



ROYAL CANADIAN ARMY CADETS

GREEN STAR – INSTRUCTIONAL GUIDES

(ENGLISH)

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

Issued on Authority of the Chief of the Defence Staff

Canada



ROYAL CANADIAN ARMY CADETS

GREEN STAR – INSTRUCTIONAL GUIDES

(ENGLISH)

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

Issued on Authority of the Chief of the Defence Staff

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

2007-01-01

Canada¹¹

LIST OF EFFECTIVE PAGES

Insert latest changed pages and dispose of superseded pages in accordance with applicable orders.

NOTE

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

Dates of issue for original and changed pages are:

Original.....	0	.....	2007-01-01	Ch.....	3	.....
Ch.....	1	.....		Ch.....	4	.....
Ch.....	2	.....		Ch.....	5	.....

Zero in Change No. column indicates an original page. Total number of pages in this publication is 787 consisting of the following:

Page No.	Change No.	Page No.	Change No.
Cover page.....	0	5B-1 to 5B-28.....	0
Title.....	0	5C-1 to 5C-8.....	0
A to C.....	0	5D-1 to 5D-4.....	0
i to xvi.....	0	5E-1 to 5E-2.....	0
1-1-1 to 1-1-12.....	0	5F-1 to 5F-6.....	0
1-2-1 to 1-2-6.....	0	5G-1 to 5G-2.....	0
1A-1 to 1A-2.....	0	5H-1 to 5H-8.....	0
2-1-1 to 2-1-6.....	0	6-1-1 to 6-1-6.....	0
2-2-1 to 2-2-6.....	0	6-2-1 to 6-2-8.....	0
2-3-1 to 2-3-4.....	0	6-3-1 to 6-3-10.....	0
3-1-1 to 3-1-6.....	0	6-4-1 to 6-4-6.....	0
3-2-1 to 3-2-6.....	0	6-5-1 to 6-5-4.....	0
3-3-1 to 3-3-6.....	0	6-6-1 to 6-6-4.....	0
3-4-1 to 3-4-6.....	0	6-7-1 to 6-7-4.....	0
3-5-1 to 3-5-4.....	0	6A-1 to 6A-2.....	0
3-6-1 to 3-6-6.....	0	6B-1 to 6B-2.....	0
3A-1 to 3A-2.....	0	7-1-1 to 7-1-10.....	0
3B-1 to 3B-2.....	0	7-2-1 to 7-2-6.....	0
3C-1 to 3C-2.....	0	7-3-1 to 7-3-8.....	0
3D-1 to 3D-2.....	0	7-4-1 to 7-4-8.....	0
3E-1 to 3E-10.....	0	7-5-1 to 7-5-18.....	0
4-1-1 to 4-1-4.....	0	7-6-1 to 7-6-6.....	0
4-2-1 to 4-2-4.....	0	7-7-1 to 7-7-10.....	0
4-3-1 to 4-3-4.....	0	7-8-1 to 7-8-6.....	0
4-4-1 to 4-4-4.....	0	7-9-1 to 7-9-6.....	0
4A-1 to 4A-2.....	0	7A-1 to 7A-2.....	0
5-1-1 to 5-1-10.....	0	7B-1 to 7B-4.....	0
5-2-1 to 5-2-10.....	0	7C-1 to 7C-2.....	0
5-3-1 to 5-3-10.....	0	7D-1 to 7D-2.....	0
5-4-1 to 5-4-18.....	0	7E-1 to 7E-2.....	0
5A-1 to 5A-2.....	0	7F-1 to 7F-2.....	0

LIST OF EFFECTIVE PAGES (Cont)

Page No.	Change No.	Page No.	Change No.
7G-1 to 7G-2.....	0	9-3-1 to 9-3-10.....	0
8-1-1 to 8-1-8.....	0	9-4-1 to 9-4-12.....	0
8-2-1 to 8-2-6.....	0	9-5-1 to 9-5-6.....	0
8-3-1 to 8-3-8.....	0	10-1-1 to 10-1-14.....	0
8-4-1 to 8-4-6.....	0	10-2-1 to 10-2-10.....	0
8-5-1 to 8-5-6.....	0	10-3-1 to 10-3-14.....	0
8-6-1 to 8-6-6.....	0	10-4-1 to 10-4-6.....	0
8-7-1 to 8-7-6.....	0	10-5-1 to 10-5-14.....	0
8-8-1 to 8-8-6.....	0	10-6-1 to 10-6-10.....	0
8-9-1 to 8-9-6.....	0	10-7-1 to 10-7-8.....	0
8-10-1 to 8-10-6.....	0	10-8-1 to 10-8-6.....	0
8-11-1 to 8-11-6.....	0	10-9-1 to 10-9-8.....	0
8-12-1 to 8-12-2.....	0	10-10-1 to 10-10-12.....	0
8-13-1 to 8-13-4.....	0	10-11-1 to 10-11-6.....	0
8-14-1 to 8-14-4.....	0	10-12-1 to 10-12-8.....	0
8A-1 to 8A-2.....	0	10-13-1 to 10-13-12.....	0
8A1-1 to 8A1-2.....	0	10-14-1 to 10-14-2.....	0
8A2-1 to 8A2-2.....	0	10A-1 to 10A-2.....	0
8B-1 to 8B-2.....	0	10B-1 to 10B-8.....	0
8B1-1 to 8B1-4.....	0	10C-1 to 10C-2.....	0
8B2-1 to 8B2-2.....	0	10D-1 to 10D-2.....	0
8C-1 to 8C-2.....	0	10E-1 to 10E-2.....	0
8C1-1 to 8C1-4.....	0	10F-1 to 10F-4.....	0
8C2-1 to 8C2-2.....	0	11-1-1 to 11-1-6.....	0
8D-1 to 8D-10.....	0	11-2-1 to 11-2-10.....	0
8D1-1 to 8D1-4.....	0	11-3-1 to 11-3-6.....	0
8D2-1 to 8D2-2.....	0	11-4-1 to 11-4-4.....	0
8D3-1 to 8D3-2.....	0	11-5-1 to 11-5-8.....	0
8E-1 to 8E-4.....	0	11-6-1 to 11-6-8.....	0
8E1-1 to 8E1-2.....	0	11A-1 to 11A-2.....	0
8E2-1 to 8E2-2.....	0	12-1-1 to 12-1-10.....	0
8E3-1 to 8E3-2.....	0	12-2-1 to 12-2-16.....	0
8E4-1 to 8E4-2.....	0	12-3-1 to 12-3-2.....	0
8E5-1 to 8E5-2.....	0	12-4-1 to 12-4-6.....	0
9-1-1 to 9-1-10.....	0	12-5-1 to 12-5-6.....	0
9-2-1 to 9-2-6.....	0		

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

© 2007 DND/MDN Canada

THIS PAGE INTENTIONALLY LEFT BLANK

FOREWORD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-701/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 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 Green Star Program, including both Mandatory and Complementary Training. 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 Chapter 4 of A-CR-CCP-701/PG-001, *Royal Canadian Army Cadet Green Star Qualification Standard and Plan*, before instructing, so that each instructor can adequately plan for and prepare each lesson. The IG should then be used as the instructor's lesson plan after any adjustments are made during planning and preparation stages. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, e.g. 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 objectivity achievement.
4. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.
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 email to arm.dev@cadets.net.

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

		PAGE
CHAPTER 1	PO 101 – PARTICIPATE IN CITIZENSHIP ACTIVITIES	
Section 1	EO M101.01 – PARTICIPATE IN A DISCUSSION ON CANADIAN SYMBOLS....	1-1-1
Section 2	EO C101.02 – WATCH <i>HISTORICA MINUTES</i> VIDEOS.....	1-2-1
Annex A	THE CANADIAN COAT OF ARMS.....	1A-1
CHAPTER 2	PO 102 – PERFORM COMMUNITY SERVICE	
Section 1	EO M102.01 – PERFORM COMMUNITY SERVICE.....	2-1-1
Section 2	EO C102.01 – PARTICIPATE IN A CEREMONIAL PARADE.....	2-2-1
Section 3	EO C102.02 – PERFORM COMMUNITY SERVICE.....	2-3-1
CHAPTER 3	PO 103 – PARTICIPATE AS A MEMBER OF A TEAM	
Section 1	EO M103.01 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM.....	3-1-1
Section 2	EO M103.02 – MAP PERSONAL GOALS FOR THE TRAINING YEAR.....	3-2-1
Section 3	EO M103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES.....	3-3-1
Section 4	EO C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES.....	3-4-1
Section 5	EO C103.02 – PARTICIPATE IN SELF-INTRODUCTIONS.....	3-5-1
Section 6	EO C103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES.....	3-6-1
Annex A	WORD GAME.....	3A-1
Annex B	SELF-ESTEEM SCALE.....	3B-1
Annex C	GOAL MAPPING EXERCISE.....	3C-1
Annex D	MEMORY GAME.....	3D-1
Annex E	PUZZLES.....	3E-1
CHAPTER 4	PO 104 – DEVELOP A PERSONAL ACTIVITY PLAN	
Section 1	EO M104.01 – IDENTIFY ACTIVITIES THAT WILL HELP ACHIEVE A HEALTHY ACTIVE LIFESTYLE.....	4-1-1
Section 2	EO M104.02 – DEVELOP A PERSONAL ACTIVITY PLAN.....	4-2-1
Section 3	EO M104.03 – PARTICIPATE IN A DISCUSSION ON HYGIENIC PRACTICES DURING PHYSICAL ACTIVITY.....	4-3-1
Section 4	EO C104.01 – CREATE TEAM GOALS.....	4-4-1
Annex A	EXAMPLE OF AN ACTIVITY PLAN.....	4A-1
CHAPTER 5	PO 105 – PARTICIPATE IN RECREATIONAL SPORTS	
Section 1	EO M105.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS.....	5-1-1
Section 2	EO C105.01 – PARTICIPATE IN AN ORGANIZED SPORTS TABLOID.....	5-2-1
Section 3	EO C105.02 – PARTICIPATE IN AN ORGANIZED INTRAMURAL SPORTS EVENT.....	5-3-1
Section 4	EO C105.03 – PARTICIPATE IN AN ORIENTEERING EVENT.....	5-4-1
Annex A	CANADIAN CADET ORGANIZATION LIST OF APPROVED SPORTS.....	5A-1

TABLE OF CONTENTS (Cont)

	PAGE
Annex B	RECREATIONAL SPORTS OVERVIEW..... 5B-1
Annex C	SAMPLE STRETCHES..... 5C-1
Annex D	SUGGESTED SPORTS TABLOID EVENTS..... 5D-1
Annex E	SPORTS TABLOID EVENTS EQUIPMENT LIST..... 5E-1
Annex F	STATIONS SCORE SHEETS..... 5F-1
Annex G	SPORTS TABLOID MASTER SCORE SHEET..... 5G-1
Annex H	TYPES OF TOURNAMENTS..... 5H-1
CHAPTER 6	PO 106 – FIRE THE CADET AIR RIFLE
Section 1	EO M106.01 – IDENTIFY THE PARTS AND THE CHARACTERISTICS OF THE DAISY 853C AIR RIFLE 6-1-1
Section 2	EO M106.02 – CARRY OUT SAFETY PRECAUTIONS ON THE CADET AIR RIFLE..... 6-2-1
Section 3	EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES..... 6-3-1
Section 4	EO M106.04 – FOLLOW RULES AND COMMANDS ON AN AIR RIFLE RANGE 6-4-1
Section 5	EO M106.05 – CLEAN AND STORE THE CADET AIR RIFLE..... 6-5-1
Section 6	EO M106.CA – PARTICIPATE IN A FAMILIARIZATION SHOOT USING THE CADET AIR RIFLE..... 6-6-1
Section 7	EO C106.01 – PARTICIPATE IN A RECREATIONAL SHOOT USING THE CADET AIR RIFLE..... 6-7-1
Annex A	PARTS AND CHARACTERISTICS OF THE CADET AIR RIFLE..... 6A-1
Annex B	RANGE COMMANDS..... 6B-1
CHAPTER 7	PO 107 – SERVE IN AN ARMY CADET CORPS
Section 1	EO M107.01 – PARTICIPATE IN A DISCUSSION ON YEAR ONE TRAINING.... 7-1-1
Section 2	EO M107.02 – IDENTIFY ARMY CADET RANKS AND OFFICER RANKS..... 7-2-1
Section 3	EO M107.03 – OBSERVE THE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS..... 7-3-1
Section 4	EO M107.04 – STATE THE AIMS AND THE MOTTO OF THE ARMY CADET PROGRAM..... 7-4-1
Section 5	EO M107.05 – WEAR THE ARMY CADET UNIFORM..... 7-5-1
Section 6	EO M107.06 – PARTICIPATE IN A DISCUSSION OF YEAR ONE SUMMER TRAINING OPPORTUNITIES..... 7-6-1
Section 7	EO C107.01 – MAINTAIN THE ARMY CADET UNIFORM..... 7-7-1
Section 8	EO C107.02 – PARTICIPATE IN A TOUR OF THE CADET CORPS..... 7-8-1
Section 9	EO C107.03 – PARTICIPATE IN AN ACTIVITY ON THE HISTORY OF THE CADET CORPS..... 7-9-1
Annex A	RANKS OF THE CANADIAN ARMY..... 7A-1
Annex B	PUZZLES..... 7B-1
Annex C	UNIFORM PIECES..... 7C-1
Annex D	ARMY CADET (AC) CSTC PROGRAM..... 7D-1

TABLE OF CONTENTS (Cont)

		PAGE
Annex E	EXAMPLE MAP.....	7E-1
Annex F	CORPS PASSPORT.....	7F-1
Annex G	MEMORIAL AWARDS.....	7G-1
CHAPTER 8	PO 108 – PARTICIPATE IN AN ANNUAL CEREMONIAL REVIEW (ACR) PARADE	
Section 1	EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE AND STAND EASY.....	8-1-1
Section 2	EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS.....	8-2-1
Section 3	EO M108.03 – EXECUTE TURNS AT THE HALT.....	8-3-1
Section 4	EO M108.04 – CLOSE TO THE RIGHT AND LEFT.....	8-4-1
Section 5	EO M108.05 – EXECUTE PACES FORWARD AND TO THE REAR.....	8-5-1
Section 6	EO M108.06 – EXECUTE THE MOVEMENTS REQUIRED FOR A RIGHT DRESS.....	8-6-1
Section 7	EO M108.07 – EXECUTE AN OPEN ORDER AND CLOSE ORDER MARCH.....	8-7-1
Section 8	EO M108.08 – MARCH AND HALT IN QUICK TIME.....	8-8-1
Section 9	EO M108.09 – EXECUTE MARKING TIME, FORWARD, AND HALTING IN QUICK TIME.....	8-9-1
Section 10	EO M108.10 – EXECUTE A SALUTE ON THE MARCH.....	8-10-1
Section 11	EO M108.11 – PAY COMPLIMENTS WITH A SQUAD ON THE MARCH.....	8-11-1
Section 12	EO C108.01 – EXECUTE SUPPLEMENTARY DRILL MOVEMENTS.....	8-12-1
Section 13	EO M108.CA – PARTICIPATE IN AN ANNUAL CEREMONIAL REVIEW PARADE.....	8-13-1
Section 14	EO C108.02 – PARTICIPATE IN A DRILL COMPETITION.....	8-14-1
Annex A	ORDERING A PLATOON ON PARADE.....	8A-1
Appendix 1	ORDERING A PLATOON ON PARADE.....	8A1-1
Appendix 2	PLATOON IN LINE AND PLATOON IN COLUMN OF ROUTE DIAGRAMS.....	8A2-1
Annex B	FORMING UP A COMPANY.....	8B-1
Appendix 1	FORMING UP A COMPANY.....	8B1-1
Appendix 2	COMPANY IN LINE AND COMPANY IN COLUMN OF ROUTE DIAGRAMS.....	8B2-1
Annex C	MARCHING ON AND MARCHING OFF THE FLAGS.....	8C-1
Appendix 1	MARCHING ON AND MARCHING OFF THE FLAG(S).....	8C1-1
Appendix 2	MARCHING ON AND MARCHING OFF THE FLAGS DIAGRAMS.....	8C2-1
Annex D	ANNUAL CEREMONIAL REVIEW PARADE SEQUENCE OF EVENTS.....	8D-1
Appendix 1	PARADE FORMATION WITH FLAG PARTY.....	8D1-1
Appendix 2	THE INSPECTION.....	8D2-1
Appendix 3	RECEPTION OF AWARDS OR PRESENTATIONS.....	8D3-1
Annex E	GUIDELINES FOR THE CONDUCT OF A YEAR ONE DRILL COMPETITION....	8E-1
Appendix 1	DRILL SEQUENCE.....	8E1-1
Appendix 2	WORDS OF COMMAND.....	8E2-1

TABLE OF CONTENTS (Cont)

	PAGE
Appendix 3	TEAM EVALUATION..... 8E3-1
Appendix 4	TEAM CAPTAIN EVALUATION..... 8E4-1
Appendix 5	MASTER SCORE SHEET..... 8E5-1
CHAPTER 9	PO 120 – DEMONSTRATE KNOWLEDGE OF THE ORGANIZATION AND TRADITIONS OF THE CANADIAN FORCES
Section 1	EO M120.01 – PARTICIPATION IN A DISCUSSION ON THE ROLES OF THE CANADIAN FORCES..... 9-1-1
Section 2	EO M120.02 – DESCRIBE THE HISTORY AND TRADITIONS OF THE AFFILIATED UNIT..... 9-2-1
Section 3	EO C120.01 – PARTICIPATE IN CANADIAN FORCES FAMILIARIZATION 9-3-1
Section 4	EO C120.02 – IDENTIFY CURRENT AND PAST UNIFORMS OF THE ARMY.... 9-4-1
Section 5	EO C120.03 – PARTICIPATE IN A DISCUSSION OF A SOLDIER’S EXPERIENCE..... 9-5-1
CHAPTER 10	PO 121 – PARTICIPATE AS A MEMBER OF A GROUP DURING A WEEKEND BIVOUCAC EXERCISE
Section 1	EO M121.01 – SELECT PERSONAL EQUIPMENT..... 10-1-1
Section 2	EO M121.02 – TRANSPORT PERSONAL EQUIPMENT..... 10-2-1
Section 3	EO M121.03 – TIE KNOTS AND LASHINGS..... 10-3-1
Section 4	EO M121.04 – ASSEMBLE A SURVIVAL KIT..... 10-4-1
Section 5	EO M121.05 – RECOGNIZE ENVIRONMENTAL HAZARDS..... 10-5-1
Section 6	EO M121.06 – IDENTIFY ENVIRONMENTAL INJURIES..... 10-6-1
Section 7	EO M121.07 – ERECT A GROUP TENT..... 10-7-1
Section 8	EO M121.08 – APPLY “LEAVE NO TRACE” CAMPING..... 10-8-1
Section 9	EO M121.09 – FOLLOW CAMP ROUTINE..... 10-9-1
Section 10	EO C121.01 – CONSTRUCT FIELD AMENITIES..... 10-10-1
Section 11	EO C121.02 – PARTICIPATE IN A DISCUSSION ON COLD CLIMATE EXPOSURE..... 10-11-1
Section 12	EO C121.03 – SELECT COLD WEATHER CLOTHING..... 10-12-1
Section 13	EO C121.04 – RECOGNIZE THE EFFECTS OF COLD WEATHER..... 10-13-1
Section 14	EO C121.05 – PARTICIPATE IN COLD WEATHER TRAINING..... 10-14-1
Annex A	HANDOUT – EO M121.03 GLOSSARY..... 10A-1
Annex B	HANDOUT – KNOTS, HITCHES AND LASHINGS..... 10B-1
Annex C	HANDOUT – EO M121.04 GLOSSARY..... 10C-1
Annex D	SURVIVAL KIT CONTENTS MATCHING ACTIVITY..... 10D-1
Annex E	HANDOUT – THE PRINCIPLES OF LEAVE NO TRACE CAMPING..... 10E-1
Annex F	CONSTRUCT FIELD AMENITIES..... 10F-1
CHAPTER 11	PO 122 – IDENTIFY LOCATION USING A MAP
Section 1	EO M122.01 – IDENTIFY TYPES OF MAPS..... 11-1-1

TABLE OF CONTENTS (Cont)

		PAGE
Section 2	EO M122.02 – IDENTIFY MARGINAL INFORMATION AND CONVENTIONAL SIGNS.....	11-2-1
Section 3	EO M122.03 – INTERPRET CONTOUR LINES.....	11-3-1
Section 4	EO M122.04 – ORIENT A MAP BY INSPECTION.....	11-4-1
Section 5	EO M122.05 – DETERMINE A GRID REFERENCE.....	11-5-1
Section 6	EO C122.01 – PRACTICE NAVIGATION AS A MEMBER OF A SMALL GROUP	11-6-1
Annex A	INTERPRETING CONTOUR LINES.....	11A-1
CHAPTER 12	PO 123 – PARTICIPATE IN A DAY HIKE	
Section 1	EO M123.01 – SELECT TREKKING GEAR.....	12-1-1
Section 2	EO M123.02 – PARTICIPATE IN A DAY HIKE.....	12-2-1
Section 3	EO C123.01 – PARTICIPATE IN ADVENTURE TRAINING.....	12-3-1
Section 4	EO C123.02 – ADHERE TO SNOWSHOE MARCH DISCIPLINE.....	12-4-1
Section 5	EO C123.03 – PARTICIPATE IN SNOWSHOEING.....	12-5-1

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF FIGURES

FIGURE	TITLE	PAGE
1-1-1	St. George's Cross.....	1-1-3
1-1-2	Fleur-de-Lis.....	1-1-3
1-1-3	Two Crossed Royal Union Flag.....	1-1-3
1-1-4	Present Day Royal Union Flag.....	1-1-4
1-1-5	Canadian Red Ensign.....	1-1-4
1-1-6	The National Flag of Canada.....	1-1-4
1-1-7	The Canadian National Anthem.....	1-1-5
1-1-8	The Canadian Coat of Arms.....	1-1-6
1-1-9	The Shield.....	1-1-7
1-1-10	The Ribbon.....	1-1-7
1-1-11	The Crest.....	1-1-7
1-1-12	The Supporters.....	1-1-8
1-1-13	The Motto.....	1-1-8
1-1-14	The Four Floral Emblems.....	1-1-8
1-1-15	The Imperial Crown.....	1-1-8
1-1-16	The Maple Leaf.....	1-1-10
5-1-1	Instructor in Centre of Warm Up Circle.....	5-1-4
5-1-2	Instructor at Front With Assistant Instructors.....	5-1-4
5-1-3	Instructor in Centre of Cool Down Circle.....	5-1-7
5-1-4	Instructor at Front With Assistant Instructors.....	5-1-8
5-2-1	Instructor in Centre of Warm Up Circle.....	5-2-4
5-2-2	Instructor at Front With Assistant Instructors.....	5-2-4
5-2-3	Sample Tabloid Set-up.....	5-2-7
5-2-4	Instructor in Centre of Cool Down Circle.....	5-2-9
5-2-5	Instructor at Front With Assistant Instructors.....	5-2-9
5-3-1	Instructor in Centre of Warm Up Circle.....	5-3-4
5-3-2	Instructor at Front With Assistant Instructors.....	5-3-4
5-3-3	Instructor in Centre of Cool Down Circle.....	5-3-7
5-3-4	Instructor at Front With Assistant Instructors.....	5-3-8
5-4-1	Example of IOF Symbols.....	5-4-3
5-4-2	Orienteering Compass.....	5-4-3
5-4-3	Control Markers.....	5-4-4
5-4-4	Silva Score Card.....	5-4-5
5-4-5	Orienting a Compass to Map.....	5-4-6
5-4-6	Thumbing Position.....	5-4-6
5-4-7	Instructor in Centre of Warm Up Circle.....	5-4-11
5-4-8	Instructor at Front With Assistant Instructors.....	5-4-11
5-4-9	Sample Start Grid.....	5-4-12
5-4-10	Sample Recording Sheet.....	5-4-13
5-4-11	Instructor in Centre of Cool Down Circle.....	5-4-16
5-4-12	Instructor at Front With Assistant Instructors.....	5-4-16
5B-1	Baseball Diamond.....	5B-4

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
5B-2	Basketball Court.....	5B-6
5B-3	Football Field.....	5B-9
5B-4	Hockey Set-up.....	5B-11
5B-5	Lacrosse Field.....	5B-13
5B-6	Ringette Ice/Sporting Venue.....	5B-15
5B-7	Soccer Field.....	5B-17
5B-8	Baseball Diamond (Can Be Used for Soccer Baseball).....	5B-20
5B-9	Softball Field.....	5B-23
5B-10	Ultimate Frisbee Field.....	5B-25
5B-11	Volleyball Court.....	5B-27
5C-1	Neck Stretch.....	5C-1
5C-2	Neck Stretch.....	5C-1
5C-3	Back of Neck Stretch.....	5C-1
5C-4	Shoulder Push.....	5C-2
5C-5	Shoulder Shrugs.....	5C-2
5C-6	Arm Rotators.....	5C-2
5C-7	Wrist Rotations.....	5C-3
5C-8	Triceps Stretch.....	5C-3
5C-9	Side Stretch (Oblique).....	5C-4
5C-10	Full Back Stretch.....	5C-5
5C-11	Lower Back Stretch.....	5C-5
5C-12	Back Stretch.....	5C-5
5C-13	Upper Back Stretch.....	5C-5
5C-14	Hip and Groin Stretch.....	5C-6
5C-15	Hip and Groin Stretch.....	5C-6
5C-16	Hip Stretch.....	5C-6
5C-17	Hip Flexor.....	5C-6
5C-18	Ankle Rotations.....	5C-7
5C-19	Calf Stretch.....	5C-7
5C-20	Quadriceps Stretch.....	5C-7
5C-21	Hamstring Stretch.....	5C-8
5H-1	Ladder Tournament.....	5H-1
5H-2	Pyramid Tournament.....	5H-2
5H-3	Single Elimination Tournament.....	5H-5
5H-4	Double Elimination Tournament Example.....	5H-6
5H-5	Double Elimination Tournament.....	5H-7
6-1-1	Parts of the Cadet Air Rifle.....	6-1-2
6-2-1	Safety Catch.....	6-2-3
6-2-2	Safety Catch Detail View.....	6-2-3
6-2-3	Safety Rod.....	6-2-4
6-3-1	Prone Position.....	6-3-3
6-3-2	Prone Position (Front).....	6-3-4

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
6-3-3	Prone Position (Side).....	6-3-4
6-3-4	Sight Alignment.....	6-3-5
6-3-5	Line of White.....	6-3-5
6-3-6	Sight Picture.....	6-3-6
6-3-7	Pumping the Air Rifle.....	6-3-7
7-1-1	Our Contract.....	7-1-6
7-2-1	Non-commissioned Members: Pte – Cpl – MCpl – Sgt.....	7-2-2
7-2-2	Non-commissioned Members: WO – MWO – CWO.....	7-2-2
7-2-3	Subordinate and Junior Officers.....	7-2-4
7-2-4	Senior Officers.....	7-2-4
7-2-5	General Officers.....	7-2-4
7-3-1	Entering and Leaving an Office.....	7-3-5
7-5-1	Wearing the Beret.....	7-5-4
7-5-2	Side View of Beret.....	7-5-4
7-5-3	Turban.....	7-5-4
7-5-4	RCAC Insignia for Beret.....	7-5-4
7-5-5	RCAC Shoulder Insignia.....	7-5-6
7-5-6	Insignia, Maple Leaf.....	7-5-6
7-5-7	Placement on Jacket.....	7-5-6
7-5-8	Windsor Knot.....	7-5-7
7-5-9	Four-in-Hand Knot.....	7-5-7
7-5-10	Right Breast Pocket.....	7-5-8
7-5-11	Lacing of Boots.....	7-5-9
7-5-12	Back View of Hair.....	7-5-11
7-5-13	Side View of Hair.....	7-5-11
7-5-14	Measurement of Hair.....	7-5-11
7-5-15	Measurement of Moustache.....	7-5-11
7-5-16	Short Hairstyle.....	7-5-12
7-5-17	Curled Hairstyle.....	7-5-12
7-5-18	Straight Hair Worn Back in Bun.....	7-5-12
7-5-19	One Braid.....	7-5-12
7-5-20	Two Braids.....	7-5-12
7-5-21	Back View of Cornrows.....	7-5-13
7-5-22	Side View of Cornrows.....	7-5-13
7-5-23	Beret and Cornrows.....	7-5-13
7-5-24	Placement of Earrings.....	7-5-13
7-5-25	The Carrying of Articles.....	7-5-15
7-5-26	C-2 Duty Dress.....	7-5-15
7-5-27	C-2A Duty Dress.....	7-5-15
7-5-28	C-3 Duty Dress.....	7-5-16
7-5-29	PT.....	7-5-16
7-6-1	Map of Summer Training Centres Across Canada.....	7-6-2

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
7-7-1	Boot Lacing.....	7-7-4
7A-1	Ranks of the Canadian Army.....	7A-1
8-1-1	The Position of Attention.....	8-1-3
8-1-2	Fists at Position of Attention.....	8-1-3
8-1-3	Squad One – Stand at Ease.....	8-1-4
8-1-4	The Position of Stand at Ease.....	8-1-5
8-1-5	Stand Easy From Stand at Ease.....	8-1-7
8-2-1	Saluting to the Front Without Arms.....	8-2-3
8-2-2	Saluting to the Right and Left.....	8-2-5
8-3-1	Squad One – Right Turn at the Halt.....	8-3-3
8-3-2	Squad Two – Right Turn at the Halt.....	8-3-3
8-3-3	Squad One – About Turn at the Halt.....	8-3-5
8-3-4	Squad Two – About Turn at the Halt.....	8-3-6
8-6-1	Dressing a Squad.....	8-6-2
8-7-1	Open Order March in Three Ranks.....	8-7-2
8-7-2	Open Order March in Two Ranks.....	8-7-3
8-8-1	Marching in Quick Time.....	8-8-2
8-8-2	Halting in Quick Time.....	8-8-4
8-9-1	Marking Time in Quick Time	8-9-2
8-10-1	Saluting on the March.....	8-10-2
8-11-1	Eyes Right on the March.....	8-11-3
8A2-1	Platoon in Line.....	8A2-1
8A2-2	Platoon in Column of Route.....	8A2-2
8B2-1	Company in Line.....	8B2-1
8B2-2	Company in Column of Route.....	8B2-2
8C-1	One Flag With Escort.....	8C-1
8C-2	Flag Party – Two Flags With Escort.....	8C-1
8C2-1	Marching On the Flags.....	8C2-1
8C2-2	Marching Off the Flags.....	8C2-2
8D1-1	Platoon Parade Formation With Flag Party in Column of Route.....	8D1-1
8D1-2	Platoon Parade Formation With Flag Party Platoon in Line.....	8D1-2
8D1-3	Company Parade Formation With Flag Party Company in Line.....	8D1-3
8D1-4	Company Parade Formation With Flag Party Company in Column of Route.....	8D1-4
8D2-1	The Inspection.....	8D2-1
8D3-1	Falling Out/In of Formation.....	8D3-1
8D3-2	Reporting.....	8D3-2
9-4-1	British Independent Companies – 1698-1717.....	9-4-2
9-4-2	Reserve Militia Companies – 1752.....	9-4-2
9-4-3	Gunner Newfoundland and Nova Scotia.....	9-4-3
9-4-4	Grenadier Guard – 1850.....	9-4-3
9-4-5	Canadian Infantry Hong Kong – 1941.....	9-4-4
9-4-6	Canadian Infantry (Italy) – 1943.....	9-4-4

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
9-4-7	Canadian Expeditionary Force – 1915-1916.....	9-4-4
9-4-8	Canadian Expeditionary Force – 1917.....	9-4-4
9-4-9	Lord Strathcona’s Horse – 1918.....	9-4-5
9-4-10	Canadian Battle Dress.....	9-4-5
9-4-11	Alaska – 1943.....	9-4-5
9-4-12	Normandy – 1944.....	9-4-6
9-4-13	Bush Dress.....	9-4-6
9-4-14	Combat Tunic – 1960-2000.....	9-4-7
9-4-15	Korea – 1953.....	9-4-7
9-4-16	Cyprus – 1975.....	9-4-7
9-4-17	Variations on Mess Dress.....	9-4-10
10-1-1	Layering.....	10-1-4
10-1-2	Mummy Bag.....	10-1-8
10-1-3	Barrel Bag.....	10-1-9
10-1-4	Rectangular Bag.....	10-1-9
10-1-5	The Outer Bag.....	10-1-9
10-1-6	The Inner Bag.....	10-1-10
10-1-7	The Liner.....	10-1-10
10-1-8	Closed Cell Foam Pad.....	10-1-11
10-1-9	Air Mattress.....	10-1-11
10-1-10	Self-inflating Air Combo Pad.....	10-1-11
10-2-1	External Frame Pack.....	10-2-3
10-2-2	Internal Frame.....	10-2-4
10-2-3	Attributes Diagram A.....	10-2-5
10-2-4	Attributes Diagram B.....	10-2-6
10-3-1	Parts of a Rope.....	10-3-4
10-3-2	Thumb Knot.....	10-3-6
10-3-3	Reef Knot.....	10-3-7
10-3-4	Figure of Eight Knot.....	10-3-8
10-3-5	Double Figure of Eight Knot.....	10-3-9
10-3-6	Double Figure of Eight Knot, Method 1.....	10-3-9
10-3-7	Double Figure of Eight Knot, Method 2.....	10-3-10
10-3-8	Clove Hitch.....	10-3-11
10-3-9	Clove Hitch.....	10-3-11
10-3-10	Half Hitch.....	10-3-12
10-5-1	Scorpion.....	10-5-3
10-5-2	Tick.....	10-5-4
10-5-3	Female Black Widow.....	10-5-5
10-5-4	Recluse Spider.....	10-5-5
10-5-5	Wasp.....	10-5-7
10-5-6	Poison Ivy.....	10-5-9
10-5-7	Poison Sumac.....	10-5-10

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
10-5-8	Poison Sumac.....	10-5-10
10-5-9	Poison Sumac With White Berries.....	10-5-10
10-5-10	Poison Oak.....	10-5-11
10-5-11	Poison Oak.....	10-5-11
10-5-12	Poison Oak.....	10-5-11
10-5-13	Orange Jewelweed.....	10-5-12
10-5-14	Jewelweed.....	10-5-12
10-5-15	Orange Jewelweed.....	10-5-12
10-7-1	Sample Tent with Labelled Parts (No Guy Lines).....	10-7-2
10-9-1	Sample Bivouac Site.....	10-9-4
10-10-1	The Constrictor Knot.....	10-10-2
10-10-2	Slipped Overhand Knot.....	10-10-3
10-10-3	Sink Stopper Knot.....	10-10-4
10-10-4	Sheet Bend.....	10-10-5
10-10-5	Double Sheet Bend.....	10-10-6
10-10-6	Sheer Lashing.....	10-10-7
10-10-7	Bear Hang.....	10-10-8
10-10-8	Fire Wall Reflector.....	10-10-9
10-10-9	Drying rack.....	10-10-9
10-10-10	Ablutions Stand.....	10-10-10
10-11-1	Wind Chill Chart.....	10-11-3
10-12-1	Mechanisms of Heat Loss From the Body.....	10-12-6
10B-1	Parts of a Rope.....	10B-1
10B-2	Thumb Knot.....	10B-2
10B-3	Reef Knot.....	10B-3
10B-4	Figure of Eight Knot.....	10B-4
10B-5	Double Figure of Eight Knot.....	10B-4
10B-6	Double Figure of Eight Knot, Method 1.....	10B-5
10B-7	Double Figure of Eight Knot, Method 2.....	10B-5
10B-8	Half Hitch.....	10B-6
10B-9	Clove Hitch.....	10B-6
10B-10	Clove Hitch.....	10B-7
11-1-1	Folding of a Map.....	11-1-5
11-2-1	Name of Map Sheet.....	11-2-2
11-2-2	Index of Adjoining Maps.....	11-2-3
11-2-3	Date of Map Data.....	11-2-3
11-2-4	Map Scale.....	11-2-3
11-2-5	Scale Bars.....	11-2-3
11-2-6	Contour Interval.....	11-2-4
11-2-7	Military Index Number.....	11-2-4
11-2-8	Declination Diagram.....	11-2-4
11-2-9	UTM Grid System.....	11-2-5

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
11-3-1	Gentle/Steep Slopes.....	11-3-4
11-3-2	Spur and Re-entrant.....	11-3-4
11-3-3	Concave Slope.....	11-3-4
11-3-4	Convex Slope.....	11-3-4
11-5-1	Four-figure GR.....	11-5-3
11-5-2	Six-figure GR.....	11-5-4
11-5-3	Compass.....	11-5-5
11-5-4	Protactor C2.....	11-5-5
11-5-5	Constructing a Romer.....	11-5-6
11-5-6	Determining a Six-figure GR with a Romer.....	11-5-7
12-1-1	Fanny Pack.....	12-1-2
12-1-2	Elaborate Fanny Pack.....	12-1-2
12-1-3	Day Pack.....	12-1-3
12-1-4	Day Pack.....	12-1-3
12-1-5	Canteen.....	12-1-5
12-1-6	Rectangular Bottle.....	12-1-5
12-1-7	Bottle Bag.....	12-1-6
12-1-8	Water Bladder Pack.....	12-1-6
12-2-1	Heel Blister.....	12-2-4
12-2-2	Heel Arch Blister.....	12-2-4
12-2-3	Plantar Fasciitis-A.....	12-2-5
12-2-4	Plantar Fasciitis-B.....	12-2-5
12-2-5	Flat Foot/High Arch Foot	12-2-5
12-2-6	Shin Splints.....	12-2-6
12-2-7	Muscle Cramps.....	12-2-7
12-5-1	Parts of the Snowshoe.....	12-5-3

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 1

PO 101 – PARTICIPATE IN CITIZENSHIP ACTIVITIES



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M101.01 – PARTICIPATE IN A DISCUSSION ON CANADIAN SYMBOLS

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor is required to:

- review the lesson content, and become familiar with the material;
- prepare a suitable classroom area;
- prepare a large diagram or an OHP transparency of the Canadian Coat of Arms;
- prepare pre-cut circles of yellow bristol board;
- prepare envelopes filled with pieces of the Canadian Coat of Arms; and
- have flipchart paper and markers readily available.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize and/or appreciate the significance of The National Flag of Canada, the national anthem, the Canadian Coat of Arms and the maple leaf.

IMPORTANCE

Recognizing and knowing the significance of Canadian symbols is an important aspect of being a Canadian citizen and a member of the Canadian Cadet Movement.

Teaching Point 1

Discuss The National Flag of Canada

Time: 7 min

Method: Activity/Interactive Lecture

ACTIVITY

Time: 3 min

OBJECTIVE

An introductory brainstorming activity to focus the mind around Canadian symbols.

RESOURCES

- Flipchart paper.
- Markers.

ACTIVITY LAYOUT

- Divide cadets into small groups.
- Issue one piece of flipchart paper and several markers to each group.
- Direct cadets to brainstorm symbols they associate with Canada. Have the cadets draw these symbols on the provided flipchart paper. When the cadets have completed their illustrations, direct each group to present their thoughts to the larger group.
- When cadets have finished presenting their symbols, provide positive feedback and proceed with TP1.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Ensure cadets complete this activity within the time allotted.
- Supervise groups throughout the activity.



If the cadets present symbols included in this lesson, the instructor shall link back to them when delivering the lesson material.



The first Canadian flags should be discussed briefly with more emphasis placed on the current national flag.

FIRST CANADIAN FLAGS

St. George's Cross

The St. George's cross was an English flag of the 15th century. It was carried by John Cabot and flown over Canadian soil when he reached the east coast of Canada in 1497.

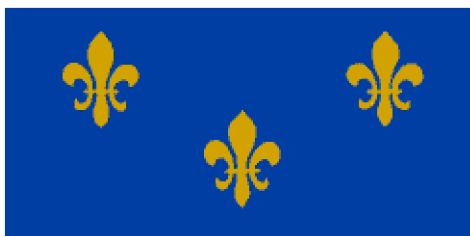


Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-1 St. George's Cross

Fleur-de-Lis

When Jacques Cartier landed and claimed the new world for France in 1534, the Fleur-de-Lis was flown as a symbol of French sovereignty in Canada. It was flown until the early 1760s when Canada was surrendered to the United Kingdom.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-2 Fleur-de-Lis

Royal Union Flag

The two crossed Royal Union Flag was the official British flag in the early 1760s. This flag was flown over Canadian soil until the Act of the Union between Great Britain and Ireland in 1801 when Ireland's diagonal cross of St. Patrick was incorporated. This gave the Royal Union Flag its present day configuration.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-3 Two Crossed Royal Union Flag



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-4 Present Day Royal Union Flag

Canadian Red Ensign

The Canadian Red Ensign is a red flag with the Royal Union Flag in the corner. It was created in 1707 as the flag of the British Merchant Marine. It replaced the Royal Union flag on government buildings abroad in 1924. Starting in 1945, it was flown on federal buildings in Canada until a new national flag was adopted.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-5 Canadian Red Ensign

THE CURRENT NATIONAL FLAG OF CANADA

The red and white maple leaf flag replaced the Canadian Red Ensign on February 15th, 1965. The maple leaf has been a national emblem of Canada since 1860 and was deemed a suitable symbol for the current national flag. During the crusades, two different colours distinguished the countries of England and France, England by the colour white and France by red. Throughout history, red and white have been the colours of England and France. In 1921, red and white were approved as the official colours of Canada in the proclamation of the Royal Arms.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-6 The National Flag of Canada

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What was the first flag flown over Canadian soil?
- Q2. What are the two official colours of Canada that are incorporated in the current National Flag of Canada?
- Q3. On what date was the current National Flag of Canada made official?

ANTICIPATED ANSWERS

- A1. The St. George's Cross.
- A2. Red and white.
- A3. 15 February 1965.

Teaching Point 2**Discuss the Canadian National Anthem**

Time: 5 min

Method: Interactive Lecture

THE CANADIAN NATIONAL ANTHEM

“O Canada” was proclaimed as Canada’s national anthem on July 1st, 1980. It was first performed 100 years previous on June 24th, 1880. The music was composed by Calixa Lavallée. The French lyrics were written by Sir Adolphe-Basile Routhier. The official English lyrics were written by Mr. Justice Robert Stanley Weir in 1908. In 1968, a Special Joint Committee of the Senate and the House of Commons made changes to the English lyrics. The French lyrics remain unaltered.

NATIONAL ANTHEM / HYMNE NATIONAL
O CANADA

The image displays the musical score for the National Anthem of Canada, titled "O Canada". It consists of ten staves of music in a 4/4 time signature, with a key signature of one flat (B-flat). The lyrics are provided in both English and French, with the English lyrics appearing above the French ones. The lyrics are: "O Canada - our home and native land! True patriot love in all thy sons command. With glowing hearts we see thee rise, The True North strong and free! From far and wide O Canada, we stand on guard for thee. God keep our land glorious and free! O Canada, we stand on guard for thee. Pro - té - ge - ra nos foy - ers et nos droits." The French lyrics are: "O Can - a - da! Our home and na - tive land! True pa - triot love in all thy sons com - mend With glow - ing hearts we see thee rise, The True North strong and free! From far and wide O Can - a - da, we stand on guard for thee. God keep our land glo - rious and free! O Can - a - da, we stand on guard for thee. Pro - té - ge - ra nos foy - ers et nos droits." The score ends with a double bar line.

Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-7 The Canadian National Anthem



The instructor may have the cadets sing or listen to the national anthem.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. On what date did the national anthem become official?
- Q2. Who wrote the French lyrics to “O Canada”?
- Q3. In what year were the English lyrics written?

ANTICIPATED ANSWERS

- A1. 1 July 1980.
- A2. Sir Adolphe-Basile Routhier.
- A3. 1908.

Teaching Point 3

Time: 7 min

Discuss the Canadian Coat of Arms

Method: Activity/Interactive Lecture

BACKGROUND

His Majesty King George V appointed the Canadian Coat of Arms to Canada in the court of Buckingham Palace on 21 November 1921.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-8 The Canadian Coat of Arms

DESCRIPTION OF THE ARMS

The Shield

The shield represents Canada's origins by depicting the three royal lions of England, the royal lion of Scotland, the royal fleur-de-lis of France, and the royal Irish harp of Tara. All of these nations played an integral roll in the settlement of Canada. At the base of the shield is a sprig of three Canadian maple leaves that represent Canadians of all origins.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-9 The Shield

The Ribbon

The ribbon was added to the Canadian Coat of Arms on 12 July 1994. It contains the motto of the Order of Canada, which in Latin reads: "Desiderantes Meliorem Patriam." This translates to "They desire a better country" in English.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-10 The Ribbon

The Crest

The crest consists of a wreath made of twisted red and white silk. On top of the wreath stands a crowned gold lion holding a red maple leaf in its right paw. The lion is a symbol of valour and courage. The crest is used to mark the sovereignty of Canada.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-11 The Crest

The Supporters

The supporters are depicted on either side of the shield. A lion is on the shield's right holding a gold pointed silver lance from which flies the Royal Union Flag. A unicorn is on the shield's left holding a lance flying the banner of royalist France. The two banners represent the two principle founding nations that established Canada's laws and customs.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-12 The Supporters

The Motto

The motto reads: A mari usque ad mare (From Sea to Sea). It was first used in 1906 during a sitting in the Legislative Assembly of Saskatchewan. It was proposed to be the new motto of the Coat of Arms and became official when the Arms was proclaimed in 1921.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-13 The Motto

The Four Floral Emblems

The four floral emblems are the English rose, the Scottish thistle, the Irish shamrock, and the French fleur-de-lis. They are located at the base of the Arms and are associated with the Canadian Monarchy.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-14 The Four Floral Emblems

The Imperial Crown

The imperial crown sits at the top of the Canadian Coat of Arms and indicates the presence of a monarch as Canada's head of state.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-15 The Imperial Crown

The Canadian Coat of Arms can be recognized as the Cadet Chief Petty Officer 1st Class/Cadet Chief Warrant Officer/Cadet Warrant Officer 1st Class rank badge.

ACTIVITY

Time: 3 min

OBJECTIVE

Confirm the material delivered in TP3 by completing puzzles of the Canadian Coat of Arms.

RESOURCES

- Cut outs of the different pieces of the Canadian Coat of Arms found in Annex A.
- Envelopes.

ACTIVITY LAYOUT

- Prepare four to five envelopes containing cut out pieces of the Canadian Coat of Arms found at Annex A.
- Have a large picture or OHP transparency of the Coat of Arms posted in the classroom where all can easily see it.
- Divide cadets into four to five small groups.
- Hand out one envelope per group.
- Using the large picture of the arms as a guide, have cadets build the Canadian Coat of Arms in their groups using the pieces provided in the envelopes.
- When groups are complete, confirm that the Coat of Arms is pieced together correctly.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Supervise this activity effectively.
 - Ensure activity is completed in a timely manner.
-

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. The supporters are two different animals. Which ones are they?
- Q2. On what date was the Canadian Coat of Arms proclaimed?
- Q3. The shield depicts four nations that played a large roll in the settlement of Canada. Which nations are they?

