A	Team B
Total		Total		Total	

Note: The scorekeeper must sign the back of the score sheet when completed.

Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

Figure 5E-2 Floor Hockey Score Sheet

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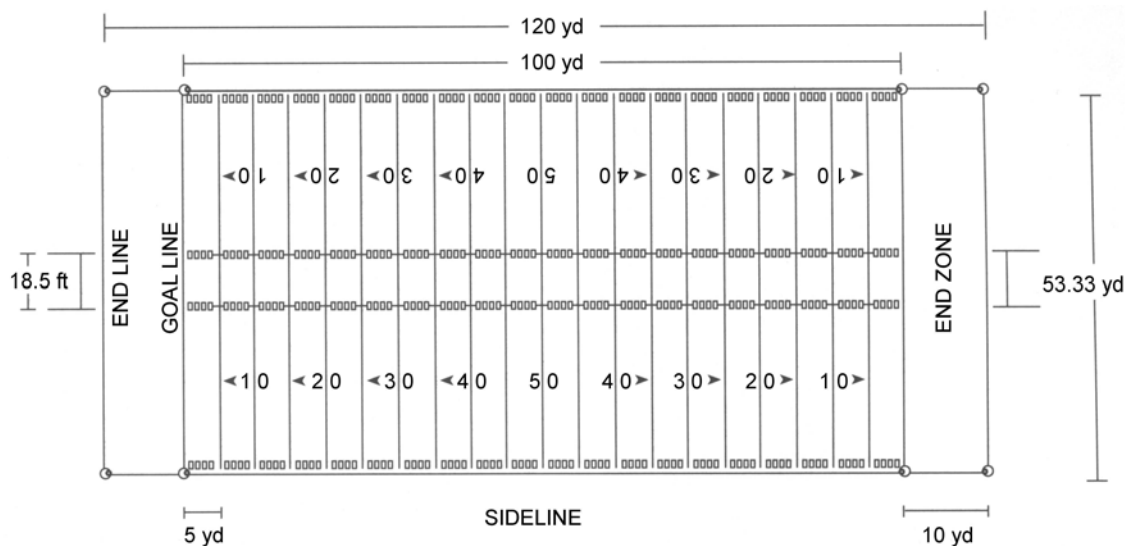
FOOTBALL (FLAG/TOUCH)

FOOTBALL (FLAG/TOUCH)
OBJECTIVE Teams attempt to score as many points as possible through touchdowns. The team with the highest score at the end of the game is the winner.
SCORING Touchdown. A touchdown is worth six points and is scored when a player carries the ball into the opponent's end zone or catches the ball in the opponent's end zone before it touches the ground. After a touchdown has been scored, the scoring team can make a one-point convert attempt from the 5-yard line (approximately 4-1/2 m/15 feet) or a two-point convert attempt from the 10-yard line (approximately 11 m/36 feet). Safety. An interception return to the opponent's end zone, on any extra-point play by the defence, will result in the defence scoring two points, plus they will gain possession for the next series at their own 5-yard (4-1/2 m/15 feet) line. Rouge. A team is awarded one point when they legally kick the ball into the opponent's end zone and the ball is not brought out of the end. To score off a kick off, the ball must land in the field of play or in the end zone before it goes out of bounds.
DEFINITIONS Convert. A pass or a run attempt; no kicking allowed. Dead Ball. When the ball is no longer in play and the play is over. First Down. Is a new set of three downs. Each team, when they are the offence, get three downs in which to make a play. Forward Pass. When the ball is intentionally thrown or handed towards the opponent's goal line. Fumble. When a player loses possession of the ball while the play is still in progress. Punt. When the ball is deliberately dropped and then kicked with the foot or leg before the ball touches the ground. Scrimmage Line. The line where the players line up for the snap. Snap. When a player designated as the centre passes the ball between the legs to the quarterback. Touchback. Occurs when the ball is dead on or behind a team's own goal line, provided the ball's force came from an opponent and it is not a touchdown.
NUMBER OF PLAYERS Seven players per team on the field at one time for touch football. Eight players per team on the field at one time for flag football.
EQUIPMENT REQUIRED • Football, • Flags/ribbons, • Field, and • Safety/protective equipment.
BASIC RULES • The game consists of four 15-minute quarters.

- Whichever team takes first possession of the ball is the offence. The other team becomes the defence.
- The offence has three downs to obtain 10 yards, keep possession of the ball, and attempt to score. If they do not gain 10 yards and a first down, possession of the ball changes and that team then becomes the offence.
- To begin the game, a team will kickoff from their own 45-yard line (or on a non-regulation field, ten yards back from the centre line). The remaining players of the team must stay behind the kickoff line until the ball has been kicked.
- At the kickoff, all players of the receiving team must be at least 20 yards away from the kickoff line.
- To begin a series of three downs, the ball will be placed on the ground at the point where the ball carrier was touched after the kickoff. All members of the offensive team will line up on or behind the line of scrimmage. A player designated as the centre will begin the play by snapping the ball between the legs to the quarterback who must receive the ball from a minimum of five yards behind the line of scrimmage.
- The defensive players must be at least one yard from the line of scrimmage on the opposite side during the snap.
- All players on the offence, with the exception of the centre, can be in motion prior to the snap. They may not cross the line of scrimmage until after the snap.
- In touch football, play is terminated when a defender touches the ball carrier with the hand. In flag football, play is terminated when a defender removes the ball carrier's flag.
- The defensive team will have one player during scrimmage play, called the rusher, who will pursue the quarterback after the ball is snapped. The rusher must be at least five yards away from the line of scrimmage at the time the ball is snapped and cannot be lined up directly with the centre of the opposing team.
- No player is permitted to block or obstruct the rusher in the direct path to the quarterback.
- Teams are only permitted one forward pass on each scrimmage play. Forward passes are not permitted on kickoffs or after punts.
- The team that plays defence at the beginning of the first half receives possession at the start of the second half.
- If a team fails to make it across midfield within three plays, possession of the ball changes.
- Once a ball is punted, the team gives up possession of the ball.
- There are no fumbles in touch football.
- Must be played as non-contact. Blocking and tackling are not allowed.