ANTICIPATED ANSWERS

- A1. A lion and a unicorn.
- A2. 21 November 1921.

A3. England, Scotland, France and Ireland.

Teaching Point 4

Discuss the Maple Leaf

Time: 2 min

Method: Interactive Lecture

THE CANADIAN MAPLE LEAF

The maple leaf began to serve as a Canadian symbol as early as 1700. In August 1860, the leaf was adopted as the national emblem of Canada for use as decorations during a visit by the Prince of Wales. During confederation in 1867, Toronto schoolmaster Alexander Muir composed *The Maple Leaf Forever* as Canada's confederation song. Many regiments during both World War I and II adorned uniforms with the maple leaf while over seas. The maple leaf was incorporated into The National Flag of Canada in 1965.



Canadian Heritage Website, www.canadianheritage.gc.ca

Figure 1-1-16 The Maple Leaf

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. When was the maple leaf first adopted as a Canadian symbol?
- Q2. What is the title of Canada's confederation song?
- Q3. The maple leaf was incorporated into what other Canadian symbol in 1965?

ANTICIPATED ANSWERS

- A1. August 1860 for a visit by the Prince of Wales.
- A2. *The Maple Leaf Forever.*
- A3. The National Flag of Canada.

END OF LESSON CONFIRMATION

ACTIVITY

Time: 3 min

OBJECTIVE

Give the cadets the opportunity to make their own Canadian symbols.

RESOURCES

- Pre-cut circles of yellow bristol board (resembling large coins) for each cadet.
- Markers or pencil crayons.

ACTIVITY LAYOUT

- Prior to the lesson, cut out circles of yellow bristol board approximately 10 cm in diameter for each cadet.
- Have markers and pencil crayons ready for the activity.
- Hand out a yellow circle of bristol board to each cadet.
- Explain cadets that they now have the opportunity to create their own Canadian symbol in the form of a coin.
- Cadets may use the symbols discussed in the lesson or symbols they feel are uniquely Canadian.
- If there is insufficient time to complete the coin activity, cadets may finish in their spare time.
- Coins can be posted in platoon classrooms when complete.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Cadets may complete the coins in their own time if time does not allow for the completion.
- **Teaching points may be confirmed orally.**

QUESTIONS

- Q1. What are the two official colours of Canada?
- Q2. What is the English meaning of "A mari usque ad mare?"
- Q3. What flag was used prior to the adoption of the current national flag?
- Q4. What language was our national anthem first written in?
- Q5. What does the imperial crown represent in the Canadian Coat of Arms?

ANTICIPATED ANSWERS

- A1. Red and white.

- A2. "From Sea to Sea."
- A3. The Canadian Red Ensign.
- A4. French.
- A5. The presence of a monarch as Canada's head of state.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets may use their spare time to complete the coin activity.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Identifying Canadian symbols is an important aspect of being a Canadian citizen and a member of the Canadian Cadet Movement. Cadets should be able to easily recognize Canadian symbols in the community and at the corps/squadron.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-012 Government of Canada. (1995). *Symbols of Canada*. Ottawa: ON.
- C0-013 *Canadian Heritage Website*. (2006). Retrieved 16 March 2006, from <http://www.canadianheritage.gc.ca>.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO C101.02 – WATCH *HISTORICA MINUTES* VIDEOS

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- watch the *Historica Minutes* videos as listed; and
- set up audio/visual equipment.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in a discussion on *Historica Minutes* videos that relate to significant Canadian symbols/figures/events.

IMPORTANCE

Gaining an awareness of and an appreciation for history and what makes them uniquely Canadian can foster a sense of pride and citizenship in cadets.

BACKGROUND KNOWLEDGE



This background information is provided for the instructor's reference only. Cadets are not required to learn this information.

WINNIE THE POOH

While en route to France during World War I, members of The Fort Garry Horse Canadian regiment of cavalry discovered Winnipeg a bear in White River, Ontario. The bear was smuggled to Britain as the unofficial regimental mascot. Affectionately named Winnie, the bear's first owner was Lt. Harry Colebourn. Winnie's eventual destination was to be the Assiniboine Park Zoo in Winnipeg. However, at the end of the War, the officers of the Fort Garry Horse decided to allow her to remain in the London Zoo, where she was much loved for her playfulness. She was known as a kind bear and never attacked. British author A.A. Milne and his young son, Christopher Robin, saw Winnipeg at the London Zoo. She inspired Milne to create and write about the popular character, Winnie the Pooh.

INUKSHUK

An inukshuk (Inuktitut: *inuksuk*, plural *inuksuit*) is a stone landmark used as a milestone or directional marker by the Inuit of the Canadian Arctic. The Arctic Circle, dominated by permafrost, has few natural land marks and thus the inukshuk was central to navigation across the barren tundra.

Inuksuit vary in shape and size, and serve a variety of purposes. It is a symbol with deep roots in the Inuit culture, a directional marker that signifies safety, hope and friendship. The word *inuksuk* means "something which acts for or performs the function of a man."

An inukshuk is shown on the flag and Coat of Arms of the Canadian territory of Nunavut. An inukshuk forms the basis of the logo of the 2010 Vancouver Winter Olympics.

MAPLE SYRUP

Canada produces more than three-quarters of the world's maple syrup, with more than 1000 maple syrup producers using nearly 34 000 000 taps. The province of Quebec is by far the world's largest producer of maple syrup, producing more than 15 000 000 litres annually. The provinces of Ontario and New Brunswick produce much smaller amounts, about 1 000 000 litres and 700 000 litres respectively. Nova Scotia also produces a small amount of syrup. Most maple trees can be used as a source of sap, but the sugar maple and black maple are the most favored. A maple syrup production farm is called a *sugarbush* or the *sugarwoods*. Sap is boiled in a "sugar shanty", "sugar shack", "sugarhouse" or "*cabane à sucre*".

North America's native peoples discovered how to make maple syrup from the sap of maple trees centuries ago. They relied on loaves of maple sugar for energy during the winter months when other food items were scarce. Settlers also enjoyed maple sugar as a sweet treat that was carefully rationed.

Maple syrup is harvested by tapping a maple tree and then letting the sap run into a bucket. Production is concentrated in February, March and April, depending on local weather conditions. To make the syrup, holes are bored into the maple trees and hollow tubes termed *spiles* or *spouts* are inserted. These drip the sap into

buckets or into plastic pipes. A new hole must be drilled each year, as the old hole will produce sap for only one season due to the natural healing process of the tree. It takes approximately 40 litres of sap to make one litre of maple syrup, and a mature sugar maple produces about 40 litres (10 gallons) of sap during the four- to six-week sugaring season.

BLUENOSE

The *Bluenose* was a Canadian schooner from Nova Scotia, a celebrated racing ship and a symbol of the province. *Bluenose* was launched at Lunenburg, Nova Scotia on March 26, 1921, as both a working cod-fishing schooner and a racing ship. During the next 17 years of racing, no challenger could beat her.

After World War II, the undefeated *Bluenose* was sold to work as a freighter in the West Indies. She foundered on a Haitian reef on January 28, 1946.

Bluenose has adorned the Canadian dime since 1937, has been portrayed on a postage stamp, and appears on the current Nova Scotia licence plate.

Her daughter, *Bluenose II*, was launched at Lunenburg on July 24, 1963. She serves as a goodwill ambassador, tourist attraction in Lunenburg, and symbol of the province.

AVRO ARROW

The CF-105 Arrow was a delta-wing interceptor aircraft, designed and built in Malton, Ontario, by Avro Canada during the late 1950s. The design was entering the middle stages of testing when it was cancelled in 1959. The prototypes and blueprints were then destroyed.

The flight requirements for the design of the Arrow included:

- a range of 300 nautical miles (556 km) for a normal low-speed mission;
- a range of 200 nautical miles (370 km) for a high-speed interception mission;
- speed of Mach 1.5;
- cruise at an altitude of 50 000 feet (15 000 m);
- ability to pull 2 g in maneuvers with no loss of speed or altitude; and
- ability to climb to 50 000 feet (15 000 m) and reach Mach 1.5 from engine start in less than five minutes.

The rollout of the first prototype, RL-201, took place October 4, 1957, the same day the Russians launched the first satellite, Sputnik 1. RL-201 first flew on March 25, 1958. Four more Arrows were delivered in the next two years. The plane demonstrated excellent handling at all extremes of the flight envelope. The aircraft achieved a speed of over 1000 miles per hour at 50 000 feet, while climbing and still accelerating. A top speed of Mach 1.98 would eventually be reached at three quarters throttle.

The Mark 2 version was to be fitted with the Iroquois engine. At the time of cancellation of the entire program, the first Arrow Mk.2, RL-206, was nearly complete. It was expected to break the world speed record but never had the chance.

On February 20, 1959, Prime Minister Diefenbaker announced to the Canadian House of Commons that the Arrow and Iroquois programs were to be immediately cancelled, due to various economic, political and technological reasons. Within two months, all aircraft and engines, production tooling and technical data were ordered scrapped.

ACTIVITY

Time: 27 min

OBJECTIVE

This activity will expose cadets to short videos that highlight significant Canadian symbols, figures and events. The videos serve as discussion points to draw out further examples.

RESOURCES

- Audio/visual equipment.
- *Historica Minutes* videos.
- Flipchart or whiteboard.
- Markers.

ACTIVITY LAYOUT

1. Show each video:
 - Video 1 #33 Winnie;
 - Video 2 #6 Syrup;
 - Video 3 #44 Inukshuk; and
 - Video 4 #47 Bluenose and Video 5 #54 Avro Arrow (show together) (#s refer to the *Historica Minutes* video number).
2. Follow each video with a five-minute discussion, using the questions provided in the Reflection section as a guide.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Ensure the cadets are paying attention to the videos.
- Encourage participation from all cadets.
- Record discussion answers on flipchart or whiteboard.

REFLECTION

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

VIDEO 1 – WINNIE

Q1. What other famous Canadian mascots are there?

Q2. What other animals are Canadian symbols?

VIDEO 2 – SYRUP

Q1. Have you ever made or had fresh maple syrup? Tell the class about the experience.

Q2. What other foods are uniquely Canadian?

Q3. Have you ever seen maple syrup at an airport gift shop or a souvenir shop? What other Canadian souvenirs have you seen there? What makes those things symbolic of Canada?

VIDEO 3 – INUKSHUK

Q1. Have you ever seen an inukshuk? Real or pictures? Where have you seen inuksuit?

Q2. What do you know about inuksuit?

Q3. What other buildings or structures can be recognized as representative of Canada?

VIDEO 4/5 – BLUENOSE/AVRO ARROW

Q1. What other technologies are recognized as being Canadian in origin, or associated with Canada?

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this lesson.

CLOSING STATEMENT

There are many items that are uniquely Canadian or commonly associated with Canada. Becoming aware of these items and their background can develop an awareness and appreciation for history and what makes us uniquely Canadian.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C3-030 Historica Foundation of Canada. (ND) *Historica Minutes*. Toronto: ON.
- C3-031 Winnie the Pooh (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Winnie_the_pooh.
- C3-032 Inukshuk (2006). Retrieved 5 May 2006, from <http://en.wikipedia.org/wiki/inukshuk>.
- C3-033 Maple Syrup (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Maple_syrup.
- C3-034 Bluenose (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Blue_nose.
- C3-035 Avro Arrow (2006). Retrieved 5 May 2006, from http://en.wikipedia.org/wiki/Avro_arrow.

THE CANADIAN COAT OF ARMS



THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 2
PO 102 – PERFORM COMMUNITY SERVICE



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M102.01 – PERFORM COMMUNITY SERVICE

Total Time:	270 min
-------------	---------

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with material prior to delivery of this lesson.

The choice of activity to be left to the discretion of the unit Commanding Officer (CO).

This activity should be conducted in one day session (270 min) or over three separate sessions of three periods (90 min) each.

The use of a guest speaker would provide an opportunity for the cadets to meet and hear from a representative of a service group. Using a guest speaker as a Subject Matter Expert (SME) will provide an experienced view on, and promote interest in, the topic. The guest speaker should be briefed on the main teaching points of the lesson, so as to keep the briefing on topic. If a guest speaker is unavailable, the instructor should attempt to procure as much information as possible on the selected activity from the service group.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Debriefing of the activity must be done as soon as possible following the activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall experience the benefits of volunteerism, and the impact volunteerism has on the cadet and the community.

IMPORTANCE

One of the aims of the CCM is to develop in youth the “attributes of good citizenship”. To that end, good citizenship is defined as “actively and purposely participating in your community”.

BACKGROUND KNOWLEDGE

COMMUNITY SERVICE DEFINED:

Work, especially voluntary and unpaid, or stipulated by a community service order in the community (*The Concise Oxford Dictionary – ninth edition*).

Voluntary Done, acting, or able to act on one’s own free will, not constrained or compulsory (*The Concise Oxford Dictionary – ninth edition*).

Cadet Definition. Actively and purposefully participating in the community.

SERVICE GROUPS:

THE ROYAL CANADIAN LEGION

By the end of 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 leads to the formation of the Dominion Veterans Alliance, out of which evolved The Canadian Legion of the British Empire Services League the following year.

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 out on their return to civilian life. But 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 nation-wide 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 grass-roots structure led naturally 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 cadet movement in Canada to promote leadership, fitness and the spirit of patriotism. It also supports the Legion Medal of Excellence, which many branches and commands provide 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 National Poppy Remembrance Campaign in which Legion members, friends and cadets distribute poppy emblems for donations to raise money for needy 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 areas, Lions Clubs International is the world's largest service club organization. Canada alone has over 1900 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 International objectives:

- To create and foster a spirit of understanding among the peoples of the world.
- To promote the principle of good government and good citizenship.
- To take an active interest in the civic, cultural, social and moral welfare of the community.
- To unite the clubs in the bonds of friendship, good fellowship and mutual understanding.
- To 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.
- To 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 nations. 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:

- the development of acquaintances as an opportunity for service;
- 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;
- the application of the ideal of service by every Rotarian to their personal business and community life; and
- 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 poliovirus. 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 polio by the year 2005 – Rotary's 100th anniversary. In 2005, Rotarians and partners celebrated the tremendous progress made towards polio eradication.

KIWANIS CLUB

The first Kiwanis club was organized in Detroit, Michigan, USA on January 21, 1915. A year later the Kiwanis Club of Hamilton, Ontario, Canada, 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 clubs are active in every part of the world. The club motto is "We Build." There are more than 8500 Kiwanis clubs with more than 315 000 members in 82 nations and geographic areas.

Kiwanis' continuing service emphasis is called "Young Children: Priority One," which focuses on the special needs of children from prenatal development to age 5. Projects conducted as part of the "Young Children: Priority One" service emphasis involved \$14.3 million and 1.3 million volunteer hours.

In 1994, Kiwanis launched its first Worldwide Service Project, a \$75 million campaign in partnership with UNICEF to eliminate Iodine Deficiency Disorders (IDDs) 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: 270 min

Method: Experiential

OBJECTIVE

The group being assisted will define the objective of the activity.

RESOURCES

There is no specific resource support for this activity. The local group being assisted should provide the necessary materials.

ACTIVITY LAYOUT

- The cadets are to receive a briefing prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
 - the objectives of the activity;
 - resources required;
 - set-up of the activity; and
 - safety guidelines while performing the activity (as required).
- Cadets will participate in the activity, under supervision (activity to be determined by the CO).
- The cadets are to be debriefed on their participation in the activity immediately following the activity.

SAFETY

At this point the instructor shall brief the cadets on any safety rules or regulations regarding the activity.

INSTRUCTIONAL GUIDELINES

During the activity the instructor should make observations on the cadets to include:

- How did the cadets react to the activity?
- What area did they appear to enjoy most/least?



Observation of the activity is important so that proper questions can be developed for the reflective stage.

REFLECTION

Time: 30 min

Method: Group Discussion

GROUP DISCUSSION



The instructor shall ensure that all lesson objectives are covered toward the end of the reflection stage.



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

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



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

CONCLUSION

REVIEW

Upon completion of the discussion, the instructor will conclude by summarizing the aim of participating in the activity and allow cadets to reflect upon it. The instructor must also take this opportunity to explain how the cadet could apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

N/A.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material prior to beginning the actual activity, and immediately afterwards, by means of a debrief.

CLOSING STATEMENT

The Canadian Cadet Movement strives to develop in youth the attributes of good citizenship. Actively participating in the community provides a cadet with the chance to assist members of the community, thus demonstrating those same attributes. Cadets are encouraged to seek out additional, more personal, ways to be assist in the community.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-014 The Royal Canadian Legion. (2002). *The Royal Canadian Legion: Responding to the Needs of Canadian Communities*. Retrieved 25 May 2006, from http://www.legion.ca/asp/docs/about/community_e.asp.
- C0-015 Kiwanis International. (2006). *About Kiwanis*. Retrieved 25 May 2006, from <http://www.kiwanis.org/about>.
- C0-016 Lions Club International. (2006). *Lions Clubs International History*. Retrieved 25 May 2006, from http://www.lionsclubs.org/en/content/lions_history.shtml.
- C0-017 Rotary International. (2005). *About Rotary*. Retrieved 25 May 2006, from <http://www.rotary.org/aboutrotary/index.html>.
- C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved 16 August 2006, from <http://www.unesco.ca>.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO C102.01 – PARTICIPATE IN A CEREMONIAL PARADE

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of the lesson, the cadet shall be expected to participate in a ceremonial parade.

IMPORTANCE

It is important to participate in ceremonial parades to promote an interest in the Canadian Forces (CF), while simultaneously serving a role in the community. Ceremonial parades are a large part of Canada's military past, and provide a direct link to the community. It is important for cadets to fully appreciate the relationships between the unit/affiliated unit/CF and the community in which they live.

BACKGROUND KNOWLEDGE



Instructors should familiarize themselves with the appropriate background information for the parade they will be participating in based on unit and element.

REMEMBRANCE DAY OBSERVANCES

Every 11th of November Remembrance Day is held to commemorate Canadians who died in the First and Second World Wars and the Korean War. The first Remembrance Day, originally called Armistice Day, was conducted throughout the Commonwealth in 1919. The day commemorated the end of the First World War, on Monday, November 11, 1918 at 11 a.m., the eleventh hour of the eleventh day of the eleventh month. The symbol of Remembrance Day is the poppy, popularized by LCol John McCrae's poem *In Flanders Fields*.

BATTLE OF THE ATLANTIC (NAVY)

The Battle of the Atlantic began September 3, 1939 with the sinking of the Montreal-bound passenger ship SS Athenia by a German submarine west of Ireland. One hundred and eighteen passengers and crew were killed, including four Canadians. Escort of merchant ship convoys was the RCN's chief responsibility during the Battle. The first convoy sailed from Halifax on September 16, 1939. The Royal Canadian Navy (RCN) began the war with 13 vessels and 3500 personnel, and ended the war with the third largest Navy in the world. Of the 110 000 members at the end of the war, all of whom were volunteers, 6500 were women who served in the Women's Royal Canadian Naval Services. The Battle of the Atlantic was considered to be won by the Allies in 1943, although this battle lasted the duration of the Second World War that, in Europe, ended May 8, 1945. The Battle of the Atlantic is celebrated on the first Sunday in May.

BATTLE OF BRITAIN (AIR)

The Battle of Britain parade is held in September each year to commemorate the Battle of Britain and honour the members of the Air Force who died in this battle and others. The Battle of Britain was entirely an air battle and was one of the most decisive battles in all history. During the autumn of 1940, the Commonwealth Air Forces defeated the German Luftwaffe. It is believed that Great Britain would have been invaded had the Battle of Britain been lost. The Royal Canadian Air Force is proud of the active part it played in the historic battle.

ACTIVITY

Time: 60 min

Method: Experiential

OBJECTIVE

Participate in a ceremonial parade.

RESOURCES

- Properly maintained uniform.
- Ceremonial webbing and accoutrements (as required).
- Any other material required in the execution of the cadets role in the parade.

ACTIVITY LAYOUT

- Briefing on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadet debrief.

SAFETY

- Cadets are to respect all established boundaries.
- Cadets shall travel in groups of no less than two, utilizing the “Buddy System” to ensure a cadet is never alone at any point.
- Cadets shall assemble at previously assigned meeting points, at the times detailed in order to ensure effective headcounts may be carried out, and new information may be relayed.

INSTRUCTIONAL GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or other guidelines pertaining the activity. Specifics are to be provided by the event organizer and relayed to the cadets by the instructor in a timely fashion.



The instructor or guest speaker shall ensure that the following lesson objectives are covered during the activity:

- An explanation of the objectives of the parade and why it is important.
- An explanation of the sequence of events, and their roles during the event.

The instructor will make sure that all cadets know their role for the parade. The instructor will supervise and advise, providing direction and making corrections as necessary.

REFLECTION

Time: 20 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

Questions will vary based on the ceremonial parade chosen by the unit and element.

SUGGESTED QUESTIONS

- Q1. How did you feel about the parade?
- Q2. What do you feel you accomplished?
- Q3. What does your participation in the parade represent?
- Q4. What are some ways that cadets can be more active citizens based on this experience?



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

CONCLUSION

REVIEW

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

MAIN TEACHING POINTS

N/A.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Cadets should feel pride in participating in a ceremonial parade and filling the various roles. Ceremonial parades allow the cadets to gain some insight into a formal parade, and to fill a role within the community.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-051 Veteran's Affairs Canada. (1999). *VAC Canada Remembers: Facts on Remembrance Day*. Retrieved 25 May 2006, from http://www.vac_acc.gc.ca/remembers/sub.cfm?source=teach_resources/remdayfact.
- C0-052 Veteran's Affairs Canada. (28 April 2003). *The Battle of the Atlantic*. Retrieved 25 May 2006, from www.vac-acc.gc.ca/general/sub.cfm?source=history/secondwar/atlantic/atlfact.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO C102.02 – PERFORM COMMUNITY SERVICE

Total Time:

270 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The choice of activity is to be left to the discretion of the unit Commanding Officer (CO).

This activity should be conducted in a day or three sessions of three periods each (270 min).

The use of a guest speaker provides an opportunity for the cadets to meet and hear from a representative of a service group. Using a guest speaker as a Subject Matter Expert (SME) will provide an experienced view on, and promote interest in, the topic. The guest speaker should be briefed on the objectives of the EO, to keep the briefing on topic. If a guest speaker is unavailable, the instructor should attempt to procure as much information as possible on the selected activity from the service group.

Debriefing of the activity must be done as soon as possible following the activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall experience the benefits of volunteerism, and the impact volunteerism has on the cadet and the community.

IMPORTANCE

One of the aims of the CCM is to develop in youth the “attributes of good citizenship”. To that end, good citizenship is defined as “actively and purposely participating in your community.”

BACKGROUND KNOWLEDGE



Background information on community service activities and specific groups can be found in EO M102.01 (Section 1), and may be referenced if required.

ACTIVITY

Time: 225 min

Method: Experiential

OBJECTIVE

Perform an additional community service activity.

RESOURCES

There is no resource support for this activity. The local group being assisted should provide any necessary materials.

ACTIVITY LAYOUT

- The cadets are to receive a briefing prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
 - the objectives of the activity;
 - resources required;
 - set-up of the activity; and
 - safety guidelines while performing the activity (as required).
- Cadets will participate in the activity, under supervision (activity to be determined by the CO).
- The cadets are to be debriefed on their participation in the activity immediately following the activity.

SAFETY

The instructor shall brief the cadets on any safety rules or regulations regarding the activity being conducted.

INSTRUCTIONAL GUIDELINES

During the activity the instructor should make the following observations:

- How did the cadets react to the activity?
- What area did they appear to enjoy most?



Observation of the cadets during the conduct of the activity is important so that proper question can be developed for the reflective stage.

REFLECTION

Time: 30 min

Method: Group Discussion

GROUP DISCUSSION



The instructor shall ensure that all lesson objectives are covered towards the end of the reflection stage.



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

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



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

CONCLUSION

REVIEW

Upon completion of the group discussion, the instructor will conclude by summarizing objectives to ensure that all there have been covered. The instructor must also take this opportunity to explain how the cadet could apply this knowledge and/or skill in the future.

MAIN TEACHING POINT

N/A.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material prior to beginning the activity, and immediately afterwards, by means of a debrief.

CLOSING STATEMENT

The CCM strives to develop in youth the attributes of good citizenship. Actively participating in the community provides a cadet with the chance to assist members of the community, thus demonstrating those same attributes. Cadets are encouraged to seek out additional, more personal ways to assist in the community.

INSTRUCTOR NOTESREMARKS

N/A.

REFERENCES

N/A.

CHAPTER 3

PO 103 – PARTICIPATE AS A MEMBER OF A TEAM



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M103.01 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stored are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- cut out the slips of paper found in Annex A.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the responsibilities of a follower in a team.

IMPORTANCE

Cadets need to learn how to be effective members of a team. Understanding the responsibilities of a follower in a team setting will make cadets more aware of what is expected of them. This knowledge will enable them to contribute to the overall success of the team.

Teaching Point 1**Explain the Four Responsibilities of a Follower in a Team**

Time: 8 min

Method: Interactive Lecture

RESPECT THE LEADER AND OTHER TEAM MEMBERS

The ability to work with other people in a team is a useful skill. A sincere respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

COOPERATE WITH OTHERS

In order for the team to effectively and efficiently achieve an objective the members must cooperate. Through cooperation a great deal more can be achieved than by working alone.

ADMIT MISTAKES AND LEARN FROM EXPERIENCE

In a team setting one must be able to admit when they are wrong and learn from the mistake. This will make the team stronger and create a better outcome.

ACCEPT CONSTRUCTIVE CRITICISM

Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed. Leaders will often provide constructive criticism to members of the team. This criticism is given to assist individuals develop as team member and eventually become leaders. Members must learn to take this criticism and use it in a beneficial way.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is constructive criticism?
- Q2. What does it mean to admit mistakes and learn from experience?
- Q3. Why is it important to respect the leader and other team members?

ANTICIPATED ANSWERS

- A1. Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed.
- A2. In a team setting one must be able to admit when they are wrong and learn from the mistake. This will make the team stronger and create a better outcome.
- A3. The ability to work with other people in a team is a useful skill. A sincere liking and respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

Teaching Point 2**Explain the Five Responsibilities of a Follower in a Team**

Time: 8 min

Method: Interactive Lecture

ASSUME RESPONSIBILITY

Team members should be prepared to assume responsibility when needed. The team leader will often delegate duties to team members and rely on these members to be prepared and willing to take on the responsibility.

BE HONEST

Team members must be honest with others in the team. Most people will believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.

ACCEPT OTHER TEAM MEMBERS FOR WHO THEY ARE

It is important to be sensitive to other people's wants and needs and to changes in these wants and needs. Acceptance and understanding of individual differences will allow the group to communicate and cooperate.

KNOW THE JOB AND BE PREPARED

A good follower needs to be knowledgeable about the group's goals. An effective follower should be organized and prepared.

COMMUNICATE CLEARLY WITH OTHERS

A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Why is it important to be honest in a team?
- Q2. What does it mean to communicate clearly with others?
- Q3. Why must a team member assume responsibility?

ANTICIPATED ANSWERS

- A1. Team members must be honest with others in the team. Most people will believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.
- A2. A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.
- A3. Team members should be prepared to assume responsibility when needed. The team leader will often delegate duties to team members and will rely on these members to be prepared and willing to take on the responsibility.

END OF LESSON CONFIRMATION

ACTIVITY

Time: 7 min

OBJECTIVE

The objective of this activity is for the cadets to unscramble the responsibilities of a follower in a team and explain what each means.

RESOURCES

- Scrambled responsibilities found in Annex A.
- Container to pick scrambled responsibilities from.

ACTIVITY LAYOUT

- Divide the class into nine groups. If the class is too small, fewer groups can be formed.
- Have one member from each group pick a slip from the container.
- Each group will unscramble the words to reveal one of the responsibilities of a follower.
- The group will then discuss what the responsibility means.
- Each group will briefly present their answer to the class.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Ensure all cadets are participating.
 - Answer any questions.
-

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Understanding the responsibilities of a follower in a team is essential for team members. Knowing what is expected of them will help create a successful outcome.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C3-038 Campbell, R. (2006). *Leadership: Getting It Done*. Retrieved 16 March 2006, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M103.02 – MAP PERSONAL GOALS FOR THE TRAINING YEAR

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content and become familiar with the material prior to the instruction of the lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- complete a self-esteem activity;
- complete a goal mapping activity; and
- participate in a discussion concerning personal goals for the training year.

IMPORTANCE

Individuals play an important role within a team. Personal factors such as self-esteem and self-confidence can both positively and negatively affect a team. Being familiar with tools that can strengthen both factors will benefit the individual and the team as a whole. Goal mapping is a tool that can assist cadets in planning goals for the year. The thinking and planning involved in this process allows the cadets to further build upon their self-esteem and confidence.

BACKGROUND KNOWLEDGE

SELF-ESTEEM

Self-esteem encompasses how people view themselves. This includes, but is not limited to:

- how much individuals like themselves;
- how valuable they feel they are; and
- how comfortable they are with themselves.

SELF-CONFIDENCE

Self-confidence encompasses how individuals portray themselves. It is a major factor that can influence ones ability to perform within specific situations. By having high self-esteem, a strong level of self-confidence can be developed.

GOAL MAPPING

Goal mapping is an activity that allows people to recognize their personal motivations. Setting goals that can be achieved both in the short and long terms are beneficial to both the individual and the team. The more aware people are of others, their habits and desires, the more successful they can be in creating stronger team energy.

ACTIVITY 1

Time: 5 min

OBJECTIVE

The objective of this activity is to have cadets recognize different actions that may be useful measurements of self-esteem.

RESOURCES

Self-esteem scale found in Annex B.

ACTIVITY LAYOUT

- Have the cadets complete the scale located in Annex B.
- The cadets will have three minutes to complete the activity.
- Inform the cadets that the scale is for personal use only and can be reviewed periodically throughout the year and updated accordingly.
- Inform the cadets that it can be a useful tool to monitor their self-esteem.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

The self-esteem scale is used solely for the cadet as a reflection tool. The instructor **WILL NOT** call upon cadets to provide specific examples from their scales during the reflection stage. The activity is simply used to introduce the concept of self-esteem.

ACTIVITY 2

Time: 10 min

OBJECTIVE

The objective of this activity is to have cadets map out short- and long-term goals with respect to their roles and responsibilities within the cadet unit.

RESOURCES

Goal mapping exercise found in Annex C.

ACTIVITY LAYOUT

- Have the cadets write down two short-term and long-term goals that they would like to achieve with respect to their role and responsibilities within the unit. A copy of the exercise is provided in Annex C.
- The cadets will have 10 minutes to complete the activity.
- Have them write down the steps they feel they need to take to achieve each goal.
- Inform the cadets that for this exercise, short-term goals are goals they wish to achieve within three months, and long-term goals are goals they wish to achieve by the end of Level One.
- Encourage the cadets to come up with simple goals. Some examples would be maintaining and improving on the quality of their dress and deportment, or participating in a new activity at the corps/squadron.
- After the activity is complete, have the cadets put their books aside.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

At this point the instructor shall brief the cadets on any other guidelines pertaining to the activity.

N/A.

REFLECTION

Time: 10 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Why are self-esteem and self-confidence important factors in effective team building and leadership?
- Q2. How can a goal mapping exercise be effective in planning short- and long-term goals?
- Q3. How can goal mapping be a useful tool with respect to effective teams and leadership?



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

CONCLUSION

REVIEW

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

MAIN TEACHING POINTS

- TP1. Self-esteem and self-confidence.
- TP2. Goal mapping.

TP3. Personal goals for the training year.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main teaching points have been covered. Any main teaching point not brought out during the group discussion shall be covered during review.

HOMEWORK/READING/PRACTICE

If the cadets did not have the opportunity to complete the two activities during the lesson, they are to complete them on their own time. The cadets will not be required to hand in these exercises. They are simply tools to be used by the cadets themselves.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

In order for a team to be successful in any task, its members need to be positive. As previously mentioned, personal factors such as self-esteem and self-confidence can both positively and negatively affect a team. Being familiar with tools that can strengthen both factors are beneficial skills both personally and collectively. By setting short- and long-term goals, cadets have something to work toward, and are thus more motivated to complete the tasks ahead.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-021 Adams, B. (2001). *The Everything Leadership Book: The 20 Core Concepts Every Leader Must Know*. Avon, Massachusetts: Adams Media Corporation.
- C0-022 Cole, K. (2002). *The Complete Idiots Guide to Clear Communication*. Indianapolis, IN: Alpha Books.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- set up a suitable classroom space, including an Overhead Projector (OHP); and
- gather pens and paper for the group.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the advantages and characteristics of teamwork that will aid in developing a positive team dynamic along with improving their individual teamwork skills.

IMPORTANCE

Having the skills to work as an effective team member is essential to the success of the team. Once introduced to these skills, they will continue to develop whenever the individual is placed in a team setting or situation that require people to work together.

BACKGROUND KNOWLEDGE

CHARACTERISTICS OF A SUCCESSFUL TEAM

- **Communication.** Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- **Mutual Cooperation and Support.** It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip, and negative behaviours aimed solely at making someone look bad.
- **Share a Common Goal.** When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.
- **High Esprit de Corps.** When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

ADVANTAGES OF EFFECTIVE TEAMWORK

- **Includes Everyone and Ensures a Better Outcome.** In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- **Tasks Are Easier When More People Are Involved.** When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- **Increases and Develops Communication.** Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

ACTIVITY 1 – THE HUMAN KNOT

Time: 10 min

OBJECTIVE

The objective of this activity is to untangle the “human knot” through teamwork.



This activity highlights the necessity for communication, mutual cooperation and support, including everyone and ensuring a better outcome, high esprit de corps and sharing a common goal.

RESOURCES

N/A.

ACTIVITY LAYOUT

- Divide the class into groups of approximately 10 cadets.

- Direct each group to stand in a circle and place their right hand in the centre and take the hand of anyone except the person on either side of them.
- Have them do the same with their left hands.
- Explain to the cadets that they must not let go of their hands, and that their job is to work together to untangle the “Human Knot.”

SAFETY

Ensure the area where this activity is being conducted is flat and open so as to avoid any falls or collisions with other objects.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- During the activity ensure the rules of the activity are being followed.
- Give hints to help with the untangling process.

ACTIVITY 2 – MEMORY

Time: 10 min

OBJECTIVE

The objective of this activity is to remember as many of the items in the collage both as an individual and as a team.



This activity highlights tasks being easier when more people are involved, thereby ensuring a better outcome and high esprit de corps.

RESOURCES

- Collage found in Annex D.
- Overhead projector.
- Pens.
- Paper.
- Whiteboard/flipchart.
- Markers.

ACTIVITY LAYOUT

- Place a copy of the collage found in Annex D on the OHP.

- Turn the OHP on and have the cadets observe the overhead for 15 seconds.
- After 15 seconds turn the OHP off and have the cadets individually write down as many items as they can recall.
- After approximately two minutes record on the board/flipchart the number of items recalled on an individual basis.
- Split the cadets into two groups and have them compile a group list of items they recall.
- After two minutes compare the individual results to the group results.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- During the activity supervise and ensure all members are participating in the activity.
- Record on the board/flipchart individual and group results.

ACTIVITY 3 – SILENT BIRTHDAYS

Time: 10 min

OBJECTIVE

The objective of this activity is to line up according to birthdays without speaking to one another.



This activity highlights communication, mutual cooperation and support, high esprit de corps and sharing a common goal.

RESOURCES

- Pens.
- Paper.

ACTIVITY LAYOUT

- Direct the cadets to line up in birth order from oldest to youngest by not talking to one another.
- If the task becomes daunting for the cadets provide a method to assist them (i.e. using pens and paper).
- The pens and paper can be laid out on a table in the vicinity of the activity.

- When the time is up, starting at the beginning of the line, have each cadet state his or her birthday to see if the task was successful.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- During the activity help the cadets (i.e. using pens and paper, using some kind of sign language, etc.) if the activity is going over time.
- Supervise and ensure all cadets are participating in the activity.

REFLECTION

Time: 20 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. What advantages of teamwork were noticed while engaging in the activities?
- Q2. What things made the team successful in the activities?
- Q3. What things were frustrating throughout the activities?

Q4. Why do you think teamwork is important?



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

CONCLUSION

REVIEW

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

MAIN TEACHING POINTS

TP1. Characteristics of a successful team.

TP2. Advantages of effective teamwork.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main teaching points have been covered. Any main teaching point not brought out during the group discussion shall be emphasized during the review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Teamwork is essential to a successful outcome. Knowing what skills contribute to the success of a team will aid in this. Development of these skills will occur each and every time an individual is involved in a team.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-003 (ISBN 0-943210-44-5) Pike, B., and Busse, C. (1995). *101 More Games for Trainers*. Minneapolis, MN: Lakewood Publishing.
- C0-004 (ISBN 1-58062-577-0) McClain, G., and Romaine, D.S. (2002). *The Everything Managing People Book*. Avon, MA: Adams Media.
- C0-005 (ISBN 0-07-046414-6) Scannell, E.E., and Newstrom, J.W. (1994). *Even More Games Trainers Play*. New York: McGraw-Hill.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review a lesson content, and become familiar with the material;
- prepare suitable instructional area; and
- prepare all materials listed in the Resources section of each activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have participated in icebreaker activities.

IMPORTANCE

Introductions are vital to the success of any team. Cadets may be spending a long period of time together with each other throughout their involvement with the program. These activities will assist in developing positive relationships.

BACKGROUND KNOWLEDGE

ICEBREAKERS

Icebreakers are a method for getting cadets to introduce themselves. These exercises may vary according to the type of training being conducted, the size of the group, and how well the group members know each other. Icebreakers encourage self-disclosure, humour, respect for others, thought and creativity. Most importantly, they allow people to laugh at themselves.

ACTIVITY 1 – TRUE CONFESSION TOOTHPICKS

Time: 7 min

OBJECTIVE

The objective of this activity is to assist cadets in getting to know each other by challenging participants to think creatively.

RESOURCES

A large supply of toothpicks.

ACTIVITY LAYOUT

- Give each cadet five toothpicks.
- Select a cadet to go first; ask them to talk about something they have never done (e.g. I have never jay walked).
- After the statement, anyone in the group who has done the action must forfeit a toothpick.
- The next person then shares something they have never done. Again, someone who has done the action must forfeit a toothpick.
- The disclosers continue until someone has lost all five toothpicks.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- The number of toothpicks may be adjusted dependent on the size of the group to meet timings.

- A circle classroom arrangement may be appropriate for this activity.

ACTIVITY 2 – TWO TRUTHS AND A LIE

Time: 7 min

OBJECTIVE

The objective of this activity is to expand on the amount of information typically heard from someone during an introduction by determining which one of the statements is a lie.

RESOURCES

N/A.

ACTIVITY LAYOUT

- Each member of the group shall introduce themselves using three statements, two being the truth and one being a lie.
- The other members of the group must determine which statement is a lie.
- The activity continues until each cadet has had an opportunity to make three statements.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- Ensure the timings for this activity are adhered to.
- Cadets may be split into small groups if the class is too large.
- Ensure there is adequate supervision of the groups.

ACTIVITY 3 – SELF-DISCLOSER INTRODUCTIONS

Time: 7 min

OBJECTIVE

The objective of this activity is to provide innovative ways for the cadets to one another by adding adjectives to their first or last names.

RESOURCES

N/A.

ACTIVITY LAYOUT

Direct cadets to state their first or last name with an adjective put in front. The adjective should describe a dominant characteristic and start with the first letter of the first or last name. For example: Serious Stan, Mathematical Mary.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- Ensure the timing is adhered to.
- If time permits, ask cadets why they chose their adjective.

REFLECTION

Time: 5 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Did the tasks help you introduce yourselves to one another?
- Q2. Did the activity help include everyone in the team environment?

- Q3. How did you feel about the others in the group after the activity was completed?
- Q4. Was it surprising when the group thought someone's statement was a lie and it was really the truth? (only for Activity 2)



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

CONCLUSION

REVIEW

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

MAIN TEACHING POINTS

TP1. Participate in icebreaker activities.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main ideas have been covered. Any main idea not brought out during the group discussion shall be brought up during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Introductions are vital to the success of any team. Cadets may be spending a long period of time together through their involvement with the program. These activities will assist in developing positive relationships.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-003 (ISBN 0-943210-44-5) Pike, B., and Busse, C. (1995). *101 More Games for Trainers*. Minneapolis, MN: Lakewood Books.
- C0-028 (ISBN 0-07-046513-4) Newstrom, J., and Edward, S. (1998). *The Big Book of Teambuilding Games*. New York, NY: McGraw-Hill.
- C0-029 (ISBN 0-7872-4532-1) Cain, J., and Jolliff, B. (1998). *Teamwork and Teamplay*. Brockport, NY: Kendall/Hunt.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 5

EO C103.02 – PARTICIPATE IN SELF-INTRODUCTIONS

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content and become familiar with the material prior to instruction of the lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadets shall be expected to have introduced themselves to the class.

IMPORTANCE

Communication is an important aspect of leadership. Being able to communicate with other members of the group and the leader will lead to successful completion of tasks. Starting with a short, informal introduction will give the cadets confidence to start developing their communication skills.

BACKGROUND KNOWLEDGE

COMMUNICATION

Effective communication skills are key to any successful group or team and are an important factor in becoming an effective leader. A leader who can communicate effectively with the team will move the team towards a positive outcome.

Communication works in both directions. When one person is delivering a message, the team members must be listening to ensure they receive the message correctly. Part of becoming a leader is developing good listening skills. Team members should feel comfortable enough to bring forth ideas to the leader and feel that their ideas are heard and taken into account.

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have each of the cadets present themselves to the class.

RESOURCES

- Whiteboard with markers.
- Pens.
- Paper.

ACTIVITY LAYOUT

- Have each cadet stand in front of the class and present a short introduction.
- The introduction should include information such as:
 - their name;
 - what school they attend;
 - what grade they are in;
 - why they joined cadets;
 - their hobbies;
 - their interests; and
 - their general career ambitions.
- Write this list on the board for the cadets to reference during the introduction.
- Give the cadets two minutes to write some notes to use during the introduction.
- Each introduction should be no more than two minutes in length.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- During the activity ensure the two-minute time limit is enforced and that all cadets participate in the introductions.
- If the class is big, divide the group into smaller groups and use assistant instructors to facilitate the introductions.

REFLECTION

Time: 5 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. How does this exercise emphasize the importance of communication?
- Q2. Why is communication important in a team setting?
- Q3. What feelings were experienced while introducing yourself?



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

CONCLUSION

REVIEW

Upon completion of the group discussion summarize 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.

MAIN TEACHING POINTS

TP1. Communication.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main teaching points have been covered. Any main teaching point not brought out during the group discussion shall be brought up during the review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Being able to communicate with others is essential in leadership both as a follower and a leader. Participating in self-introductions will give the cadet confidence to communicate with others in the group and with the leader.

INSTRUCTOR NOTES/REMARKS

This lesson should be conducted early in the training year because it will act as an icebreaker for the cadets.

REFERENCES

C0-021 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 6

EO C103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review a lesson content, and become familiar with the material;
- prepare suitable instructional area; and
- prepare all materials listed in the Resources section of each activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

The pertinent review for this lesson will include principles of teamwork discussed in EO M103.03 (Section 3). These are listed in the Background Knowledge section.

OBJECTIVES

By the end of this lesson the cadet shall have participated in team building activities.

IMPORTANCE

Acquiring the skills needed to work as an effective team member is essential to achieving the team's goals.

BACKGROUND KNOWLEDGE

CHARACTERISTICS OF A SUCCESSFUL TEAM

- **Communication.** Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- **Mutual Cooperation and Support.** It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip, and negative behaviours aimed solely at making someone look bad.
- **Share a Common Goal.** When a team understands the reason for the task they have a heightened motivation to work together to complete the task.
- **High Esprit de Corps.** When each member of the team feels proud and has a sense of belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

ADVANTAGES OF EFFECTIVE TEAMWORK

- **Includes Everyone and Ensures a Better Outcome.** In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- **Tasks Are Easier When More People Are Involved.** When the responsibility and workload are shared among all team members, the team works together to ensure everyone stays on track and offers support to those who need it.
- **Increases and Develops Communication.** Teamwork is an opportunity to get people interacting in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

ACTIVITY 1 – JIGSAW TEAM BUILDING

Time: 6 min

OBJECTIVE

The objective of this activity is to stress the importance of each team member's individual contributions and the importance of working as a group.

RESOURCES

- One previously constructed picture puzzle, divided into sets of approximately 10 pieces per participant, broken apart and allocated to each cadet for reassembly.
- CD player (optional).
- Appropriate CDs (optional).

ACTIVITY LAYOUT

- Select a suitable picture puzzle (attached at Annex E).

- Break the puzzle into nine connectable subsets (so the subsets can be connected to each other).
- Distribute the subsets to each participant (divide cadets into groups if there are more than nine participants).
- Have the cadets assemble the subsets of the puzzle.
- After the subsets are assembled, have the cadets come together to join the subsets and form the full picture.
- Set a challenging time limit for the activity and play energizing music to create a sense of urgency.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- A small number of participants may be designated as free floating trouble-shooters who roam around the room and help those who are having trouble.
- Supervise to ensure all group members are participating equally. Some cadets may be reluctant to give up their puzzle pieces. Others may try to take control of all of the pieces and attempt to assemble the puzzle.

REFLECTION

Time: 4 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. What was the reaction you experienced when you realized your importance to the overall team?
- Q2. What impact did the time deadline have on the effectiveness the group completing the task?
- Q3. What was the impact of having team members available to help with the task?
- Q4. What do you feel the completed picture puzzle represents?
- Q5. Ask the cadets to consider both their productive and counterproductive behaviours. It is likely that they are using the same behaviours in actual team environments, with similar positive and negative effects.



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

ACTIVITY 2 – ALPHABETICALLY

Time: 11 min

OBJECTIVE

The objective of this activity is to stress the importance of each team member’s individual contributions and the importance of working as a group.

RESOURCES

Blindfolds (optional).

ACTIVITY LAYOUT

- Begin with the cadets sitting or standing in random locations throughout the activity area with their eyes closed (or blindfolds on).
- Direct one cadet to say the first letter of the alphabet.

- The remainder of the cadets must now state the remaining letters in order without ever having two cadets saying the same letter at the same time.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- The activity can use any sequence instead of the alphabet, dependent on the size of the group (numbers, days of the week, months of the year, holidays, etc.). Select the appropriate sequence for the size of the group so as to remain within the time limitations.
- Once the cadets have completed the task, have them perform this activity with their eyes open. This should increase the success rate.

REFLECTION

Time: 4 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Did the group try to use any non-verbal clues to determine the order within the group? If so, what were they and did they assist in completing the task?

- Q2. What makes this activity so difficult?
- Q3. If a pattern was created, was the activity then easier to complete?
- Q4. Was the activity easier to complete with eyes open? If so, why?
- Q5. How did you feel about the individual contribution that each cadet made?



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

CONCLUSION

REVIEW

Upon completion of the group discussion, summarize to ensure that all main ideas have been covered. Take the opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

TP1. Participate in team building activities.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main ideas have been covered. Any main teaching point not brought out during the group discussion shall be brought up during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment for this EO.

CLOSING STATEMENT

Teamwork is essential to the outcome of a group task. Knowing what skills contribute to the success of a team will aid in a positive outcome. Development of these skills will occur each and every time an individual is involved in a team.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-028 (ISBN 0-07-046513-4) Newstrom, J., and Edward, S. (1998). *The Big Book of Teambuilding Games*. New York, NY: McGraw-Hill.
- C0-029 (ISBN 0-7872-4532-1) Cain, J., and Jolliff, B. (1998). *Teamwork and Teamplay*. Brockport, NY: Kendall/Hunt.

WORD GAME

CERPTES HET DERLEA NDA EHORT AETM BESMERM

✂-----

RPCOEAEOT TWHI TERSOH

✂-----

IAMTD STSAKIEM DNA RLENA MFOR XRPEIECNEE

✂-----

PCETCA SRUCONTTIVEC IISCTMRC

✂-----

SUSAME YEBPISONSILRIT

✂-----

EB TENHOS

✂-----

EACTCP HTROE AEMT ESMBRME OFR HWO YEHT RAE

✂ -----

NOWK ETH BOJ NAD EB PPRDREAE

✂ -----

MAOCMUENCIT LYEACRL TIHW EHORST

✂ -----

SELF-ESTEEM SCALE

To get a sense of your level of self-esteem, place a check mark on the scale on the activity below which best describes you. For example, if you are more likely to act toward the item on the right, then the x would be placed closer to the right, and vice versa.

Throughout the year, feel free to revisit this scale and use it as a tool to monitor how your self-esteem in different areas may change.

	5	4	3	2	1	
Make your own decisions?	|-----|					Let others make them for you?
Look for answers to problems?	|-----|					Let problems defeat you?
Take risks?	|-----|					Play it safe?
Control your moods and thoughts yourself?	|-----|					Let someone else's bad mood get you down?
Feel exhilarated when you work hard?	|-----|					Feel as if you haven't accomplished anything, when you work hard?
Accept responsibility?	|-----|					Make excuses, find fault, lay blame.
Measure yourself against your own standards?	|-----|					Measure yourself against other's standards?
Speak up, set limits, voice your thoughts honestly?	|-----|					Swallow your opinions, your thoughts, your wishes?
Stand straight and look people in the eye?	|-----|					Slouch, with downcast eyes, looking sideways at people?
Respond flexibly to changing circumstances?	|-----|					Hold on to what you've always done and thought because it's easy and comfortable.
Feel self-confident and self-assured?	|-----|					Feel shy, nervous, and awkward?

THIS PAGE INTENTIONALLY LEFT BLANK

GOAL MAPPING EXERCISE

SHORT-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

Goal No. 2: _____

Steps To Take: _____

LONG-TERM GOALS

Goal No. 1: _____

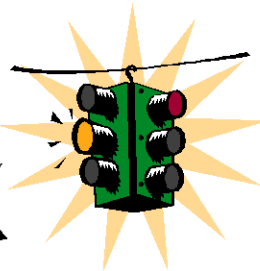
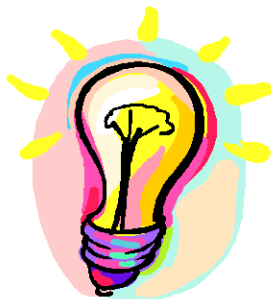
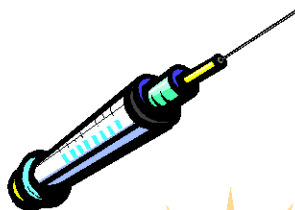
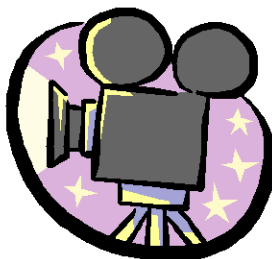
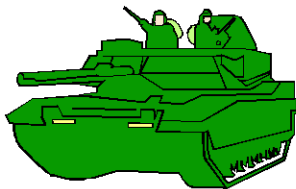
Steps To Take: _____

Goal No. 2: _____

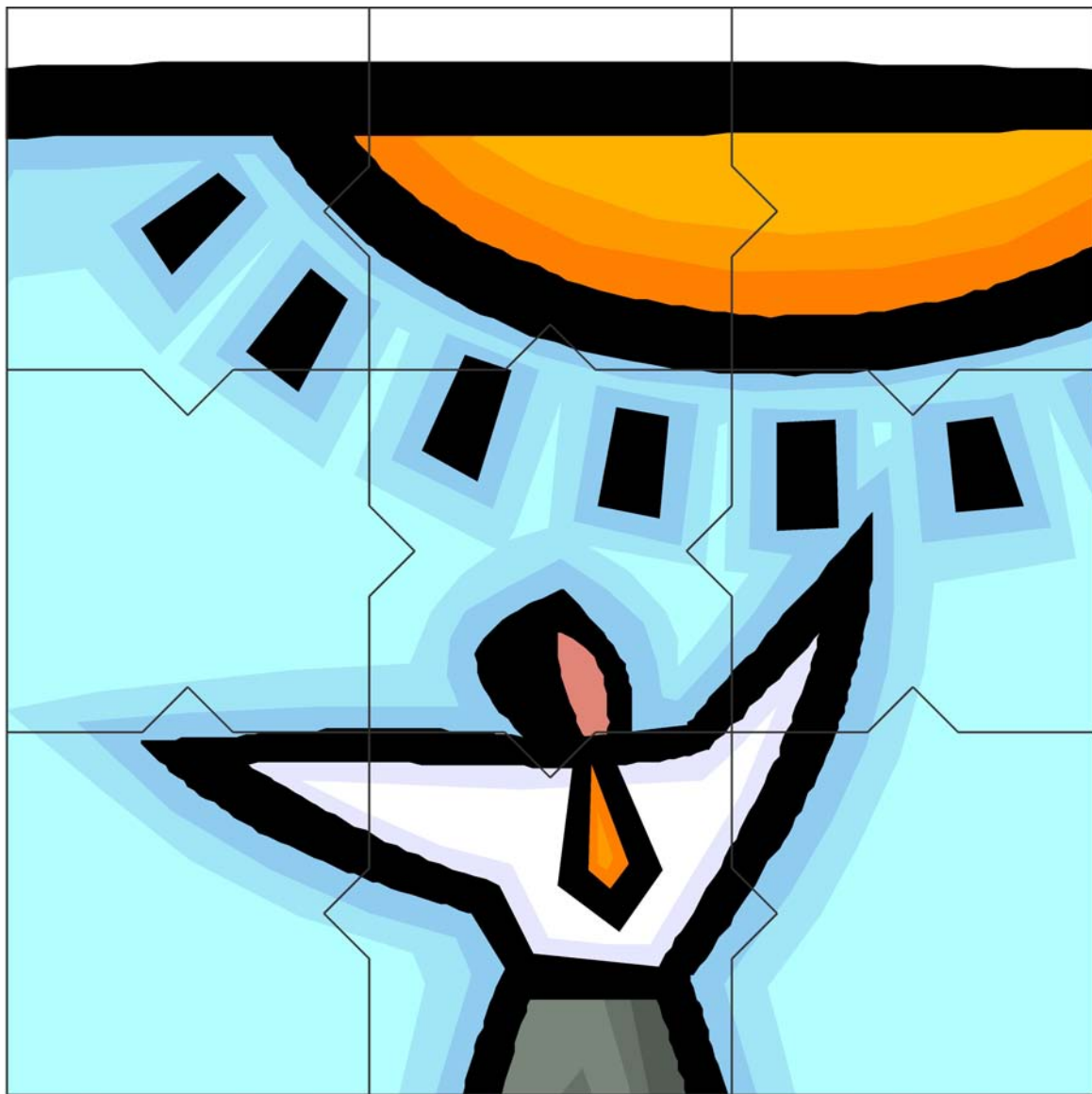
Steps To Take: _____

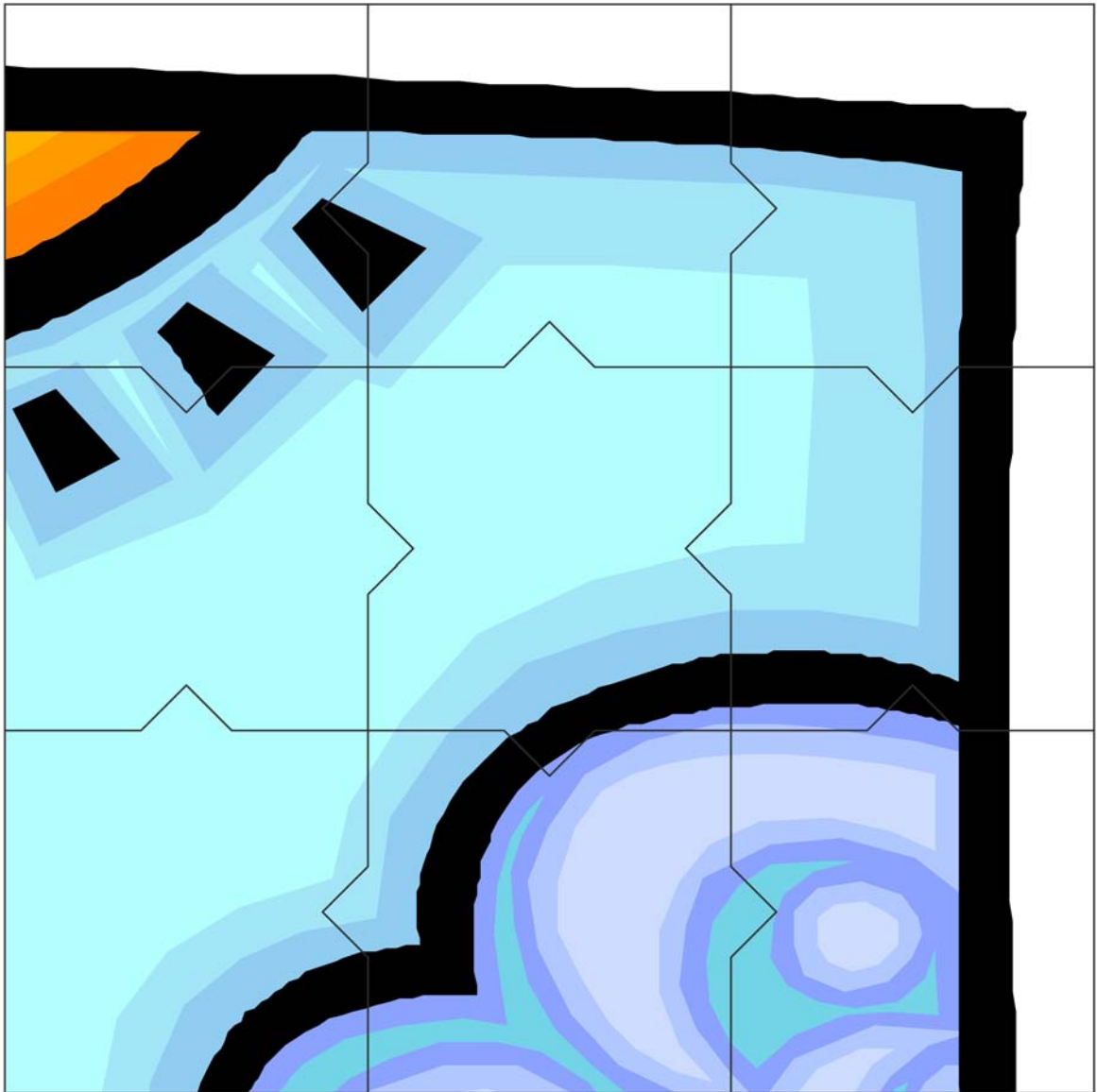
THIS PAGE INTENTIONALLY LEFT BLANK

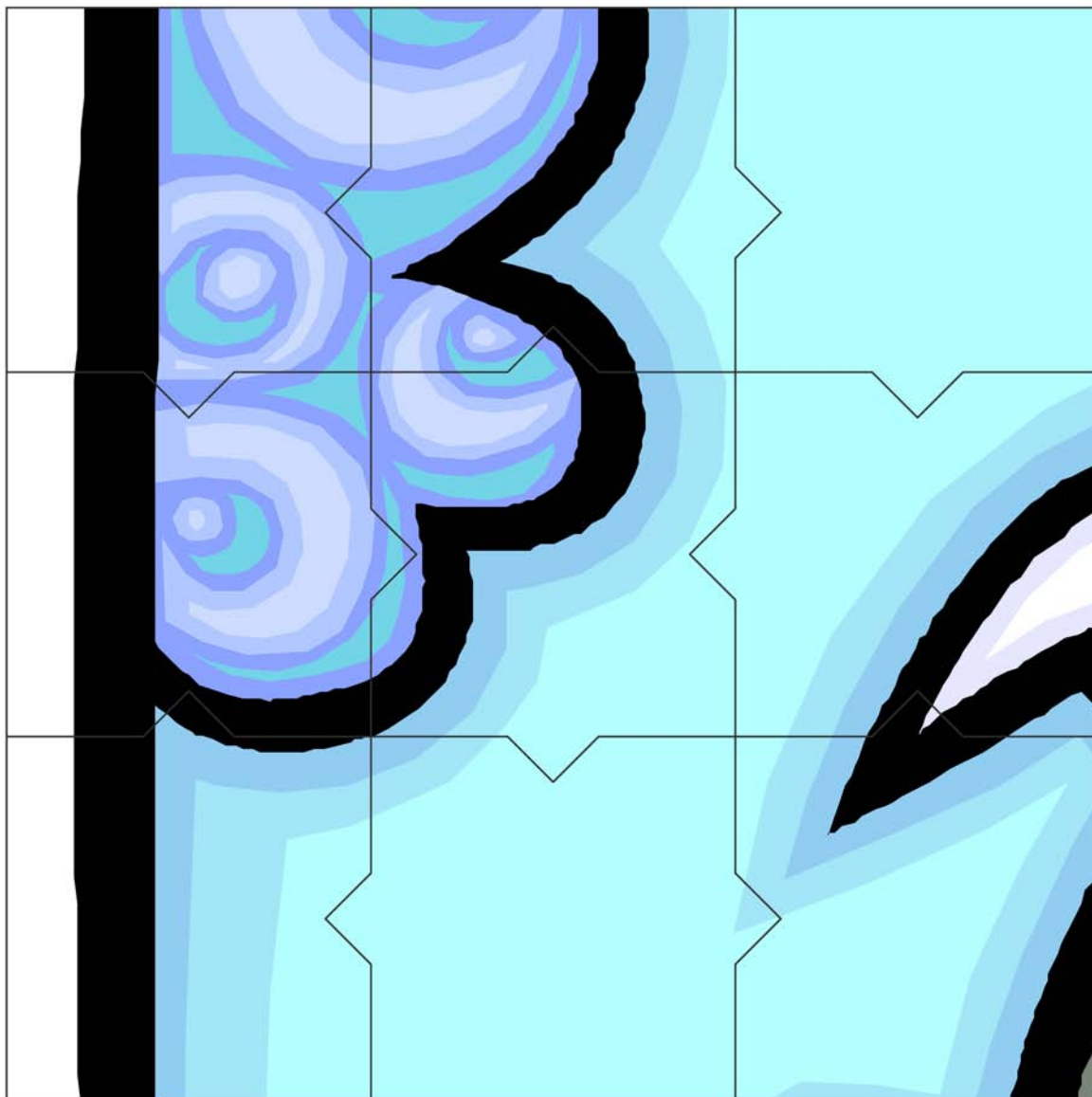
MEMORY GAME

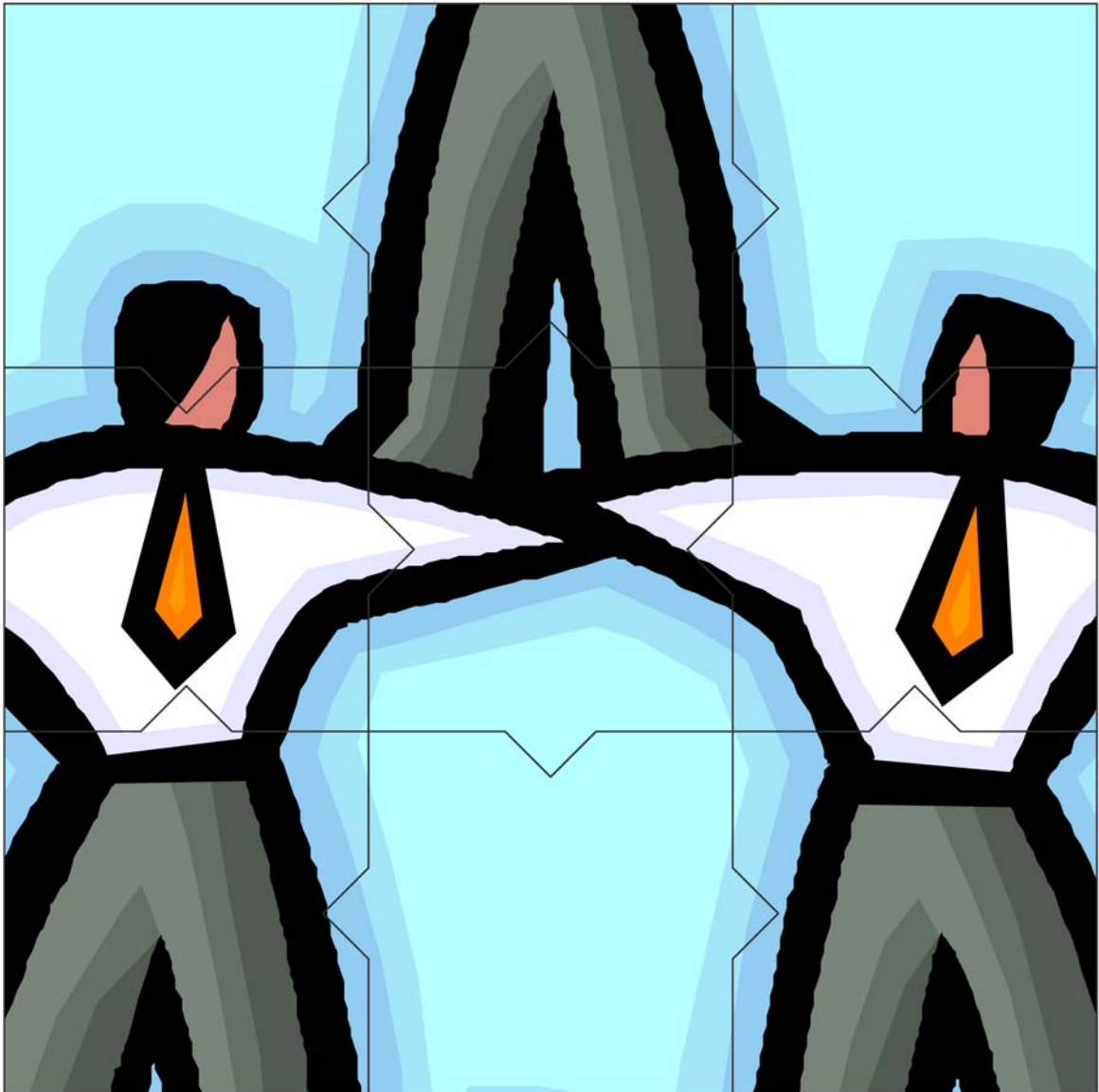


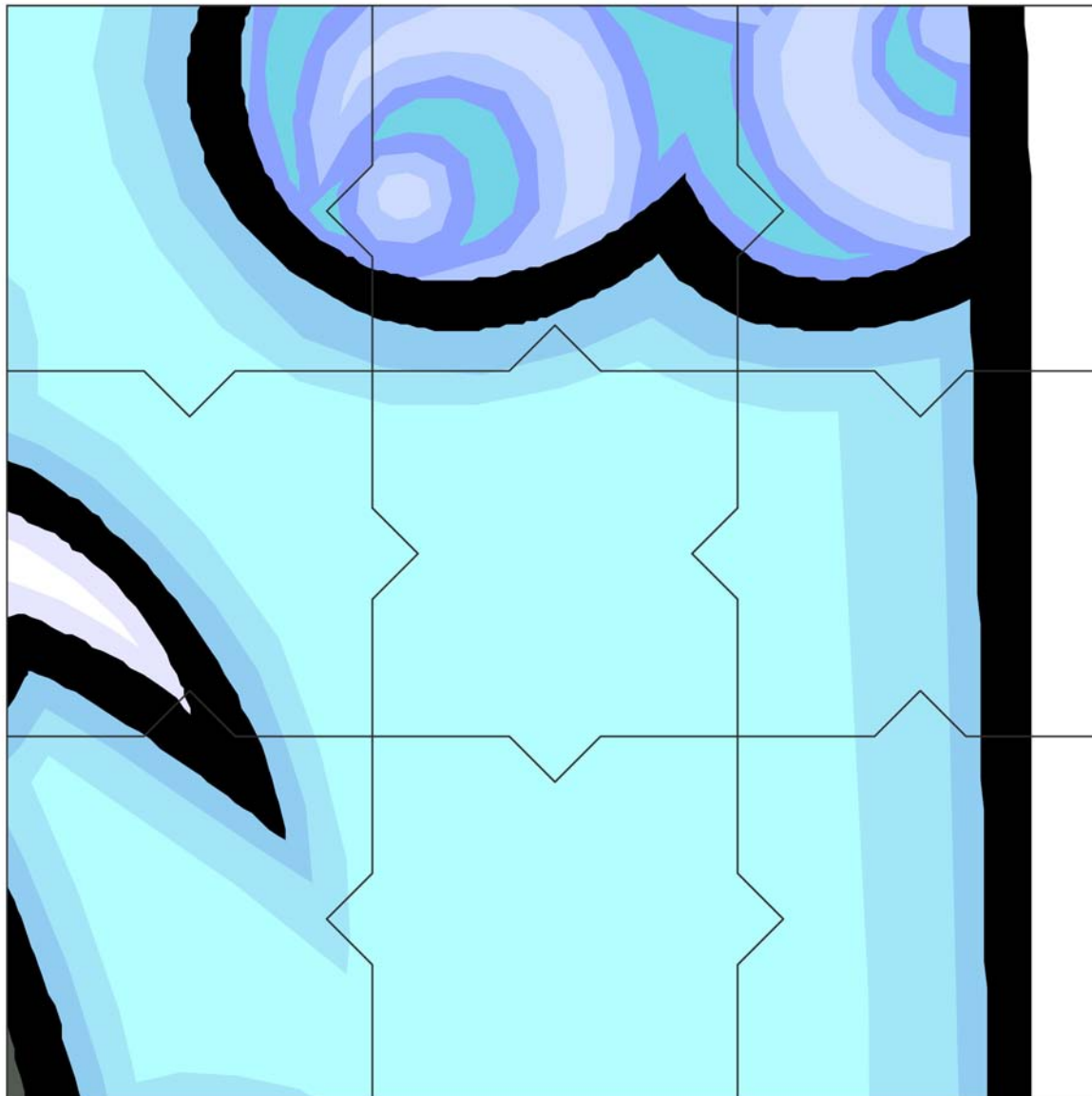
THIS PAGE INTENTIONALLY LEFT BLANK

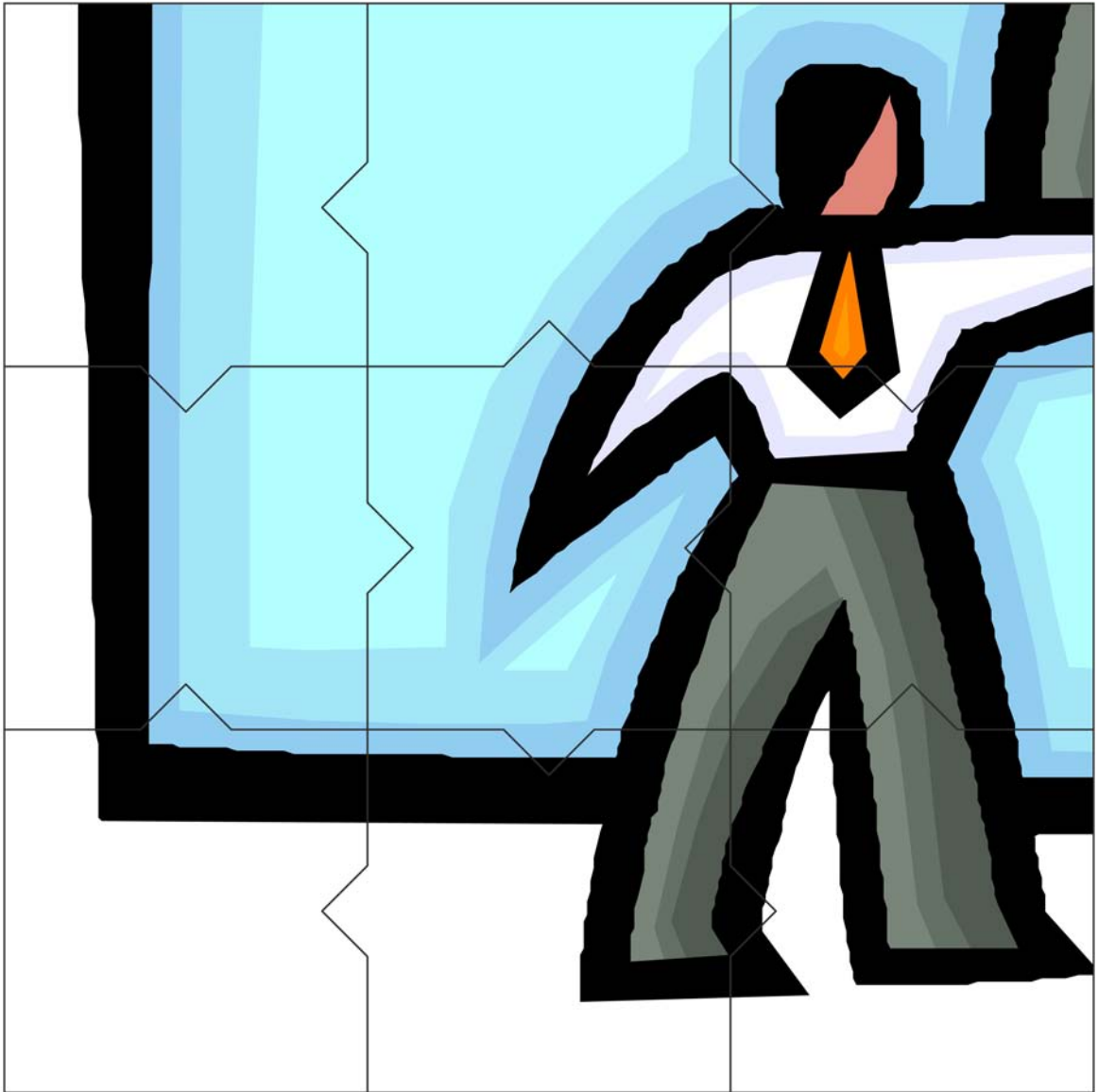


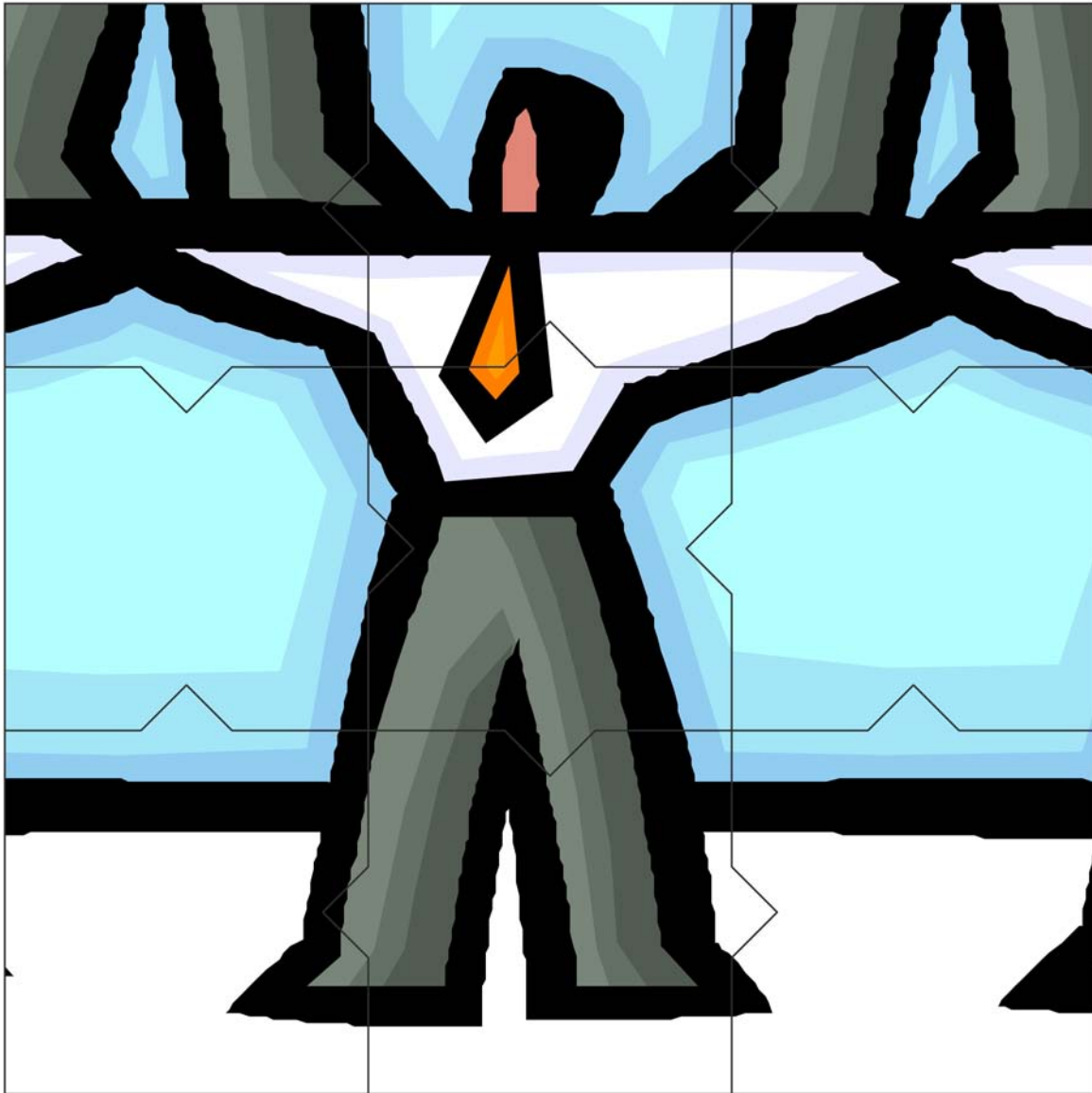


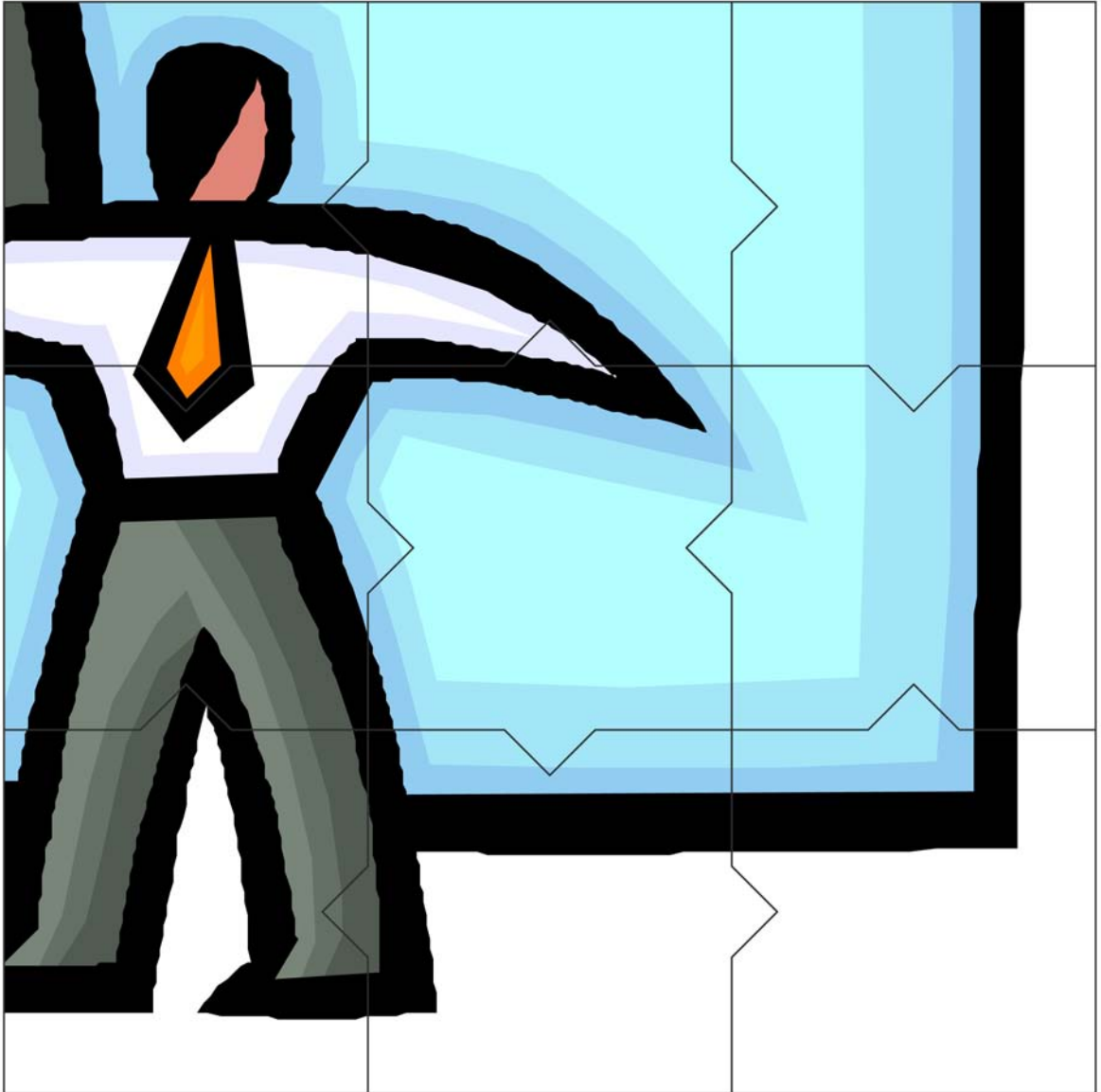












THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 4

PO 104 – DEVELOP A PERSONAL ACTIVITY PLAN



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M104.01 – IDENTIFY ACTIVITIES THAT WILL HELP ACHIEVE A HEALTHY ACTIVE LIFESTYLE

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content and become familiar with the material prior to the instruction of the lesson.

PRE-LESSON ASSIGNMENT

N/A.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify activities that will help them achieve a healthy and active lifestyle.

APPROACH

For TP1, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

For TP2, the group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

IMPORTANCE

Physical fitness is one of the three aims of the cadet program. Teaching the cadets what activities contribute to an active lifestyle will help them achieve physical fitness.

Teaching Point 1**Introduce Cadets to *Canada's Physical Activity Guide to Healthy Active Living***

Time: 7 min

Method: Interactive Lecture

CANADA'S PHYSICAL ACTIVITY GUIDE TO HEALTHY ACTIVE LIVING

Hand out *Canada's Physical Activity Guide to Healthy Active Living*, highlighting the following pages and information detailed there:

- **Page 4 – Check Out What You Are Doing Now.** Is your exercise time more than 90 minutes per day? Less than 90 minutes but more than 60? Less than 60 but more than 30? Have each cadet write down their activities from yesterday and two days ago to add up their total time.
- **Page 5 – Benefits of Physical Activity.** Meet new friends, improve physical self-esteem, achieve a healthy weight, build strong bones and strengthen muscles, maintain flexibility, promote good posture and balance, improve fitness, strengthen the heart, increase relaxation and promote healthy growth and development.
- **Page 6 – What Are You Into.** Walking, running, hiking, cycling, swimming, jogging, gymnastics, ice-skating, skiing, basketball, volleyball, tobogganing, soccer, football, tennis, baseball, softball, dancing, yoga, climbing, bowling, hockey, skateboarding, badminton, etc. Have the cadets brainstorm all the activities they can think of that they may be interested in.
- **Page 8 – Let's Get Active.** Increase the time currently spent on physical activity and reduce non-active time.
- **Page 10 – Crank Up Your Activity.** Walking instead of taking the bus, playing ball at breaks, walking the dog, raking leaves, shovelling snow, carrying groceries, etc. Brainstorm ideas that will help increase current physical activity.

The purpose of highlighting these pages is to fuel the discussion for the next teaching point. The cadets may take home the guides and explore them further afterwards.

Teaching Point 2**Discuss Activities That Will Help Achieve a Healthy Lifestyle**

Time: 18 min

Method: Group Discussion

ACTIVITIES THAT HELP ACHIEVE A HEALTHY LIFESTYLE

Facilitate a discussion about activities that help achieve a healthy lifestyle, to include:

- activities that raise your heart rate;
- simple, everyday activities such as walking, skipping, running, raking leaves, skateboarding, etc.;
- playing physical games with friends/family; and
- options that do not cost money or require a gym membership.

Activities That Raise Your Heart Rate. This means any activity that gets your heart pumping. This would include walking, running, jumping, skateboarding, skiing, skating, tobogganing, swimming, biking, bowling, playing ball, raking leaves, shovelling snow, carrying groceries, joining a sports league, dancing, fitness classes (yoga, hip hop, aerobics, gymnastics), karate, judo, taking the stairs, etc.

Simple, Everyday Activities. Activities that can be done with little or no planning such as walking, skipping, running, raking leaves, mowing the lawn, gardening, skateboarding, rollerblading, ice skating, cycling, etc.

Playing Physical Games. Playing team games such as baseball, volleyball, soccer, football, hockey, etc. Gather some friends and encourage them to join in for some fun activity.

Options That Do Not Cost Money or Require a Gym Membership. Many of the activities listed above can be done at no cost to you. Being active is easily achievable without having to spend money or a great deal of time organizing an activity.



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS TO ASK THE CADETS

- If they are active now and what activity they participate in.
- How often they are currently active.
- What physical benefits can be achieved through physical activity.
- What other benefits can be achieved (social, mental, etc.).
- What they enjoy about being active.



Do not let the discussion get off track. If the discussion veers in an undesired direction, simply redirect the discussion by returning to the prepared questions, or stating that the discussion needs to get back on track.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are some of the physical benefits of physical activity?
- Q2. What are some of the social benefits of physical activity?
- Q3. What activities can help achieve a healthy lifestyle?

ANTICIPATED ANSWERS

- A1. Benefits include achieving a healthy weight, building strong bones and strengthening muscles, maintaining flexibility, promoting good posture and balance, improving fitness, strengthening the heart, increasing relaxation, and promoting healthy growth and development.
- A2. Meeting new friends, improving physical self-esteem.
- A3. Activities that can help achieve a healthy lifestyle include:
- activities that raise your heart rate;
 - simple, everyday activities such as walking, skipping, running, raking leaves, skateboarding, etc.; and
 - playing physical games with friends/family.



During the discussion, take notes on points that were raised and discussed by the group. At the end of the lesson, you will be able to recap the discussion.

END OF LESSON CONFIRMATION

The confirmation of this lesson will occur in EO M104.02 (Section 2) as the cadets develop a personal activity plan.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

As physical fitness is one of the aims of the cadet program, it is important that cadets learn what activities contribute to an active lifestyle to help them achieve physical fitness.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C1-011 (ISBN 0-662-32899) Minister of Health (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].
- C3-024 (ISBN 0-7627-0476-4) Roberts, H. (1989). *Basic Essentials Backpacking*. Guildford, CT: The Globe Pequot Press.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M104.02 – DEVELOP A PERSONAL ACTIVITY PLAN

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

For TP1 and TP2, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The practical activity in TP3 will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the lesson. The cadets will complete the exercise under direction and supervision.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson, the cadet will be expected to develop a personal activity plan.

IMPORTANCE

One of the aims of the sea cadet program is physical fitness. In order to help the cadets achieve success in physical fitness, it is important to teach them how to set personal fitness goals and create an activity plan to help them achieve those goals.

Teaching Point 1**Explain How To Develop Goals**

Time: 8 min

Method: Interactive Lecture

DEFINITION OF A GOAL

The *Canadian Oxford Dictionary* defines a goal as the object of an ambition or effort, an aim.

SHORT- AND LONG-TERM GOALS

Short-term goals are smaller goals that work towards a long-term goal. For example, if your long-term goal was to run for 3 kilometres (km) in six months, a reasonable short-term goal would be to run for 1 kilometre in two months.

INDIVIDUAL AND TEAM GOALS

An individual can work towards achieving a goal, or a team can work towards achieving a common goal.

An individual goal is an aim or an ambition that one person strives to achieve. An individual goal is designed around the individual's abilities and personal expectations.

A team goal is an aim or ambition that a group of people work towards together to achieve. An example of a team goal could be walking across their province. The team would make a commitment to walk a predetermined amount of kilometres in a certain period of time. The team would keep track how many kilometres they have walked on their own and record their progress together on a map. As soon as the kilometres add up to the correct amount, the team has reached their goal.

HOW TO DEVELOP GOALS

Cadets should set a specific goal to work toward. The acronym SMART is a tool the cadets may find useful. The "S" of SMART stands for specific: the aim of the goal must be precisely defined. "M" stands for measurement: identify a standard with which to assess achievement. "A" stands for achievable: ensure needed resources are accessible for accomplishing the goal. "R" stands for relevant: ensure the goal is worthwhile for the cadet. "T" is for timing which represents the completion date of the goal. Ask the following questions to the cadets to help elicit SMART goals:

Specific. What specific activity can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

Measurable. How will you measure the achievement of the goal? What will you feel when the goal is achieved?

Achievable. What might hinder you as you progress toward the goal? What resources can you call upon?

Relevant. What will you get out of this?

Timing. When will you achieve this goal? What will be your first step?

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the difference between short- and long-term goals?
- Q2. Explain individual and team goals.
- Q3. What does "SMART" stand for?

ANTICIPATED ANSWERS

- A1. Short-term goals are smaller goals that work towards a long-term goal.
- A2. An individual can work towards achieving a goal, or a team can work towards achieving a common goal.
- A3. Specific, Measurable, Achievable, Relevant, Timing.

Teaching Point 2**Explain How To Create a Personal Activity Plan**

Time: 8 min

Method: Interactive Lecture

CREATE AN ACTIVITY PLAN

Getting started is the hardest part. Creating an activity plan will help the cadet maintain focus and succeed at achieving set goals. An activity plan should meet the following criteria:

Activities That Will Help Achieve Set Goals. It is important to choose activities that will help the cadet achieve the goal(s) they have set for themselves. For instance, if the goal is to improve cardiovascular fitness, an appropriate activity would be one that builds up cardio stamina, e.g. start off running for one minute, then walking for one minute, and try working up to running for 10 minutes.

Moderate Activities and Vigorous Activities. Moderate activities would include activities like brisk walking, skating and biking. Vigorous activities would include running, weight training, basketball or soccer.

Fitting Your Lifestyle. Cadets should participate in activities at least once a week that fit their lifestyle. Activities that do not fit into their lifestyle will be difficult to carry out.

Simple Activities. Choosing simple activities that can be done with little planning will most likely carry the best results. When activities require a great deal of planning, it can become more of a chore than an activity or may become too difficult to follow through with.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. What are the two types of activities to choose from?
- Q2. What things should be considered when creating an activity plan?

ANTICIPATED ANSWERS

- A1. Vigorous and moderate activities.
- A2. Consider simple activities that will fit your lifestyle, and that will help achieve the goals that you have set for yourself.

Teaching Point 3**Have Cadets Create an Activity Plan**

Time: 9 min

Method: Individual Activity

CREATE AN ACTIVITY PLAN

Allow the cadets time to create their activity plans. This is to be done on an individual basis. An example of an activity plan is located in Annex A.



Allow the cadets to take their plan home to work on it further if desired. It is not mandatory that it be completed during this period.

END OF LESSON CONFIRMATION

End of lesson confirmation will take place as the cadets create their activity plans.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets may take their plan home to work on it further if desired, as it is not mandatory that it be completed during this period.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

One of the aims of the sea cadet program is physical fitness. In order to help the cadets achieve success in physical fitness, it is important to teach them how to set personal fitness goals and create an activity plan to help them achieve those goals.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-019 (ISBN 0-7894-7147-7) Eaton, J., and Johnson, R. (2001). *Coaching Successfully*. New York: Dorling, Kindersley.
- C0-024 Barber, Katherine. (Ed.). (2001). *The Canadian Oxford Dictionary*. Don Mills: Oxford University Press.
- C1-011 (ISBN 0-662-32899) Minister of Health (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M104.03 – PARTICIPATE IN A DISCUSSION ON HYGIENIC PRACTICES DURING PHYSICAL ACTIVITY

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- review TP1 of EO M104.02 (Section 2), which pertains to developing goals; and
- prepare questions for the group discussion.

PRE-LESSON ASSIGNMENT

N/A.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadets shall be expected to practice hygiene during physical activity.

APPROACH

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

IMPORTANCE

As physical fitness is one of the aims of the cadet program, it is important that cadets adopt good hygiene practices when participating in physical activity.

Teaching Point 1**Lead a Discussion on Wearing Appropriate Clothing for Participating in Physical Activity**

Time: 15 min

Method: Group Discussion

CLOTHING

Loose-fitting clothing is best during exercise for freedom of movement. It should be comfortable and help the cadet feel self-assured.

As exercise generates a great amount of body heat, it is best to wear lighter clothes than what the temperature might actually indicate. In the summer, lighter coloured clothing will reflect the sun's rays and help you keep cool, and darker clothing is warmer in the winter. When the weather is very cold, it is better to wear several layers of light clothing than one or two heavy layers. The extra layers will maintain heat and can easily be shed if it becomes too warm.

The first layer is called the "core layer". This is the layer next to the skin. It should consist of a synthetic undershirt that is close fitting but not tight. It should be made of a material that will absorb perspiration and move it away from the skin.

The second layer should be loose fitting, but should keep the blood vessels of the neck and wrists protected and warm. It could consist of a zip-up top with a high neck or a shirt with a collar. Sleeves should be able to be rolled up and cuffs should be able to be buttoned. In hot weather, this layer may be used as an outside layer.

It is always best to wear something on your head, whether it is hot or cold outside. In the summer, a hat protects the head from the sun and provides shade, while in the winter a hat helps maintain warmth.

APPROPRIATE FOOT GEAR

Most importantly, properly fitting running shoes with arch support are necessary to ensure feet are not injured. Foot gear such as sandals or dress shoes are not appropriate for sporting activity, as they do not provide grip or support during movement.

Teaching Point 2**Participate in a Discussion on Hygiene During Physical Activity**

Time: 5 min

Method: Group Discussion

HYGIENE DURING PHYSICAL ACTIVITY

It is important to wear deodorant when participating in physical activity. Deodorant will help prevent any offensive body odour that may occur due to perspiration.