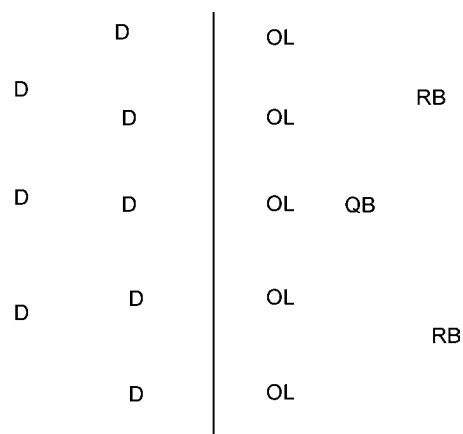
Further details on the sport of football can be found in Hanlon, T., *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (pp. 125–136). These rules must be adapted for flag/touch football. Some of these modifications can be found on pp. 132–133. Further rules may be found in the Norris, G., *National Football Federation's Touch Football Rule Book*, National Football Federation.



T. Hanlon, The Sports Rules Book: Essential Rules for 54 Sports, Human Kinetics Publishers, Inc. (p. 129)

Figure 5F-1 Football Field

LINE OF SCRIMMAGE



LEGEND

- OL Offensive Lineman
- QB Quarterback
- RB Running Back
- D Defensive Players

Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

Figure 5F-2 Line of Scrimmage

FOOTBALL SCORE SHEET

Team A	
Names	

Team B	
Names	

Record the number of points awarded to each team within each quarter.

A touchdown is worth six points. A safety is worth two points. A rouge is worth one point.

First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
Team A	Team B	Team A	Team B	Team A	Team B	Team A	Team B
Total		Total		Total		Total	

Note: The scorekeeper must sign the back of the score sheet when completed.

Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

Figure 5F-3 Football Score Sheet

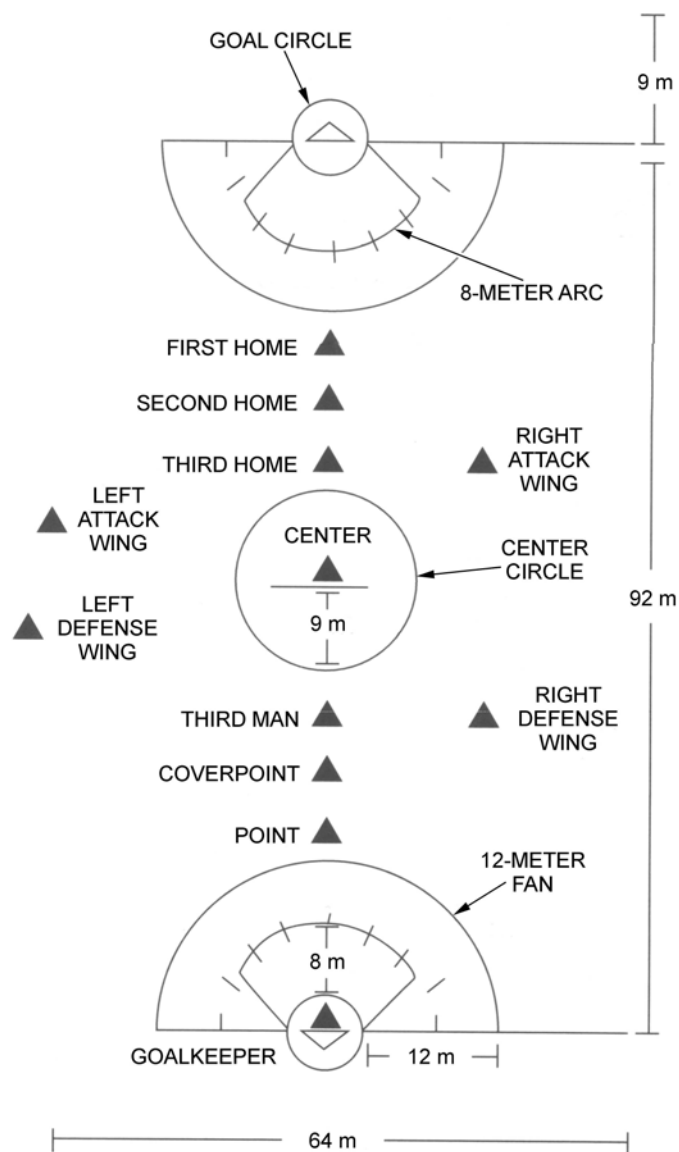
LACROSSE

LACROSSE
OBJECTIVE Teams attempt to score as many points as possible by passing the ball into the opposing team's goal. The team with the highest score at the end of the game is the winner.
SCORING A goal is scored when the ball passes completely over the goal line, between the posts and under the cross bar of the opponent's goal.
DEFINITIONS Blocking. Occurs when one player moves into the path of an opponent with the ball without giving the opponent a chance to stop or change direction without contact. Critical Scoring Area. An area at each end of the field, where the attacking team shoots for a goal. Deputy. A player on the defensive goalkeeper's team who may enter the goal circle when his or her team is in possession of the ball and the goalkeeper is out of the goal circle. Draw. With two opposing players toeing the centreline, holding their crosses in the air, parallel to the centreline. The umpire places the ball between the players and when they call ready the players pull their sticks up and away, lifting the ball into the air. All other players must be outside the centre circle for the draw. Free Space to Goal. The path to the goal within the critical scoring area. Marking. Guarding an opponent within a stick's length. Penalty Lane. The path to the goal that is cleared when a free position is awarded to the attacking team within the critical scoring area in front of the goal line. Pick. A technique used by a player without the ball to force an opponent to take a different direction. The player must give the opponent time to see the pick and react to it. Throw. Two players of opposing teams stand 1 m (3-1/3 feet) apart; the umpire stands 4–8 m (13–26 feet) away, and throws the ball into the air and the players take it as they move toward the field. No other player can be within 4 m (13 feet) of the players taking the throw.
NUMBER OF PLAYERS Twelve players per team on the field at one time.
EQUIPMENT REQUIRED • Ball, • Field crosses for the number of players, • Goalkeeper's crosse (two), • Goalkeeper's helmet, face mask, and throat and chest protector (two of each), and • Mouth guards for the number of players.
BASIC RULES • The game consists of two 30-minute halves. • The team consists of a goalkeeper, point, cover-point, third man, left defence wing, right defence wing, left attack wing, right attack wing, third home, second home, first home, and centre (as illustrated in Figure 5G-1).