Start off any physical activity wearing clean clothing. Wearing dirty clothing may give an offensive odour and bother those around you. Clean clothing will give a fresh start to physical activity.



Do not let the discussion get off track. If the discussion veers in an undesired direction, simply redirect the discussion by returning to the prepared questions, or stating that the discussion needs to get back on track.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What can be worn to help avoid body odour?
- Q2. What should you start off wearing during physical activity?

ANTICIPATED ANSWERS

- A1. Deodorant.
- A2. Clean clothing.

Teaching Point 3**Participate in a Discussion on Hygiene After Physical Activity**

Time: 10 min

Method: Group Discussion

HYGIENE AFTER PHYSICAL ACTIVITY

After physical activity, it is important to sponge bathe or shower in order to clean your body. Perspiration causes body odour that can only be cleaned with soap and water.

If showering is not possible immediately after physical activity, it is important to change damp or wet clothing and reapply deodorant. This will help prevent bacteria growth from perspiration, which causes body odour. It is a good idea to bring along a change of clothing if it is known ahead of time that showering facilities will not be available after a planned activity.

Clothing absorbs perspiration and odour so it needs to be washed before wearing it again.

CONFIRMATION OF TEACHING POINT 3

Confirmation of this lesson will occur as the cadets practice hygiene after physical activity.

END OF LESSON CONFIRMATION

The confirmation of this lesson will occur as the cadets participate in physical activities and practice hygiene.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

As physical fitness is one of the aims of the cadet program, it is important that cadets learn how to practice hygiene when participating in physical activity.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-026 Retrieved 19 April 2006, from Health <http://www.athealth.com/Consumer/disorders/FitnessFundamentals.html>.
- C3-021 (ISBN 0-7715-9035-0) McManners, H. (1994). *The Complete Wilderness Survival Manual*. Toronto: MacMillan Canada.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO C104.01 – CREATE TEAM GOALS

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- review TP1 of EO M104.02 (Section 2), which pertains to developing goals.

PRE-LESSON ASSIGNMENT

N/A.

REVIEW

Instructors shall review TP1 of EO M104.02 (Section 2).

OBJECTIVES

By the end of this lesson, the cadets will be expected to create team goals for their phase group.

APPROACH

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

IMPORTANCE

As physical fitness is one of the aims of the Cadet Program, setting team goals will encourage participation in a variety of physical activities.

Teaching Point 1**Lead a Group Discussion Where the Cadets Are to Create Team Goals for the Year**

Time: 25 min

Method: Group Discussion

CREATE TEAM GOALS

Discuss with cadets what goals they may wish to achieve together as a team. Cadets may choose a goal that can be worked on as individuals and tracked as a group (collecting kilometres to walk across the city, province, country, etc.) or a goal that is to be worked on together (playing team sports twice a month together as a group). Their team goal should include short-term goals that work toward a long-term goal. The cadets are required to record their team goal and create a chart to track their progress.

Suggested types of activities:

- Learn a new physical skill together.
- Time – exercise for 100 hours.
- Participate in a skip-a-thon (could even collect sponsors and raise money for the corps).
- Heart rate – improve resting heart rate as a group (before and after).
- Improve cardiovascular endurance (before and after).



The cadets should brainstorm ideas while the instructor records their ideas on an OHP or whiteboard. Each idea would then be discussed (pros, cons, etc.) to decide which goal would be best for the group.

CONFIRMATION OF TEACHING POINT 1

Confirmation of this teaching point will occur as the cadets participate in the group discussion.



During the discussion, take notes on points that were raised and discussed by the group. At the end of the lesson, you will be able to recap the discussion.

END OF LESSON CONFIRMATION

The confirmation of this lesson will occur as the cadets work together as a team to meet their common long-term goal.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

As physical fitness is one of the aims of the Cadet Program, it is important that cadets learn how to work as a team in order to achieve a common goal. This is a fun way to promote physical fitness and teamwork.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C1-011 (ISBN 0-662-32899) Minister of Health (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].

THIS PAGE INTENTIONALLY LEFT BLANK

EXAMPLE OF AN ACTIVITY PLAN

Goal: To be able to run for 20 minutes.

- **Specific.** I want to be able to run for 20 minutes continuously.
- **Measurable.** I will keep track of my running progress every week. When the goal is completed, I will feel great for achieving my goal.
- **Achievable.** Possible hindrances – weather, injuries. No resources are needed for this goal because I can run outside.
- **Relevant.** I will improve my cardiovascular fitness and endurance.
- **Timing.** I will achieve this goal in 11 weeks by continuously walking and running for a total of 20 minutes, until I can run for 20 minutes straight.

ACTIVITY SCHEDULE

Week 1. Run 1 minute, walk 1 minute continuously for 20 minutes, 3 x per week.

Week 2. Run 2 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 3. Run 3 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 4. Run 4 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 5. Run 5 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 6. Run 6 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 7. Run 7 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 8. Run 8 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 9. Run 9 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 10. Run 10 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

Week 11. Run for 20 minutes continuously.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 5

PO 105 – PARTICIPATE IN RECREATIONAL SPORTS



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M105.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS

Total Time:

3 Sessions or 1 Day

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- determine what sport is to be played;
- consider the participant (age, skill level and physical condition of all members as these factors may play a role in injuries and injury prevention);
- consider the environment (ensure suitable for the chosen sport);
- ensure equipment for the sport is available;
- ensure a first aid station is set up;
- take into account the equipment and facilities which are readily available to the corps/squadron; and
- ensure cadets are made aware prior to arriving to bring or wear proper sports attire.

PRE-LESSON ASSIGNMENT

Cadets are to bring appropriate sports attire.

APPROACH

The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- demonstrate a basic understanding of the specific sport's rules and regulations;
- actively participate in a warm up;
- actively participate in organized team sports; and
- actively participate in a cool down.

IMPORTANCE

It is important for youth to be active in order to promote a healthy, physically active lifestyle. By participating in organized recreational team sports, the cadets are given the opportunity to be active in a team environment.

Teaching Point 1

Introduce Cadets to a Specific Sport's Rules and Regulations

Time: 10 min

Method: Interactive Lecture

HOW TO PLAY THE SPORT

The overview of how to play the sport will differ for each sport listed in the CCO's list of approved sports. Once the instructor has chosen the sport to be played, they should refer to Annex B for a full overview of how to play.

RULES AND REGULATIONS

The rules and regulations of each sport will differ. Once the instructor has chosen the sport to be played, they should refer to Annex B for an overview of the rules and regulations of the sport.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How many players per team?
- Q2. What are the general rules and regulations to be followed?

ANTICIPATED ANSWERS

- A1. Answer will be dependent on the sport played and can be found in Annex B.
- A2. Answer will be dependent on the sport played and can be found in Annex B.

Teaching Point 2

Participate in a Warm Up

Time: 10 min

Method: Participation

PURPOSE OF A WARM UP

A warm up will be composed of light cardiovascular activities designed to:

- stretch the muscles and ligaments;
- 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 muscle temperature to facilitate reactions in muscle tissue.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to get ready for physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs, and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of pre-exercise stretching for every one hour of exercise.



The stretches used should focus on the areas of the body that will be used the most during the given sport.

ACTIVITY

Time: 9 min

OBJECTIVE

The purpose of the warm up is to stretch and do light cardiovascular activity to get the body ready for physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor demonstrate each movement (as per Figure 5-1-1 or 5-1-2). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Have cadets spread out with at least two arm lengths between them.

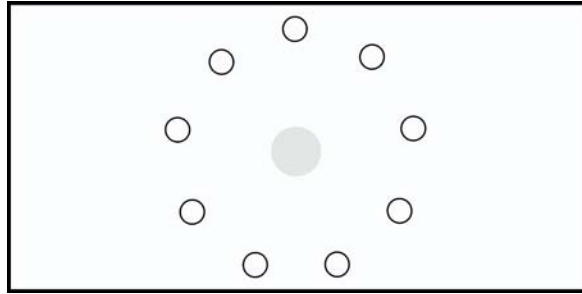


Figure 5-1-1 Instructor in Centre of Warm Up Circle

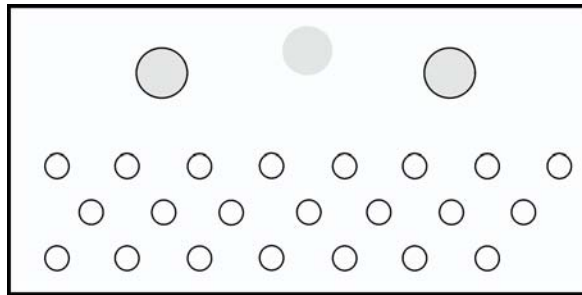


Figure 5-1-2 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between the cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. How long should a stretch be held for?

Q2. What is the purpose of performing light cardiovascular activity before participating in physical activity?

ANTICIPATED ANSWERS

A1. Approximately 10 to 30 seconds.

A2. To gradually increase respiratory action and heart rate and to raise the muscle temperature to facilitate reactions in muscle tissue.

Teaching Point 3

Participate in a Given Sports Activity

Time: 240 min

Method: Participation

PARTICIPATE IN A GIVEN SPORT

In accordance with the rules and regulations, the cadets shall participate in a given sport from the CCO's list of approved sports.



- Sports are to be chosen from the CCO's list of approved sports, which can be found at Annex A.
- The instructor should ensure safety at all times throughout the duration of the activity.

ACTIVITY

Time: 240 min

OBJECTIVE

- Demonstrate a basic understanding of the specific sport's rules and regulations.
- Actively participate in organized team sports.

RESOURCES

- Sports equipment required for the given sport.
- Safety equipment required for the given sport.
- Whistle.
- Stopwatch.
- First aid equipment.

ACTIVITY LAYOUT

- Prior to the commencement of the organized team sport, set-up the sporting venue for the chosen sport.
- Break cadets into even teams.
- Choose a timekeeper to keep the time.
- Choose a scorekeeper to keep the score.
- Choose a referee to call plays as necessary.

- A referee will have an auditory device, such as a whistle, to call plays as necessary.
- Upon completion of the game, the winner will be declared.



Minor changes may have to be made to the set-up of the sport dependent upon the resources and facilities available.

SAFETY

- Ensure cadets are aware of the rules and regulations.
- Supervise at all times throughout the conduct of the activity.
- Ensure a first aid station is set up and all personnel made aware of where it is.
- Ensure a first aider is identified at the beginning of the activity and is available at all times.

INSTRUCTOR GUIDELINES

- Must be in the sporting venue at all times throughout the conduct of the activity.
- Shall have a whistle, or other sound device, in which to stop play when necessary.
- Should make use of assistant instructors, other senior cadets, or officers, to assist in supervision.

Teaching Point 4

Participate in a Cool Down

Time: 10 min

Method: Participation

PURPOSE OF A COOL DOWN

A cool down will be composed of light cardiovascular activities meant to allow the body time to slowly recover from physical activity and to help prevent injury. Cool downs:

- prepare the respiratory system to return to its normal state; and
- stretch muscles and ligaments to help relax them and restore them to their resting length.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to recover from physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.

- Stretching helps to relax your muscles and restore them to their resting length, and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of post-exercise stretching for every one hour of exercise.



The stretches used should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

Time: 9 min

OBJECTIVE

The purpose of the cool down is to stretch and do light cardiovascular activity to allow the body time to recover from physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor as he or she demonstrates each movement (as per Figure 5-1-3 or 5-1-4). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Have cadets spread out with at least two arm lengths between them.

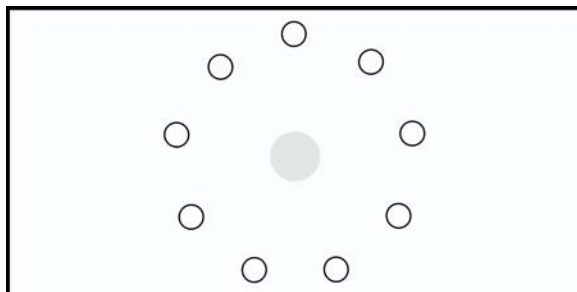


Figure 5-1-3 Instructor in Centre of Cool Down Circle

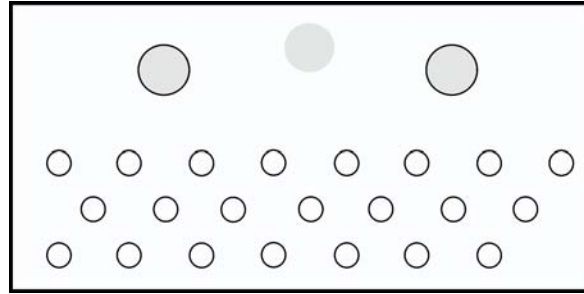


Figure 5-1-4 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner, which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

Q1. What is the purpose of performing a cool down?

ANTICIPATED ANSWERS

A1. To prepare the respiratory and cardiovascular systems to return to their normal state and to stretch the muscles and ligaments to help relax them and restore them to their resting length.

END OF LESSON CONFIRMATION

Cadets will be supervised throughout the duration of the sports event. The focus shall be on the cadets' participation.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be supervised throughout the duration of the sports event.

CLOSING STATEMENT

Every cadet in year one training should be given the opportunity to participate in organized recreational team sports. There should be no focus on competition at this level; rather, the cadets should be focused on participating and demonstrating sportsmanship as a member of a team.

INSTRUCTOR NOTES/REMARKS

The overall objective is for cadets to participate in nine periods of organized sports. This can be broken down in two ways. It can be carried out over three training sessions, where cadets can participate in the same sport, or a different sport, on each night. If done on three nights, cadets are to be introduced to the sport to be played, participate in a warm up, activity, and cool down on each night. If carried out as a training day, cadets are to be introduced to the sport or sports to be played, then are to participate in a warm up, a series of activities, and a cool down.

REFERENCES

- C0-001 (ISBN 0-88011-807-5) Human Kinetics with Thomas Hanlon. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
- C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-030 Ringette Canada. Retrieved 27 April 2006, from www.ringette.ca.
- C0-031 Ultimate. Retrieved 27 April 2006, from www.whatisultimate.com.
- C0-032 Stanford Intramurals, Department of Athletics, Physical Education and Recreation. Retrieved 30 April 2006, from www.stanford.edu/group/Intramurals/kickballrules.html.
- C0-033 Slam Sports (2006). Retrieved 30 April 2006, from www.slam.canoe.ca/FlagFootball/Rules/home.html.
- C0-034 Ultimate Players Association (2000-2005). Retrieved 27 April 2006, from www.upa.org/ultimate.
- C0-035 World Adult Kickball Association (1998-2006). Retrieved 1 May 2006, from www.kickball.com.
- C0-036 Women's Heart Foundation (1999-2000). Retrieved 25 April 2006, from www.womensheart.org/content/Exercise/stretching_exercise.asp.
- C0-037 Walkablock Club of America (2005). Retrieved 25 April 2006, from www.walkablock.com/stretch2.gif.
- C0-038 Shelter Online (2006). Retrieved 25 April 2006, from www.shelterpub.com/_fitness/online_stretches.gif.
- C0-039 Retrieved 25 April 2006, from www.eeshop.unl.edu.

- C0-040 Lose the Back Pain (2006). Retrieved 25 April 2006, from www.losethebackpain.com.
- C0-041 Roadcycling (2006). Retrieved 25 April 2006, from www.roadcycling.com/artman/upload/stretches.jpg.
- C0-042 Spine Universe. Retrieved 25 April 2006, from www.spineuniverse.com.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO C105.01 – PARTICIPATE IN AN ORGANIZED SPORTS TABLOID

Total Time:

3 Sessions or 1 Day

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- determine what events are to be incorporated into the tabloid;
- determine how many participants are expected as this will affect the number of events needed;
- consider the participant (age, skill level, and physical condition of all members as these factors may play a role in injuries and injury prevention);
- consider the environment (ensure it is suitable for the chosen activities);
- ensure equipment for the events are available; and
- ensure cadets are made aware prior to arriving to bring or wear proper sports attire.

PRE-LESSON ASSIGNMENT

Cadets are to bring appropriate sports attire.

APPROACH

The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- actively participate in a warm-up;
- actively participate in an organized sports tabloid;
- actively participate in a cool-down; and
- demonstrate good sportsmanship.

IMPORTANCE

The sports tabloid allows cadets to participate in a variety of activities:

- It is an effective and enjoyable manner of involving a large number of cadets in low-level competition.
- Is motivation for the lower-level or average-level performers to participate.
- A large number of personnel can participate in activities at one time.
- One event can provide personnel participation in a wide variety of activities.
- Can be designed around already existing facilities and equipment.
- Emphasis is placed on team effort rather than individual high performance by a cadet.

Teaching Point 1

Introduction to Sports Tabloid Rules and Regulations

Time: 10 min

Method: Interactive Lecture

RULES AND REGULATIONS

The rules and regulations to be used for a sports tabloid will vary depending upon the corps/squadron and the facilities available to them. Some considerations to take into account include the following:

- Competitors must rotate through events in a pre-arranged fashion – a diagram of stations can be displayed or signs with station numbers can be put at each station.
- A whistle, or other such signalling device, should be used to commence and complete each event, as well as to tell cadets when to rotate stations.
- Describe standards to be met at each event (how many points for achievement, etc.) – this may be done at the beginning as an overview if the tabloid is fairly small, or time can be given at the beginning of each event for the scorekeeper to brief each team on the station before they participate in the activity.
- There must be a runner for each team to bring their score from each station to the master scorer.
- Time should be given at the beginning of each station for the scorekeeper to give a demonstration of how the event should take place.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Describe how teams are to rotate from event to event.

ANTICIPATED ANSWERS

A1. Teams are to rotate in the pre-arranged fashion according to some type of sounding device.

Teaching Point 2**Participate in a Warm Up**

Time: 10 min

Method: Participation

PURPOSE OF A WARM UP

A warm-up will be composed of light cardiovascular activities designed to:

- stretch the muscles and ligaments;
- 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 muscle temperature to facilitate reactions in muscle tissue.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to get ready for physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and improve flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of pre-exercise stretching for every one hour of exercise.

ACTIVITYTime: 9 min

OBJECTIVE

The purpose of the warm-up is to stretch and do light cardiovascular activity to get the body ready for physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor demonstrate each movement (as per Figure 5-2-1 or 5-2-2). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Have cadets spread out with at least two arm lengths between them.

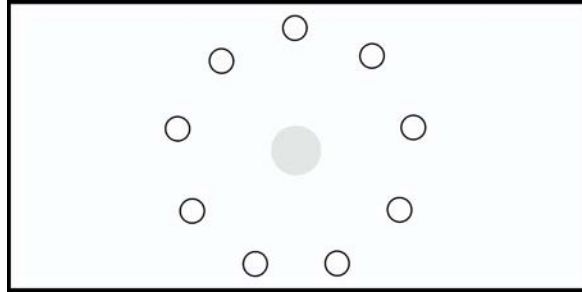


Figure 5-2-1 Instructor in Centre of Warm Up Circle

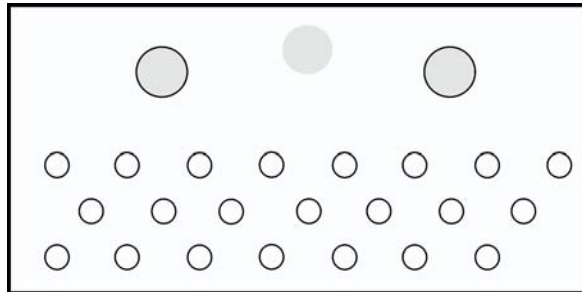


Figure 5-2-2 Instructor at Front With Assistant Instructors

SAFETY

- Ensure the cadets are spread out enough that they are not in each other's way.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How long should a stretch be held for?
- Q2. What is the purpose of performing light cardiovascular activity before participating in physical activity?

ANTICIPATED ANSWERS

- A1. Approximately 10 to 30 seconds.
- A2. To gradually increase respiratory action and heart rate and to raise the muscle temperature to facilitate reactions in muscle tissue.

Teaching Point 3**Participate in an Organized Sports Tabloid**

Time: 240 min

Method: Participation

PARTICIPATE IN AN ORGANIZED SPORTS TABLOID

In accordance with the rules and regulations, cadets should participate actively in an organized sports tabloid.



Activities may be taken from the sample list provided at Annex D or can be made up to suit the corps/squadron's equipment and facilities which are available to them.



The instructor should ensure safety at all times throughout the conduct of the sports tabloid.

ACTIVITY

Time: 240 min

OBJECTIVE

To allow cadets to actively participate in an organized sports tabloid. The sports tabloid allows a larger number of cadets to participate at the same time in low-level competition. It also gives the lower or average-level performers motivation to participate as the emphasis is on team performance rather than individual skill or high-performance by an individual cadet.

RESOURCES

- Suggested activity/equipment list.
- Safety equipment, as necessary.
- First aid equipment.
- Tables (x number of stations, if required).

- Whistle (or other auditory signalling device).
- Stopwatch.
- Master score sheet (sample can be found at Annex G).
- Stations score sheets (sample can be found at Annex F).
- Station number posters (8 in. x 11 in. sheet of paper with numbers on them to be placed at stations for identification).
- Tape.



See Annexes D and E.

ACTIVITY LAYOUT

- Prior to the commencement of the sport tabloid, set up the activity area, similar to Figure 5-2-3.
- Break cadets into teams evenly.
- Send each team to a station.
- If required, station scorekeepers will have a specific amount of time to demonstrate the activity at their station.
- Upon a sound signal, stations will start the activity.
- A timekeeper/master scorekeeper will time each event.
- Upon a sound signal, teams will stop the activity and sit down at their station.
- Station scorekeepers will complete the tally and give it to a runner to take to the master scorekeeper.
- When the master scorekeeper has tallied all team scores, a sound signal will be given for teams to rotate to the next station.
- Teams will progress to the next station and get a demonstration of the activity at that station, if required.
- Teams will continue in this fashion, until they have completed all the stations.
- Upon completion of the tabloid, the master scorekeeper will complete the final tally.
- Winners are determined and announced.

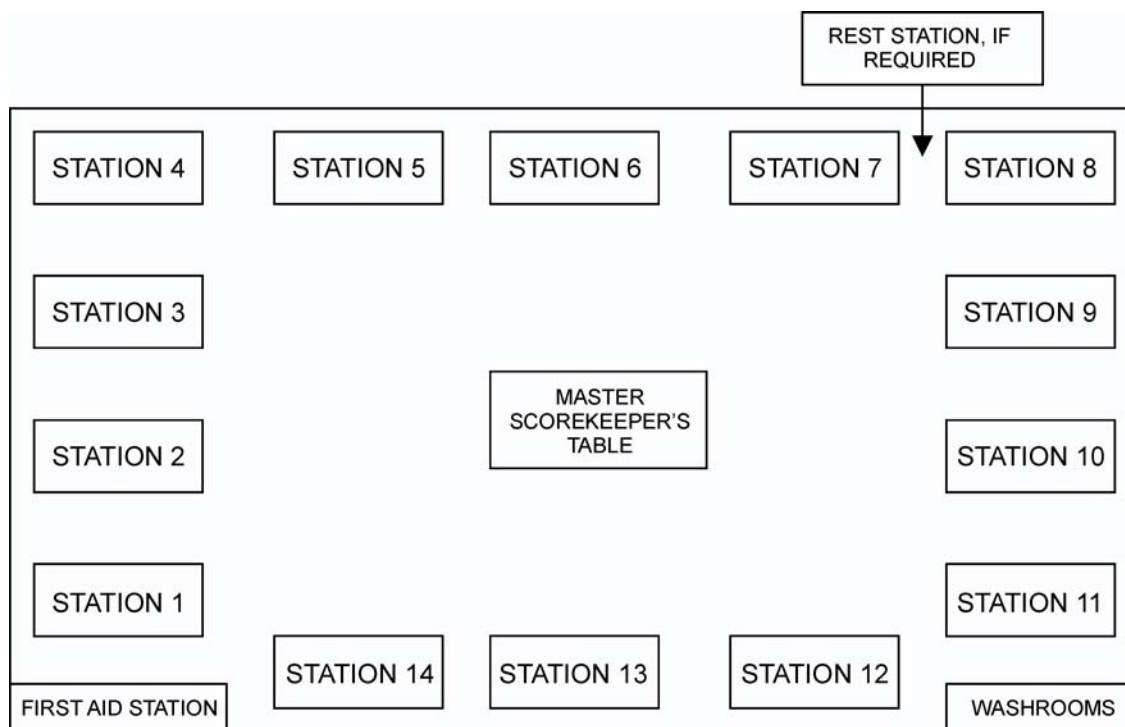


Figure 5-2-3 Sample Tabloid Set-up



Minor changes may have to be made to the set-up of the tabloid area dependent upon the resources and facilities available.

SAFETY

- Ensure cadets are aware of the proper rules and regulations.
- Supervise at all times throughout the conduct of the activity.
- Ensure a first aid station is set up and all personnel are made aware of where it is.
- Ensure a first aider is identified at the beginning of the activity and is available at all times.

INSTRUCTOR GUIDELINES

- Must be in the sporting venue at all times throughout the conduct of the activity.
- Shall have a whistle, or other auditory device, in which to stop play when necessary.
- A timekeeper must ensure timings are followed at each station and give a sound signal to start and stop each event.
- Should make use of assistant instructors, other senior cadets, or officers, to assist in supervision. This is easily done during a sports tabloid as it is necessary to have scorekeepers at each station who can be briefed on all safety regulations and assist in overall supervision of the cadets.

Teaching Point 4**Participate in a Cool Down**

Time: 10 min

Method: Participation

PURPOSE OF A COOL DOWN

A cool-down will be composed of light cardiovascular activities meant to allow the body time to slowly recover from physical activity and to help prevent injury. Cool downs:

- prepare the respiratory system to return to its normal state; and
- stretch muscles and ligaments to help relax them and restore them to their resting length.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to recover from physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and restore them to their resting length, and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of post-exercise stretching for every one hour of exercise.

ACTIVITYTime: 9 min

OBJECTIVE

The purpose of the cool-down is to stretch and do light cardiovascular activity to allow the body time to recover from physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor as they demonstrate each movement (as per Figure 5-2-4 or 5-2-5). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Have cadets spread out with at least two arm lengths between them.

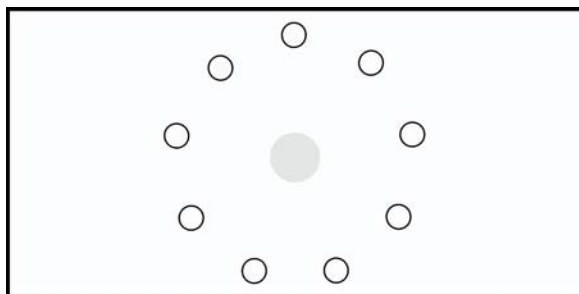


Figure 5-2-4 Instructor in Centre of Cool Down Circle

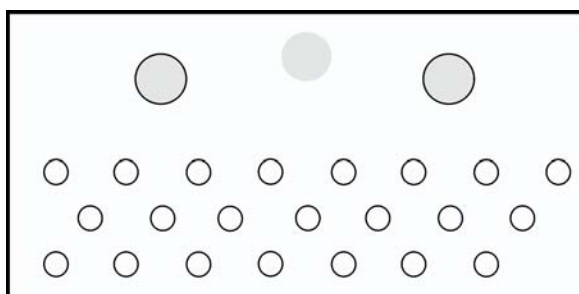


Figure 5-2-5 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Properly demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is the purpose of performing a cool-down?

ANTICIPATED ANSWERS

- A1. To prepare the respiratory and cardiovascular systems to return to their normal state and to stretch the muscles and ligaments to help relax the muscles and restore them to their resting length.

END OF LESSON CONFIRMATION

Cadets will be supervised throughout the conduct of the sports tabloid. The focus shall be on the cadets' participation and ability to act as a member of a team.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be supervised throughout the conduct of the sports tabloid.

CLOSING STATEMENT

Every cadet in year one training may be given the opportunity to participate in an organized sports tabloid. There should be no focus on competition at this level; rather, the cadets should be focused on participating and demonstrating sportsmanship as a member of a team.

INSTRUCTOR NOTES/REMARKS

The overall objective is for cadets to participate in nine periods of sports tabloid events. This can be carried out in two ways, if chosen as part of the complementary training package. Three complete training sessions or a full training day can be used to complete this event.

REFERENCES

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-036 Women's Heart Foundation (1999-2000). Retrieved 25 April 2006, from www.womensheart.org/content/Exercise/stretching_exercise.asp.
- C0-037 Walkablock Club of America (2005). Retrieved 25 April 2006, from www.walkablock.com/stretch2.gif.
- C0-038 Shelter Online (2006). Retrieved 25 April 2006, from www.shelterpub.com/_fitness/online_stretches.gif.
- C0-039 Retrieved 25 April 2006, from www.eeshop.unl.edu.
- C0-040 Lose the Back Pain (2006). Retrieved 25 April 2006, from www.losethebackpain.com.
- C0-041 Roadcycling (2006). Retrieved 25 April 2006, from www.roadcycling.com/artman/upload/stretches.jpg.
- C0-042 Spine Universe. Retrieved 25 April 2006, from www.spineuniverse.com.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO C105.02 – PARTICIPATE IN AN ORGANIZED INTRAMURAL SPORTS EVENT

Total Time:

3 Sessions or 1 Day

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- determine what sport(s) are to be played dependent on the number of expected participants;
- organize a timetable and distribute it to all participants;
- consider the participant (age, skill level, and physical condition of all members as these factors may play a role in injuries and injury prevention);
- consider the environment (suitable environment for the chosen sport);
- ensure equipment for event(s) is available;
- consider the type of tournament – the type of tournament to be held will directly affect how winners will be defined;
- determine the type of tournament based on Annex H; and
- ensure cadets are made aware prior to arriving to bring or wear proper sports attire.

PRE-LESSON ASSIGNMENT

Cadets are to bring appropriate sports attire.

APPROACH

The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- demonstrate a basic understanding of the sport's rules and regulations;
- actively participate in a warm-up;
- actively participate in organized intramural sports; and
- actively participate in a cool-down.

IMPORTANCE

It is important for today's youth to be active and to learn how to act as a member of a team. By playing organized intramural sports, the cadets are given the opportunity to participate in something that contributes to a healthy, physically active lifestyle.

Teaching Point 1

Introduce Cadets to a Specific Sport and Its Rules and Regulations

Time: 5 min

Method: Interactive Lecture

OVERVIEW OF HOW TO PLAY THE SPORT(S)

The overview of how to play the sport(s) will differ for each sport listed in the Canadian Cadet Movement's list of approved sports, found at Annex A. Once the instructor has chosen the sport(s) to be played, they should refer to Annex B for a full overview of how to play.

RULES AND REGULATIONS

The rules and regulations of each sport will differ. Once the instructor has chosen the sport(s) to be played, they should refer to Annex B, for a full overview of the rules and regulations of the sport(s). Dependent upon the level of competition, only the rules and regulations determined necessary to play to that level will have to be given to the cadets.

Teaching Point 2

Introduce Cadets to the Procedures To Be Used for the Intramural Sports Event

Time: 5 min

Method: Interactive Lecture

INTRAMURAL SPORTS EVENT PROCEDURES

The procedure to be used will be dependent upon the sport(s) taking place, the venue it is taking place in, the number of participants, the type of tournament and the type of competition. Information to help assist in determining types of tournaments and how they should be set up can be found in Annex H.

Teaching Point 3

Participate in a Warm Up

Time: 10 min

Method: Participation

PURPOSE OF A WARM UP

A warm-up will be composed of light cardiovascular activities designed to:

- stretch the muscles and ligaments;

- 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.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to get ready for physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of pre-exercise stretching for every one hour of exercise.



The stretches used should focus on the areas of the body that will be used the most during the given sport(s).

ACTIVITY

Time: 9 min

OBJECTIVE

The purpose of the warm-up is to stretch and do light cardiovascular activity to get the body ready for physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor demonstrate each movement (as per Figure 5-3-1 or 5-3-2). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Cadets should be spread out to have at least two arm lengths between them.

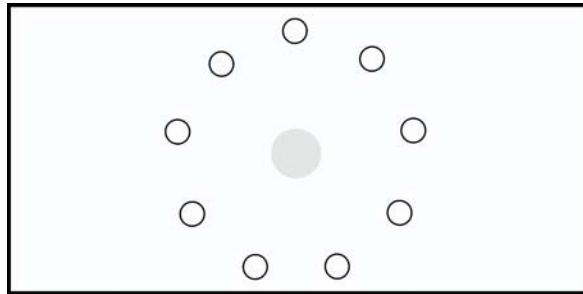


Figure 5-3-1 Instructor in Centre of Warm Up Circle

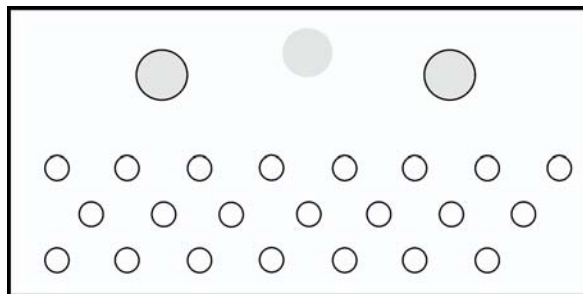


Figure 5-3-2 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between the cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Properly demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. How long should a stretch be held for?

Q2. What is the purpose of performing light cardiovascular activity before participating in physical activity?

ANTICIPATED ANSWERS

A1. Approximately 10 to 30 seconds.

A2. To gradually increase respiratory action and heart rate and to raise the muscle temperature to facilitate reactions in muscle tissue.

Teaching Point 4

Participate in an Organized Intramural Sports Event

Time: 240 min (1 Day)

Method: Participation

PARTICIPATE IN AN ORGANIZED INTRAMURAL SPORTS EVENT

In accordance with the rules and regulations, the cadets shall participate in a given sport from the CCO's list of approved sports, which can be found in Annex A.



The instructor is to ensure safety at all times throughout the conduct of the activity.

ACTIVITY

Time: 240 min

OBJECTIVE

- Demonstrate a basic understanding of the specific sport's rules and regulations.
- Participate actively in organized intramural sports.

RESOURCES

- Sports equipment required for the given sport.
- Safety equipment required for the given sport.
- Whistle.
- Stopwatch.
- First aid equipment.

ACTIVITY LAYOUT

- Prior to the commencement of the organized intramural sport event, set up the sporting venue for the chosen sport(s).
- Break participants into teams evenly (via corps/squadron or division/platoon/flight).
- A timekeeper will keep the time.
- A scorekeeper will keep the score.

- A referee will have an auditory device, such as a whistle, to call plays as necessary.
- Upon completion of the game, declare the winner.



Minor changes may have to be made to the set-up of the sport dependent upon the resources and facilities available.

SAFETY

- Ensure cadets are aware of the rules and regulations.
- Ensure assistant instructors are providing supervision at all times during the duration of the activity.
- Ensure a first aid station is set up and all personnel are made aware of where it is.
- Ensure a first aider is identified at the beginning of the activity and is available at all times.

INSTRUCTOR GUIDELINES

- Must be in the sporting venue at all times throughout the conduct of the activity.
- Shall have a whistle, or other sound device, with which to stop play when necessary.
- Should make use of assistant instructors, other senior cadets, or officers, to assist in supervision.

Teaching Point 5

Participate in a Cool Down

Time: 10 min

Method: Participation

PURPOSE OF A COOL DOWN

A cool-down will be composed of light cardiovascular activities meant to allow the body time to slowly recover from physical activity and to help prevent injury. Cool downs:

- prepare the respiratory system to return to its normal state; and
- stretch muscles and ligaments to help relax them and restore them to their resting length.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to recover from physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.

- Stretching helps to relax your muscles and restore them to their resting length, and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of post-exercise stretching for every one hour of exercise.



The stretches used should focus on the areas of the body that were used the most during the sport(s) activity.

ACTIVITY

Time: 9 min

OBJECTIVE

The purpose of the cool-down is to stretch and do light cardiovascular activity to allow the body time to recover from physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor as they demonstrate each movement (as per Figure 5-3-3 or 5-3-4). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Cadets should be spread out to have at least two arm lengths between them.

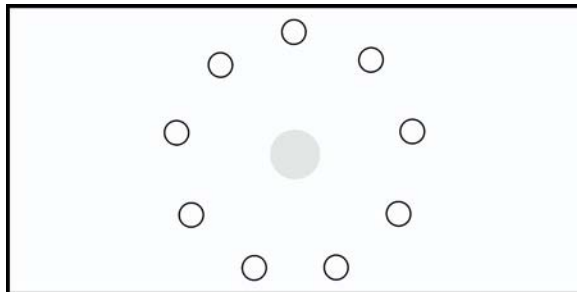


Figure 5-3-3 Instructor in Centre of Cool Down Circle

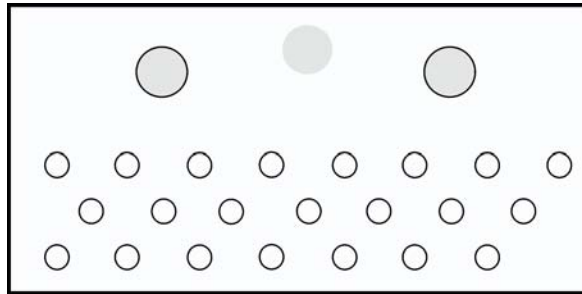


Figure 5-3-4 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

Q1. What is the purpose of performing a cool-down?

ANTICIPATED ANSWERS

A1. To prepare the respiratory and cardiovascular systems to return to their normal state and to stretch the muscles and ligaments to help relax them and restore them to their resting length.

END OF LESSON CONFIRMATION

Cadets will be supervised throughout the duration of the intramural sport(s) event. The focus shall be on the cadets' participation.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment for this EO. Cadets will be supervised throughout the duration of the intramural sports event.

CLOSING STATEMENT

Every cadet in year one training may be given the opportunity to participate in organized intramural sports. There should be no focus on competition at this level; rather, the cadets should be focused on participating and demonstrating sportsmanship as a member of a team.

INSTRUCTOR NOTES/REMARKS

The organized intramural sports can be broken down in two ways. The overall objective is for cadets to participate in nine periods of intramural sports. This can be carried out over three training sessions, or it can be done as a training day.

REFERENCES

- Cadets Canada. (2007). Canadian Cadet Movement List of Approved Sports (Annexes A and B).
- C0-001 (ISBN 0-88011-807-5) Hanlon, T. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers.
- C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-030 Ringette Canada. Retrieved 27 April 2006, from www.ringette.ca.
- C0-031 Ultimate. Retrieved 27 April 2006, from www.whatisultimate.com.
- C0-032 Stanford Intramurals, Department of Athletics, Physical Education and Recreation. Retrieved 30 April 2006, from www.stanford.edu/group/Intramurals/kickballrules.html.
- C0-033 Slam Sports (2006). Retrieved 30 April 2006, from www.slam.canoe.ca/FlagFootball/Rules/home.html.
- C0-034 Ultimate Players Association (2000-2005). Retrieved 27 April 2006, from www.upa.org/ultimate.
- C0-035 World Adult Kickball Association (1998-2006). Retrieved 1 May 2006, from www.kickball.com.
- C0-036 Women's Heart Foundation (1999-2000). Retrieved 25 April 2006, from www.womensheart.org/content/Exercise/stretching_exercise.asp.
- C0-037 Walkablock Club of America (2005). Retrieved 25 April 2006, from www.walkablock.com/stretch2.gif.
- C0-038 Shelter Online (2006). Retrieved 25 April 2006, from www.shelterpub.com/_fitness/online_stretches.gif.
- C0-039 Retrieved 25 April 2006, from www.eeshop.unl.edu.

- C0-040 Lose the Back Pain (2006). Retrieved 25 April 2006, from www.losethebackpain.com.
- C0-041 Roadcycling (2006). Retrieved 25 April 2006, from www.roadcycling.com/artman/upload/stretch.jpg.
- C0-042 Spine Universe. Retrieved 25 April 2006, from www.spineuniverse.com.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO C105.03 – PARTICIPATE IN AN ORIENTEERING EVENT

Total Time:

3 Sessions or 1 Day

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- gather all equipment discussed in the lesson;
- put a sample score card on each cadet's desk for TP1;
- photocopy samples of real orienteering score cards, so the cadets may keep them after the lesson;
- arrange for assistants to help with TP5 to TP7; and
- set up an orienteering course.

PRE-LESSON ASSIGNMENT

Cadets are to bring appropriate sports attire.

APPROACH

The interactive lecture method was chosen for TP1 and TP4 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The demonstration and performance methods were chosen for TP2 due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

The participation method was chosen for TP5 to TP7 as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in an orienteering event.

IMPORTANCE

It is important for today's youth to be active and to learn how to act as a member of a team. By participating as an individual or as a member of an orienteering team, the cadets are given the opportunity to be active in a sport that will contribute to their living a healthy, physically active lifestyle.

Teaching Point 1

Identify Orienteering Equipment




Time: 15 min

Method: Interactive Lecture

MARGINAL INFORMATION ON MAPS

The marginal information found on a map includes:

- **Scale.** Map scale is found at the bottom of the map title. The most common scales for topographical maps in Canada are 1:25 000 and 1:50 000. Common orienteering map scales are 1:5000, 1:10 000, 1:15 000 and 1:20 000. This means that one unit on the map represents 5000 units on real terrain. The smaller the map scale, the smaller the area is, and the more detail there is available to the competitor.
- **International Orienteering Federation (IOF) Colours.** The IOF has standardized colours:
 - Brown: Land forms/elevation features.
 - Black: Man made features.
 - Blue: Water and marsh.
 - Yellow: Open and semi-open areas with good visibility.
 - White: Forest providing good running for that type of forest.
 - Green: Vegetation.
 - Violet: Course overprinting and out-of-bounds areas.
- **IOF Symbols.** These symbols are simplified representations of map features that are universal to all orienteering competitors in all countries in the world. These are hints that appear on a description sheet. These symbols have been divided into five groups as follows:
 - landforms;
 - rock features;
 - man-made features;
 - water features; and
 - vegetation.

	Cave	A hole in a rock face or hillside, often leading to underground workings.
	Boulder	A prominent free-standing block of rock or stone.
	Boulder Field	An area covered by so many boulders that they cannot be individually mapped.

International Specifications for Control Descriptions

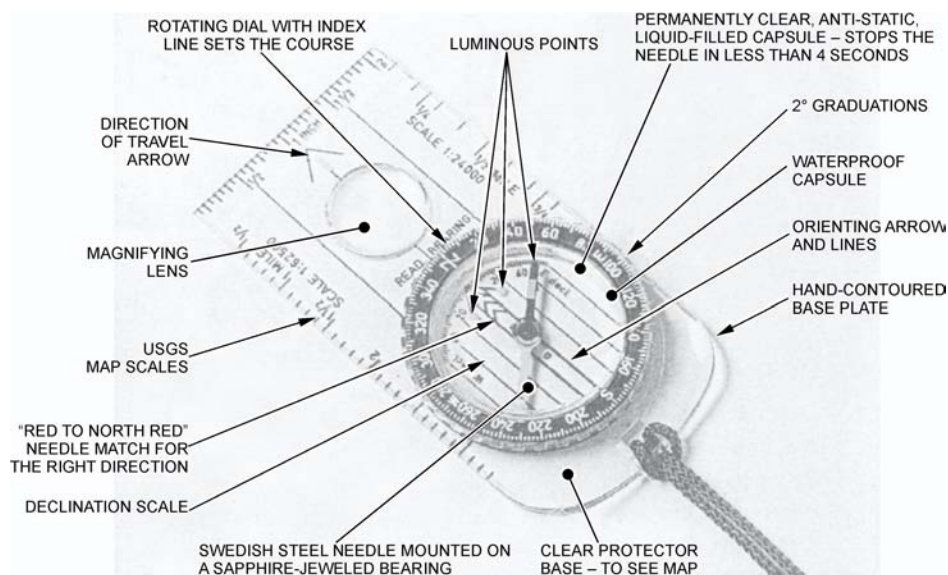
Figure 5-4-1 Example of IOF Symbols

- **Contour Lines.** A contour line is an imaginary line on the ground along which all points are at the same height above sea level (Orienteering: Level 1 Coaching). Contour lines help illustrate shapes and forms on the ground and give a picture of the terrain to the map user. When contour lines are close together, the slope is steeper. When they are spaced apart, the slope is gentle.
- **Contour Intervals.** The contour interval is the vertical distance in the terrain between points situated on two adjacent contour lines (Orienteering: Level 1 Coaching). This interval is usually in feet on a topographical map and in metres on an orienteering map.



IOF symbols and information found on a description card are located on the IOF's Website at <http://www.orienteering.org/footo/pictsymb.htm>.

PARTS OF THE ORIENTEERING COMPASS



Be Expert With Map & Compass: The Complete Orienteering Handbook

Figure 5-4-2 Orienteering Compass

- **Magnetic Needle.** Suspended on a sharp point so it can swing freely. The north end of it is red, and on some models, it is also marked with a luminous band.

- **Compass Housing.** Marked with the initials of the four cardinal points, it is also divided into degree lines. Each space between the lines is 2°. The bottom is transparent and has an orienting arrow which points to 360° north. The housing can be rotated manually on the standard base plate model, but is fixed on the thumb compass.
- **Base Plate.** Rectangular and transparent, which can be turned easily. It runs from the edge of the compass housing to the front edge of the plate where it spreads into an arrow, called the direction of travel arrow. The raised part of the base plate has a black index pointer on a white background to show at what degree number the compass housing is set. The side edge of the base plate has markings for measuring and is the measuring scale. Some are in millimetres and some are in more common map scales.

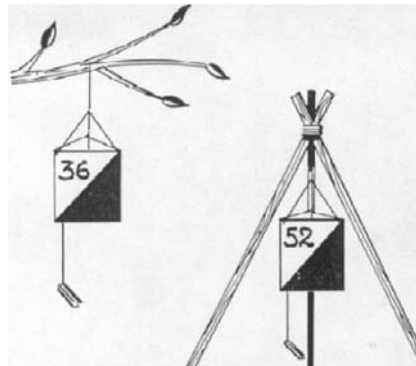


The diagram refers to “red to north red” needle match for determining the right direction. You may also hear it referred to as “red in the bed”, and may offer it to the cadets as a way to check that their compass is oriented.

SCORING EQUIPMENT

Scoring equipment includes:

- **Control Markers.** Found at control points on an orienteering course, they consist of three squares joined together into a hollow triangular shape. Control markers are divided diagonally bottom left to top right into two triangles. The top left hand triangle is white and the bottom right hand triangle is an orange-red colour.



Be Expert With Map & Compass: The Complete Orienteering Handbook

Figure 5-4-3 Control Markers

- **Control Punches (Clippers).** Attached to the control markers, the punch will often hang from the control marker. Each one on an orienteering course is different and therefore aids an orienteering competition in having the competitors collect them in a specified order. Each punch has a different series of numbers or letters.
- **Description Sheets.** The control description sheet contains all the information on the competitor and their race, as well as IOF symbols or written descriptions of the control points.
- **Score Cards.** Also known as the control card, it is what the competitor uses to collect the stamps of the control markers on the course. It is handed in at the end of the race.

Orienteering® Control Point Card		CLASS MI	COURSE W	No. 16	FINISH 1:46:45					START 18:00						
COLOUR		NAME JOHN DOE			CLUB NONESUCH					compass						
SILVA®		day	time ck	punch ck	place	TIME 1:28:45					DETACH					
ALL COMPETITORS MUST REPORT TO THE FINISH												FOLD				
11	12	13	14	15	16	17	18	19	20	TIME 1:28:45	COLOUR	PLACE MI				
1	2	3	4	5	6	7	8	9	10	DAY	COURSE W	NAME JOHN DOE				
										CLASS	CLUB NONESUCH					

Be Expert With Map & Compass: The Complete Orienteering Handbook

Figure 5-4-4 Silva Score Card



Orienteering control markers can be improvised by using cardboard or plastic gallon jugs.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What colour represents water and marsh?
- Q2. If contour lines are close together, what slope would you expect to come across?
- Q3. What is one of the three main parts on an orienteering compass?
- Q4. What are some types of scoring equipment?
- Q5. What is found on the description card?

ANTICIPATED ANSWERS

- A1. Blue represents water and marsh.
- A2. The slope is steep.
- A3. The magnetic needle, compass housing or base plate.
- A4. Any of the following: description card, score sheet, control markers.
- A5. The description card offers the competitor a description of what can be found at the control point.

Teaching Point 2

Explain and Demonstrate Orienteering Techniques

Time: 15 min

Method: Demonstration and Performance

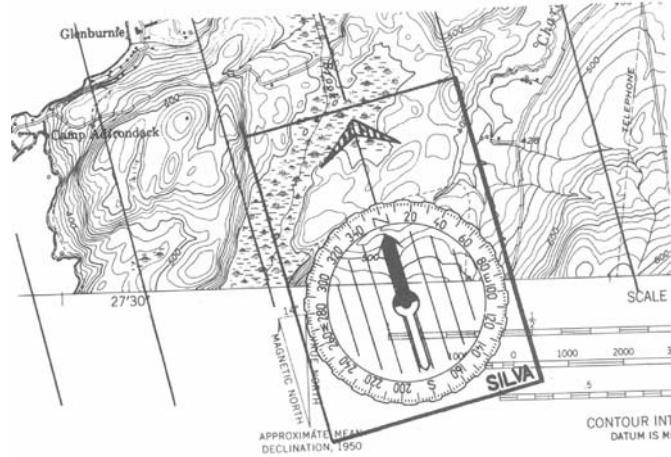
ORIENTEERING TECHNIQUES

Orienteering techniques include:

- **Folding and Holding the Map.** Folding the map involves the orienteer gently folding the map once so that the route is showing, running along the direction of travel, with everything else folded out of the way.

It helps the orienteer see only the information pertaining to them at the time. Holding the map depends on what kind of compass the orienteer is using and the hand the compass will be carried in.

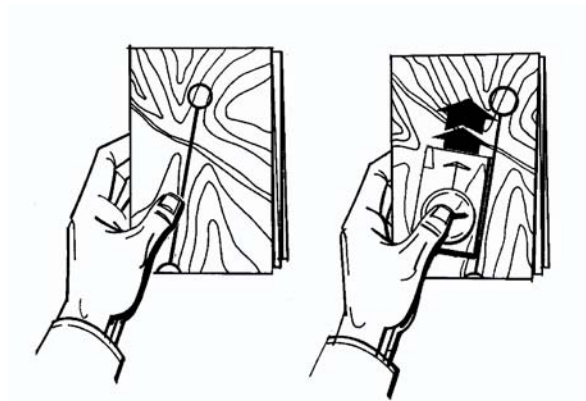
- **Orienting the Map.** A map is oriented when north on the map is aligned with north on the terrain. The map user should pick out two to three objects in front of them, and then locate them on the map. The real landmarks and the ones on the map should line up. This is called orienting the map by inspection. To orient a map with a compass, the easiest way is to place the edge of the base plate parallel with the magnetic-north line, then turn the map until the compass on it is oriented.



Be Expert With Map & Compass: The Complete Orienteering Handbook

Figure 5-4-5 Orienting a Compass to Map

- **Thumbing Position on the Map.** The orienteer should be holding the map properly and then place their thumb on the map to mark their position at all times. It saves time, helping to quickly determine where the orienteer is, no matter how many times they have to stop and look at their map. Two main steps involved in this process are ensuring the map is held properly and holding the map so it is oriented to the north.



Be Expert With Map & Compass: The Complete Orienteering Handbook

Figure 5-4-6 Thumbing Position

- **Determining Distance.** Orienteers should not rely on features for judging distance. They may no longer exist though they still appear on the map. The best way is “step counting” or pacing. This is determined by knowing how many steps or paces an individual takes in 100 metres. To save time, an orienteer should know this before beginning a race.

- **Checking Off Features.** Linear features that appear before the control alert the orienteer that the control is nearby. As an orienteer navigates toward the control, they have a mental checklist of the features as they come upon them.



The instructor should walk the cadets through using these techniques outside explaining them as they go.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the purpose of keeping your thumb on your map?
- Q2. What is the best way of judging distance for an orienteer?
- Q3. What is checking off features?

ANTICIPATED ANSWERS

- A1. To keep track of location.
- A2. Counting steps or pacing.
- A3. Checking off features is a technique where the orienteer makes a mental checklist of the features leading to their control, helping them determine how close they are to the control.

Teaching Point 3

Explain Techniques for Route Evaluation

Time: 10 min

Method: Demonstration and Performance

TECHNIQUES FOR ROUTE EVALUATION

Techniques for route evaluation include:

- **Handrails.** A prominent linear feature that runs more or less parallel to the direction you are supposed to go and takes you to your control. A path between two points would be a handrail.
- **Catching Features.** Sometimes called collecting features. A technique for route evaluation that helps the orienteer make a mental checklist of all the features they must collect or catch before they can get to their control. It is a large distinct feature situated across the line of travel on the route to, or beyond, the control. It must be a feature that is easy to recognize in the terrain, such as a large pond or power line. If it is situated in front of the control it acts as an alert to the control. When situated beyond the control it alerts the orienteer that they have travelled past the point of the control.
- **Attack Points.** Some points are located on small features which are not easily found. For this, the orienteer might locate a larger feature as close to the control as possible. The orienteer will look for this feature, called the “attack point”, run towards this point, and then look for the control close by.
- **Attacking From Above.** A control located on the side of a slope is easier for the orienteer to find when they are coming down the slope. The orienteer gets a better view of the terrain by looking down on it, and is therefore able to find the best route to the control.

- **Height Assessment Versus Detouring Around.** When a hill is in the way of running from one control to the next, a decision must be made by the orienteer whether to go over or around. It must be decided if it is easier for the individual to climb up the slope and possibly expend more energy, or to go around, which may be a longer route but easier to run due to level ground. The elevation of the slope may be a deciding factor.
- **Long Easy Route Versus Short Tough Route.** Another decision that must be made by the competitor is the progress that can be made dependent on the vegetation that will be encountered. They must take into consideration the distance to travel both routes, and how quickly they will be able to travel over the type of terrain.



The instructor should walk the cadets through the use of these techniques outside explaining them as they go.



This may seem overwhelming for the novice orienteer, but cadets should know that they would naturally use some of these techniques without realizing it.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Why does the orienteer need attack points?
- Q2. What are catching or collecting features?

ANTICIPATED ANSWERS

- A1. The orienteer needs attack points, because controls are often placed on small features that are difficult to find.
- A2. An orienteer may make a mental checklist of features before their control and collect them so they can tell how far away they are from the control.

Teaching Point 4

Identify Map Reading Techniques

Time: 10 min

Method: Interactive Lecture

MAP READING TECHNIQUES

Map reading techniques include:

- **“CART” Technique.** A systematic approach to map reading, represented by an acronym meaning:
 - **Control.** What control is the orienteer trying to find?
 - **Attack Point.** What is an attack point that is easy to identify? It should be close to and before the marker, should be distinct, prominent and easy to reach.
 - **Route Choice.** What is the best route to the attack point? This will depend on the nature of the terrain, the distance to be covered, and the skills and abilities of the orienteer.

- **Technique.** What is the best technique to use on each leg of the competition? This will once again depend on the terrain, distance, and the individual orienteer, but must be decided before starting the leg.
- **Map Simplification.** Is a process where only the large and relevant features are noted while irrelevant and/or minor details are ignored. Modern maps are very detailed and can be confusing to an orienteer who might read all detail. This method of simplifying the map makes it easier for the orienteer to proceed quickly through detailed terrain and to go from one control to the next attack point by reading only the large and more pertinent details.
- **Rough Map Reading.** In this manner an orienteer navigates through the course by reading the large, easily recognizable features while excluding small details. It allows for faster running while reading the large features and noting only approximate positions from the map. This technique is used to navigate from one control, or the start point, to the attack point for the next control in terrain with distinct features. An important rule to remember is to never run further than where you know you approximately are on the map.
- **Precision Map Reading.** In this manner an orienteer reads the small accurate details in the terrain, allowing them to know their exact position at all times. This technique is used primarily when navigating from the attack point to the control, in an area which is full of map detail. When precision map reading, it is important to run at a speed that permits you to know exactly where you are on the map.
- **Pace Counting.** Many orienteers will use it along a handrail to find an attack point and then from an attack point to a control located on a point feature. To count your paces, count every second pace, or how many times your left foot hits the ground, over a 100-metre distance. An orienteer should always know their paces before starting a meet.
- **Distance Estimation.** For distance estimation, the orienteer would notice that two distances on the map are almost identical and would count their paces over the first distance, and thus determine how many paces would be necessary to cover the second distance based on their first number.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is the “CART” technique?
- Q2. What is map simplification?

ANTICIPATED ANSWERS

- A1. A systematic approach to map reading that encompasses control, attack point, route choice, and technique.
- A2. Map simplification is a process of noting only the large, important features and ignoring the smaller features in order to make it easier to get to the next control.

Teaching Point 5

Participate in a Warm Up

Time: 10 min

Method: Participation

PURPOSE OF A PROPER WARM UP

A warm-up will be composed of light cardiovascular activities designed to:

- stretch the muscles and ligaments;

- 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.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to get ready for physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of pre-exercise stretching for every one hour of exercise



The stretches used should focus on the areas of the body that will be used the most during the orienteering event.

ACTIVITY

Time: 9 min

OBJECTIVE

The purpose of the warm-up is to stretch and do light cardiovascular activity to get the body ready for physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor demonstrate each movement (as per Figure 5-4-7 or 5-4-8). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Cadets should be spread out to have at least two arm lengths between them.

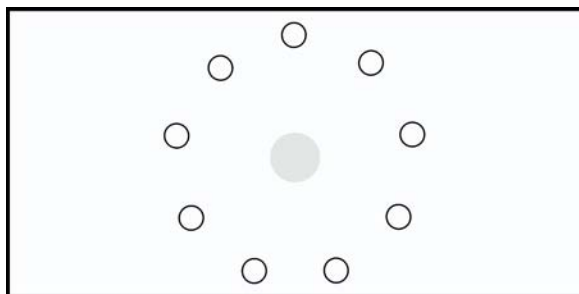


Figure 5-4-7 Instructor in Centre of Warm Up Circle

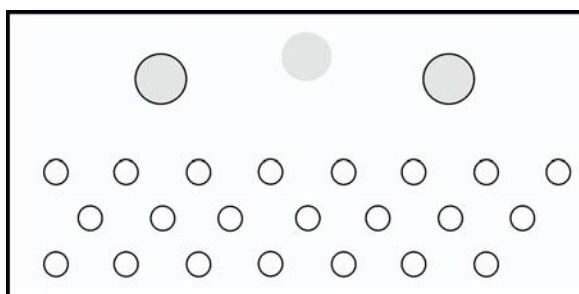


Figure 5-4-8 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between the cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. How long should a stretch be held for?

Q2. What is the purpose of performing light cardiovascular activity before participating in physical activity?

ANTICIPATED ANSWERS

A1. Approximately 10 to 30 seconds.

A2. To gradually increase respiratory action and heart rate and to raise the muscle temperature to facilitate reactions in muscle tissue.

Teaching Point 6

Participate in an Orienteering Event

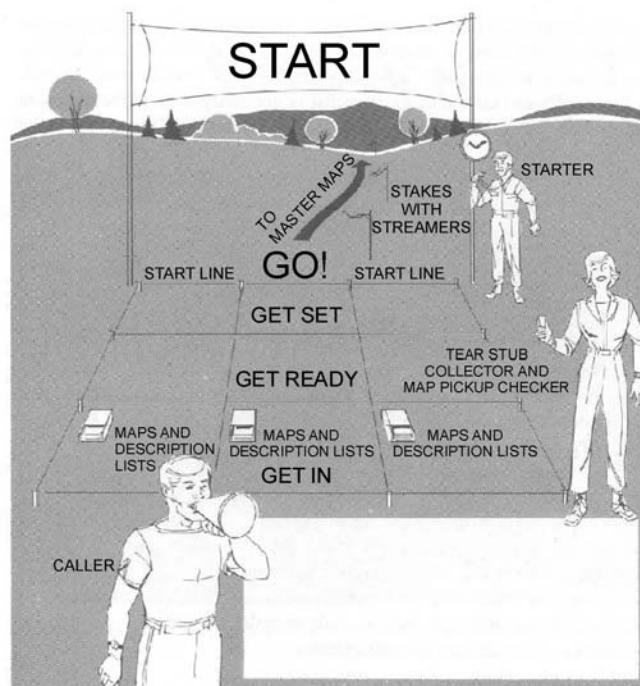
Time: 190 min

Method: Participation

STARTING

At this point, the cadets will move to the starting line to be sent off by a blast from the instructor's whistle. At this point a departure time must be written down on the recorder's sheet, as per the example in Figure 5-4-10.

Usually at the beginning of the event there will be an area called the starting grid. This gives the participants a three-minute preparation period prior to starting the event.



Be Expert With Map & Compass: The Complete Orienteering Handbook

Figure 5-4-9 Sample Start Grid

Three minutes before the cadet is to start, they are called to the "Get In" row of the starting grid. A minute later, upon hearing a whistle, the cadets move forward to the "Get Ready" row, where they review a copy of the description list and the map (if it is not a pre-marked map). One minute before the start, the cadets move to the "Get Set" row, where pre-marked maps would be distributed, but are not allowed to be looked at until they hear the "Go" whistle.

On the zero-minute, there will be a "Go" whistle, signalling cadets to begin. It is at this point that the departure time is recorded on the recorder's sheet.

- Stopwatches.
- Orienteering maps.
- Orienteering compasses.
- Control markers with punches.
- Pencils.
- Description sheets.
- Rope.
- Radios, when available.
- First aid equipment.

ACTIVITY LAYOUT

- Prior to the commencement of the orienteering event:
 - set up the orienteering course;
 - fill out description sheets;
 - make pre-marked orienteering maps; and
 - arrange for assistants.
- Break cadets into groups of two.
- Choose a timekeeper who will keep the time and record it on the master recording sheet.
- Have the cadets begin the event one group at a time, by starting in the first part of the starting grid, and progressing through it in sequence.
- Have each subsequent group of cadets follow through in the same manner, at specifically timed intervals.
- As each group arrives back at the finish line, have the timekeeper call out the time and write it down on the master recording sheet.
- The winning team is the team who finishes in the fastest time with the least amount of deductions.

SAFETY

Ensure senior cadets/officers are stationed at intervals along the course to assist cadets who may get disoriented or who may get hurt.

INSTRUCTOR GUIDELINES

- Ensure safety at all times throughout the event.
- Have a whistle to signal times in the starting grid.
- Use assistants to keep the time, record information on the recording sheet, and position themselves at periodic intervals throughout the course.

Teaching Point 7**Participate in a Cool Down**

Time: 10 min

Method: Participation

PURPOSE OF A COOL DOWN

A cool-down will be composed of light cardiovascular activities meant to allow the body time to slowly recover from physical activity and to help prevent injury. Cool downs:

- prepare the respiratory system to return to its normal state; and
- stretch muscles and ligaments to help relax them and restore them to their resting length.

FACTORS TO REMEMBER WHILE STRETCHING

The following factors are important to remember while stretching in order to recover from physical activity and to help prevent injury:

- Stretch all major muscle groups, including your back, chest, legs and shoulders.
- Never bounce when stretching.
- Hold each stretch for up to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support your limbs at the joint.
- Static stretching, which is stretching a muscle and holding it in this position without discomfort for 10 to 30 seconds, is considered the safest method of stretching.
- Stretching helps to relax your muscles and restore them to their resting length, and improves flexibility, which is the range of movement about your joints.
- As a guide, allow 10 minutes of post-exercise stretching for every one hour of exercise.



The stretches used should focus on the areas of the body that were used the most during the orienteering event.

ACTIVITYTime: 9 min

OBJECTIVE

The purpose of the cool-down is to stretch and do light cardiovascular activity to allow the body time to recover from physical activity and to help prevent injury.

RESOURCES

- Gym mats (if available).
- Area large enough for all cadets.

ACTIVITY LAYOUT

- Dependent on numbers, position cadets so that they can see the instructor as they demonstrate each movement (as per Figure 5-4-11 or 5-4-12). It would be helpful, if possible, to have assistant instructors that can help in demonstrating the movements and ensuring the cadets are performing them properly.
- Cadets should be spread out to have at least two arm lengths between them.

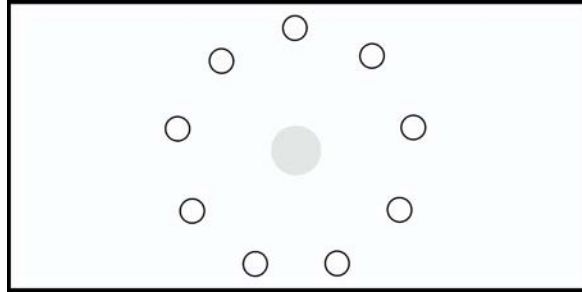


Figure 5-4-11 Instructor in Centre of Cool Down Circle

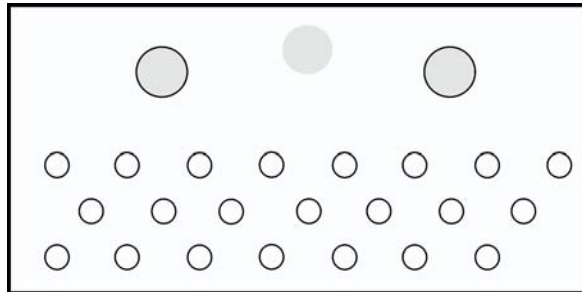


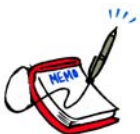
Figure 5-4-12 Instructor at Front With Assistant Instructors

SAFETY

- Ensure there is adequate space between cadets for them to move freely.
- Ensure the cadets perform the stretches and light cardiovascular activities in a manner that is safe, following the guidelines listed above.

INSTRUCTOR GUIDELINES

- Demonstrate each stretch and light cardiovascular activity.
- If assistant instructors are present, brief them as to the manner of the activities and how to ensure the cadets are performing them in a safe manner.
- Have knowledge of what activities are safe and how to prevent injuries from occurring.
- Assess and supervise as each movement is completed to ensure a cadet is not doing them improperly in a manner which may cause injury.



Some sample stretches can be found at Annex C. These are samples only and should not be considered an exhaustive list.

CONFIRMATION OF TEACHING POINT 7

QUESTIONS

Q1. What is the purpose of performing a cool-down?

ANTICIPATED ANSWERS

A1. To prepare the respiratory and cardiovascular systems to return to their normal state and to stretch the muscles and ligaments to help relax them and restore them to their resting length.

END OF LESSON CONFIRMATION

Cadets will participate in an orienteering event as part of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Instructors will supervise the cadets while they participate in an orienteering event.

CLOSING STATEMENT

Every cadet in year one training should be given the opportunity to participate in an organized orienteering event. There should be no focus on competition at this level; rather, the cadets should be focused on participating and demonstrating sportsmanship.

INSTRUCTOR NOTES/REMARKS

Orienteering can be broken down in two ways. The overall objective is for cadets to participate in nine periods of orienteering. This can be carried out over three training sessions, where the first night would encompass TP1 to TP4, and the two subsequent nights would encompass TP5 to TP7. It can also be done in one training day.

REFERENCES

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-007 (ISBN 0-02-029265-1) Kjellstrom, B. (1994). *Be Expert With Map & Compass: The Complete Orienteering Handbook*. New York: Hungry Minds, Inc.
- C0-008 A-CR-CCP-151/PT-001 Canadian Orienteering Federation (1983). *Orienteering Level 1 Coaching Certification*. National Coaching Certification Program, Canadian Orienteering Federation.
- C0-009 International Orienteering Federation (2006). Retrieved 20 April 2006, from <http://www.orienteering.org/footo/pictsymb.htm>.
- C0-010 Stott, W. (1987). *Armchair Orienteering II: A Practical Guide to Route Planning*. Winnipeg: Manitoba Orienteering Association.

- C0-011 Canadian Orienteering Federation (1985). *Orienteering Level Two Coaching Certification*.
- C0-023 (A-CR-CCP-150/PT-001) Chapman, J.R. Major, M.B.E. (1968). *Orienteering: an Aid to Training*. London, England: Hillside Printing & Publishing Co.
- C0-036 Women's Heart Foundation (1999-2000). Retrieved 25 April 2006, from www.womensheart.org/content/Exercise/stretching_exercise.asp.
- C0-037 Walkablock Club of America (2005). Retrieved 25 April 2006, from www.walkablock.com/stretch2.gif.
- C0-038 Shelter Online (2006). Retrieved 25 April 2006, from www.shelterpub.com/_fitness/online_stretches.gif.
- C0-039 Retrieved 25 April 2006, from www.eeshop.unl.edu.
- C0-040 Lose the Back Pain (2006). Retrieved 25 April 2006, from www.losethebackpain.com.
- C0-041 Roadcycling (2006). Retrieved 25 April 2006, from www.roadcycling.com/artman/upload/stretches.jpg.
- C0-042 Spine Universe. Retrieved 25 April 2006, from www.spineuniverse.com.

CANADIAN CADET ORGANIZATION LIST OF APPROVED SPORTS

- Baseball.
- Basketball.
- Floor Hockey.
- Lacrosse.
- Orienteering.
- Ringette.
- Soccer.
- Soccer Baseball.
- Softball.
- Touch Football.
- Ultimate Frisbee.
- Volleyball.

THIS PAGE INTENTIONALLY LEFT BLANK

RECREATIONAL SPORTS OVERVIEW

The list of activities provided for recreational sports is not an exhaustive list. There are other sports that may be approved if a corps or squadron wishes to request approval from their respective regions or detachments.

The basic rules that are provided for the approved sports are the rules for professional or competitive sports, which have been adapted in some instances. The rules and diagrams may be altered according to the resources and facilities that are available to the corps/squadron. For example, in ultimate frisbee, the game can be altered for play in an indoor gymnasium instead of outdoors on a field.

In many instances, the number of players per team can be adapted according to the number of cadets who are playing the sport. For example, for touch/flag football the number of players is listed for five, but teams can play with more than five players on the field at a given time. Times and breakdowns of timings can be altered as well in order to fit into timeframes.

Any sport that usually involves some form of contact between competitors shall be adapted to ensure there is no contact when played by cadets.

A basic overview of orienteering is not found in this section as it can be found in EO C105.03 (Section 4).

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 counterclockwise direction) and steps on all three bases and the home plate, which is also known as completing the circuit. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In that case the game will continue for additional innings until a team scoring an additional run breaks the tie (www.angelfire.lycos.com).

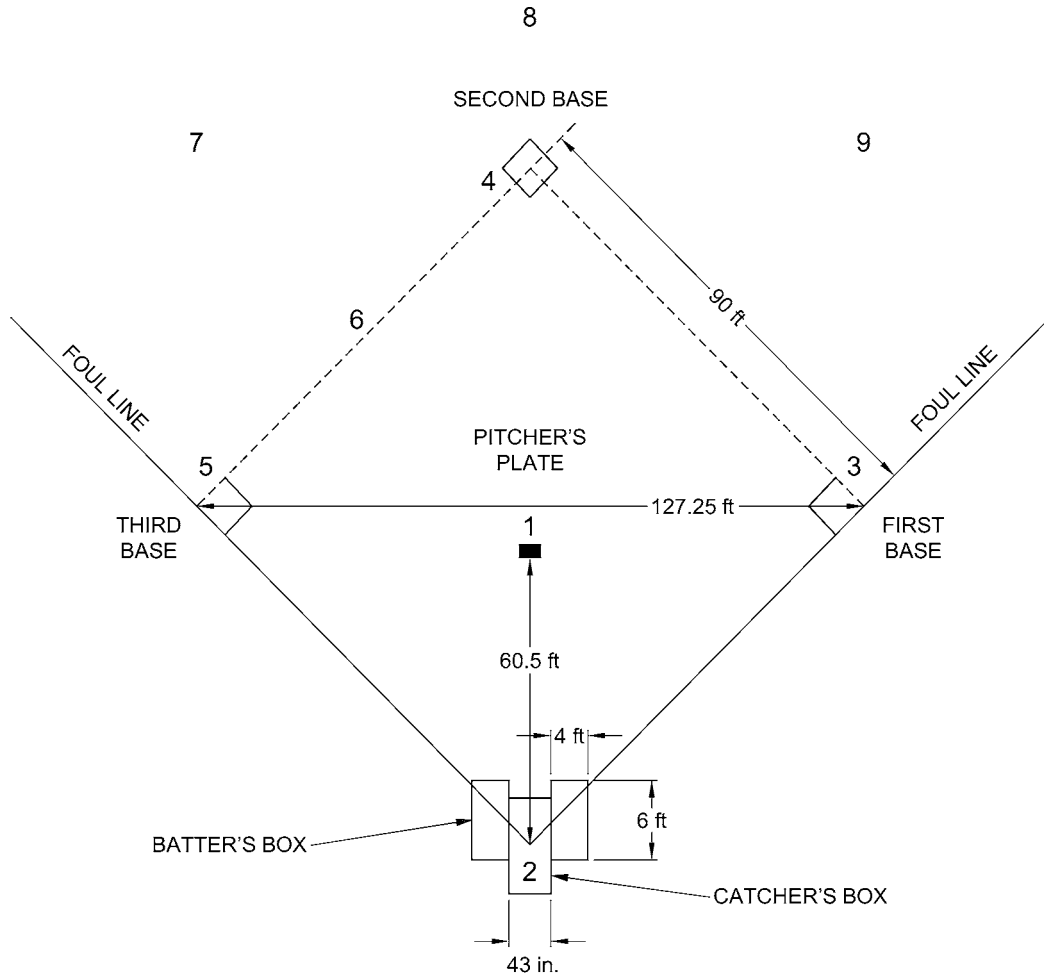
Scoring: One point is awarded as a member completes a circuit around the bases.

Definitions:

Ball	A ball is when the pitch is not within 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.
Fly Ball	A ball batted high into the air.
Fly-out	Is a fly ball that is caught before it touches the ground or the fence.
Force Play	This occurs 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 (see Figure 5B-1).
Foul Territory	The area outside the foul lines.
Home Run	When a batter hits a fair ball over the fence, or circles the bases on a hit inside the fence without getting out on their way around.
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.
Out	An out can be given due to strikeout (three strikes), force-out, tag-out, and fly-out.
Strike	A pitch that the batter takes but does not swing at which is in the strike zone, that the batter swings at and misses, or that the batter hits into foul territory during their first two strikes. A foul ball on the third is not considered a strike.
Walk	A batter is awarded first base if a pitcher pitches four "balls" during one time up to bat.

Number of Players: Nine players per team.

BASEBALL	
Equipment Required:	
<ul style="list-style-type: none">• Bases x 4.• Bat x 2.• Batter's helmets x 2.	<ul style="list-style-type: none">• Baseball x 1 (extras should be on hand).• Various gloves.• Baseball/Softball field.
Basic Rules:	
<ul style="list-style-type: none">• The game consists of nine innings, with three outs per inning (for each team). May be limited 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 (see Figure 5B-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 three strikes or if they hit the ball but it is caught by someone in the field before it hits the ground.• The batters 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 and to possibly continue going until they feel they can get no further. Once their play is over the next batter is up.• 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 baseball can be found in <i>The Sports Rules Book: Essential Rules for 54 Sports</i> (1998), 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

The Sports Rules Book: Essential Rules for 54 Sports

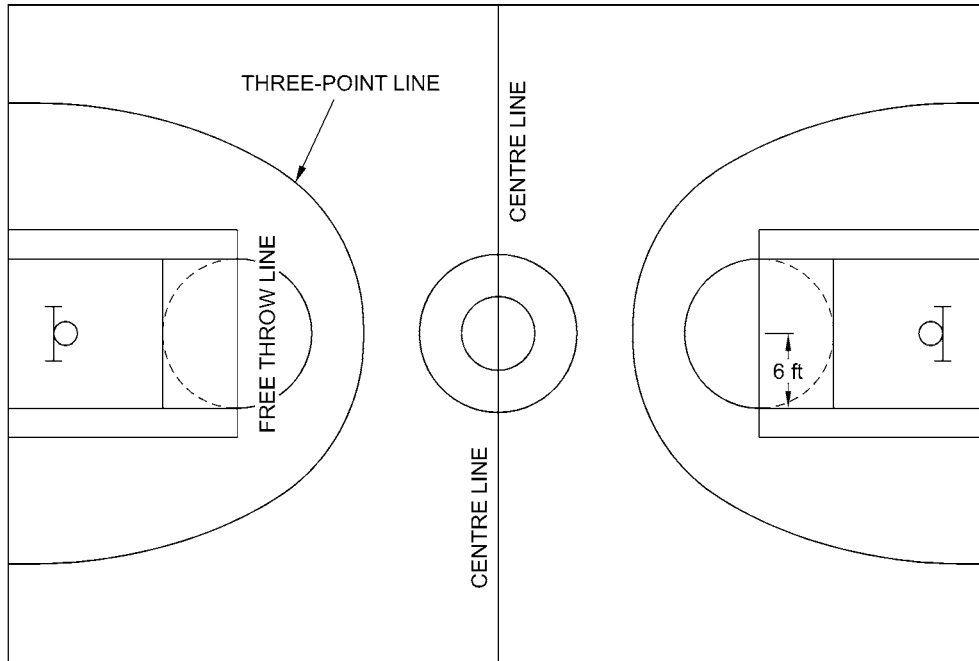
Figure 5B-1 Baseball Diamond

BASKETBALL	
Objective: To pass the basketball through the opposing teams' basket in order to obtain the most points at the end.	
Scoring: Each successful basketball in a basket will be awarded with two or three points. Those shots taken from within the three-point line will be scored as two points, and those shots taken at or beyond the three-point line will be awarded three points (see Figure 5B-2).	
Definitions:	
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.
Double Dribble	Dribbling with both hands at once is a violation that results in a turnover.
Rebound	When a player controls possession of a missed shot, either by a teammate or an opponent.
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.
Traveling	When a player advances on the court with the ball without dribbling it.
Number of Players: Five players per team on the court at a time.	
Equipment Required:	
<ul style="list-style-type: none"> • Basketball x 1. • Gymnasium/outdoor court. 	<ul style="list-style-type: none"> • Nets x 2.
Basic Rules:	
<ul style="list-style-type: none"> • The game consists of two 20 minute halves. • The game begins with what is known as a "Jump Ball". Player from each team will meet face to face in at the centre of the court. Here the ball will be tossed straight up between them where both players will attempt to catch or hit the ball to a teammate. • Teams will consist of: point guard, off guard/shooting guard, small forward, power forward, and centre/post. • 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 at any time 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. The team that was scored on begins under the net, with one player passing the ball to a teammate. 	

BASKETBALL

- 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 takes place.

Further details on the sport of basketball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 37-46.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-2 Basketball Court

FOOTBALL (FLAG/TOUCH)

Objective: Is an adaptation of football, where teams attempt to score as many points as possible through touchdowns. The team with the highest score at the end is the winner.

Scoring:

Touchdown – six points:

- When a player possesses the ball and the ball touches or crosses the plane of the opponent's goal line. This can be accomplished by running the ball, catching a pass, or by recovering a fumble on or over the opponent's goal line.

Extra Points:

- One point if played from the five-yard line.
- Two points if played from the 12-yard line.

Safety – two points.

Note: 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 five-yard line.

Definitions:

Dead Ball	When the ball is dead and the play is over.
First Down	Is a new set of four downs. Each team gets four downs when they are playing offence, in which to make a play.
Fumble	When a player loses possession of the ball while the play is still in progress.
No-running Zones	Located five-yards from each end zone. When the ball is on or inside this five-yard line going towards the opponent's end zone, the offence cannot use a running play to cross the scrimmage line.
Scrimmage Line	The point where the players line up for the snap.
Touchback	Occurs when a 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: Five players per team on the field at one time.

Equipment Required:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Football x 1. • Field. | <ul style="list-style-type: none"> • Safety/protective equipment. |
|---|--|

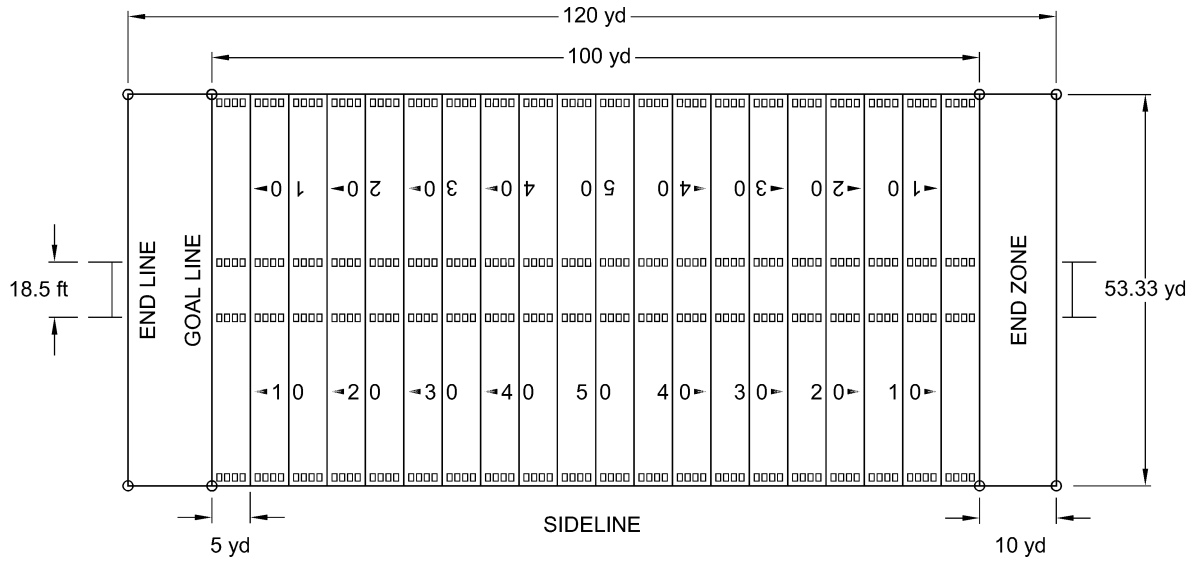
Basic Rules:

- The game consists of two 25-minute halves.
- One team takes first possession of the ball. This team becomes the offensive team and takes possession of the ball at their five-yard line. They have three plays to cross the midfield. Once they cross midfield, they have three plays to score a touchdown.

FOOTBALL (FLAG/TOUCH)

- If the offensive team fails to score, possession of the ball changes and the new offensive takes possession of the ball at their five-yard line.
- The team that plays defence at the start of the first half gets 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.
- An automatic first down by penalty overrules the requirements regarding the three plays to make either the first down or score. Possession goes to other team.
- To start the play, the ball must be snapped between the legs of the snapper, who is also the centre. The ball is snapped back to the quarterback.
- The centre cannot take a handoff back from the quarterback after the ball is snapped.
- The quarterback cannot run with the ball past the scrimmage line.
- All defensive players are allowed to rush once the ball has been handed off or tossed, or if there has been a play-action fake or fake handoff.
- The quarterback only has seven seconds to throw the ball or the play is dead.
- Players are not allowed to catch a pass if their flag has fallen off in flag football.
- Must be played as **non-contact**. Blocking and tackling are not allowed.

Further details on the sport of football can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 125-136. These rules then must be adapted for flag/touch football, some of the modifications of which can be found on pp. 132-133. Information on flag football can also be found at www.slam.canoe.ca/FlagFootball/Rules/home.html.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-3 Football Field

FLOOR HOCKEY

Objective: To pass the ball into the opposing teams net, between the posts, and under the cross bar of the opponent's goal in order to obtain the most points at the end.

Scoring: A player passing the ball through the net off their stick scores a goal. The team with the highest score at the end of the third period is the winner.

Definitions:

Face-off	When two players meet to try to gain possession of the puck when dropped by the referee.
Goal	A point/goal is scored when a player gets the ball across the goal line.
Rebound	A puck 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.

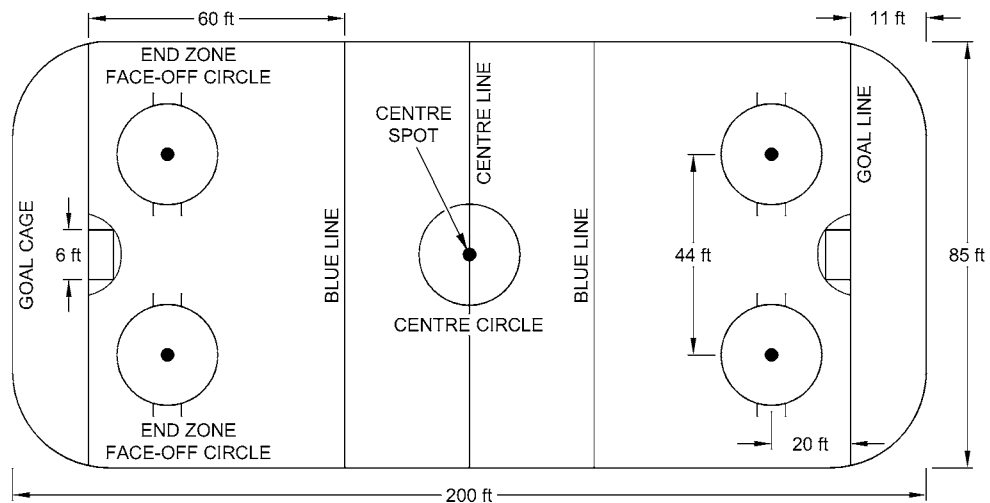
Equipment Required:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Hockey ball x 1. • Hockey sticks x number of players. • Goalie sticks x 2. | <ul style="list-style-type: none"> • Goalie equipment, such as scoop, face mask, etc. • Hockey nets x 2. |
|--|--|

Basic Rules:

- A game consists of three 20-minute periods.
- A game begins with a face-off between two opposing players where an official drops the ball at the centre of the sporting venue.
- Teams will consist of a goalkeeper/goalie, three forwards – centre, left wing, and right wing, and two defencemen.
- Players advance toward the ball while running with 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 face-off at centre.
- If an attacker in the team's attacking zone cause the play to stop, a face-off will occur at the nearest face-off spot in the neutral zone.
- If a defender in the team's defensive zone causes the play to stop, a face-off occurs at the point of stoppage.

Further details on the sport of hockey can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 159-168. These rules then must be adapted for floor hockey.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-4 Hockey Set-up

LACROSSE (WOMEN'S RULES)

Objective: To pass the ball into the opposing team's goal in order to obtain the most points at the end.

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 the goal circle.
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	The players stand one metre apart; the umpire, stands four to eight metres 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 four metres of the players at the throw.

Number of Players: Twelve players per team on the field at one time.

Equipment Required:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Ball x 1. • Field crosse's x number of players. • Goalkeeper's crosse x 2. | <ul style="list-style-type: none"> • Goalkeeper's helmet, face mask, and throat and chest protector x 2. • Mouth guards x number of players. |
|--|--|

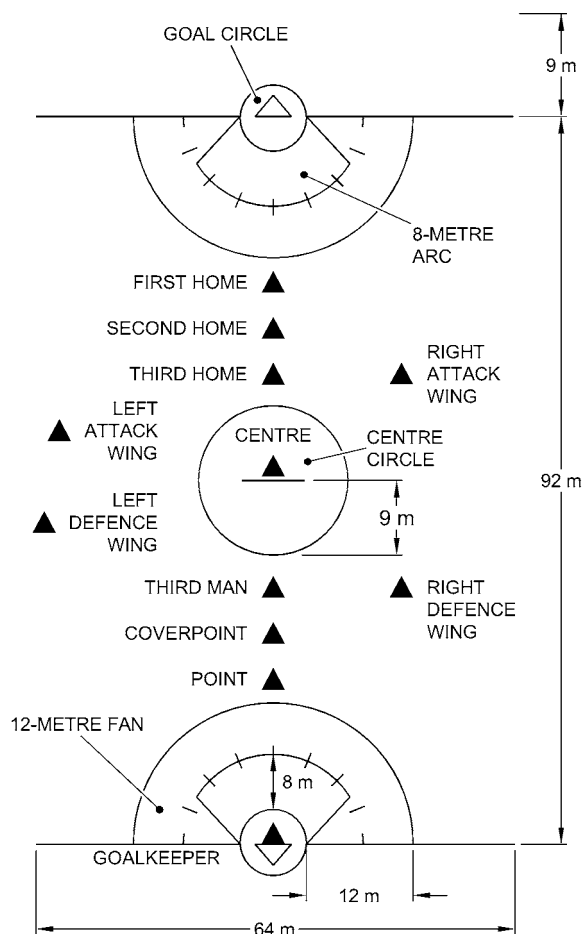
Basic Rules:

- The game is usually 60 minutes in length and is split into halves.
- The game begins with a 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.
- The team in possession of the ball attempts to score goals by advancing the ball down the field. This can be done by carrying, throwing, rolling, or batting it.
- 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.

LACROSSE (WOMEN'S RULES)

- 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 or hands and 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 *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 179-186.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-5 Lacrosse Field

RINGETTE (OFF ICE VERSION)

Objective: To get the ring in the opposing team's net, between the posts, and under the cross bar of the opponent's goal in order to obtain the most points at the end.

Scoring: One point for every time a player gets the ring in the opposing team's net.

Definitions: N/A.

Number of Players: Six players per team on the floor at one time.

Equipment Required:

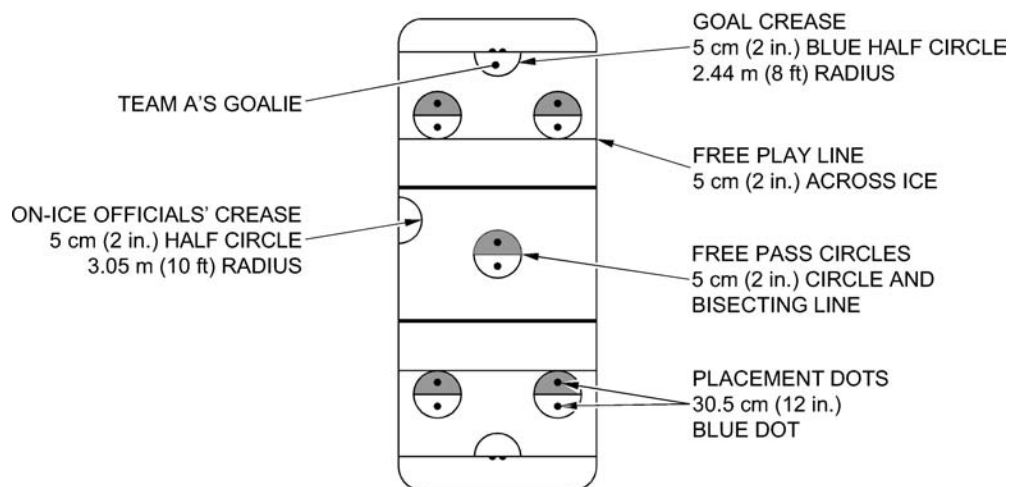
- | | |
|--|---|
| <ul style="list-style-type: none">• Nets x 2.• Safety equipment.• Rubber ring. | <ul style="list-style-type: none">• Straight sticks x number of players.• Goalkeeper's sticks x 2.• Goalkeepers mask. |
|--|---|

Basic Rules:

- Play begins with the visiting team being given a free centre free pass circle (which is like a face off circle in hockey).
- Teams consist of a goalkeeper/goalie, two defencemen, and three forwards.
- The ring is passed up the sporting venue similar to that in hockey in order to get the ring in the opposing team's goal.
- 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.
- The stick is placed inside the ring to play, not just on the outside like playing hockey.
- If the ring is within the goal crease the only player who is allowed to touch it is the goalie. The goalie usually will pick up the ring and throw it like a frisbee to a teammate but it cannot be thrown beyond the blue line. However, the goalie may also hit it with a stick or their foot.

Further details on the sport of ringette can be found at www.ringette.ca.

TEAM A'S DEEP DEFENSIVE ZONE



TEAM A'S DEEP OFFENSIVE ZONE

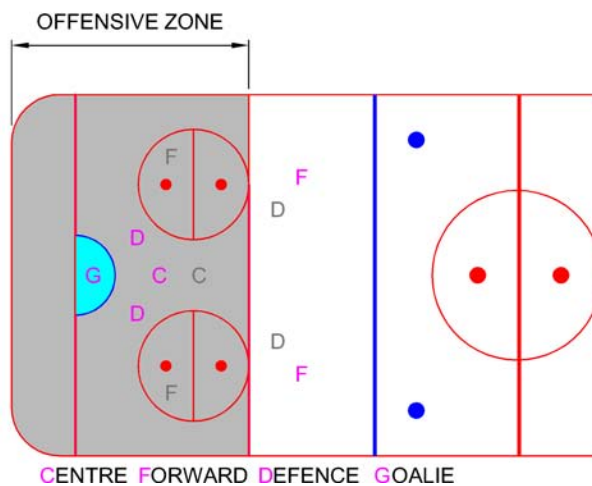


Figure 5B-6 Ringette Ice/Sporting Venue

SOCCER

Objective: To pass the soccer ball into the opposing team’s net, between the posts, and under the cross bar of the opponent’s goal in order to obtain the most points at the end.