- The game begins with a draw.
- The team in possession of the ball attempts to score goals by advancing the ball down the field. This is done by carrying, throwing, rolling, or batting the ball.
- If the ball goes out of bounds, it is given to the closest player. If two players of opposing teams are an equal distance from the ball, the game is continued with a throw.
- Only one player can be in the goal circle at a time. This can only be the goalkeeper or the deputy.
- Within the goal circle, the goalkeeper must clear the ball within 10 seconds. This can be done with the goalkeeper's crosse, hands, or body.
- After each goal, the ball is put back into play with a draw.



Further details on the sport of lacrosse can be found in Hanlon, T., *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (pp. 179–186).



T. Hanlon, The Sports Rules Book: Essential Rules for 54 Sports, Human Kinetics Publishers, Inc. (p. 182)

Figure 5G-1 Lacrosse Field

LACROSSE SCORE SHEET

[illegible][illegible]

Record the number of goals achieved by each team within each period.

First Half	
Team A	Team B
Total	

Second Half	
Team A	Team B
Total	

Note: The scorekeeper must sign the back of the score sheet when completed.

Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

Figure 5G-2 Lacrosse Score Sheet

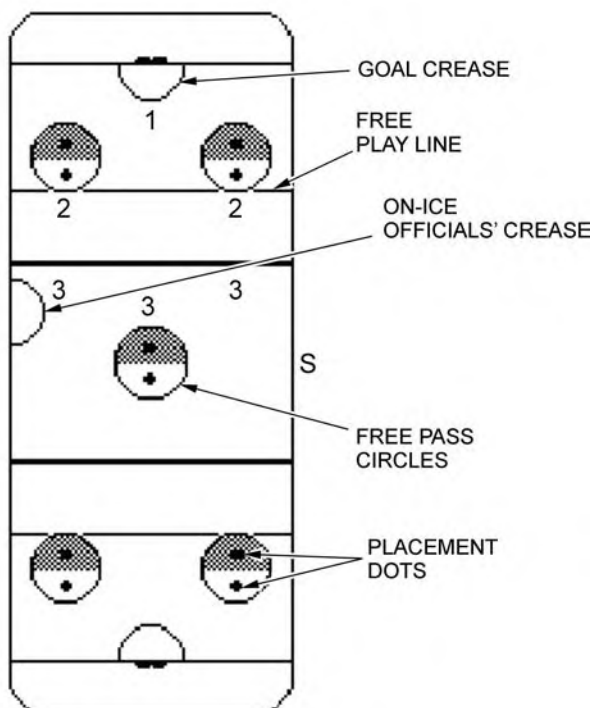
RINGETTE (OFF ICE VERSION)

RINGETTE (OFF ICE VERSION)
OBJECTIVE Teams attempt to score as many points as possible by getting the ring in the opposing team's net. The team with the highest score at the end of the game is the winner.
SCORING One point for every time a ring passes into the opposing team's net.
DEFINITIONS N/A.
NUMBER OF PLAYERS Six players per team on the floor at one time.
EQUIPMENT REQUIRED • Nets (two), • Safety equipment, • Rubber ring, • Straight sticks for number of players, • Goalkeeper's sticks (two), and • Goalkeeper's masks (two).
BASIC RULES • Teams consist of a goalkeeper, two defencemen, and three forwards. • The stick is placed inside the ring to play. • The game is played in two 20-minute periods. • Play begins with the visiting team being given a free pass in the centre free pass circle (which is like a faceoff circle in hockey). • The ring is passed up the playing area in order to get the ring in the opposing team's net. • Free passes are used in ringette to restart play. The ring is placed in the free pass circle for this and one player gets to take possession, having five seconds to pass the ring to a teammate. Shots on goal are allowed from the free pass. • If the ring is within the goal crease the only player who is allowed to touch it is the goalie. The goalie will pick up the ring and throw it like a Frisbee to a teammate but it cannot be thrown beyond the blue line. The goalkeeper can also hit the ring with their stick or foot to move it out of the goal crease.



Further details on the sport of ringette can be found at <http://www.ringette.ca>.

TEAM A'S DEEP DEFENSIVE ZONE



TEAM A'S DEEP OFFENSIVE ZONE

LEGEND

- 1. Goalkeeper
- 2. Defenceman
- 3. Forward
- S Scorekeeper

How Ringette is Played, by Ringette Canada, n.d. Retrieved October 30, 2006, from <http://www.ringette.ca/e/about/played.htm>

Figure 5H-1 Ringette Ice/Playing Field

RINGETTE SCORE SHEET

[illegible][illegible]

Record the number of goals achieved by each team within each period.

First Period	
Team A	Team B
Total	

Second Period	
Team A	Team B
Total	

Note: The scorekeeper must sign the back of the score sheet when completed.

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Figure 5H-2 Ringette Score Sheet

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SOCCER

SOCCER
OBJECTIVE Teams attempt to score as many points as possible by getting the ball in the opposing team's net. The team with the highest score at the end of the game is the winner.
SCORING One point is scored for every goal made into the opposing team's net that completely crosses the goal line.
DEFINITIONS Corner Kick. Awarded to the opposing team when players kick the ball over their own goal line. All opposing players must be at least 10 yards (9 m/29.5 feet) from the ball for a corner kick. Dribble. To move the ball with the feet in a continuous motion by passing the ball from one foot to the other. Foul. Results in a direct or indirect free kick for the opposing team at the spot where the foul occurred. Fouls include: • kicking, tripping or pushing; • jumping into an opponent; • violently or dangerously charging an opponent; • striking an opponent with the hand, arm, or elbow; • holding an opponent's body or clothing; • playing the ball anywhere on the arm; • going offside; • obstructing an opponent by deliberately blocking their path; • kicking too high, putting an opponent in danger; • bending low, putting themselves in danger; • unsportsmanlike conduct; • charging an opponent when the ball is no more than one step away; • charging into the goalkeeper while in the goal area, preventing them from playing the ball or retaining possession of the ball; and • the goalkeeper taking more than four steps before releasing the ball. Free Kick. Direct free kicks are awarded for fouls on a player; indirect free kicks are awarded for other violations made by the opposing team. Goal Kick. Occurs when a player kicks the ball over the opposing team's goal line. The opposing team is awarded the goal kick. Opposing players must be outside the penalty box area; either the goalkeeper or another player may kick the ball. The ball must be kicked beyond the penalty box area to be put into play. The player who performs the goal kick cannot touch the ball again until another player has done so. Heads the Ball. When a player hits the ball with their head. Penalty Kick. Is awarded to a team when an opposing player commits an intentional foul. All players, except the kicker and the goalkeeper, must stand outside the penalty area, at least ten yards (9 m/29.5 feet) from the ball. The goalkeeper must stand on the goal line and not move their feet until the kick is made. If a goal is not scored and the ball goes out of bounds after being touched by the goalkeeper, the attacking team gets a corner kick.

Throw-In. Is awarded to a team when the ball goes over the sideline and was last touched by an opponent. A player throws the ball in from over their head, keeping both feet on the ground while releasing the ball. At least part of each foot must be on or behind the sideline.

NUMBER OF PLAYERS

Up to 11 players per team on the field at one time.

EQUIPMENT REQUIRED

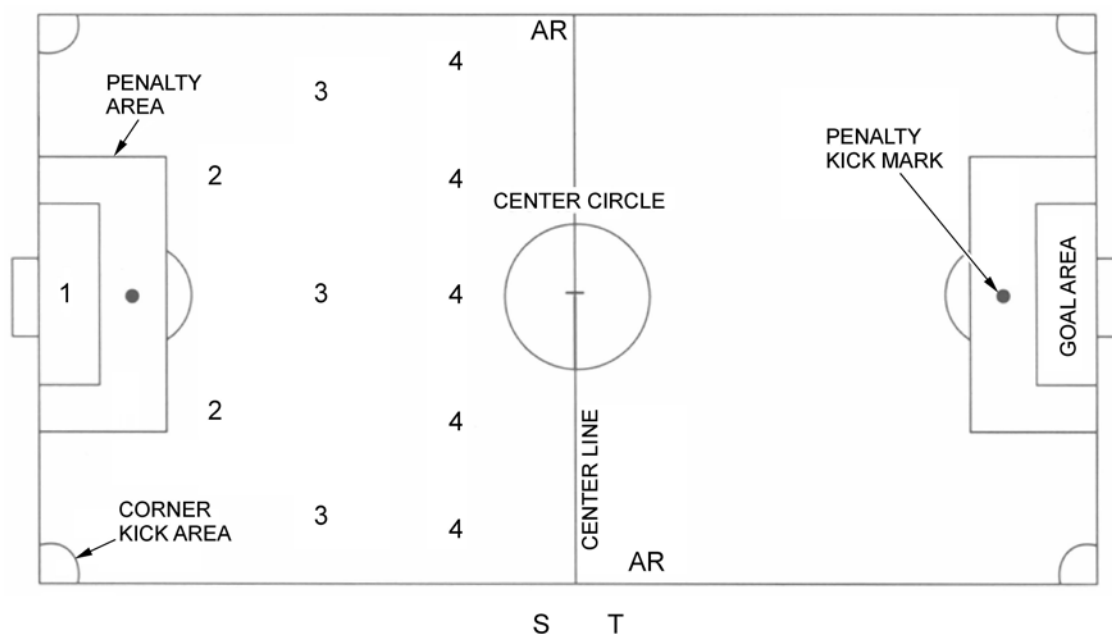
- Soccer ball,
- Nets (two), and
- Field or gymnasium.

BASIC RULES

- The game consists of two 45-minute halves.
- Teams will consist of a goalkeeper, defenders, midfielders, and forwards, or strikers.
- The game begins with a kickoff at the centre of the playing field, where the ball is placed in a stationary position at the centre spot.
- All players must be on their team's half of the playing field before the kickoff takes place. The player who kicks off may not touch the ball again until another player has.
- Players have to move the ball up the field with their feet, head, or chest. They may not touch the ball with their hands.
- The game continues in this manner, with players dribbling the ball and moving it toward the opposing team's goal in order to score.
- When a goal is scored the play begins again with the team losing the goal taking the kickoff.
- A goal may not be scored directly off a kickoff, goal kick, or throw-in.



Further details on the sport of soccer can be found in Hanlon, T., *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (pp. 237–245).



LEGEND

- 1. Goalkeeper
- 2. Defender
- 3. Midfielder
- 4. Forward

- S Scorekeeper
- T Timekeeper
- AR Assistant Referee

T. Hanlon, The Sports Rules Book: Essential Rules for 54 Sports, Human Kinetics Publishers, Inc. (p. 241)

Figure 5I-1 Soccer Field

SOCCKER SCORE SHEET

[illegible][illegible]

Record the number of goals achieved by each team within each half.