Scoring: One point is scored for every goal made into the opposing team’s net, which 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 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.
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. It 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 10 yards 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:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Soccer ball x 1. • Nets x 2. | <ul style="list-style-type: none"> • Field or gymnasium. |
|---|---|

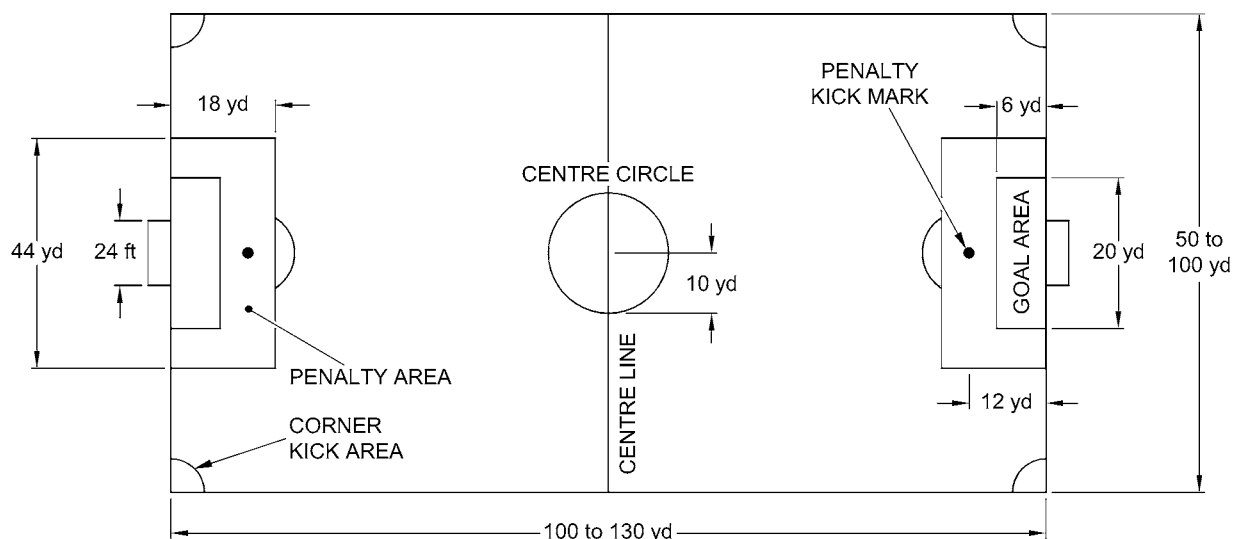
Basic Rules:

- The game consists of two 45-minute halves.
- The game begins with a kick off at the centre of the sporting venue.
- Teams consist of: the goalkeeper, defenders, midfielders, and forwards, or strikers.
- All players must be on their own half of the sporting venue before the kick off takes place. The player who kicks off may not touch the ball again until another player has.

SOCCER

- 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 teams goal in order to score.
- A goal may not be scored directly off a kick off, goal kick, or throw-in.

Further details on the sport of soccer can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 237-245.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-7 Soccer Field

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 counterclockwise direction) and steps on all three bases and the home plate, which is also known as completing the circuit. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In that case the game will continue for additional innings until a team scoring an additional run breaks the tie (www.angelfire.lycos.com).

Scoring: One point is awarded as a member completes a circuit around the bases.

Definitions:

Double	A hit in which the batter safely reaches the second base.
Double Play	When two outs are made on the same 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 hits a fair ball over the fence or circles the bases on a ball that was hit inside the fence.
Lead Off	When a runner leads off a base before the ball has left the pitcher's hand.
Legal Touch	This results in an out, when a defensive player tags a runner with the ball while the runner is not on a base.
Out	An out can be given due to strikeout, force-out, tag-out, and fly-out.
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. As well, 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: Eight players per team on the field at one time while not batting.

Equipment Required:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Soccer ball x 1. • Baseball/softball field or a gymnasium or field. | <ul style="list-style-type: none"> • Bases/pylons x 4. |
|--|---|

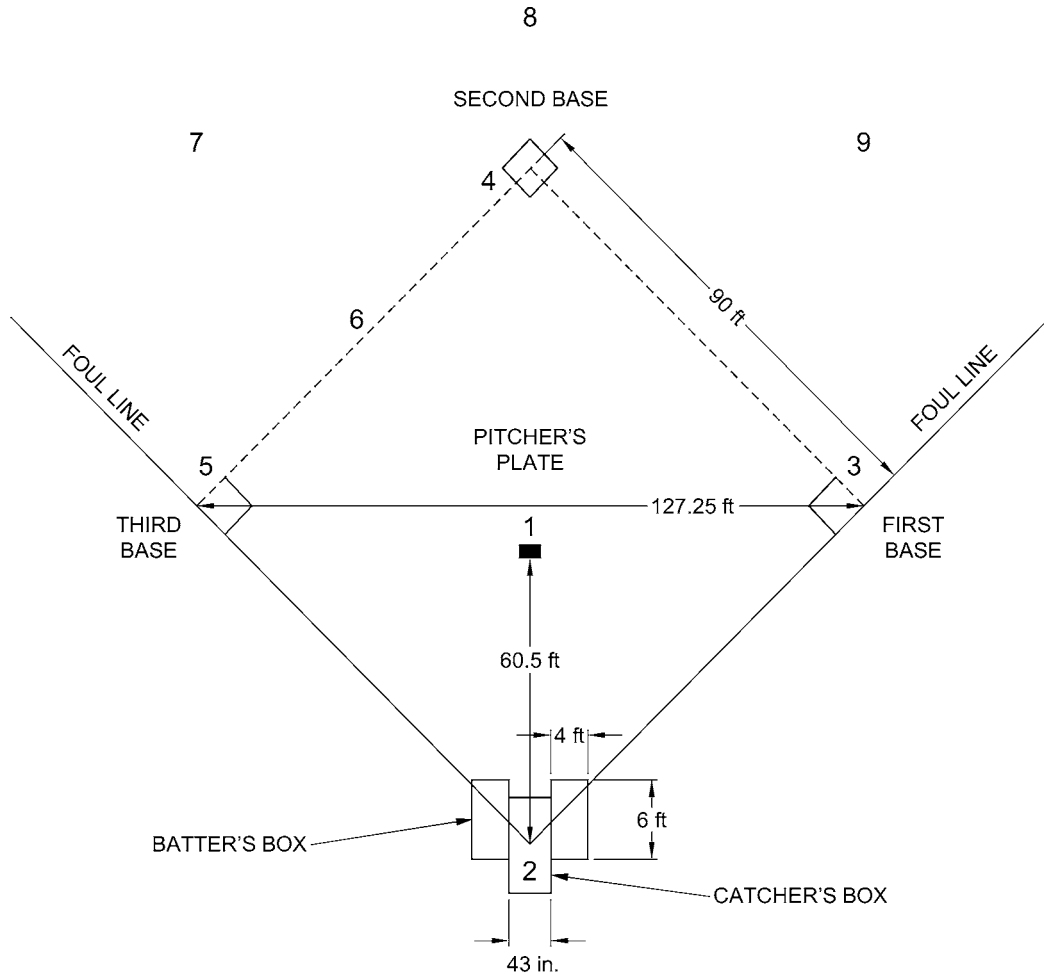
Basic Rules:

- 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: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and other fielders dependent on the number of players.

SOCCER BASEBALL/KICKBALL

- When pitching, the ball must touch the ground at least once and cannot be higher than one foot 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 3 ft of the home plate before they can attempt to kick the ball.
- Leading off and stealing of bases are not allowed.
- Bunts are not permitted.
- The kicker at home plate must kick the ball with the leg or foot, below the knee.
- 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 is hit, is out and the ball is considered dead.

Further details on the sport of soccer baseball/kickball can be found at www.stanford.edu/group/Intramurals/kickballrules.html or 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
- 10. Extra Fielder

The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-8 Baseball Diamond (Can Be Used for Soccer Baseball)

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 counterclockwise direction) and steps on all three bases and the home plate, which is also known as completing the circuit. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In that case the game will continue for additional innings until a team scoring an additional run breaks the tie (www.angelfire.lycos.com).

Scoring: One point is awarded as a member completes a circuit around the bases.

Definitions:

Ball	A ball is when the pitch is not within 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.
Fake Tag	Is 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	Is a fly ball that is caught before it touches the ground or the fence.
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 (see Figure 5B-9).
Home Run	When a batter hits a fair ball over the fence or circles the 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 run leads off a base in fast-pitch when the ball has left the pitcher's hand. In slow-pitch, a runner may not leave the base until the ball has been batted, touches the ground, or reaches home plate, but must return to the base if the ball is not hit.
Legal Touch	This results in an out, when a defensive player tags a runner with the ball while the runner is not on a base.
Out	An out can be given due to strikeout, force-out, tag-out, and fly-out.
Overslide	When a player overslides first base when running. It is allowed at first base, but at second and third base the runner may be tagged out.

SOFTBALL

Steal In fast-pitch, a runner may attempt to steal a base during a pitch to the batter.

Walk A batter is awarded first base if a pitcher pitches four “balls”.

Number of Players: Ten players per team on the field at a time if team is not batting.

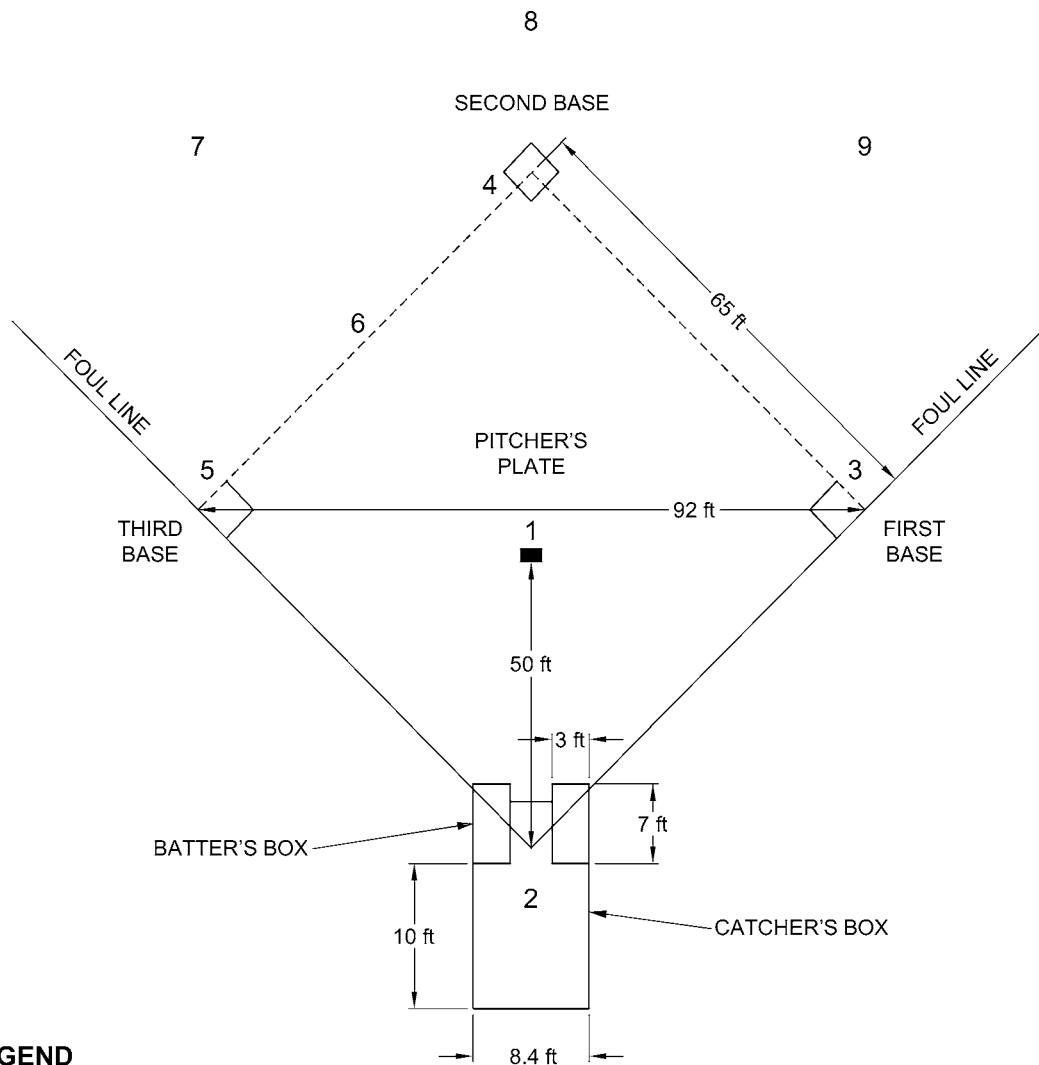
Equipment Required:

- | | |
|---|--|
| <ul style="list-style-type: none">• Bases x 4.• Bat.• Batter’s helmets. | <ul style="list-style-type: none">• Softball.• Various gloves x number of players.• 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: 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 three strikes or if they hit the ball but it is caught by someone in the field before it hits the ground.
- The batters 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 *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 247-259.



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
- 10. Extra Fielder

The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-9 Softball Field

ULTIMATE FRISBEE

Objective: To score by catching a pass in the opponent's end zone in order to obtain the most points at the end.

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 disc.
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 disc in a certain direction in an attempt to try to get them to pass it the other way.
Huck	A long pass that is nearly the length of the field and is high.
Layout	When a player dives to catch or intercept the disc.
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.

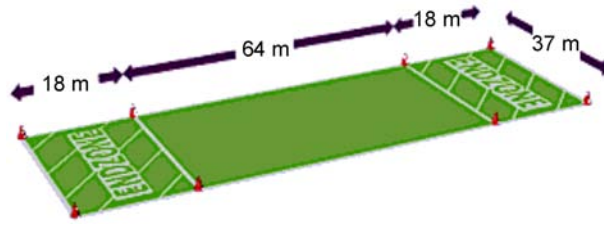
Equipment Required:

- | | |
|---|--|
| <ul style="list-style-type: none">• Plastic disc (frisbee) x 1. | <ul style="list-style-type: none">• Pylons to mark boundaries. |
|---|--|

Basic Rules:

- Each team lining up on the front of their respective end zone line initiates play. The defence throws the disc to the offence.
- The disc may be played in any direction by passing to teammates. Players must remain stationary when they hold the disc. It must be passed to other players on the field that is closer to the opponent's end zone.
- A player may not hold the disc for longer than 10 seconds. The defender who is guarding the player holding the disc (staller) must count out the stall count.
- When a pass is not completed due to out of bounds, being dropped, blocked or intercepted, etc., the defence takes possession of the disc and becomes the offence.
- To bring the disc 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 disc.

Further details on the sport of ultimate frisbee can be found at www.whatisultimate.com or www.upa.org/ultimate.



www.whatisultimate.com

Figure 5B-10 Ultimate Frisbee Field

VOLLEYBALL

Objective: To gain points by hitting the ball into the opposing team's portion of the court in order to obtain the most points at the end.

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 it gains a serve, players rotate one position clockwise.

Number of Players: Six players per team on the court at one time.

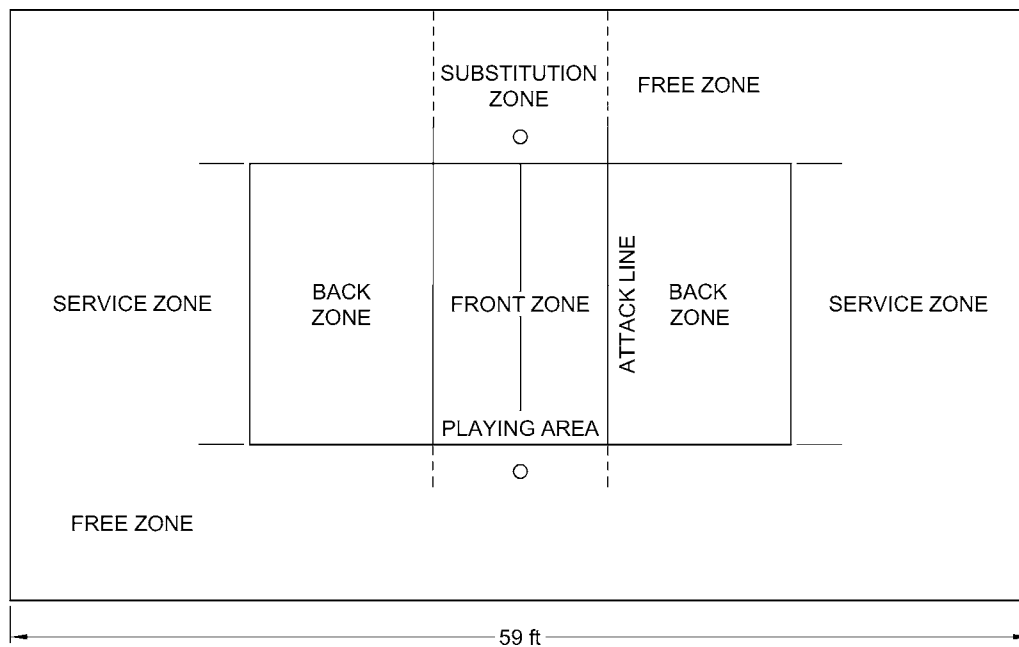
Equipment Required:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Volleyball x 1. • Volleyball net x 1. | <ul style="list-style-type: none"> • Volleyball court. |
|--|---|

Basic Rules:

- The game continues until a team scores 15 points 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 may hit the ball with their hands clasped together and can strike the ball overhand, underhand, and with either an open or closed fist.
- 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.
- Only the team, which serves, can score points.
- If the team that is serving stops their opponents from scoring, they are then awarded the serve.
- Each team has three hits in order to get the ball over the net to return the ball. This is in addition to blocking.
- A ball may still be in play if it touches the net, except on the serve.

Further details on the sport of volleyball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 325-334.



The Sports Rules Book: Essential Rules for 54 Sports

Figure 5B-11 Volleyball Court

REFERENCES

(ISBN 0-88011-807-5) Human Kinetics with Thomas Hanlon (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.

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

Ultimate. Retrieved 27 April 2006, from www.whatisultimate.com.

Stanford Intramurals, Department of Athletics, Physical Education and Recreation. Retrieved 30 April 2006, from www.stanford.edu/group/Intramurals/kickballrules.html.


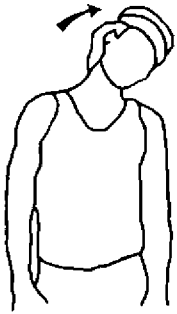

NFLCANADA.COM. Retrieved 30 April 2006, from www.slam.canoe.ca/FlagFootball/Rules/home.html.

Ultimate Players Association. Retrieved 27 April 2006, from www.upa.org/ultimate.



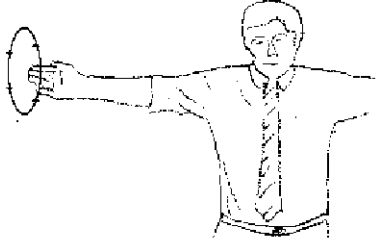
World Adult Kickball Association (WAKA). Retrieved 1 May 2006, from www.kickball.com.

SAMPLE STRETCHES


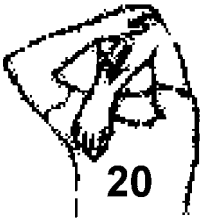
Neck

 <p>A line drawing of a person's head and neck from a front-three-quarter view. An arrow points from the nose to the left shoulder, indicating the direction of the stretch.</p> <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-1 Neck Stretch</p>	<p>Slowly stretch your neck so your head turns toward your left shoulder, hold. Repeat on opposite side. Hold for 10 to 30 seconds.</p> <p>There should be no swivelling motion of the neck.</p>
 <p>A line drawing of a person's head and neck from a front view. An arrow points from the top of the head towards the left shoulder, indicating the direction of the stretch.</p> <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-2 Neck Stretch</p>	<p>Slowly stretch your neck so your head tilts toward your left shoulder, hold. Repeat on opposite side. Hold for 10 to 30 seconds.</p> <p>Drop your head toward your chest, stretching the back of your neck. Hold for 10 to 30 seconds.</p>
 <p>A line drawing of a person's head and neck from a side view. An arrow points from the top of the head towards the chest, indicating the direction of the stretch.</p> <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-3 Back of Neck Stretch</p>	<p>Drop your head toward your chest, stretching the back of your neck. Hold for 10 to 30 seconds.</p>

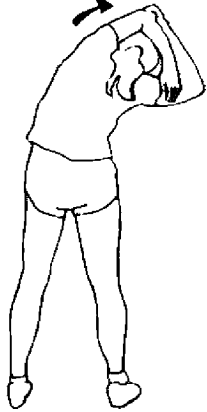
Shoulders

 <p>10 SECONDS</p> <p>www.walkablock.com/stretch2.gif</p> <p>Figure 5C-4 Shoulder Push</p>	<p>Stand, extend your arms down and behind, and interlock your fingers. Push up and back with your shoulders. Hold for a minimum of 10 seconds.</p>
 <p>www.shelterpub.com/_fitness/online_stretches.gif</p> <p>Figure 5C-5 Shoulder Shrugs</p>	<p>Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck. Pull your shoulders back as far as possible and then round your shoulders forward by pulling your arms forward as far as possible. Hold each movement for approximately 10 seconds.</p>
 <p>www.eeshop.unl.edu</p> <p>Figure 5C-6 Arm Rotators</p>	<p>Hold arms straight out from your sides, palms up. Bring each arm under and around using small circles and gradually increasing the size of the circles. Reverse and repeat.</p>
<p>Shoulder Stretch – No Diagram</p>	<p>Standing or sitting, take your right arm in your left hand and bring it across the chest, supporting the joint by holding it behind the elbow. Pull lightly on the elbow toward the chest. You should feel the stretch in your right shoulder. Hold for 30 seconds, switch sides, and repeat on both sides.</p>

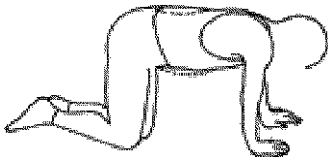


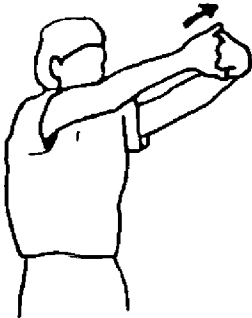
Arms

 <p>www.shelterpub.com/_fitness/online_stretches.gif Figure 5C-7 Wrist Rotations</p>	<p>Rotate your hands around in circular motions from the wrist. Rotate and repeat in each direction.</p>
 <p>www.walkablock.com/stretch2.gif Figure 5C-8 Triceps Stretch</p>	<p>Stand and bring your right arm overhead, flexed at the elbow. Use your left hand to gently pull the arm down. Hold for a minimum of 10 seconds and relax. Reverse arms and repeat.</p>
<p>Forearm Stretch – No Diagram</p>	<p>Kneel down with toes bent and place your hands on the floor in front of you with your fingers facing your knees, thumbs pointed out. While keeping your hands flat on the floor, lean back. Hold for 30 seconds and repeat.</p>

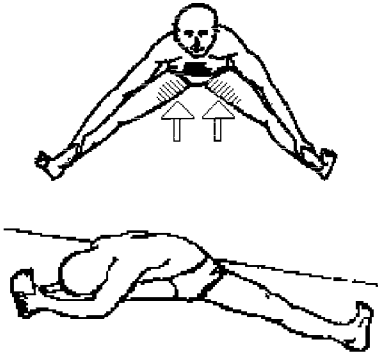
Chest and Abdominals

<p>Chest Stretch – No Diagram</p>	<p>Stand facing a wall. Reach an arm out to the wall at shoulder height with palm against the wall and thumb up, arm extended straight. Turn your body away from your extended arm. You should feel the stretch on the front side of your armpit and across the front of you chest. Hold for 30 seconds, switch sides, and repeat on both sides.</p>
 <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-9 Side Stretch (Oblique)</p>	<p>Stand with your left arm up and bend at the waist to the right side of the body. Support your elbow with your opposite hand. Hold for 20 seconds. Reverse sides and repeat on both sides.</p>

Back

 <p>www.losethebackpain.com</p> <p>Figure 5C-10 Full Back Stretch</p>	<p>On your hands and knees, stretch the back upward and hold at its highest point for approximately 10 seconds. Return to starting position. Repeat.</p>
 <p>www.roadcycling.com/artman/upload/stretch.es.jpg</p> <p>Figure 5C-11 Lower Back Stretch</p>	<p>Lie on your back and bring your knees toward your chest. Hold just under your knees. Hold for 30 seconds and repeat.</p>
 <p>www.roadcycling.com/artman/upload/stretch.es.jpg</p> <p>Figure 5C-12 Back Stretch</p>	<p>Lie on your back with arms extended above your head. Cross your left leg over your right at hip level, keeping it straight. Keep your shoulders flat on the ground. Return to starting position, reverse, and repeat on both sides. Hold each position for 10 to 30 seconds.</p>
 <p>www.womensheart.org/content/Exercise/stretching_exercise.asp</p> <p>Figure 5C-13 Upper Back Stretch</p>	<p>Extend arms straight in front of you at shoulder height. Intertwine your fingers, then turn your palms facing outward (away from your body). 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 for 30 seconds and then repeat.</p>

Hip and Groin



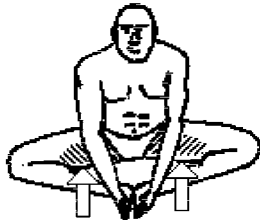
www.spineuniverse.com

Figure 5C-14 Hip and Groin Stretch

Sit on the floor with legs straight and spread apart as far as you can comfortably. With your back straight, lean forward as far as possible trying to push your chest toward the floor. Hold for 30 seconds.

Twist your body to face your right/left foot with your body over your right/left leg respectfully. Push your chest toward your knee, holding for 30 seconds. Switch sides; hold each position for 30 seconds.

Repeat each movement.



www.spineuniverse.com

Figure 5C-15 Hip and Groin Stretch

Sit on the floor with your knees bent out and the soles of your feet together.

Grab your toes and pull yourself forward while keeping your back and neck straight. Ensure you pivot from your hips and don't roll your back. Hold for 30 seconds and repeat.

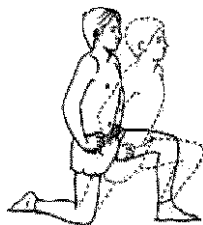
Grab your ankles and push your knees down toward the floor with your elbows. Hold for 30 seconds and repeat.



www.womensheart.org/content/Exercise/stretching_exercise.asp

Figure 5C-16 Hip Stretch

While sitting on the floor in an upright position and legs out in front of you, bend your right knee, crossing it across your left leg, and place your left elbow against it. Place your right hand on the floor behind you while twisting your upper body. You must be cautious to keep your back straight. Hold for 20 to 30 seconds, switch sides, repeat on both sides.

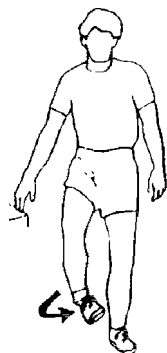


www.roadcycling.com/artman/upload/stretches.jpg

Figure 5C-17 Hip Flexor

Kneel on your right knee. Place your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Place your right hand on your right hip to avoid bending at the waist. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You'll feel a stretch in the front of the hip and thigh of the leg you're kneeling on. Cushion your kneecap with a folded towel. Hold the stretch for 30 seconds. Repeat the stretch on your left side.

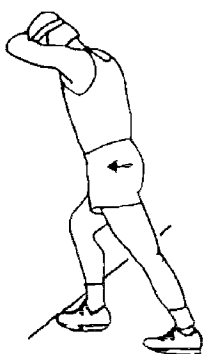
Legs



www.womensheart.org/content/Exercise/stretching_exercise.asp

Figure 5C-18 Ankle Rotations

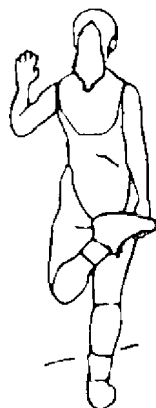
From a standing position, rotate your foot in a clockwise and then counterclockwise direction. Switch sides and repeat on both sides.



www.womensheart.org/content/Exercise/stretching_exercise.asp

Figure 5C-19 Calf Stretch

Take three steps away from a wall. Turn around and face the wall. Stand straight, with toes, hips, and shoulders all facing the wall. Step with your right leg in toward the wall, bending your right knee and keeping your left leg straight. Extend arms out; with palms forward, reach out to the wall and let your body fall toward the wall, arms straight. Keep toes forward and 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 30 seconds, switch sides, repeat on both sides.



www.womensheart.org/content/Exercise/stretching_exercise.asp

Figure 5C-20 Quadriceps Stretch

Stand straight with toes, hips and shoulders all facing forward. Lift your left foot off the ground, bending the knee as if you're trying to kick your bottom with your heel. Stand straight, do not lean forward at the hips. Grab and hold your ankle with your left/right hand and keep standing straight. You should feel this stretch in your left thigh. Hold 30 seconds, switch sides, and repeat on both sides.



www.womensheart.org/content/Exercise/stretching_exercise.asp

Figure 5C-21 Hamstring Stretch

Sit on the floor with your back straight and your right leg extended forward. Bend your right knee. Extend the arms forward and lean forward (back straight) slowly until you feel an easy stretch. Repeat several times and reverse sides. Hold for 10 to 30 seconds.

For more stretches, consult the following Websites:

- www.womensheart.org
- www.walkablock.com
- www.shelterpub.com
- www.eeshop.unl.edu
- www.losethebackpain.com
- www.roadcycling.com
- www.spineuniverse.com

SUGGESTED SPORTS TABLOID EVENTS

Sports Related Events

Name of Event	Brief Description	Suggested Points (pts)
Shuttle Toss	Each team member has to toss a badminton shuttle into a bucket a specified distance away. This continues until the time has elapsed.	2 pts for each successful shuttle.
Accuracy Throw	Each team member has to toss a bean bag, or similar item, into a ring of concentric circles with various point values. Circles can be made with masking tape on the floor. This continues until the time has elapsed.	5 pts for the inner ring, and so forth until the outer ring value is 1 pt.
Ball Over and Under	Team forms a line all facing in single file and passes a ball over and under until the end, then the last member runs to the front and starts it again. The first person in line passes the ball over their head and the next person passes it under their legs. This continues until the time has elapsed.	1 pt for each fully completed line (no point awarded if ball is dropped, and it must go back to the beginning).
Basketball Throw	Each team member has to shoot a basketball into the net from a point a specified distance away. This continues until the time has elapsed.	2 pts for each basket.
Volleyball Bump	Team stands in a circle and the volleyball has to be bumped from person to person continuously without it dropping on the floor until the time has elapsed.	1 pt for each time the ball is bumped successfully without it dropping.
Soccer Dribbling Obstacle Course	Set up a course with pylons and each member has to successfully dribble a soccer ball around the pylons and then pass the ball to the next person.	2 pts for each successful member.
Basketball Dribbling Obstacle Course	Set up a course with pylons and each member has to successfully dribble a basketball around the pylons and then pass the ball to the next person.	2 pts for each successful member.
Skipping	Each member of the team has to skip with a jump rope as many times as they can without stopping or getting caught up in the rope.	5 pts for each member who gets to a specified number (ex. 15 jumps) and 10 pts for an increased specified number (ex. 30 jumps).

Name of Event	Brief Description	Suggested Points (pts)
Running Long Jump	Tape or markers to be set up with points to be awarded depending on how far each member jumps.	Successive pts for various distances, to be marked on the tape or markers (ex. 2 pts for each member who gets beyond marker A and 5 pts for those beyond marker B).
Standing Long Jump	Tape or markers to be set up with points to be awarded depending on how far each member jumps.	Successive pts for various distances, to be marked on the tape or markers (ex. 2 pts for each member who gets beyond marker A and 5 pts for those beyond marker B).
Floor Hockey Goals	Each member of the team has to stand at a specified point and try to get a ball into a net with a floor hockey stick. One section of the net could be marked off for bonus points.	1 pt for every successful member and 3 pts if they get it in the bonus section.
Mini Obstacle Course	Set up a mini obstacle course that each member of the team has to successfully complete. This could include hurdling over benches, crawling under and over sturdy items, running through pylons, etc.	3 pts for each member who successfully completes the course.

Fun Events

Name of Event	Brief Description	Suggested Points (pts)
Egg/Candy Carry	Each member of the team has to carry an egg/candy on a spoon to a specified point and return without dropping the egg/candy, where in turn every cadet takes a turn doing the same.	1 pt awarded for each successful member.
Sweater Pull	First member of the team puts on a large sweater and runs to a specified point and back to the group where they join hands with the next member and two people pull the sweater from one person to the next which continues on until the end of the time limit for that event.	3 pts for each time the entire group completes.
Pantyhose Pull-on With Mittens/Oven Mitts	Each member of the team has to put pantyhose on over their pants while wearing mittens or oven mitts without tearing them.	2 pts for each successful member.
Boots Nailed to 2x4, Group Walks Together	Members of the team place their feet in the boots that are nailed to the planks, and the team has to walk together to a specified point.	2 pts for each successful attempt.
Three-legged Race	Two members tie their opposite feet together with a scarf and have to walk together to a specified point. Each successive pair continues.	2 pts for each successful pair.
Human Knot	Each member of the team stands in a circle with both arms up in the air. Then everyone closes their eyes, and slowly take one or two steps forward upon the word of the scorekeeper. Everyone taking the hands of other members. The idea is for everyone to untie the knot so that every member of the group is standing in a circle side by side, with the hands of the team members next to them.	5 pts for each successful knot being untied.

Name of Event	Brief Description	Suggested Points (pts)
Old Clothes Race	<p>From a pile of old clothes, each member of the team will have to put on old clothes over their own clothes and run to a specified point before returning to the team, taking it off and the next member has to put it on and do the same thing.</p> <p>Examples of old clothes that each member has to put on include: shorts or track pants, T-shirt, sweater, hat, scarf, mitts or gloves, etc.</p>	3 pts for each member who completes.
Orange in Pantyhose Relay Race	<p>One by one, each member of the team has to tie a pair of pantyhose around their waist that has an orange in the toe. With this they have to push another loose orange with the one in the pantyhose, up to and around a pylon and return to the starting point, where the next member of the team performs the same thing.</p>	1 pt for each successful member.

SPORTS TABLOID EVENTS EQUIPMENT LIST

Sports Related Events

Name of Event	Equipment Required
Shuttle Toss	<ul style="list-style-type: none"> • Bucket. • Badminton shuttles (minimum three). • Tape to mark line on floor for participant to stand.
Accuracy Throw	<ul style="list-style-type: none"> • Tape to mark concentric circles on floor. • Bean bags (minimum three) or other similar item to be thrown.
Ball Over and Under	<ul style="list-style-type: none"> • Ball (soccer ball or volleyball sized ball).
Basketball Throw	<ul style="list-style-type: none"> • Basketball net. • Basketball.
Volleyball Bump	<ul style="list-style-type: none"> • Volleyball.
Soccer Dribbling Obstacle Course	<ul style="list-style-type: none"> • Pylons or other similar type markers, such as chairs. • Soccer ball.
Basketball Dribbling Obstacle Course	<ul style="list-style-type: none"> • Pylons or other similar type markers, such as chairs. • Basketball.
Skipping	<ul style="list-style-type: none"> • Skipping rope.
Running Long Jump	<ul style="list-style-type: none"> • Tape to mark points on floor. • Tape or pylons to mark starting position.
Standing Long Jump	<ul style="list-style-type: none"> • Tape to mark points on floor. • Tape or pylons to mark starting position.
Floor Hockey Goals	<ul style="list-style-type: none"> • Floor hockey net. • Floor hockey stick. • Floor hockey ball (or similar ball). • Target for bonus area.
Mini Obstacle Course	<p>Sample items could include:</p> <ul style="list-style-type: none"> • Benches. • Pylons or other similar type markers, such as chairs. • Tables. • Balls.

Fun Events

Name of Event	Equipment Required
Egg/Candy Carry	<ul style="list-style-type: none"> • Candy (or some similar object). • Spoons. • Pylons or other similar type markers, such as chairs.
Sweater Pull	<ul style="list-style-type: none"> • Very large sweater. • Pylon or other similar type markers, such as chairs.
Pantyhose Pull-on With Mittens/ Oven Mitts	<ul style="list-style-type: none"> • Pantyhose (amount to be dependent upon number of cadets participating). • Mittens or oven mitts (three to four pairs).
Boots Nailed to 2x4, Group Walks Together	<ul style="list-style-type: none"> • Pre-made pieces of wood with boots secured to it.
Three-legged Race	<ul style="list-style-type: none"> • Scarves.
Human Knot	<ul style="list-style-type: none"> • N/A.
Old Clothes Race	<p>A multitude of very large clothing to include:</p> <ul style="list-style-type: none"> • T-shirts. • Sweatshirts. • Track pants. • Shorts. • Hats. • Mitts/gloves. • Scarves.
Orange in Pantyhose Relay Race	<ul style="list-style-type: none"> • Pantyhose (numerous pairs). • Oranges (numerous)/tennis balls. • Pylon or other similar type markers, such as chairs.

STATIONS SCORE SHEETS

STATION 1 GROUP 1 SCORE:	STATION 1 GROUP 2 SCORE:	STATION 1 GROUP 3 SCORE:	STATION 1 GROUP 4 SCORE:	STATION 1 GROUP 5 SCORE:
STATION 1 GROUP 6 SCORE:	STATION 1 GROUP 7 SCORE:	STATION 1 GROUP 8 SCORE:	STATION 1 GROUP 9 SCORE:	STATION 1 GROUP 10 SCORE:
STATION 2 GROUP 1 SCORE:	STATION 2 GROUP 2 SCORE:	STATION 2 GROUP 3 SCORE:	STATION 2 GROUP 4 SCORE:	STATION 2 GROUP 5 SCORE:
STATION 2 GROUP 6 SCORE:	STATION 2 GROUP 7 SCORE:	STATION 2 GROUP 8 SCORE:	STATION 2 GROUP 9 SCORE:	STATION 2 GROUP 10 SCORE:

STATION 3 GROUP 1 SCORE:	STATION 3 GROUP 2 SCORE:	STATION 3 GROUP 3 SCORE:	STATION 3 GROUP 4 SCORE:	STATION 3 GROUP 5 SCORE:
STATION 3 GROUP 6 SCORE:	STATION 3 GROUP 7 SCORE:	STATION 3 GROUP 8 SCORE:	STATION 3 GROUP 9 SCORE:	STATION 3 GROUP 10 SCORE:
STATION 4 GROUP 1 SCORE:	STATION 4 GROUP 2 SCORE:	STATION 4 GROUP 3 SCORE:	STATION 4 GROUP 4 SCORE:	STATION 4 GROUP 5 SCORE:
STATION 4 GROUP 6 SCORE:	STATION 4 GROUP 7 SCORE:	STATION 4 GROUP 8 SCORE:	STATION 4 GROUP 9 SCORE:	STATION 4 GROUP 10 SCORE:

STATION 5 GROUP 1 SCORE:	STATION 5 GROUP 2 SCORE:	STATION 5 GROUP 3 SCORE:	STATION 5 GROUP 4 SCORE:	STATION 5 GROUP 5 SCORE:
STATION 5 GROUP 6 SCORE:	STATION 5 GROUP 7 SCORE:	STATION 5 GROUP 8 SCORE:	STATION 5 GROUP 9 SCORE:	STATION 5 GROUP 10 SCORE:
STATION 6 GROUP 1 SCORE:	STATION 6 GROUP 2 SCORE:	STATION 6 GROUP 3 SCORE:	STATION 6 GROUP 4 SCORE:	STATION 6 GROUP 5 SCORE:
STATION 6 GROUP 6 SCORE:	STATION 6 GROUP 7 SCORE:	STATION 6 GROUP 8 SCORE:	STATION 6 GROUP 9 SCORE:	STATION 6 GROUP 10 SCORE:

STATION 7 GROUP 1 SCORE:	STATION 7 GROUP 2 SCORE:	STATION 7 GROUP 3 SCORE:	STATION 7 GROUP 4 SCORE:	STATION 7 GROUP 5 SCORE:
STATION 7 GROUP 6 SCORE:	STATION 7 GROUP 7 SCORE:	STATION 7 GROUP 8 SCORE:	STATION 7 GROUP 9 SCORE:	STATION 7 GROUP 10 SCORE:
STATION 8 GROUP 1 SCORE:	STATION 8 GROUP 2 SCORE:	STATION 8 GROUP 3 SCORE:	STATION 8 GROUP 4 SCORE:	STATION 8 GROUP 5 SCORE:
STATION 8 GROUP 6 SCORE:	STATION 8 GROUP 7 SCORE:	STATION 8 GROUP 8 SCORE:	STATION 8 GROUP 9 SCORE:	STATION 8 GROUP 10 SCORE:

STATION 9 GROUP 1 SCORE:	STATION 9 GROUP 2 SCORE:	STATION 9 GROUP 3 SCORE:	STATION 9 GROUP 4 SCORE:	STATION 9 GROUP 5 SCORE:
STATION 9 GROUP 6 SCORE:	STATION 9 GROUP 7 SCORE:	STATION 9 GROUP 8 SCORE:	STATION 9 GROUP 9 SCORE:	STATION 9 GROUP 10 SCORE:
STATION 10 GROUP 1 SCORE:	STATION 10 GROUP 2 SCORE:	STATION 10 GROUP 3 SCORE:	STATION 10 GROUP 4 SCORE:	STATION 10 GROUP 5 SCORE:
STATION 10 GROUP 6 SCORE:	STATION 10 GROUP 7 SCORE:	STATION 10 GROUP 8 SCORE:	STATION 10 GROUP 9 SCORE:	STATION 10 GROUP 10 SCORE:

THIS PAGE INTENTIONALLY LEFT BLANK

SPORTS TABLOID MASTER SCORE SHEET

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10
Station 1										
Station 2										
Station 3										
Station 4										
Station 5										
Station 6										
Station 7										
Station 8										
Station 9										
Station 10										
TOTAL										

THIS PAGE INTENTIONALLY LEFT BLANK

TYPES OF TOURNAMENTS

Ladder Tournament

- The ladder tournament is based on a draw.
- A ladder with spaces on it will record the progress of the tournament. The names of competitors are printed and placed on the ladder in the order of the draw.
- The following rules must be applied as the tournament progresses:
 - Each contestant is permitted to challenge the player above them, up to a maximum of three above.
 - If the challenger wins, or if the challenge is not accepted within a given amount of time, the tags are interchanged, with the challenger moving up the ladder.
 - Organizers may have to modify rules slightly to suit the nature of the competition; however, all parties should be aware of the modifications prior to commencement of the tournament.
- If the number of entries is too large to accommodate on one ladder, more than one can be used, with competitors moving from the junior ladder up. In this situation, the rules are as follows:
 - A player who wishes to enter the competition must challenge the player at the bottom of the lowest ladder.
 - Upon reaching the top of the ladder, the competitor can then challenge the bottom player of the next ladder.

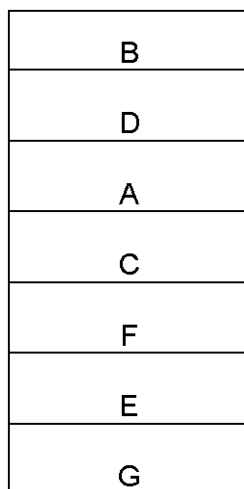


Figure 5H-1 Ladder Tournament

Pyramid Tournament

- The pyramid tournament is based on a draw.
- The board is set up in the form of a pyramid, with one player at the top, two in the next row, and so forth. The names of competitors are printed and placed on the pyramid in the order of the draw.
- Each competitor or team is able to challenge anyone in the row above them.
- If a challenger wins, they switch positions with the competitor they challenged.
- If the challenger wins, or if the challenge is not accepted within the given timeframe, the tags are interchanged.
- Organizers may have to modify rules slightly to suit the nature of the competition, but all parties should be aware of all modifications prior to commencement of the tournament.

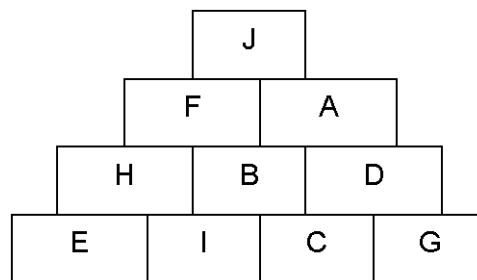


Figure 5H-2 Pyramid Tournament

Single Round-Robin Tournament

- Every competitor, either team or individual, will play each other once.
- The maximum amount of entries should be eight. Otherwise some form of preliminary elimination round may need to be held to bring the number of entries down to eight.
- The number of games required to be completed is calculated by multiplying the number of entries by the same number minus one, then divided by two.

Example: Number of Teams = 8

$$\text{Number of Games} = (8 \times [8 - 1]) \div 2 = 28 \text{ games}$$

- Methods of Draw
 - To arrange the rounds and the games scheduled for an even number of entries, keep the first entry constant and rotate the rest in the following manner:

Round 1	Round 2	Round 3	Round 4	Round 5
1-6	1-5	1-4	1-3	1-2
2-5	6-4	5-3	4-2	3-6
3-4	2-3	6-2	5-6	4-5

Note: The number of rounds for an even number of entries equals the number of entries minus one. As per the example, there are five rounds for six teams.

- To arrange the rounds and games schedule for an uneven number of entries, give each contestant (team or individual) a bye in one round of play, and rotate the remaining entries, in the following manner:

Round 1	Round 2	Round 3	Round 4	Round 5
5-bye	4-bye	3-bye	2-bye	1-bye
1-4	1-3	1-2	1-5	3-5
2-3	5-2	4-5	3-4	2-4

Note: The number of rounds for an uneven number of entries is the same as the number of entries.

Single Elimination Tournament

- This type of tournament is the quickest way of determining a winner.
- Important terminology to understand include the following:
 - **Round (Series).** The part of the competition during which each participant or team meets one of the opponents according to a draw.
 - **Bye.** When a participant or team moves into the next round of the competition without participating in the previous round.
 - **Walk-over (or Win by Default).** When a participant wins without competing because their opponent failed to appear for the competition; no participant in a competition should have a bye immediately followed by a walk-over or two consecutive walk-overs.
 - **Bagnall-wild Tournament.** This is used in connection with a single elimination in order to decide the second and third place winners. The two losers in the semi-finals play off, and the winner then meets the loser of the finals. This winner is then given the second place and the loser is given third place.
- The single elimination tournament is based on the following principles:
 - Each entrant is eliminated after the first defeat.
 - The number of entries is not limited.
 - When the number of entries is not a power of two, it is necessary to have a number of byes. All byes must be given in the first round so that the number of entries remaining in the subsequent rounds are always a power of two.
 - In computing the number of byes, the number of entries is subtracted from the next highest power of two, for example:
 - 11 entries = 5 byes ($16 - 11 = 5$)
 - 6 entries = 2 byes ($8 - 6 = 2$)
 - 21 entries = 11 byes ($32 - 21 = 11$)
 - Competitors drawing a bye in the first round shall be the first to compete in the second round.
 - No competitor may receive a bye in the first round and a walk-over in the second round or two consecutive walk-overs. Should such a situation arise, a fresh draw shall be made of the opponents for those competitors who have already received a bye or walk-over in the preceding round.
 - The number of games required to complete the schedule equals the number of entries minus one.
 - The following elements should be adhered to when making the draw:
 - Draw up the skeleton plan.
 - Draw the names out of the hat and place them in the order of the draw.
 - If seeded players are competing, first place them in each section of the draw so that they may be expected to reach the semi or quarter finals without meeting another seeded player before drawing the remaining positions out of the hat. Seeded players are known to the tournaments and are placed in a position where they are expected to do well.