First Half	
Team A	Team B
Total	

Second Half	
Team A	Team B
Total	

Note: The scorekeeper must sign the back of the score sheet when completed.

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Figure 5I-2 Soccer Score Sheet

SOCCER BASEBALL/KICKBALL

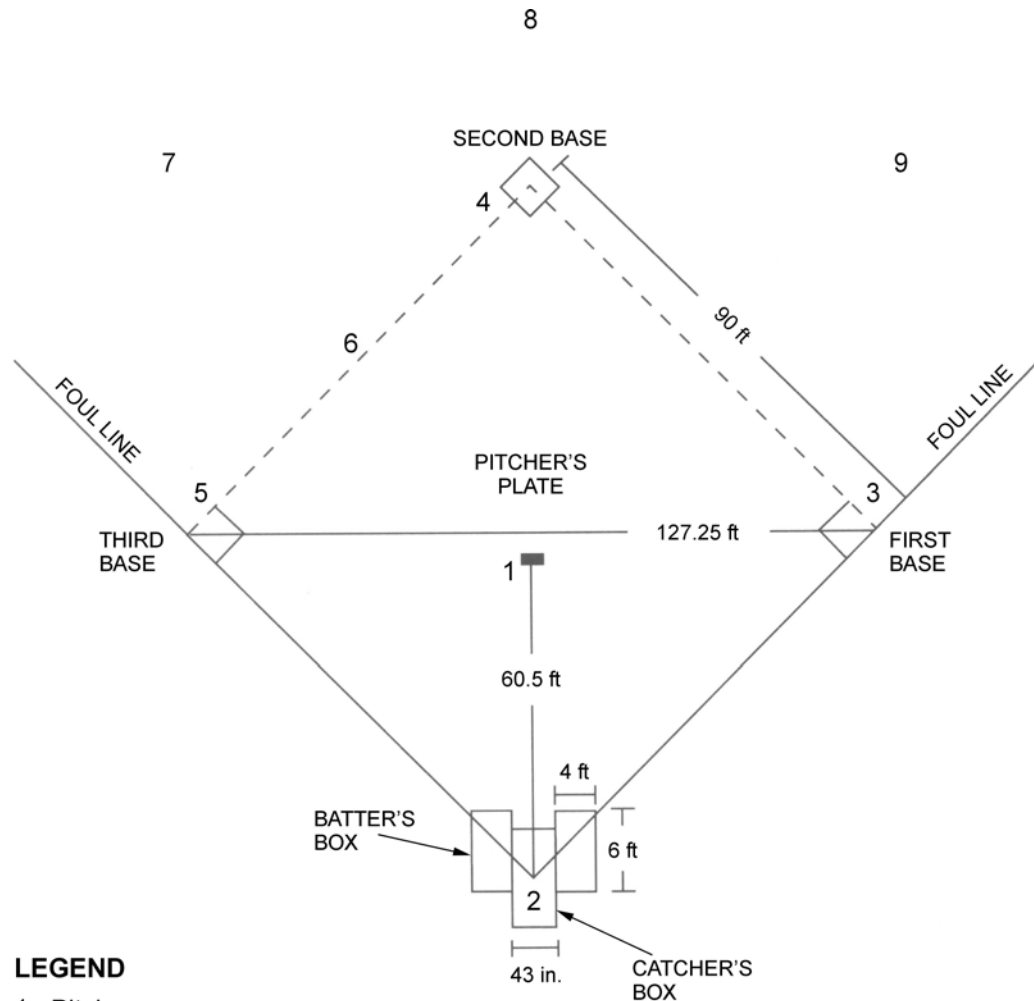
SOCCER BASEBALL/KICKBALL
OBJECTIVE While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate.
SCORING One point is awarded as a member completes a circuit around the bases. A game lasts five innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.
DEFINITIONS Double. A kick in which the batter safely runs to second base. Double Play. When two outs are made on the same play. Fair Ball. The ball when it is legally in play. Force Play. Occurs when a runner is forced to advance to the next base because the batter becomes a runner. Foul Play. Any ball hit into foul territory. Foul Territory. The area outside the foul lines. Home Run. When a batter kicks a fair ball over the fence or circles all bases on a kick that was inside the fence. Lead Off. When a runner leads off a base before the ball has left the pitcher's hand. Legal Touch. When a defensive player tags a runner with the ball while the runner is not on a base. This results in an out. Out. There are a number of types of outs, which include: • Fly-Out. When a fly ball is caught before it touches the ground or fence. • Force-Out. When a fielder touches the base with the ball in their possession before the runner reaches. • Strikeout. When a batter has three strikes. • Tag-Out. When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch. Steal. When a runner attempts to steal a base during a pitch to the kicker. Tag-Up Rule. If the ball is caught in the air after the kicker has kicked it, the kicker is out. Other players who are on bases must touch the base they were on after the ball is caught before they can run to the next base.
NUMBER OF PLAYERS Nine players per team on the field at one time.
EQUIPMENT REQUIRED • Soccer ball, • Baseball/softball field or a gymnasium or field, and • Bases/pylons (four).

BASIC RULES

- The game consists of five innings, with three outs per inning (for each team).
- One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and other fielders depending on the number of players.
- When pitching, the ball must touch the ground at least once and cannot be higher than one foot (30 cm) above the plate when it gets to the kicker. The ball should be pitched to roll as smoothly as possible.
- A ball is put into play once the pitcher rolls the ball toward home plate and the kicker has attempted to kick the ball.
- The kicker must wait for the ball to be within 1 m of the home plate before they can attempt to kick the ball.
- Leading off and stealing bases is not allowed.
- Bunts are not permitted.
- The kicker at home plate must kick the ball with the leg (below the knee) or foot.
- Field players can tag the runner out while either carrying the ball or throwing it at the runner and making contact. Thrown balls are to hit below the waist.
- A runner who leaves their base before the pitch reaches home plate or before the pitch is kicked, is out and the ball is considered dead.