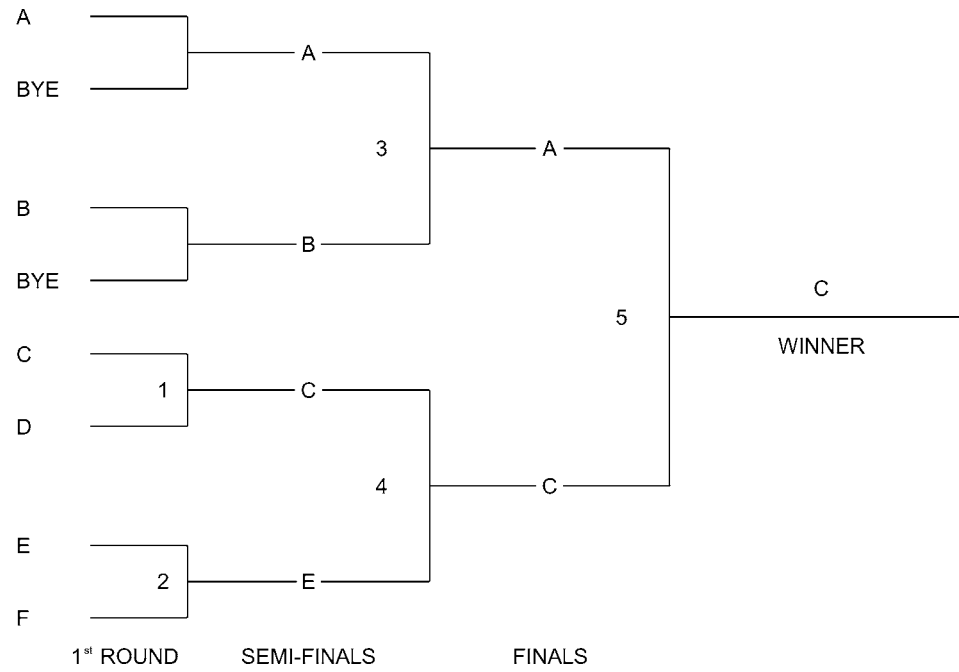


Figure 5H-3 Single Elimination Tournament

Double Elimination Tournament

- This type of tournament is longer than the single elimination tournament, as entrants are eliminated only after their second defeat.
- This type of tournament is organized in the same manner as a single elimination tournament with the added variance of a B table being created. As a team loses a game it becomes entered into the corresponding slot in the B table. Teams losing in the first round, which is where all members start, become placed in the first round of the B table. Players losing in the second round of the A table get placed in the second round of the B table.
- Byes are allotted in the first round and odd man entries into the B table move into the next round of the B table.
- Doubling the number of entrants and subtracting one determines the maximum number of games for a double elimination tournament

(Team number x 2) - 1 = maximum as per the example below.

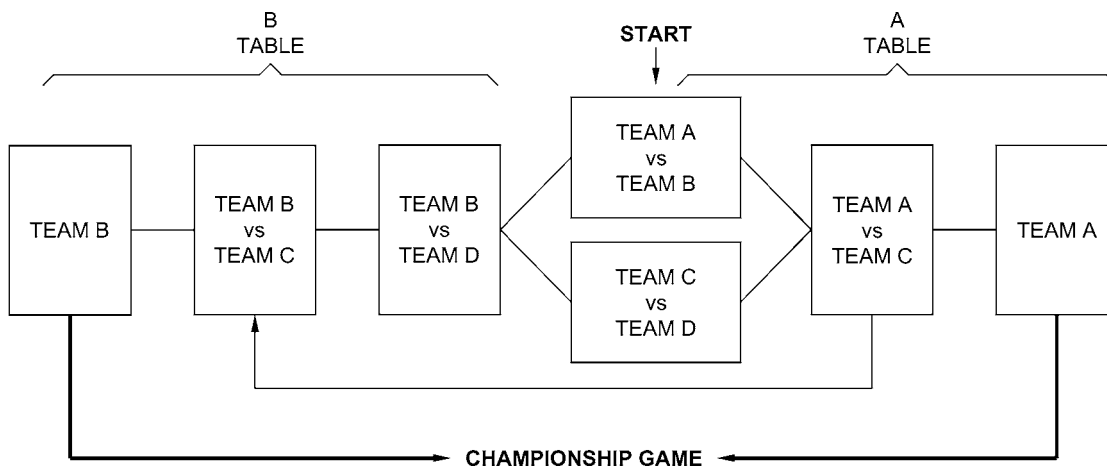


Figure 5H-4 Double Elimination Tournament Example

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 6
PO 106 – FIRE THE CADET AIR RIFLE



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M106.01 – IDENTIFY THE PARTS AND THE CHARACTERISTICS OF THE DAISY 853C AIR RIFLE

Total Time:	30 min
-------------	--------

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- carry out a safety precaution check on all rifles to be used during this lesson; and
- state to cadets that the rifles have been inspected and are safe to handle.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the parts, and list the characteristics of the cadet air rifle.

IMPORTANCE

Cadets must have a basic knowledge of the cadet air rifle in order to understand how the rifle works and to safely follow directions given on the range.

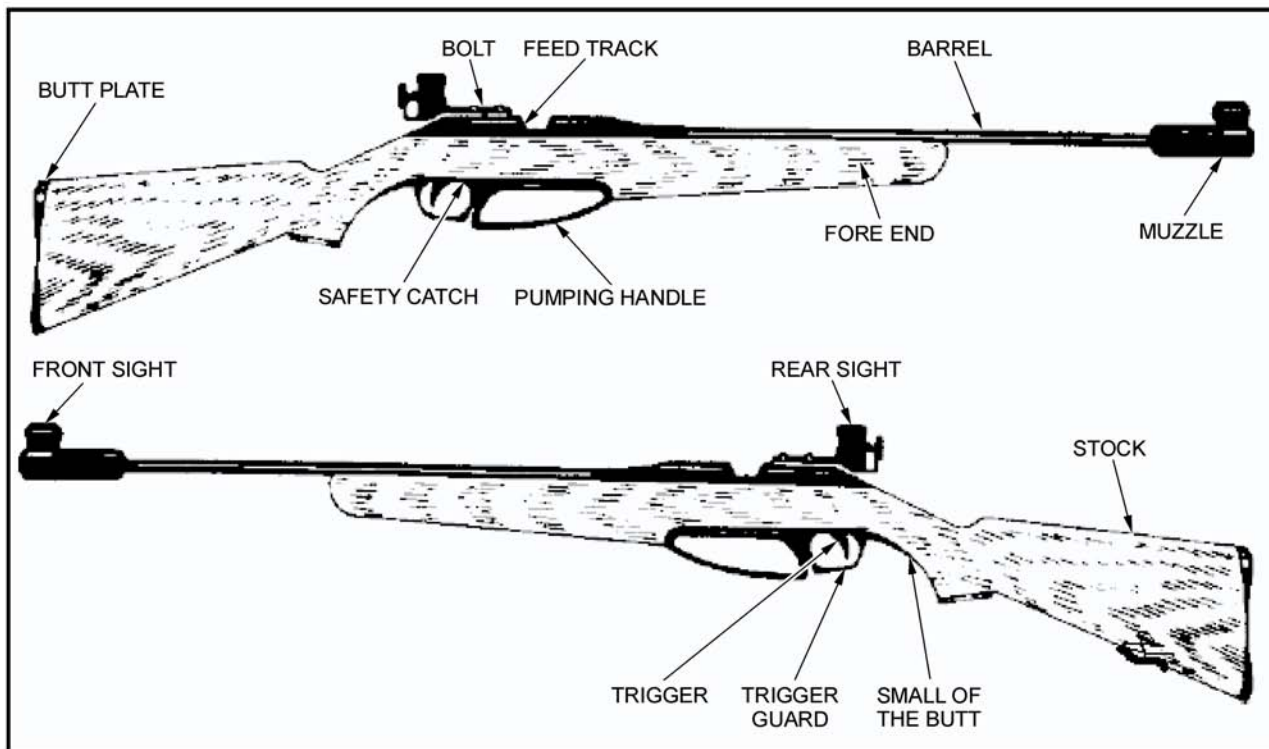
Teaching Point 1**Identify the Parts of the Daisy 853C Air Rifle**

Time: 13 min

Method: Interactive Lecture

PARTS

- Depending on the number of rifles available, distribute them with an optimum ratio of one rifle for every two cadets.
- When possible, have a second instructor in the room to assist.
- **For safety purposes, maintain strict class control at all times.**



A-CR-CCP-177/PT-001

Figure 6-1-1 Parts of the Cadet Air Rifle

Butt Plate (End of the Butt). It is the part of the rifle directly in contact with the marksman's shoulder. When fitted properly, the butt plate aids in achieving a snug fit, and a consistent placement of the rifle into the shoulder. The addition of butt spacers allows for this adjustment in length.

Spacers. Plastic inserts that can be added or removed from the butt plate to vary its length. To add or take away butt spacers, use a Phillips screwdriver to loosen the butt plate and slide in/out the amount of spacers desired.

Small of the Butt (Pistol Grip). Curved area directly behind the trigger guard where the hand controlling the trigger grips the rifle.

Stock. Complete wooden portion of the rifle (from the butt plate end forward).

Fore End (of the Stock). Wooden portion of the stock from the trigger guard forward, in which the barrel and the rifle mechanism are encased.

Sling. It is a web sling made of nylon. Links the rifle to the marksman's arm to support most of the weight of the rifle. One end attaches to the sling bracket and the other to the upper arm.

Sling Bracket (Hand Stop). Adjustable metal clasp attached to the fore stock used to affix the sling to the rifle. It also acts as a hand stop, used to rest the left hand to prevent it from moving.

Trigger. Movable device that releases a spring and releases the rifle mechanism. This rifle has a single stage trigger that cannot be adjusted for weight.

Trigger Guard. Metal band that surrounds and protects the trigger.

Safety Catch. This is a mechanism that, once engaged, prevents the rifle from firing by locking the trigger in place. It is a cross bolt type device located on the trigger guard. The black side indicates that the rifle is unable to fire; the red side indicates the rifle is ready to fire. It should be ON (no red) at all times, unless firing.

Bolt. Metal lever used for opening or closing the rifle mechanism. It must be in the closed position in order to fire. For maximum safety when the rifle is uncased and not firing, the bolt should be kept open.

Pump Handle. Metal lever used to compress the air required to fire the pellet. Whenever the rifle is in a "safe rifle status", the pump lever should be left partially open.

Front Sight. Global front sight that uses aperture inserts.

Rear Sight. Micrometer sight adjustable for windage and elevation. It is easily attached to a metal rail located above the action. This rail allows for adjustment of the sight forward or backward, in order to maintain proper eye relief. The sight is attached using a small flat-blade screwdriver.

Muzzle. Front end of the barrel equipped with attachable barrel weight.

Barrel With Barrel Weight. Steel tube through which the pellet travels, extending from the muzzle to the chamber. The barrel weight ensures that the rifle's weight is evenly distributed and that the rifle's balance is maintained.

Bore. Interior of the barrel has spiral grooves cut into it. The lands are the ridges of metal between the grooves. Together, the grooves and lands are called rifling.

Feed Track. Delicate area where the pellet is inserted manually onto a single pellet adapter, or with a five-shot clip.

Single Shot Adapter. Plastic clip that aids in placing a pellet in the chamber.

Five-shot Clip. Plastic clip that holds a maximum of five pellets and used to place the pellets in the chamber.

Chamber. Location where the pellet is held before firing.

CONFIRMATION OF TEACHING POINT 1

The instructor shall ensure that the cadet can identify the parts of the cadet air rifle by physically pointing to the parts, and having the cadets properly name the part.

Teaching Point 2**Identify the Characteristics of the Daisy 853C Air Rifle**

Time: 12 min

Method: Interactive Lecture

CHARACTERISTICS

Identify the main characteristics of the cadet air rifle. Focus on these points during the confirmation section of this teaching point.

The characteristics of the Daisy 853C air rifle are:

- **Action.** Single pump pneumatic, straight pull-bolt.
- **Total Length.** 97.8 cm.
- **Total Weight.** 2.5 kg.
- **Calibre.** 0.177 calibre (4.5 mm).
- **Front Sight.** Global type with interchangeable aperture inserts.
- **Rear Sight.** Fully adjustable peep rear sight with micrometer click adjustment.
- **Muzzle Velocity.** 150.8 metres per second.
- **Loading.** Single or auto indexing five-pellet clip.
- **Stock.** Full-length, sporter-styled hardwood with adjustable length.
- **Safety.** Manual cross-bolt trigger block with red indicator.



These characteristics are “Nice to Know” and should be taught only if time permits.

- **Barrel.** Lothar Walther rifled high-grade steel barrel with weight: crowned 12 lands and grooves, right hand twist. Precision bore sized for match pellets. Approximate length 53.1 cm.
- **Maximum Range.** 235.4 metres.
- **Sling.** Adjustable competition web.
- **Trigger Weight.** Minimum 3.5 lb.
- **Chamber.** Open loading and made of steel.
- **Pumping Force.** 20 lbf.



With a muzzle velocity of 150.8 metres per second, the cadet air rifle is not a “firearm” under the current federal firearms legislation, but it is treated as one under the definition used by the Military Police.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. The cadet air rifle has what type of action?
- Q2. What is the calibre of the cadet air rifle?
- Q3. The cadet air rifle uses what type of safety?

ANTICIPATED ANSWERS

- A1. Single pump pneumatic, straight pull-bolt.
- A2. 0.177 calibre (4.5 mm).
- A3. Manual cross-bolt trigger block with red indicator.

END OF LESSON CONFIRMATION

This EO may be confirmed with the handout found at Annex A. Allow cadets a few minutes to complete the annex, then have cadets switch sheets for correcting.



Correctly labelled diagram is located at page 6A-2.

CONCLUSION

HOMework/READING/PRACTICE

Cadets are to take home the corrected handout to study the parts of the cadet air rifle.

METHOD OF EVALUATION

The instructor will confirm cadets' ability to identify the parts and characteristics of the cadet air rifle by asking questions during the end of lesson confirmation, and with the handout found at Annex A.

CLOSING STATEMENT

Knowing the parts and characteristics of the cadet air rifle is important in understanding how the rifle works. This allows the cadet to be able to follow directions given on the range, and properly perform a handling test whenever an air rifle is to be used.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the safety aspect of this lesson.

REFERENCES

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

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M106.02 – CARRY OUT SAFETY PRECAUTIONS ON THE CADET AIR RIFLE

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- carry out a safety precaution check on all rifles to be used during this lesson. State to cadets that the rifles have been inspected and are safe to handle.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method for TP1 and TP2 and the interactive lecture method for TP3. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.

REVIEW

The pertinent review for this lesson from, EO M106.01 (Section 1), will include:

- Having the cadets identify the characteristics of the Daisy 853C, to include:
 - **Action.** Single pump pneumatic, straight pull-bolt.
 - **Calibre.** 0.177 calibre (4.5 mm).
 - **Safety.** Manual cross-bolt trigger block with red indicator.

- **Loading.** Single or auto indexing five-shot clip.
- **Muzzle Velocity.** 150.8 metres per second.
- Having the cadets identify parts of the Daisy 853C by physically pointing to them and naming them, to include:
 - butt plate;
 - small of the butt (pistol grip);
 - sling bracket (hand stop);
 - trigger;
 - trigger guard;
 - safety catch;
 - bolt;
 - pump lever;
 - muzzle;
 - barrel with barrel weight; and
 - feed track.

OBJECTIVES

By the end of this lesson the cadet shall be expected to carry out individual safety precautions on the cadet air rifle.

IMPORTANCE

Safety precautions are essential to ensure everyone's safety on the range. Every time a cadet picks up a rifle or steps on a range, they must have safety in mind and check to ensure the rifle is safe (an individual safety precaution check when receiving, handing over, or returning to a rifle). Even when a rifle is presumably safe, it is to be checked again.

Teaching Point 1

Explain and Demonstrate How To Carry Out Individual Safety Precautions for the Cadet Air Rifle

Time: 10 min

Method: Demonstration and Performance

REMOVING A RIFLE FROM THE CASE

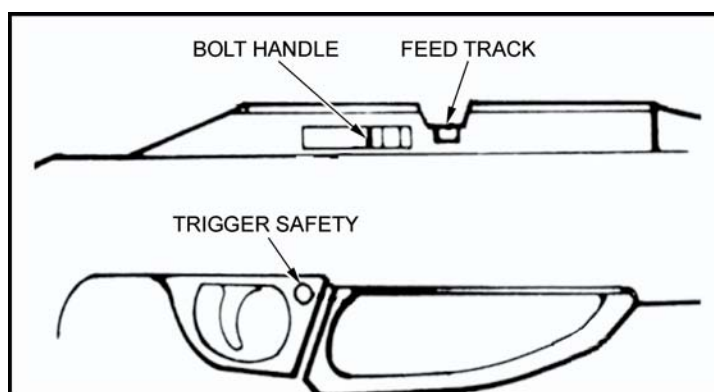
The rifle case should be clearly marked on the outside with an arrow, indicating in what direction the rifle inside is pointing. This will ensure that, when the case is opened, the rifle is pointing in a safe direction. The following steps must be followed when removing a rifle from its case:

1. Place the rifle case on a flat surface and ensure the arrow is pointing in a safe direction.
2. Open the case.
3. Cock the action (leave the bolt to the rear).

4. Confirm that the safety catch is ON.
5. Confirm that the pumping lever is partially open.
6. Slide the safety rod in the barrel towards the bolt until it can be seen in the feed track.
7. Remove the rifle from the case.
8. Remove the safety rod when you are on the firing line.

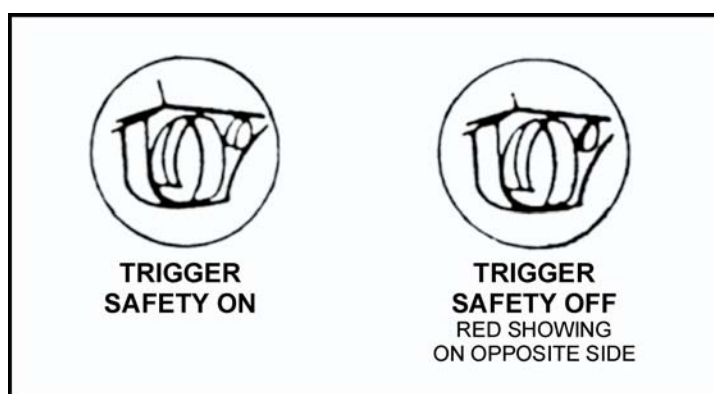
SAFETY CATCH AND SECURITY MEASURES

The safety catch is a mechanism that, once engaged, prevents a rifle from firing by locking its trigger into place. It is located just in front of the trigger, on the trigger guard. To engage the safety catch (ON) it must be pushed towards the right **so no red can be seen**. To fire, the safety catch must be pushed towards the left in the OFF position and a red mark must be seen on it. For maximum security, it is recommended that the safety catch be kept engaged until the rifle is ready for firing.



Daisy 853C Operational Manual

Figure 6-2-1 Safety Catch



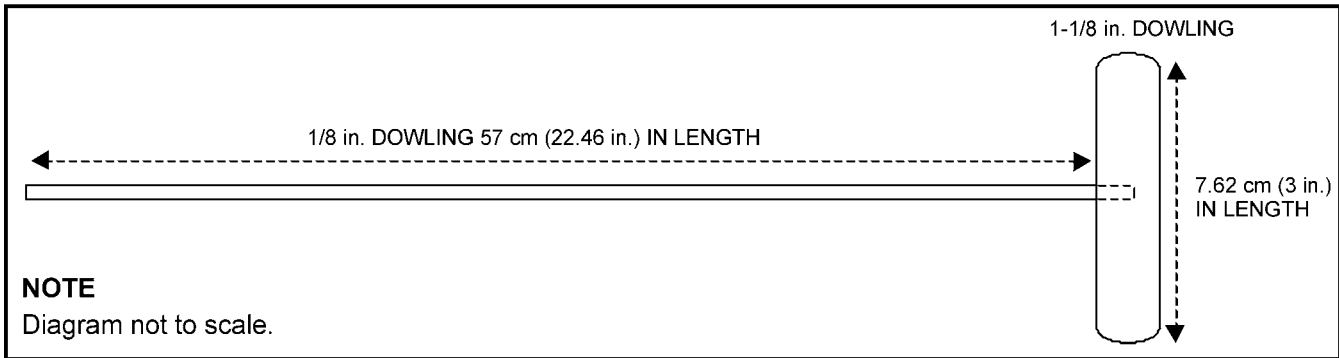
Daisy 853C Operational Manual

Figure 6-2-2 Safety Catch Detail View

SAFETY ROD

To ensure that air rifles are not removed from the firing point or stored with a pellet in the chamber or barrel, a safety rod is to be inserted in the barrel from the muzzle end. It consists of two sections of doweling joined


together in a “T” shape, and may be made of varying materials. Dimensions are detailed in Figure 6-2-3. The tip of the safety rod is to be coloured red so that it is visible in the feed track with the bolt fully to the rear.



Cadet Marksmanship Program Reference Manual

Figure 6-2-3 Safety Rod

SAFE RIFLE STATUS



The instructor shall demonstrate and explain points 1, 2 and 3 of the safe rifle status checks using full demonstrations and explanations prior to each new skill, followed by a chance for the cadets to imitate the skill under supervision.

When not being handled on the range or in a training environment, the air rifle must be in a safe status. The following options denote various states of “safe rifle status”:

1. **In the rifle case:**
 - a. The safety catch is ON.
 - b. The bolt is forward.
 - c. The action is not cocked.
 - d. The safety rod is in the case but not in the barrel.
 - e. The pump lever is partially open (5 to 8 cm).
2. **On the firing line:**
 - a. The safety catch is ON.
 - b. The bolt is to the rear.
 - c. The pump lever is partially open.
3. **Off the firing line:**
 - a. The safety catch is on.
 - b. The bolt is to the rear.
 - c. The safety rod is in the barrel (visible in the feed track).
 - d. The pump lever is partially open.

CONFIRMATION OF TEACHING POINT 1

Have the cadets, under supervision, perform the steps for “Safe Rifle Status” for:

- a. on the firing line; and
- b. off the firing line.

Teaching Point 2

Carry Out Individual Safety Precautions

Time: 10 min

Method: Demonstration and Performance

INDIVIDUAL SAFETY PRECAUTIONS



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Upon receiving a rifle, or when the “Safe Rifle Status” is uncertain, individual safety precautions shall be done to confirm that the rifle is safe. An individual must ensure that:

1. the bolt is open fully to the rear;
2. the safety catch is in the ON position;
3. the pump lever is left partially open; and
4. a safety rod is placed in the barrel.



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 2

Have cadets carry out individual safety precautions. Cadets will also be required to perform this skill during their air rifle handling test.

Teaching Point 3

Explain and Demonstrate Safety Regulations for the Cadet Air Rifle

Time: 5 min

Method: Interactive Lecture

SAFETY REGULATIONS

Safety regulations are all common sense and are easy to apply when people understand that they are necessary to help prevent accidents with the air rifle. Regulations include:

1. treating the air rifle as if it is loaded;

2. never pointing the air rifle at anyone;
3. holding the rifle vertically when moving to and from the firing point;
4. leaving fingers off the trigger until ready to fire;
5. wearing safety glasses/goggles; and
6. employing hygiene on the range by washing hands after every practice.



The Canadian Firearms Centre safety training teaches that the vital four “**ACTS**” of firearm safety. The acronym “**ACTS**” stands for:

- **A**ssume every firearm is loaded.
- **C**ontrol the muzzle direction at all times.
- **T**rigger finger must be kept off the trigger and out of the trigger guard.
- **S**ee that the firearm is unloaded – prove it safe.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Why do we follow safety regulations?
- Q2. What are some common sense safety regulations?
- Q3. What does the acronym “ACTS” stand for?

ANTICIPATED ANSWERS

- A1. To help prevent accidents with the air rifle.
- A2. Any from list taught:
 - a. Treating the air rifle as if it is loaded.
 - b. Never point the air rifle at anyone.
 - c. Holding the rifle vertically when moving to and from the firing point.
 - d. Leaving fingers off the trigger until ready to fire.
 - e. Wearing safety glasses/goggles.
 - f. Employing hygiene on the range by washing hands after every practice.
- A3. **ACTS** stands for; **A**ssume every firearm is loaded, **C**ontrol the muzzle direction at all times, **T**rigger finger must be kept off the trigger and out of the trigger guard, **S**ee that the firearm is unloaded – prove it safe.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What does the arrow on the rifle case indicate?
- Q2. How do we know if the safety catch is ON?
- Q3. What are the vital four “**ACTS**” of firearm safety?

ANTICIPATED ANSWERS

- A1. The direction of the rifle inside the case.
- A2. No red can be seen.
- A3. **ACTS** stands for; **A**ssume every firearm is loaded, **C**ontrol the muzzle direction at all times, **T**rigger finger must be kept off the trigger and out of the trigger guard, **S**ee that the firearm is unloaded – prove it safe.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The cadet will be required to perform individual safety precautions with the cadet air rifle as an aspect of the handling test.

CLOSING STATEMENT

Being able to carry out safety precautions on the cadet air rifle is essential for functioning safely on the range following directions given on the range, and successfully performing a handling test.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the safety aspects of this lesson.

REFERENCES

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

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range prior to the beginning of the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



This lesson may be better presented using a round robin format for those units with large first year groups.

REVIEW

The pertinent review for this lesson, from EO M106.02 (Section 2), will include:

QUESTIONS

- Q1. Why are the individual safety precautions performed?
- Q2. What is the purpose of the “safety catch”?

ANTICIPATED ANSWERS

- A1. To confirm a rifle is safe.
- A2. It prevents a rifle from firing by locking its trigger into place.

OBJECTIVES

By the end of this lesson the cadet shall be expected to apply basic marksmanship techniques to include:

- prone position;
- basic holding;
- basic aiming;
- loading;
- firing; and
- unloading.

Cadets will apply the knowledge gained during this lesson when they participate in any range practice.

IMPORTANCE

These techniques must all be applied in harmony. Improving one while not working on another will not produce the best results in the long run. Perfecting these techniques takes time and concentration. Cadets should remember – PRACTICE MAKES PERFECT!

Teaching Point 1

Explain and Demonstrate the Prone Position

Time: 4 min

Method: Demonstration and Performance

The first principle of marksmanship is to find a comfortable shooting position. A comfortable shooting position will enable cadets to shoot safely and with much better results. The prone position is the most stable shooting position to use.

OBJECTIVES OF A GOOD POSITION



Have cadets down get on the mat and assume the prone position. From here, the instructor is better prepared to observe the cadets imitating the skills being taught.



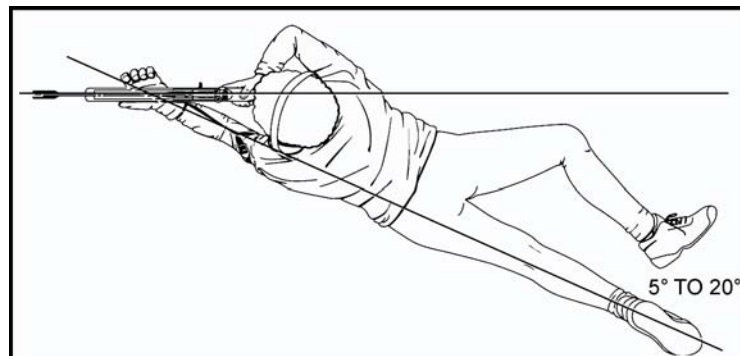
The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Obtaining a good prone position is one of the most, if not the most, important principle of marksmanship. A good prone position helps to maintain comfort and stability during the firing session. The prone position is assumed

when the shooter lies flat, directly behind the rifle, with a very slight angle between their body and the rifle, and in line with the target. The position should be:

- natural;
- without strain;
- comfortable; and
- stable, in that the:
 - body should form an angle with the line of sight;
 - spine should remain straight;
 - left leg should be parallel with the spine;
 - right foot should turn out and point to the right;
 - left foot should either be straight or point towards the right; and
 - right knee should form an angle with the left leg.



Cadet Marksmanship Program Reference Manual

Figure 6-3-1 Prone Position



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 1



The instructor will divide the group into two, or, by the number of air rifles available.

The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

Teaching Point 2**Explain and Demonstrate How To Hold the Cadet Air Rifle**

Time: 7 min

Method: Demonstration and Performance

HOLDING THE CADET AIR RIFLE

The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

The prone position allows holding to be achieved with as little movement and muscular tension as possible, in that the:

- left elbow should be positioned slightly to the left of the rifle;
- left hand must rest firmly against the sling swivel, and the fingers should be relaxed and not grip the fore end;
- right hand should slightly grip the small of the butt with constant pressure;
- right thumb should be placed on the stock directly behind the rear sight or around the small of the butt;
- right elbow should rest naturally where it falls, not too close or too far from the rifle;
- the shoulders should be straight and form right angles with the spine;
- the butt plate is kept firmly in the hollow of the right shoulder. The right elbow will naturally fall in the same spot throughout the relay; and
- the head rests comfortably on the butt and remains straight.



Cadet Marksmanship Program Reference Manual

Figure 6-3-2 Prone Position (Front)



Cadet Marksmanship Program Reference Manual

Figure 6-3-3 Prone Position (Side)



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 2



The instructor will divide the group into two, or, by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe, and then have them trade places, and repeat.

Teaching Point 3
Explain and Demonstrate How To Aim the Cadet Air Rifle

Time: 4 min

Method: Demonstration and Performance

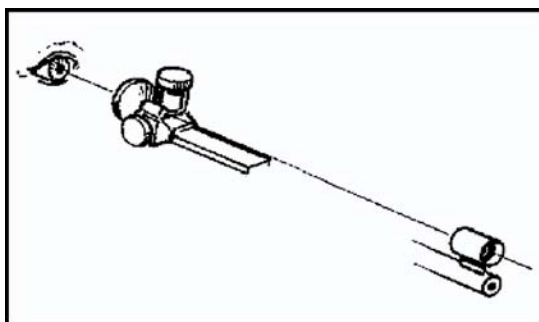
AIMING THE CADET AIR RIFLE

Cadets must constantly strive to maintain proper sight alignment, while obtaining a sight picture. It is the most critical element of the aiming process.

The **aiming process** consists of:

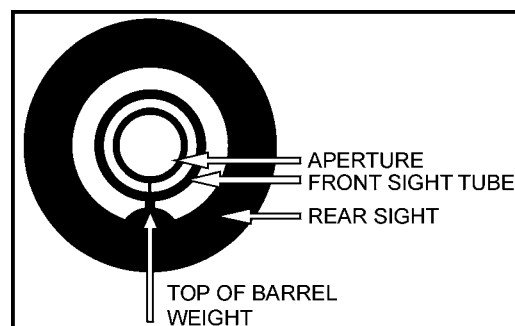
- adopting a comfortable position; and
- ensuring proper body alignment with the target.

Sight Alignment. It is the alignment of the eye, the rear sight, and the front sight. When cadets bring their eye 5 to 15 cm from the rear sight, they will find that the small hole is large enough to look through and see all of the front sight. Proper sight alignment is a matter of centering the front sight tube in the rear sight. The tube will not quite fill the rear sight and cadets will be able to see light around the outside of the tube; we call this a “line of white”.



Cadet Marksmanship Program Reference Manual

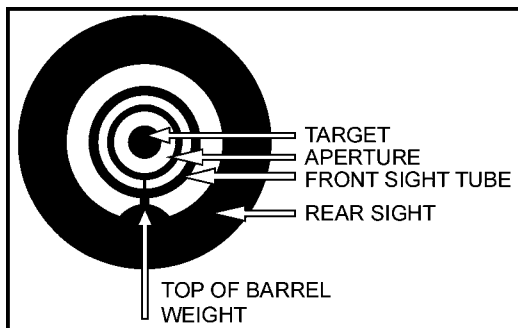
Figure 6-3-4 Sight Alignment



Cadet Marksmanship Program Reference Manual

Figure 6-3-5 Line of White

Sight Picture. To obtain a proper sight picture, a bull's-eye is simply added to the innermost ring. The goal during the aiming process is to maintain proper sight alignment while keeping the bull centered in the front sight.



Cadet Marksmanship Program Reference Manual

Figure 6-3-6 Sight Picture


CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are the two critical elements of the aiming process?
- Q2. Sight alignment consists of what three things?
- Q3. What is added to the innermost ring to obtain a proper sight picture?

ANTICIPATED ANSWERS

- A1. Adopting a comfortable position, and ensuring proper body alignment with the target.
- A2. The eye, the rear sight, and the front sight.
- A3. A bull's-eye.



The cadets' aiming abilities will be further assessed during future range practices. The instructor(s) will observe cadets during practices, and assess targets to confirm the skill of aiming.


Teaching Point 4

Explain and Demonstrate How To Load and Unload the Cadet Air Rifle

Time: 14 min

Method: Demonstration and Performance

LOADING THE AIR RIFLE



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

This will be conducted as a DRY FIRE EXERCISE ONLY.

Loading procedure:

1. Pick up the rifle with the left hand.
2. Ensure the safety catch is in the ON position.
3. Pump the air rifle, pausing for 3 seconds.
4. Bring the pump handle back to closed position.
5. Simulate loading a pellet, or load an auto indexing five-pellet clip into the feed track.
6. Close the bolt.

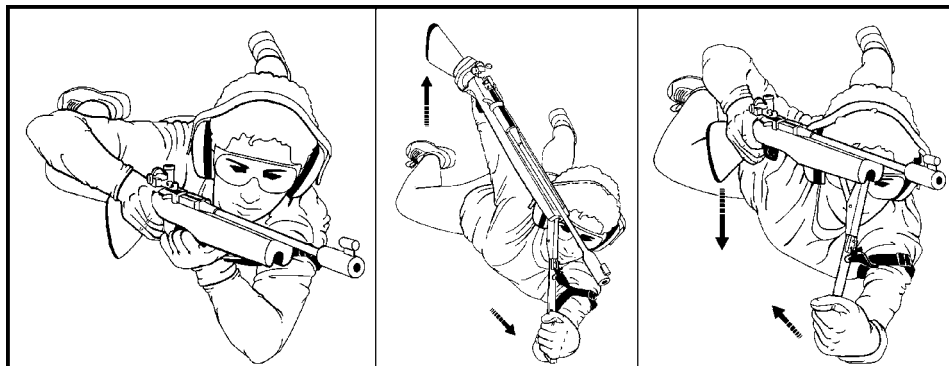


Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.



The following methods may be used when pumping the air rifle:

- **Option 1.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle. The rifle should remain stationary during the pumping process and always point towards the targets.
- **Option 2.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Place the butt of the rifle under the right arm or shoulder for support. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle allowing the underarm and shoulder to help hold the rifle steady when closing the pump handle. Remember that the rifle must always point towards the targets.
- **Option 3 – Coach Assistance.** Point the rifle in a safe direction and request the assistance from a coach. The coach should move in and pump the rifle using both hands. This should be used as last resorts as any cadet can easily do the above two options.



Cadet Marksmanship Program Reference Manual

Figure 6-3-7 Pumping the Air Rifle



Do not pump the rifle more than once per shot. This air rifle is designed to withstand the pressure based on a single pump stroke.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

UNLOADING THE CADET AIR RIFLE

Follow the unloading sequence of the cadet air rifle, to include:

UNLOAD

1. Pick up the air rifle.
2. Remove five-pellet clip (if used).
3. Open the bolt (do not insert a pellet).
4. Pump the air rifle, pausing for 3 seconds.
5. Close the bolt (do not insert a pellet).
6. Place the safety catch in the OFF position.
7. Aim the rifle at the target.
8. Squeeze the trigger.
9. Place the safety catch in the ON position.

PREPARE FOR INSPECTION

1. Open the bolt.
2. Open the pump handle slightly.
3. Place the rifle on shoulder, muzzle pointed down range.
4. Wait to be cleared by the RSO.
5. Lay the rifle down.



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 4



The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

Teaching Point 5

Fire the Cadet Air Rifle

Time: 22 min

Method: Demonstration and Performance

FIRING THE CADET AIR RIFLE

Follow the sequence required to fire the cadet air rifle, to include:

1. When the RSO gives the command, place safety catch in the OFF position.
2. Aim the air rifle at the target.
3. Squeeze the trigger.
4. Open the bolt, pump the rifle, reload, aim and fire.
5. Repeat the last step until firing is complete.
6. Upon completion, place the safety catch in the ON position and partially opening the pump lever.
7. Lay the air rifle down.

CONFIRMATION OF TEACHING POINT 5



The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

END OF LESSON CONFIRMATION

The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence for all teaching points as demonstrated, while the remainder observe, and then have them trade places, and repeat.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The first principle of marksmanship is to find a comfortable shooting position. A comfortable shooting position will enable cadets to shoot safely and with much better results. The prone position is the most stable shooting position to use.

INSTRUCTOR NOTES/REMARKS

1. Emphasis must be placed on the safety aspects of this lesson.
2. Ensure thorough confirmation by stages.

REFERENCES

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



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO M106.04 – FOLLOW RULES AND COMMANDS ON AN AIR RIFLE RANGE

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range to be used when teaching the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method for TP1 and the demonstration and performance method for TP2. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson, from EO M106.03 (Section 3), will include:

QUESTIONS

- Q1. What two things do a good prone position help to maintain?
- Q2. Sight alignment consists of what three steps?
- Q3. What is added to the innermost ring to obtain a proper sight picture?

ANTICIPATED ANSWERS

- A1. Comfort and stability.
- A2. The eye, the rear sight, and the front sight.
- A3. A bull's-eye.

OBJECTIVES

By the end of this lesson the cadet shall be expected to handle rifles safely and properly execute range commands.

IMPORTANCE

Firearms safety is the number one priority on and off the range so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by ignorance of proper rifle operating procedures or by mishandling.

Teaching Point 1

Explain Rules Cadets Must Follow on the Range

Time: 10 min

Method: Interactive Lecture

RULES CADETS MUST FOLLOW ON THE RANGE



The instructor will read Local Range Standing Orders at the beginning of this period.

Range Standing Orders are locally produced for each range. They detail rules to be followed on that range. General rules observed on all ranges include:

1. Rifles will be proved safe when picked up, handed to or received from another person.
2. Rifles are never pointed at any person.
3. Safety rods shall be inserted into the barrels of rifles when not in use on the range.
4. Horseplay is forbidden on the range.
5. Rifles, whether loaded or not, will always be pointed down range.
6. Eating is not permitted on or near the range or around the pellets.
7. All personnel shall read or be briefed on the contents of the Range Standing Orders.
8. The RSO's directions and orders are to be obeyed at all times.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. When should a rifle be proved safe?

- Q2. When can rifles be pointed at other people?
 Q3. When should the directions and orders of the RSO be followed?

ANTICIPATED ANSWERS

- A1. When picked up, handed to or received from another person.
 A2. Rifles are never pointed at any person.
 A3. The RSO's directions and orders are to be obeyed at all times.

Teaching Point 2

Explain Range Commands

Time: 15 min

Method: Demonstration and Performance




The instructor shall provide an EXPLANATION and DEMONSTRATION of each command and the associated action to be taken.

All loading/firing is to be simulated. No pellets are to be fired.


RANGE COMMANDS CADETS MUST FOLLOW

Command	Action To Be Taken
1. Cover off your firing point.	1. Move to a position behind your assigned firing point.
2. Place your equipment down and stand back.	2. As directed.
3. Adopt the prone position.	3. Lay down in prone position IAW EO M106.03 (Section 3).
4. "G.R.I.T." in that GRIT is the acronym for: a. Group (relay) b. Range c. Indication d. Type	4. Listen for direction on type of shooting to be carried out.
5. Relay load, commence firing.	5. Load IAW EO M106.03 (Section 3), and fire.
6. Relay, cease fire.	6. Stop, engage the safety catch of the air rifle, and wait for directions.
7. Relay, resume fire.	7. As directed.
8. Relay, unload.	8. Unload IAW EO M106.03 (Section 3).
9. Relay, prepare for inspection.	9. Prepare for inspection IAW EO M106.03 (Section 3).
10. Relay, stand up.	10. As directed.

Command	Action To Be Taken
11. Change targets; and change relay.	11. Move forward under direction of RSO, retrieve target and replace with new one, move back off of range.



Cadets will IMITATE the demonstration provided by the instructor for each step within the process. The instructor(s) will SUPERVISE the cadets during this imitation.



The information in this teaching point is amplified in Annex B, and should be reviewed prior to any cadet participating in a shooting practice.

CONFIRMATION OF TEACHING POINT 2

Confirmation of this teaching point shall be accomplished through observation during the above imitation and supervision phases.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. When is horseplay allowed on the range?
- Q2. The contents of the Range Standing Orders shall be read to whom?
- Q3. What direction must rifles be pointed while on the range?

ANTICIPATED ANSWERS

- A1. Never, it is forbidden.
- A2. Everyone.
- A3. Down range at all times.

CONCLUSION

HOMEWORK/READING/PRACTICE

Study "Range Commands and Action" chart prior to all range practices.

METHOD OF EVALUATION

The instructor will confirm the cadets' ability to employ the rules and commands of an air rifle range during the handling test and range practice.

CLOSING STATEMENT

Firearms safety is the number one priority on and off the range, so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by either ignorance of proper rifle operating procedures, or by mishandling.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 5

EO M106.05 – CLEAN AND STORE THE CADET AIR RIFLE

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range to be used in the conduct of the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson, from EO M106.04 (Section 4), will include:

- Q1. When should a rifle be proved safe?
- Q2. What does the acronym “GRIT” stand for?
- Q3. In what direction must rifles be pointed while on the range?

ANTICIPATED ANSWERS

- A1. When picked up, handed to or received from another person.
- A2. Group, Range, Indication, and Time.
- A3. Downrange at all times.

OBJECTIVES

By the end of this lesson the cadet shall be expected to clean and store the cadet air rifle during a range practice.

IMPORTANCE

Many inaccuracy complaints can be traced back to a dirty bore. Therefore, air rifles must be cleaned and maintained on a regular basis in order to ensure proper operation and sustained accuracy.


Teaching Point 1

Explain and Demonstrate the Procedure for Cleaning the Cadet Air Rifle

Time: 15 min

Method: Demonstration and Performance

THE IMPORTANCE OF CLEANING THE AIR RIFLE




No one should attempt to clean a rifle until individual safety precautions have been performed on the rifle, and it is certain that the barrel is clear of any obstructions.

It is important to keep the air rifle clean because a dirty bore will eventually cause accuracy problems. Although air rifles do not suffer from powder deposits as do small bore and large bore rifles, they do experience a build-up of residue in the barrel.

WHEN TO CLEAN THE AIR RIFLE

There are four main times to clean the cadet air rifle:

1. Before firing.
2. After firing.
3. Periodically.
4. Before storage.



Cadets will not actually be cleaning the air rifle during this period of instruction. This may be done after participating in a range practice.

CLEANING PROCEDURE FOR THE AIR RIFLE

When	Action
Before firing	Fire two to three felt cleaning pellets.
After firing	Fire two to three felt cleaning pellets.
Periodically	<ol style="list-style-type: none"> 1. Fire a felt cleaning pellet soaked in SAE 30 motor oil. 2. Wait five minutes. 3. Fire three felt cleaning pellets.

When	Action
Before storage of three months or more.	<ol style="list-style-type: none"> 1. Fire two to three felt cleaning pellets. 2. Fire one felt cleaning pellet soaked in SAE 30 motor oil. 3. Fire three felt cleaning pellets when taking rifle out of storage.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What must be done before attempting to clean an air rifle?
- Q2. When are the four times an air rifle must be cleaned?
- Q3. How many felt cleaning pellets are fired before participating in a range practice?

ANTICIPATED ANSWERS

- A1. Individual safety precautions.
- A2. Before firing, after firing, periodically, and before storage for three months or more.
- A3. Two to three cleaning pellets will be fired before participating in a range practice.

Teaching Point 2

Explain and Demonstrate the Sequence for Storing the Air Rifle

Time: 10 min

Method: Demonstration and Performance

STORING THE AIR RIFLE IN THE CASE

The sequence for storing the cadet air rifle is the reverse order of the procedure for removing the air rifle from the case:

1. Ensure the open case is pointed in a safe direction.
2. Close the action (bolt forward and closed).
3. Slide safety rod out of the barrel.
4. Place the rifle in the case in the direction of the arrow on the case.
5. Confirm pumping lever is partially open.
6. Confirm the safety catch is ON.
7. Close the case.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What position is the bolt in for storage?

- Q2. What direction is the rifle placed in the case?
Q3. What position is the safety catch placed in for storage?

ANTICIPATED ANSWERS

- A1. Forward and closed.
A2. In the direction of the arrow on the case.
A3. ON, with no red showing.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What must be done before anyone should attempt to clean an air rifle?
Q2. What types of problems can be caused by a dirty bore?
Q3. Before storage cleaning is done when a rifle will be stored for how long?

ANTICIPATED ANSWERS

- A1. They perform individual safety precautions.
A2. It is important to keep the air rifle clean because a dirty bore will eventually cause accuracy problems.
A3. Three months or more.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The instructor will confirm cadets' ability to clean and store the cadet air rifle at the end of a range practice.

CLOSING STATEMENT

A dirty air rifle and bore will cause accuracy and operation problems. Therefore, air rifles must be cleaned and maintained on a regular basis in order to ensure proper operation and sustained accuracy.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the safety aspects of this lesson.

REFERENCES

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



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 6

EO M106.CA – PARTICIPATE IN A FAMILIARIZATION SHOOT USING THE CADET AIR RIFLE

Total Time: 90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare an air rifle range IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8, prior to the beginning of the activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This activity will be presented using the performance method. The performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method appeals to all learning styles.

REVIEW

The pertinent review for this activity is the air rifle handling test. All cadets, prior to being allowed to fire the cadet air rifle, must complete the handling test.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in a familiarization shoot using the cadet air rifle.

IMPORTANCE

The experience of practicing the skills learned in previous lessons will help to confirm the cadets' marksmanship skills. Marksmanship is a skill which must be learned, and which will only improve through, practice on the range. This practice is essential to building up experience and developing a "feel" for marksmanship.

Teaching Point 1**Conduct a Range Briefing**

Time: 10 min

Method: Interactive Lecture

ACTIVITY – RANGE BRIEFING

Time: 10 min

OBJECTIVE

The range briefing is required to pass on vital information required for the safe execution of a range practice.

RESOURCES

Local Range Standing Orders for the range that will be used for the practice.

ACTIVITY LAYOUT

The cadets are to receive a range briefing prior to the start of any range activity, to include:

- The reading of all pertinent sections of the local range standing orders.
- A review of rules and commands on an air rifle range (EO M106.04 [Section 4]).
- A review of the layout of the air rifle range.
- A reminder for cadets to practice proper hygiene by washing their hands after firing.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Review local range standing orders.
 - Prepare a full briefing in order to be thorough and organized.
 - Arrange cadets to ensure all can fully observe the instructor.
-

Teaching Point 2**Conduct Cadet Air Rifle Handling Test**

Time: 20 min

Method: Performance

ACTIVITY – HANDLING TEST

Time: 20 min

OBJECTIVE

The air rifle handling test is required to ensure safe rifle handling at all times on the range.

RESOURCES

- Air rifle handling test provided at Chapter 3 of the QSP.
- Cadet air rifle.

ACTIVITY LAYOUT

Qualified range staff, using the form provided at Chapter 3 of the QSP, will test all cadets who have not successfully completed a handling test during the current training year.