Further details on the sport of soccer baseball/kickball can be found at <http://www.kickball.com>.



LEGEND

1. Pitcher
2. Catcher
3. First Baseman
4. Second Baseman
5. Third Baseman
6. Shortstop
7. Left Fielder
8. Centre Fielder
9. Right Fielder

T. Hanlon, The Sports Rules Book: Essential Rules for 54 Sports, Human Kinetics Publishers, Inc. (p. 31)

Figure 5J-1 Baseball Diamond (Used for Soccer Baseball)

SOCCKER BASEBALL/KICKBALL SCORE SHEET

Team A
Names

Team B
Names

Record the number of runs scored by each team for each inning.

	Inning 1	Inning 2	Inning 3	Inning 4	Inning 5	Total
Team A						
Team B						

Note: The scorekeeper must sign the back of the score sheet when completed.

Director Cadets 3, 2007, Ottawa, ON: Department of National Defence
Figure 5J-2 Soccer Baseball/Kickball Score Sheet

SOFTBALL

SOFTBALL
OBJECTIVE While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate.
SCORING One point is awarded as a member completes a circuit around the bases. A game lasts seven innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.
DEFINITIONS Ball. A pitch that is outside the strike zone. Bunt. When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield. Double Play. When two outs are made on the same play. Fair Ball. The ball when it is legally in play. Fake Tag. A form of obstruction of a runner by a fielder who neither has the ball nor is about to receive it. The umpire will award the runner the base they would have made, if the obstruction had not been made. Fly Ball. A ball batted high into the air. Fly-Out. A fly ball that is caught before it touches the ground or the fence. Force Play. When a runner is forced to advance to the next base because the batter becomes a runner. Foul Play. Any ball hit into foul territory. Foul Territory. The area outside the foul lines (as illustrated in Figure 5K-1). Home Run. When a batter hits a fair ball over the fence or circles all bases on a ball that was hit inside the fence. Inning. An inning consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly. Interference. This occurs when an offensive player impedes or confuses a defensive player as they are trying to make a play. Interference can be physical or verbal. Lead Off. When a runner leads off a base once the ball has been batted, touches the ground, or reaches home plate, but must return to the base if the ball is not hit. Out. There are a number of types of outs, which include: • Fly-Out. When a fly ball is caught before it touches the ground or fence. • Force-Out. When a fielder touches the base with the ball in their possession before the runner reaches. • Strikeout. When a batter has three strikes. • Tag-Out. When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch. Overslide. When a player over slides first base when running. It is allowed at first base, but at second and third base, the runner may be tagged out. Steal. In fast-pitch, a runner may attempt to steal a base during a pitch to the batter. Strike Zone. The area over the home plate, between the batter's back shoulder and front knee.

Walk. A batter is awarded first base if four “balls” are pitched to the batter during one time up to bat.

NUMBER OF PLAYERS

10 players per team on the field at a time if team is not batting.

EQUIPMENT REQUIRED

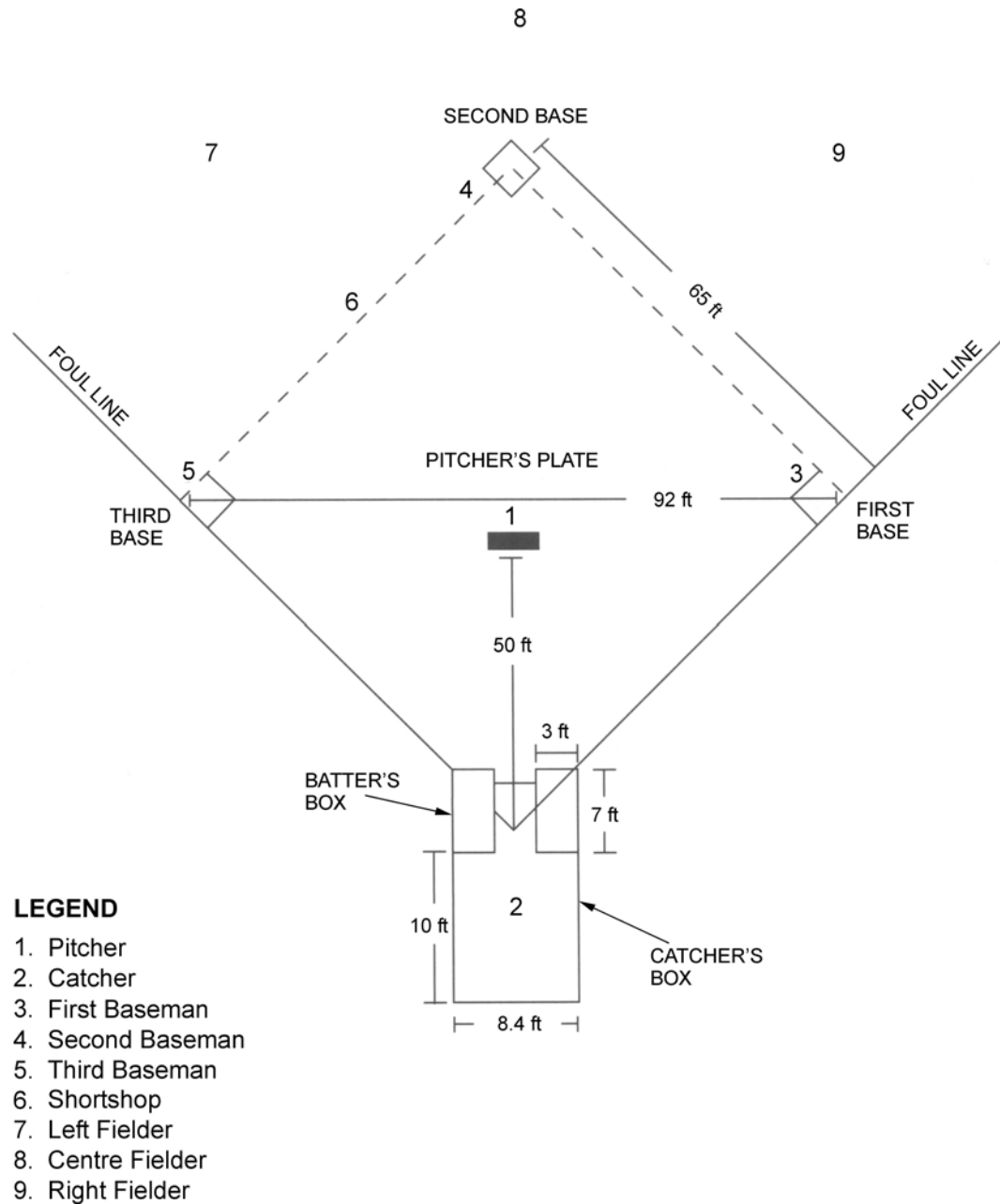
- Bases (four),
- Bat,
- Batter’s helmets,
- Softball,
- Various gloves for the number of players, and
- Baseball/softball field.

BASIC RULES

- The game consists of seven innings, with three outs per inning (for each team).
- One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and extra fielder.
- The other team bats first in the top half of the inning, according to the batting order for their players.
- The pitcher attempts to get the batter out, preventing them from reaching first base and the subsequent bases.
- The pitcher must use an underhand pitch.
- A batter is out if they receive a fly-out, force-out, strikeout or tag-out.
- The batter’s objective is to get around the bases without being tagged and before the ball reaches the base.
- A team scores a run when a player has safely touched first, second, and third base, and has made it back home or hits the ball over the fence.



Further details on the sport of softball can be found in Hanlon, T., *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (pp. 247–259).



T. Hanlon, The Sports Rules Book: Essential Rules for 54 Sports, Human Kinetics Publishers, Inc. (p. 251)

Figure 5K-1 Softball Field

SOFTBALL SCORE SHEET

Team A
Names

Team B
Names

Record the number of runs scored by each team for each inning.

	Inning 1	Inning 2	Inning 3	Inning 4	Inning 5	Inning 6	Inning 7	Total
Team A								
Team B								

Note: The scorekeeper must sign the back of the score sheet when completed.

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Figure 5K-2 Softball Score Sheet

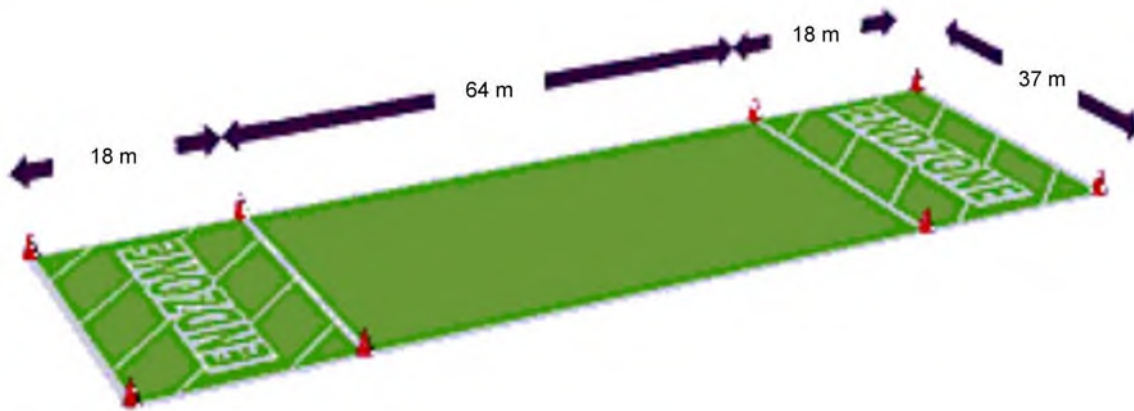
ULTIMATE FRISBEE

ULTIMATE FRISBEE
OBJECTIVE Teams attempt to score as many points as possible by catching a pass in the opponent's end zone. The team with the highest score at the end of the game is the winner.
SCORING Points are awarded to a team when a player catches a pass in the opponent's end zone. A typical game is scored to 15 points.
DEFINITIONS Clearing. To get out of the area where the thrower wants to pass the Frisbee. Cut. An attempt to get free of other players in order to receive a pass. Force. To make it difficult for the thrower to throw the Frisbee in a certain direction in an attempt to try to get them to pass it the other way. Huck. A long high pass that is nearly the length of the field. Layout. When a player dives to catch or intercept the Frisbee. Poach. When a defender moves away from their marker to try to intercept a pass to another player. Swing. A lateral pass across the pitch, instead of upfield. Switch. When two defenders exchange the offensive players they were marking.
NUMBER OF PLAYERS Seven players per team on the field at one time.
EQUIPMENT REQUIRED • One Frisbee, and • Pylons to mark boundaries.
BASIC RULES • The game is played in two halves. There is no time set for the halves. Halftime begins when one team reaches eight points. • Each team lines up on the front of their respective end zone line to initiate play. The defence will then throw the Frisbee to the offence. • The Frisbee may be played in any direction by passing to teammates. Players must remain stationary when they hold the Frisbee. It must be passed to other players on the field that is closer to the opponent's end zone. • A player cannot hold the Frisbee for longer than 10 seconds. The defender, who is guarding the player holding the Frisbee (staller), must count out the stall count. • When a pass is not completed due to being out of bounds, being dropped, blocked or intercepted, etc. the defence takes possession of the Frisbee and becomes the offence. • To bring the Frisbee back into play it must be brought to the point on the pitch where it went out, or the nearest point where a defender touched it. • There is no physical contact allowed between the players.

- A throw can be made without stopping if it is within three steps of the catch. The thrower cannot change direction or speed up after catching the Frisbee.
- After halftime the teams will switch ends of the playing field.



Further details on the sport of ultimate Frisbee can be found at <http://www.whatisultimate.com> or <http://www.upa.org/ultimate>.



What is Ultimate Frisbee, by What is Ultimate, n.d. Retrieved October 30, 2006, from http://www.whatisultimate.com/what/what_game_en.html

Figure 5L-1 Ultimate Frisbee Field

ULTIMATE FRISBEE SCORE SHEET

[illegible][illegible]

Record the number of points achieved by each team within each half to a total of 15. Points are achieved when a player catches the Frisbee within the opponent's end zone.

First Half	
Team A	Team B
Total	

Second Half	
Team A	Team B
Total	

Note: The scorekeeper must sign the back of the score sheet when completed.

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Figure 5L-2 Ultimate Frisbee Score Sheet

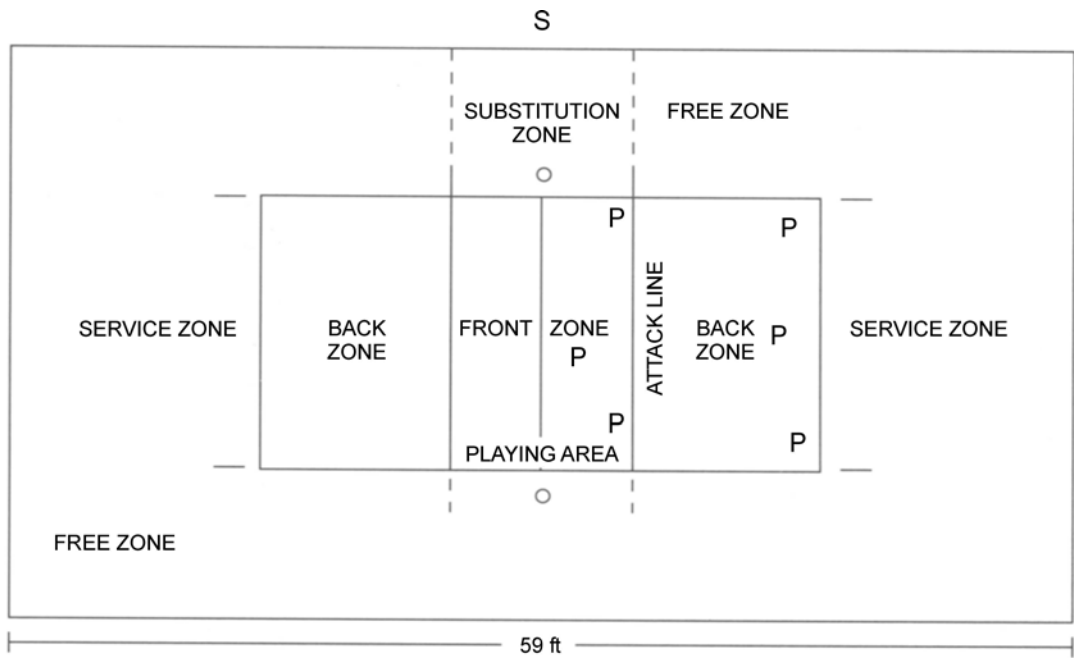
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VOLLEYBALL

VOLLEYBALL
OBJECTIVE Teams attempt to score as many points as possible by hitting the ball into the opposing team's portion of the court. The team with the highest score at the end of the game is the winner.
SCORING One point is awarded every time the ball hits inside the boundary lines of the opposing teams court; the opponents are unable to return the serve within three hits; the opponents hit the ball out of bounds; or the opponents commit a fault or foul when the team was the serving team.
DEFINITIONS Attack Hit. A hit aimed into the opponent's court. Attack Lines. These separate each side of the court into a front zone and a back zone. Block. Occurs when one or more players stop the ball before, or just after, it crosses the net. Rally. The exchange of hits back and forth between the teams. The team that wins the rally gets the serve. Rotation Order. Each team has a rotation order that must be kept when it gains the serve. Each time a team gains a serve; players will rotate one position clockwise.
NUMBER OF PLAYERS Six players per team on the court at one time.
EQUIPMENT REQUIRED • Volleyball, • Volleyball net, and • Volleyball court.
BASIC RULES • The game continues until a team scores 21 points in a rally format (a point is awarded on each play of the game regardless of which team serves the ball) and has a two-point advantage. • The team has three players on the front of the court and three on the back of the court. • Players can hit the ball with their hands clasped together or with either an open or closed fist. Players can strike the ball overhand or underhand. • One team will start the serving, the other receiving. A player retains the serve until the other team wins the right to serve. • Upon completing the serve a team must rotate positions. • The server may stand anywhere behind the end line to serve. • A service fault occurs if the ball touches a player of the serving team; fails to pass through the crossing space over the net; touches the net or any other object; or lands out of bounds. • If the team that is receiving stops their opponents from scoring, they are awarded the serve. • Each team has a maximum of three hits to get the ball over the net to return the ball. This is in addition to blocking. • Except on the serve, the ball is still in play if it touches the net.



Further details on the sport of volleyball can be found in Hanlon, T., *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (pp. 325–334).



LEGEND

- P Player
- S Scorekeeper

T. Hanlon, *The Sports Rules Book: Essential Rules for 54 Sports*, Human Kinetics Publishers, Inc. (p. 327)

Figure 5M-1 Volleyball Court

VOLLEYBALL SCORE SHEET

[illegible][illegible]

Check off each point as it is awarded to a team.

[illegible]

Note: The scorekeeper must sign the back of the score sheet when completed.

Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

Figure 5M-2 Volleyball Score Sheet

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