SAFETY

- Ensure complete control at all times, and ensure cadets treat air rifles as though they are loaded at all times.
- Ensure test is conducted toward a safe direction, away from other people.

INSTRUCTOR GUIDELINES

- Review procedure for air rifle handling test.
- Prepare an organized plan for testing all cadets who require it.
- Ensure a plan is in place for retraining those cadets that are unsuccessful.

Teaching Point 3

Participate in a Familiarization Shoot

Time: 60 min

Method: Performance



This activity will be conducted under the supervision of a qualified Range Safety Officer (RSO).

ACTIVITY – FAMILIARIZATION SHOOT

Time: 60 min

OBJECTIVE

The purpose of this familiarization shooting activity is to introduce marksmanship in the Canadian Cadet Movement (CCM).

RESOURCES

- Cadet air rifles.
- Air rifle safety rods.
- Safety glasses/goggles.
- Pellets.
- Suitable targets.
- Range assistants.
- A qualified Range Safety Officer (RSO).

ACTIVITY LAYOUT

N/A.

SAFETY

All standard range safety procedures will apply.

INSTRUCTOR GUIDELINES

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

N/A.

END OF LESSON CONFIRMATION

N/A.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this activity.

CLOSING STATEMENT

The cadets are to be allowed to review their targets and, assisted by senior cadets, select targets that may be eligible for recognition under the CCM Shooting Program.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.
- A2-003 D Cdts. (2005). CATO 14-41, *Annex E, Appendix 1, Marksmanship, Rifles, and Ammunitions*. In *Cadet Administrative and Training Orders (Vol. 1, 8 pages)*. Ottawa, ON: Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 7

EO C106.01 – PARTICIPATE IN A RECREATIONAL SHOOT USING THE CADET AIR RIFLE

Total Time: 90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare an air rifle range IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8, prior to the beginning of the activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method appeals to all learning styles.

REVIEW

The pertinent review for this activity is the air rifle handling test. All cadets, prior to being allowed to fire the cadet air rifle, must complete the handling test.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in a recreational shoot using the cadet air rifle.

IMPORTANCE

The experience of practicing the skills learned in PO 106 (Chapter 6) will help to enhance the cadets' marksmanship skills. Marksmanship is a skill which must be learned, and which will only improve, through practice on the range. This practice is essential to building up experience and developing a "feel" for marksmanship.

Teaching Point 1**Conduct a Range Briefing**

Time: 10 min

Method: Interactive Lecture

ACTIVITY – RANGE BRIEFING

Time: 10 min

OBJECTIVE

The range briefing is required to pass on vital information required for the safe execution of a range practice.

RESOURCES

Local Range Standing Orders for the range that will be used for the practice.

ACTIVITY LAYOUT

The cadets are to receive a range briefing prior to the start of any range activity, to include:

- The reading of all pertinent sections of the local range standing orders.
- A review of rules and commands on an air rifle range (EO M106.04 [Section 4]).
- A review of the layout of the air rifle range.
- A reminder for cadets to practice proper hygiene by washing their hands after firing.

SAFETY

N/A.

INSTRUCTIONAL GUIDELINES

- Review local range standing orders.
 - Prepare a full briefing in order to be thorough and organized.
 - Arrange cadets to ensure all can fully observe the instructor.
-

Teaching Point 2**Conduct Cadet Air Rifle Handling Test**

Time: 20 min

Method: Performance

ACTIVITY – HANDLING TEST

Time: 20 min

OBJECTIVE

The air rifle handling test is required to ensure safe rifle handling at all times on the range.

RESOURCES

- Air rifle handling test provided at Chapter 3 of the QSP.
- Cadet air rifle.

ACTIVITY LAYOUT

Qualified range staff, using the form provided at Chapter 3 of the QSP, will evaluate all cadets who have not successfully completed a handling test during the current training year.

SAFETY

- Ensure complete control at all times, and ensure cadets treat air rifles as though they are loaded at all times.
- Ensure test is conducted toward a safe direction, away from other people.

INSTRUCTIONAL GUIDELINES

- Review procedure for air rifle handling test.
- Prepare an organized plan for testing all cadets who require it.
- Ensure a plan is in place for retraining those cadets that are unsuccessful.

Teaching Point 3

Participate in a Recreational Shoot

Time: 60 min

Method: Performance



This activity will be conducted under the supervision of a qualified Range Safety Officer (RSO).

ACTIVITY – RECREATIONAL SHOOT

Time: 60 min

OBJECTIVE

The purpose of this recreational shooting activity is to raise the standard of marksmanship in the Canadian Cadet Movement (CCM).

RESOURCES

- Cadet air rifles.
- Cadet air rifle safety rods.
- Safety glasses/goggles.
- Pellets.
- Suitable targets.
- Range assistants.
- A qualified RSO.

ACTIVITY LAYOUT


- This activity shall be conducted as per established range practices.
- The cadets are to be allowed to review their targets.

SAFETY

All standard range safety procedures will apply.

INSTRUCTIONAL GUIDELINES

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

	<p>Suggested recreational shooting activities may include:</p> <ul style="list-style-type: none">• timed events;• different style targets; and• biathlon drop plate targets.
---	--

END OF LESSON CONFIRMATION

N/A.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this activity.

CLOSING STATEMENT

The cadets are to be allowed to review their targets and, assisted by senior cadets, select targets that may be eligible for recognition under the Recreational Shooting Program.

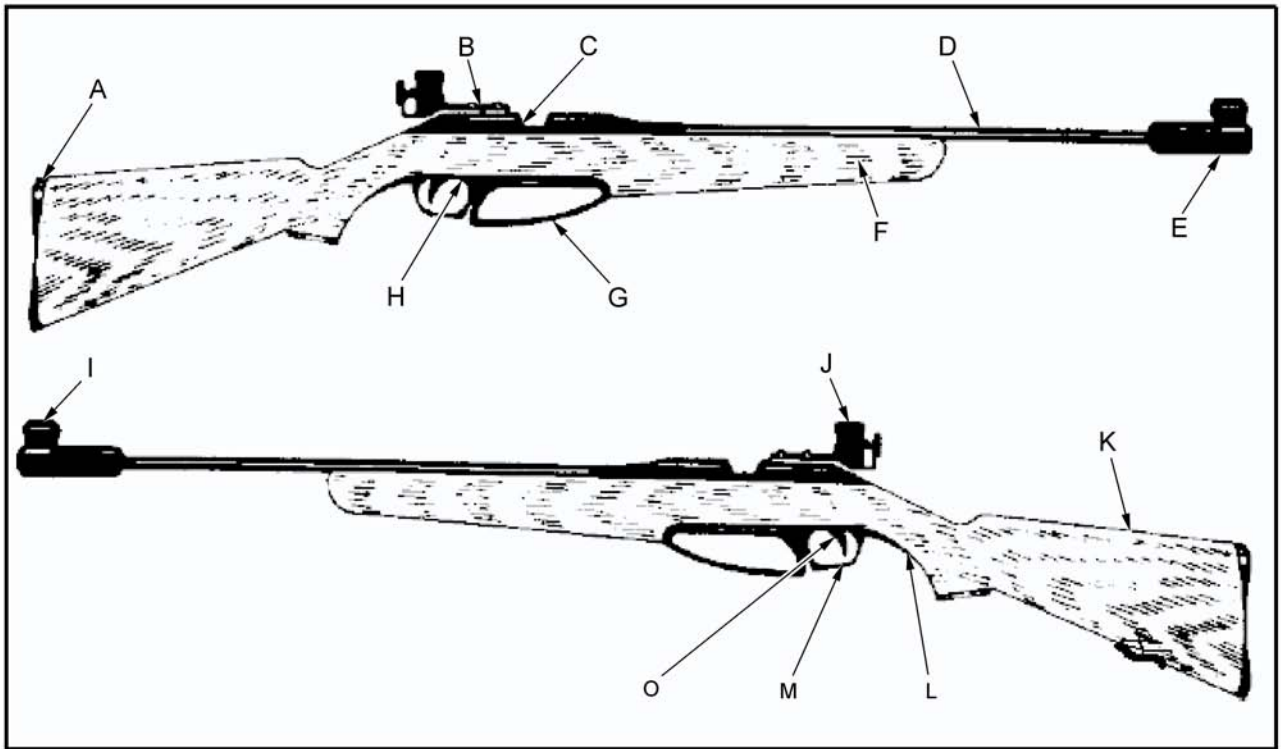
INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.
- A2-003 D Cdts. (2005). CATO 14-41, *Annex E, Appendix 1, Marksmanship, Rifles, and Ammunitions*. In *Cadet Administrative and Training Orders (Vol. 1, 8 pages)*. Ottawa, ON: Department of National Defence.

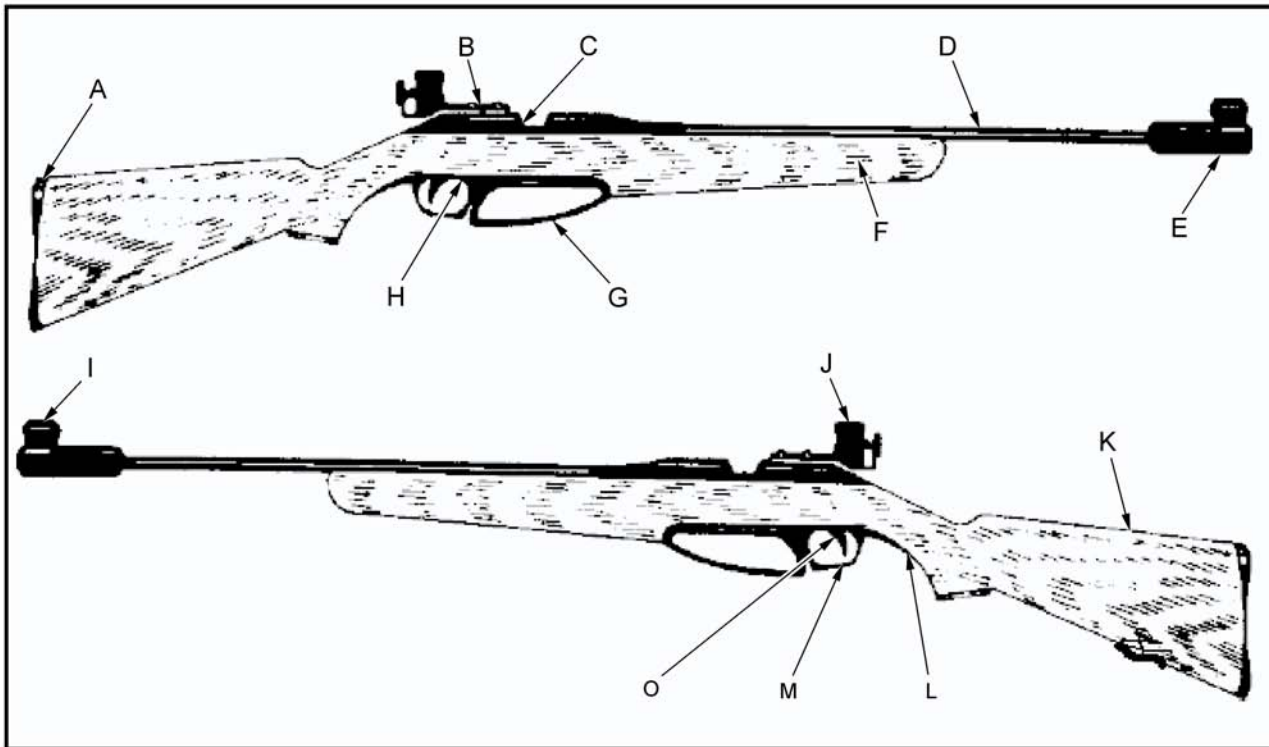
PARTS AND CHARACTERISTICS OF THE CADET AIR RIFLE



Put the letter next to the matching name of the part of the cadet air rifle.

- | | | | |
|----------------------|-------|-------------------|-------|
| 1. Feed Track | _____ | 8. Safety Catch | _____ |
| 2. Small of the Butt | _____ | 9. Muzzle | _____ |
| 3. Barrel | _____ | 10. Pump Lever | _____ |
| 4. Fore End | _____ | 11. Front Sight | _____ |
| 5. Rear Sight | _____ | 12. Trigger Guard | _____ |
| 6. Trigger | _____ | 13. Butt Plate | _____ |
| 7. Bolt | _____ | 14. Stock | _____ |

ANSWER KEY



Put the letter next to the matching name of the part of the cadet air rifle.

- | | | | |
|----------------------|------------------------------|-------------------|------------------------------|
| 1. Feed Track | <u> C </u> | 8. Safety Catch | <u> H </u> |
| 2. Small of the Butt | <u> L </u> | 9. Muzzle | <u> E </u> |
| 3. Barrel | <u> D </u> | 10. Pump Lever | <u> G </u> |
| 4. Fore End | <u> F </u> | 11. Front Sight | <u> I </u> |
| 5. Rear Sight | <u> J </u> | 12. Trigger Guard | <u> M </u> |
| 6. Trigger | <u> O </u> | 13. Butt Plate | <u> A </u> |
| 7. Bolt | <u> B </u> | 14. Stock | <u> K </u> |

RANGE COMMANDS

Command	Action
"Cover off your firing point"	Stand up, move behind the firing point and await further commands.
"Place your equipment down and stand back"	Lay the equipment down on the mat and stand back when finished.
"Adopt the prone position"	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing and eye protection.
Type of firing – "G.R.I.T."	This command includes information about the range and type of firing, i.e. Relay No._____, 10 metres, 5 rounds, Grouping, On Your Own Time.
"Relay, load, commence firing"	<ol style="list-style-type: none"> 1. Pick up and hold the rifle with the left hand. 2. Ensure the safety catch is in the ON position. 3. Pump the rifle. 4. When the pump lever is fully extended, pause for about 3 seconds. 5. Load the pellet. 6. Close the bolt. 7. Place the safety catch in the OFF position; aim the rifle at the target. 8. Squeeze the trigger. 9. Open the bolt. 10. Repeat the sequence for each shot. 11. Place the safety catch in the ON position and partially open the pump lever immediately after firing the practice. 12. Lay down the rifle.
MAY BE GIVEN	
"Relay, cease fire"	Stop firing immediately, put the safety catch in the ON position and lay the rifle down.
"Relay, resume fire"	Put the safety in the OFF position and continue the practice.

Command	Action
"Relay, unload"	<ol style="list-style-type: none"> 1. Pick up the rifle. 2. Remove the five-pellet clip if used. 3. Open the bolt. 4. Pump the rifle. 5. Close the bolt. 6. Place the safety catch in the OFF position. 7. Aim rifle at target. 8. Pull the trigger. 9. Place safety catch in the ON position.
"Relay, prepare for inspection"	<ol style="list-style-type: none"> 1. Open the bolt. 2. Open the pump lever 5 to 8 cm. 3. Place rifle on shoulder, muzzle pointed down range. 4. Wait to be cleared by the RSO. 5. Lay the rifle down. 6. Remove your hearing and eye protection.
"Relay, stand up"	Stand up and leave the equipment on the ground.
"Change targets"	Move forward, walk down the lane to remove old targets and replace them with new ones. Return to the firing point.
"Change relays"	Cadets who have just fired pick up their personal equipment and move off the firing point. The new relay covers off behind the firing point.

A-CR-CCP-177/PT-001, Cadet Marksmanship Program Reference Manual

CHAPTER 7

PO 107 – SERVE IN AN ARMY CADET CORPS



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M107.01 – PARTICIPATE IN A DISCUSSION ON YEAR ONE TRAINING

Total Time:	30 min
-------------	--------

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of the lesson the cadet shall be expected to be familiar with the Performance Objectives (POs) associated with the Green Star Program and be familiar with the corps optional training opportunities.

IMPORTANCE

Having an overview of the training opportunities provided to Green Star Cadets prepares new cadets for the training year, allowing them to understand how training fits together and identify areas they are particularly interested in. This overview should excite and energize cadets for the coming year.

Teaching Point 1**Discuss the Content and Format of Year One Training**

Time: 6 min

Method: Interactive Lecture

COMMON TRAINING

There is common cadet training which applies to Sea, Army and Air Cadets. POs for these common cadet subjects are as follows:

PO Number and Topic	PO Statement
101 Citizenship	Participate in Citizenship Activities
102 Community Service	Perform Community Service
103 Leadership	Participate in Team Building Activities
104 Personal Fitness and Healthy Living	Develop a Personal Activity Plan
105 Recreational Sports	Participate in Various Sporting Activities in Pursuit of Living a Healthy Lifestyle
106 Marksmanship	Fire the Cadet Air Rifle
107 General Cadet Knowledge	Serve in a Corps/Squadron
108 Drill	Participate in an Annual Ceremonial Review Parade
CHAP	Participate in the Cadet Harassment and Abuse Prevention Program

ARMY CADET TRAINING

The expedition is one activity that distinguishes Army Cadets from the other cadet elements. For Army Cadets, expedition is defined as “any activity that consists of dynamic travel of no less than 36 hours in duration, where there is a clear goal associated with the activity.” Expedition training in Green Star is supported by the following POs:

PO Number and Topic	PO Statement
121 Field Training	Participate as a Member of a Group During an Overnight Bivouac Exercise
122 Navigation	Identify Location Using a Map
123 Trekking	Participate in a Day Hike

Another PO Army Cadets will participate in is PO 120, Canadian Forces (CF) familiarization, where they will learn about the organization and traditions of the CF. This PO provides cadets with the knowledge and opportunity to effectively interact with members of the CF, while promoting an interest therein.

Teaching Point 2**Discuss Available Optional Training at the Corps**

Time: 4 min

Method: Interactive Lecture

OPTIONAL TRAINING AT THE CORPS

Optional training offered at the cadet corps will vary, depending on a number of factors. Some of these opportunities are dependent on the availability and qualification of staff, and resources of the corps. The corps may offer such activities as:

- cultural education/travel;
- music (military band, and pipes and drums);
- summer and winter biathlon;
- first aid;
- drill teams; and
- other optional training that the unit and sponsor choose to pursue.



The instructor shall present any information to cadets about the activities that the corps participates in regularly.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. What are some of the optional training activities that your corps participates in?
- Q2. What activities would you like to participate in? (The instructor will go around the room, and each cadet will reveal what activity(ies) they are most interested in.)

ANTICIPATED ANSWERS

- A1. Answers will vary. Answers will include, but are not limited to, cultural education/travel, music, summer and winter biathlon, first aid, drill teams and anything else that an individual corps may choose to participate in.
- A2. Answers will vary by cadet.

Teaching Point 3**Corps Full Value Contract**

Time: 15 min

Method: Activity

The instructor can introduce the Full Value Contract (FVC) by asking cadets if they have any previous experience developing an FVC at school or elsewhere.

The instructor explains that the Cadet Movement now uses FVCs in order to develop team spirit and the commitment of everyone in the group.

The objectives of this contract are:

- respect the integrity;
- respect the diversity; and
- respect of the individuals and the group to which the cadet belongs.

When the instructors and the cadets respect one another, it is easier to work together towards the same goal and support everyone in the learning process.

The instructor explains that before establishing a full value contract, everyone must be ready to commit to the following:

Be Here. The FVC asks everyone to make a conscious commitment to be present in **body and mind**, as well as to commit to full **participation** and to accept and demonstrate responsibility for one's action. This means that everyone will show interest to support one another and to actively engage in the learning process.

Be Safe. In order to stimulate interest, facilitate participation and create an open-minded environment for the group members, everyone must feel safe. It is the instructor's (platoon cmdr) job to ensure that team members feel **physically and emotionally safe** in order to contribute to their learning process. This responsibility also falls to the group members. By his behaviour, attitude, and participation, cadets must not put at risk the other group members. A safe environment will encourage each member to actively participate, ask questions and give answers without the fear of being ridiculed.

Set Goals. In reference to the second lesson on goal setting, the instructor reminds cadets that it is essential that everyone set personal goals. These goals provide to themselves and the group the reference points against which they will make choices about actions and plans. In every learning process, it is imperative to set goals, because once set, the group members and the individual will take on the responsibility to reach them. The FVC calls for the members of a group to work collectively toward the attainment of group goals and to support each other in meeting individual goals.

Be Honest. Being honest assumes that everyone is honest with others but with one self. For example, given a situation, instead to act out their disappointment or anger, the team members must simply acknowledge their feelings in regard to the situation and openly and fairly explain their state of mind. In this situation, everybody will be able to work towards solving the problem. Being honest requires the members to be accountable to each other and responsible for their own actions and words.

Let Go and Move On. The FVC requires that group members acknowledge that they will not always agree, that they will have different opinions and ideas, and will choose to put aside their differences and move forward in order to achieve the goals.



Instructors should present cadets with the corps full value contract. Where one does not exist, the activity below may be conducted during optional time to develop one.

ACTIVITY

Time: Optional

OBJECTIVE

With the establishment of a Full Value Contract (FVC), the cadet will learn how to create a positive environment for his/her own development as well as the one of the team members.

RESOURCES

- Flipcharts and paper.

ACTIVITY LAYOUT

Values. At this time, everyone should know everyone else (EO M103.03 [Chapter 3, Section 3]) and have set personal and group goals (EO M103.02 [Chapter 3, Section 2]).

By brainstorming, ask cadets the **values** and **qualities** the group should adhere to in order to achieve their goals.

Write the values and qualities mentioned on the board or flipchart paper. Once everyone had the chance to talk, ask a few to explain some of the values in order to verify that they all have the same understanding.

Selection of the Values. Once the brainstorming is done, ask the group to discuss the listed values and qualities and to **select** the ones the group should select in order to achieve their goals.

It is possible that the group will select all the listed values and qualities.

Ask a few to explain some of the values in order to verify that they all have the same understanding.

Representation of the FVC. Ask them to **represent** their values/qualities on cardboard or flipchart paper.

Give them pens, markers, rulers, glue, scissors, magazines, etc. Their representation can take the form of a drawing, or a sketch. The importance is that all selected values/qualities be represented and that their drawing characterizes the group.

Then, ask them to explain their representation. Once again, you must ensure that everyone has the same understanding. Finally, have them sign their representation. This will help accentuate their feeling of belonging and of responsibility towards the group and themselves.

How to use the FVC. To your astonishment, the FVC will work on its own. The FVC can be used differently. It becomes a good feedback and cohesion tool for the group.

In concrete terms, you can refer to it after an activity, experience, or situation by asking to the group how they have reacted and acted.

Normally, the group members will refer to it even before you do so. Group members must be able to identify by themselves what went well and not. They must also be able to identify what they need to improve in order to respect their "contract".

Make sure to establish the preliminary conditions before establishing the FVC.

SAFETY

The instructor will supervise cadets during the activity.

INSTRUCTOR GUIDELINES

Establishing a FVC

Before establishing a FVC with a group, it is suggested that everyone gets to know the others and be able to exchange. We recommend to first select activities that will encourage everyone to get to know each other and will facilitate exchanges.

Secondly, it is recommended to discuss with the group about the basic notions just covered (be here, be safe, set goals, be honest, let go and move on).

Thirdly and in reference to the second leadership lesson on setting goals, ask cadets to get their list of goals out and to refer to them while establishing the FVC.

Once this is set and understood by all, you can establish the FVC.

Examples of Full Value Contracts

The full value contract can take many forms. Below, you will find an example of a contract that was tested with cadets.

In order to ensure the activity will run smoothly and bring results, you must choose the way you are most at ease with and have confidence you can conduct the lesson. It is for this reason that more than one method is explained.

a. The Circle (done using the process listed above) (See diagram below)

A group draws a wheel. At the centre of the wheel, they draw a circle. This circle represented the individuals, the group, and the goals. Rays came from this circle. On these rays were written each selected values. The outer circle symbolizes that the group is one and that all members go towards the same direction. The group members specified that without the respect of the chosen values by everyone, the group couldn't make one, and couldn't walk towards the same goals.

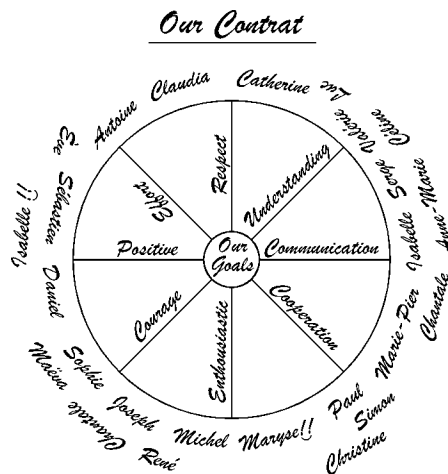


Figure 7-1-1 Our Contract

b. The Village

Before starting, the instructor must prepare, by drawing on a cardboard or flipchart paper, a frame representing the inside of a village as well as the exterior of it.

Every cadet must choose one value, behaviour, or quality, they find is the most important in order to feel safe and respected as a member of the group and that will help the group work together.

Then, the cadet must represent what she or he has chosen by drawing or writing on a piece of paper.

After this, everyone will have to glue the drawings inside the village and explain to the others why she or he made that choice.

Next, cadets must repeat the activity but this time with something that will prevent the group from reaching their goals and will destroy the village's running.

They will once again glue their representation and explain why, this time, the drawing goes outside the village.

Once the process is completed, the instructor mentions every value selected by the cadets (inside and outside the village) and asks if everyone agrees and will respect them in order to have the village run properly and be a place where everyone will feel safe and respected.

When everyone agrees, in turn, everybody (staff and cadets) will sign the village.

c. **The Five-finger Contract**

Each finger represents a value that will help group members feel secured, respected, and belong to the group.

- Little finger: Safety.
- Ring finger: Commitment.
- Middle finger: Respect of others.
- Index finger: Taking responsibilities.
- Thumb: Agreement to work towards the group's goals.

Write and discuss each element so that everyone agrees and understands their meaning for the group.

Each cadet can draw his or her hand on a sheet of paper and write inside each finger the element associated with each. They must sign their hand and glue it on a cardboard. The set of hands represents everyone's commitment.

d. **The Being**

Draw the outline of someone's body on a huge sheet of paper.

Inside the outline, cadets will draw or write the behaviours, qualities, or values that will make the environment safe and a place where everyone is respected.

Outside the outline, cadets will draw or write the behaviours and qualities that will enable the environment to feel secure and respectful.

Cadets must agree on the meaning each word has for them and explain their choices.

Everyone must sign the being.

e. **The Chain of Hands**

Have cadets write a list of words and sentences that describe how they would like to be treated and how they will treat the other group members in order to feel safe and respected.

From this list, have the cadets select the 10 most important for the group.

It is important that everyone understands the meaning of each word or sentence selected.

On a huge sheet of paper, have cadets draw their hands around the sheet and write the 10 selected words or sentences in the middle of the sheet.

Everyone must sign his or her own hand.

f. **What do I need? What can I give?**

Give two pieces of paper of different colours to each cadet.

Ask them to think about what they need in order to feel secure and respected in the group.

Once they have found it, they must write the most important item they need on one piece of paper.

Now, ask them to think about what they could provide to the group in order to make other team members feel safe and respected in the group.

On the remaining piece of paper, they must write the most important one.

Give them time to think and write.

When they are done writing on both pieces of paper, have cadets present what they wrote in front of the group.

Once everyone has explained what they need and what they can provide, glue those pieces of paper on a cardboard. Make sure that both categories are split up.

At this point, ask cadets if they need more explanations, and then have everyone sign.

SAFETY

N/A.

INSTRUCTIONAL GUIDELINES

Cadet units may present a previously developed FVC or may develop one with the group of cadets.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What POs are you most interested in? (Go around the room and have the cadets state what PO they are most interested in and why.)

Q2. What is a PO that all three elements of cadets (Sea, Army and Air) will train in?

ANTICIPATED ANSWERS

A1. Answers will vary by cadet.

A2. Any of the following: Citizenship, community service, leadership, personal fitness and healthy living, recreational sports, marksmanship, general cadet knowledge and drill. All cadets will also participate in the CHAP Program.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What are some POs in which only Army Cadets will train?

Q2. What are some of the optional training activities in which your corps participates?

ANTICIPATED ANSWERS

- A1. Any of the following: PO 121 Field Training, PO 122 Navigation and PO 123 Trekking.
- A2. Answers will vary by cadet corps but may include any of the following: Cultural, education, travel, music, summer and winter biathlon, first aid, drill teams and anything else that an individual corps may choose to participate in.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important for a first year cadet to know what training they will be participating in to help build interest and entice the cadet to continue in the Canadian Cadet Program. First year cadets should also know what activities and opportunities are available to them through their cadet corps.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-031 D Cds. (2003). CATO 41-01, *Royal Canadian Army Cadet Training*. In Cadet Administrative and Training Orders (Vol. 4, 8 pages). Ottawa, ON.
- C2-038 (ISBN 0787224596) Henton, M. (1996). *Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-long Learners*. Dubuque, IA: Kendall Hunt Publishing.
- C2-039 (ISBN 0825199905) Frank, L.S. (2001). *The Caring Classroom: Using Adventure to Create Community in the Classroom and Beyond*. Dubuque, IA: Kendall Hunt Publishing.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M107.02 – IDENTIFY ARMY CADET RANKS AND OFFICER RANKS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required. Where possible, the instructor should attempt to obtain actual rank badges to show the cadets.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to correctly identify the rank structure of the Royal Canadian Army Cadets (RCAC), as well as the ranks of Canadian Forces (CF) Army officers.

IMPORTANCE


Being familiar with the ranks of the Army Cadets and officers of the CF will help cadets understand the relationship between cadet ranks and officers at the corps. It will also aid them in interacting effectively with CF members when visiting other CF facilities or bases.

Teaching Point 1

Explain the Structure and Rank Insignia of the RCAC

Time: 12 min

Method: Interactive Lecture

 It is interesting to note that Army Cadets have the same rank titles and insignia as Non-Commissioned Members (NCMs) in the Canadian Army. Once Army Cadets understand the structure of their own NCMs, they will be able to properly identify those in the Army NCM structure.

CADET RANKS NON-COMMISSIONED MEMBERS (NCMS)

Rank is a system of grading seniority and command within military organizations. The gold arrows are referred to as “chevrons”. The more chevrons used, the higher the seniority of the individual.

These chevrons are worn on the upper arm, on the right sleeve of the cadet tunic.

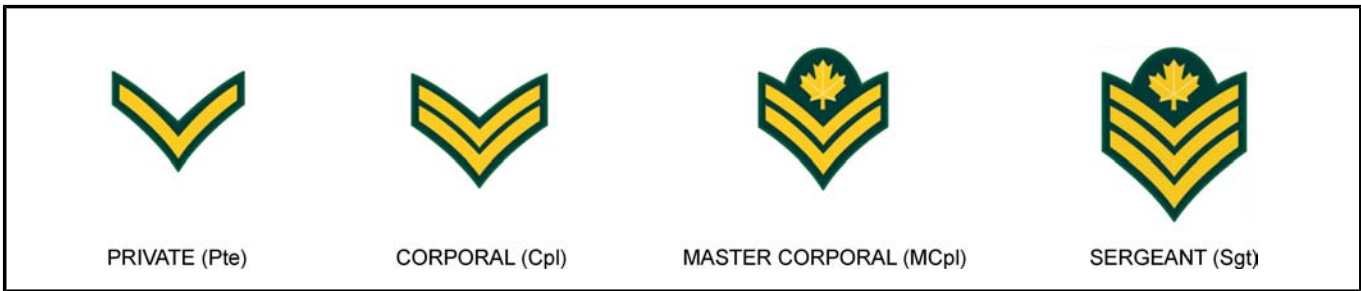


Figure 7-2-1 Non-commissioned Members: Pte – Cpl – MCpl – Sgt

The “Tudor” crown represents the rank of Warrant Officer (WO).

The “Tudor” crown surrounded by a laurel wreath represents the rank of Master Warrant Officer (MWO).

The Canadian Coat of Arms represents the rank of Chief Warrant Officer (CWO).

These ranks are worn low on the sleeve of the right arm of the cadet tunic.



Figure 7-2-2 Non-commissioned Members: WO – MWO – CWO



Cadet corps affiliated with Engineer Regiments utilize the term “**sapper**” to designate a Pte.

Cadet corps affiliated with Armoured Regiments utilize the term “**trooper**” to designate Pte.

Cadet corps affiliated with the Guard Regiments utilize the term “**guardsman**” to designate Pte.

In cadet corps affiliated with Artillery Regiments, the following terms are used:

- “**Gunner**” designates private;
- “**Bombardier**” designates corporal; and
- “**Master Bombardier**” designates master corporal.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Which is more senior, the rank of MCpl or Cpl?
- Q2. Describe the MWO rank badge.
- Q3. What other names may be utilized to denote the rank of Pte?

ANTICIPATED ANSWERS

- A1. MCpl.
- A2. Tudor crown surround by a laurel wreath.
- A3. Gunner, guardsman, trooper, sapper or private.

Teaching Point 2

Explain the Officer Structure and Rank Insignia of the Army Element of the CF

Time: 13 min

Method: Interactive Lecture

COMMISSIONED OFFICERS RANKS

Officers of the CF wear their ranks low on the sleeve of the tunic. The rank insignia consists of a series of wide and narrow gold bars. Officers also wear slip-ons or shoulder boards (Navy) on the epaulettes on their shoulders when wearing shirts, sweaters and jackets. When in field clothing, CADPAT, the rank is worn in the centre of the chest.

SUBORDINATE AND JUNIOR OFFICERS

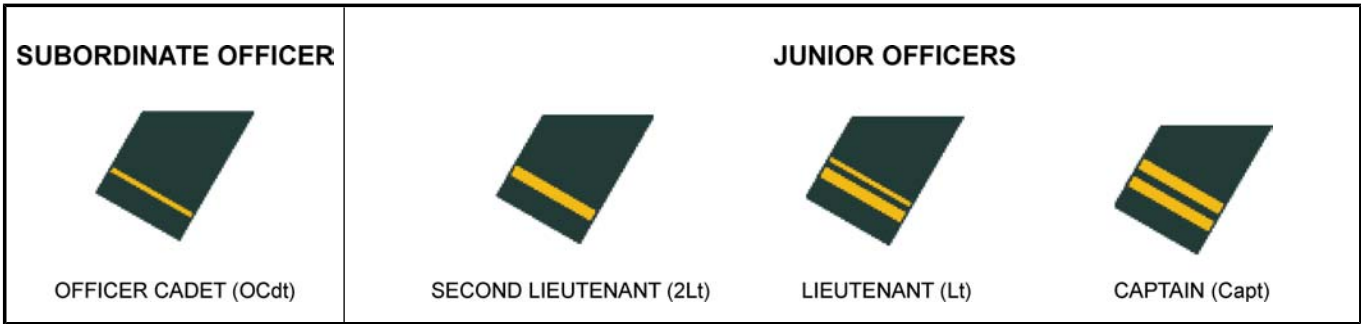


Figure 7-2-3 Subordinate and Junior Officers

SENIOR OFFICERS



Figure 7-2-4 Senior Officers

GENERAL OFFICERS

General officers wear a wide gold band on the sleeve of the tunic. On their shoulders, they sport slip-ons or shoulder boards with a “Tudor” crown above a crossed sabre and baton that, in turn, has maple leaves below it. The more maple leaves the higher the rank.



Figure 7-2-5 General Officers

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the senior officer ranks?
- Q2. How many maple leaves are found on the rank of MGen?
- Q3. What rank is assigned the status of subordinate officer?

ANTICIPATED ANSWERS

- A1. Maj, LCol and Col.
 A2. Two.
 A3. OCdt.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is the most senior rank in the cadet NCM structure?
 Q2. What rank has three chevrons with a maple leaf?
 Q3. How would you identify the rank of Colonel?

ANTICIPATED ANSWERS

- A1. CWO.
 A2. Sgt.
 A3. It has four bars on the lower sleeve.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadet, by identifying the ranks of the RCAC and the officers of the CF, will be able to interact more effectively with the different members of each organization.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON: The Department of National Defence.
- A0-009 A-AA-100-000/AA-003 Canadian Forces. (2006). *QR&O, Chapter 3, Section 1, Ranks and Designations of Ranks*. Ottawa, ON: The Department of National Defence.
- A2-030 D Cdts. (2005). CATO 40-03, *Army Cadet Ranks and Cadet Corps Establishment*. In *Cadet Administrative and Training Orders (Vol. 4, 5 pages)*. Ottawa, ON.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M107.03 – OBSERVE THE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor is required to:

- review the lesson content, and become familiar with the material;
- assign handbook reading to cadets that relates to this EO; and
- prepare a suitable classroom area.

PRE-LESSON ASSIGNMENT

Prior to the lesson, the cadet shall have read the handbook material related to this EO. The material covers origins of saluting and supplementary information on appropriate occasions to pay compliments.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to know when and where to pay compliments.

IMPORTANCE

Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps/squadron and the Cadet Summer Training Centre.

Teaching Point 1

Explain the Procedures for Addressing Cadet NCOs and Subordinate Officers

Time: 7 min

Method: Activity/Interactive Lecture

ADDRESSING CADET NCOs AND SUBORDINATE OFFICERS

It is important to pay the correct compliments to the appropriate individuals.

When addressing a cadet NCO or a subordinate officer, the cadet will stand at the position of attention. As cadet NCOs and subordinate officers do not hold a commission from the Queen, they are not saluted. Throughout the conversation, the cadet shall address the NCO or subordinate officer by their rank and surname and remain at the position of attention. When the cadet has completed addressing the NCO or officer, they should dismiss themselves appropriately by turning to the right.



The instructor should demonstrate this process prior to moving on to the activity.

ACTIVITY

Time: 3 min

OBJECTIVE

To allow cadets to practice the procedures for addressing cadet NCOs and subordinate officers.

RESOURCES

Role-play area.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the NCO or subordinate officer.
- Have cadets practice the procedures for addressing cadet NCOs and subordinate officers, including:
 - approaching the NCO/subordinate officer and standing at the position of attention;
 - addressing the NCO/subordinate officer by their rank and surname; and
 - dismissal.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Do cadet NCOs and subordinate officers hold a commission from the Queen?
- Q2. If they do not hold a commission, are they saluted?
- Q3. Name an action the cadet should take while addressing a cadet NCO/subordinate officer.

ANTICIPATED ANSWERS

- A1. No, they do not hold a commission.
- A2. No, they are not saluted.
- A3. Standing at the position of attention, addressing by rank and surname, and dismissing appropriately.

Teaching Point 2**Explain the Procedures for Addressing a Commissioned Officer**

Time: 5 min

Method: Activity/Interactive Lecture

ADDRESSING COMMISSIONED OFFICERS

When addressing commissioned officers, the same procedures are followed as when addressing NCOs and subordinate officers except a salute shall be given.

The cadet shall stand at the position of attention after approaching the commissioned officer. The cadet will then give the appropriate salute as outlined in A-PD-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*. Throughout the conversation the cadet shall address the commissioned officer by their rank and surname and always remain at the position of attention unless otherwise directed by the commissioned officer. When the cadet has completed addressing the officer, they should again salute and dismiss themselves appropriately.



The instructor should demonstrate this process prior to moving on to the activity.

ACTIVITY

Time: 3 min

OBJECTIVE

To allow cadets to practice the procedures for addressing commissioned officers.

RESOURCES

Role-play area.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the commissioned officer.
- Have cadets practice the procedures for addressing commissioned officers, including:
 - approaching the commissioned officer and standing at the position of attention;
 - saluting;
 - addressing the commissioned officer by their rank and surname;
 - saluting prior to dismissal; and
 - dismissal.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Are you required to salute commissioned officers? Why?
- Q2. When should the commissioned officer be saluted?

ANTICIPATED ANSWERS

- A1. Yes. They hold a commission from the Queen.
- A2. After the officer has been approached and prior to dismissal.

Teaching Point 3

Explain Regulations for Paying Compliments Inside a Building

Time: 9 min

Method: Activity/Interactive Lecture

PAYING COMPLIMENTS INSIDE A BUILDING

Salutes are not given inside buildings except when on parade, during ceremonial occasions, or when entering and leaving offices. However, cadets shall turn their head and offer a polite greeting when meeting an officer in a common area. It is not customary to wear headdress inside a building.

ENTERING AN OFFICE

When entering an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and

- politely ask permission to enter the office.

LEAVING AN OFFICE

When leaving an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- depart.



The instructor should demonstrate this process prior to moving on to the activity.



RCAC Level One Handbook, Cadets Canada, 1993

Figure 7-3-1 Entering and Leaving an Office

ACTIVITY

Time: 5 min

OBJECTIVE

To allow cadets to practice the procedures for entering and leaving offices.

RESOURCES

Role-play area.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.

- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the office occupant.
- Have cadets practice the procedures for entering and leaving offices, including:
 - Entering:
 - stand at the position of attention in the doorway when entering;
 - salute if wearing headdress and the office occupant holds a commission; and
 - politely ask permission to enter the office.
 - Leaving:
 - stand at the position of attention in the doorway when leaving the office;
 - salute if wearing headdress and the office occupant holds a commission; and
 - depart.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. Name two times or places where compliments are paid inside a building.

ANTICIPATED ANSWERS

A1. Parade square, ceremonial occasions, entering and leaving offices.

Teaching Point 4

Explain Other Occasions To Pay Compliments

Time: 4 min

Method: Interactive Lecture

OTHER OCCASIONS TO PAY COMPLIMENTS

It is appropriate for cadets to salute on different occasions:

- When the Canadian or another foreign national anthem is played.
- When recognizing a commissioned officer who is not in uniform.
- When The National Flag of Canada is being lowered or raised.
- When boarding or disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. Does one salute when recognizing a commissioned officer out of uniform?
- Q2. Does one pay compliments if the Star Spangled Banner is played?

ANTICIPATED ANSWERS

- A1. Yes, compliments shall be paid.
- A2. Yes, compliments are paid for all national anthems.

END OF LESSON CONFIRMATION

This lesson will be confirmed by verbal questioning.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Instructors will confirm cadets' comprehension of the material during parade nights and other activities at the corps/squadron.

CLOSING STATEMENT

The cadets have learned how to address cadet NCOs, subordinate and commissioned officers; how to pay compliments inside a building; and other occasions on which to salute. Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps/squadron and at the cadet summer training centre.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-002 A-PD-201-000/PT-000 National Defence. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 4

EO M107.04 – STATE THE AIMS AND THE MOTTO OF THE ARMY CADET PROGRAM

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stored are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare puzzles for the end of lesson confirmation.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of the lesson the cadet shall be expected to be familiar with the mission and vision of the Cadet Program, and state the aims and motto of the Army Cadet Program.

IMPORTANCE

Knowing the aims and the motto of the Army Cadet Program are fundamental for any cadet. This information will give a better understanding of how the Cadet Program can help them develop both as a cadet and an individual.

Teaching Point 1**State the Mission of the Cadet Program**

Time: 4 min

Method: Interactive Lecture



Conduct the brainstorming activity before stating the mission.



According to the Canadian Oxford Dictionary (2001), mission can be defined as a journey with a purpose. The mission of the Cadet Program details **what** the Cadet Program hopes to achieve through its training and **how it hopes to do so**.

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of the activity is for the cadets to brainstorm ideas about what they think the Cadet Program mission is.

RESOURCES

- Flipchart paper.
- Flipchart markers.

ACTIVITY LAYOUT

- Separate the class into two groups.
- Give each group a piece of flipchart paper and a marker.
- Direct each group to brainstorm ideas about what they think the mission (or objective) of the Cadet Program is.
- Give the groups two minutes to complete this activity.
- After the two minutes, have each group present their ideas.
- Finish the activity by outlining the definition as written in this teaching point.

SAFETY

Instructor(s) will supervise cadets during the activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will monitor the cadets' progress and ensure all members of the class are participating.
- The instructor will answer any questions the cadets may have.

MISSION

The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What is the mission of the Cadet Program?

ANTICIPATED ANSWERS

A1. The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

Teaching Point 2

State the Vision of the Cadet Program

Time: 4 min

Method: Interactive Lecture



Conduct the brainstorming activity before stating the vision.



According to the Canadian Oxford Dictionary (2001), vision can be defined as the act or faculty of seeing. The vision of the Cadet Program states what it sees the Cadet Program **being**, and **how** it hopes to get there.

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of this activity is for the cadets to brainstorm ideas about what they think the Cadet Program vision is.

RESOURCES

- Flipchart paper.
- Flipchart markers.

ACTIVITY LAYOUT

- Separate the class into two groups.
- Give each group a piece of paper and a marker.

- Direct each group to brainstorm ideas about what they think the vision of the Cadet Program is.
- Give the groups two minutes to complete this activity.
- After the two minutes, have each group present their ideas.
- Finish the activity by outlining the definition as written in this teaching point.

SAFETY

The instructor will supervise the cadets' during the activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will monitor the cadets progress and ensure all members of the class are participating.
- The instructor will answer any questions the cadets may have.

VISION

The vision of the Cadet Program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What is the vision of the Cadet Program?

ANTICIPATED ANSWERS

A1. The vision of the Cadet Program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.

Teaching Point 3

Describe the Three Aims of the Cadet Program

Time: 7 min

Method: Interactive Lecture



The aims of the Cadet Program are to:

- develop in youth the attributes of good citizenship and leadership;
- promote physical fitness; and
- stimulate the interest of youth in the sea, land and air activities of the Canadian Forces (CF).

DEVELOP IN YOUTH THE ATTRIBUTES OF GOOD CITIZENSHIP AND LEADERSHIP

The Cadet Program aims to assist in the development of cadets as good citizens and leaders.

Through citizenship and community services activities, the cadet develops an appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Cadets'

active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

PROMOTE PHYSICAL FITNESS

The Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enable them to meet challenges.

STIMULATE THE INTEREST OF YOUTH IN THE SEA, LAND AND AIR ACTIVITIES OF THE CF

The Cadet Program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the Cadet Program as a whole from other youth development programs.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are the three aims of the Cadet Program?
- Q2. How does the Cadet Program promote physical fitness?
- Q3. How does the Cadet Program stimulate an interest in the sea, land and air activities of the Canadian Forces?

ANTICIPATED ANSWERS

- A1. Develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the CF.
- A2. The Cadet Program aims to promote physical well-being. Cadets develop an understanding of the **benefits of fitness** and a healthy lifestyle. This understanding, combined with on-going **participation in fitness activities**, aids in the development of **positive attitudes** and behaviours that build resiliency within cadets and enable them to meet challenges.
- A3. The Cadet Program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the Sea, Army and Air Cadet Organizations. Also, they **distinguish the Cadet Program** as a whole from other youth development programs.

Teaching Point 4**State the Motto of the Army Cadet Program**

Time: 3 min

Method: Interactive Lecture

MOTTO

The motto of the Army Cadet Program is, "*Acer Acerpori*." *Acer Acerpori* is a latin term which means "as the maple, so the sapling."



The maple leaf is a traditional symbol of Canada, and the crown signifies allegiance to Her Majesty the Queen. The motto ACER ACERORI is Latin. "ACER" is the maple tree. "ACERPORI" is literally a "little boy maple"- a sapling. The ending "I" on "ACERPORI" means "come from". Literally the motto means "from the little boy maple comes the maple." We translate it "As the maple, so the sapling."

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is the motto of the Army Cadet Program?
- Q2. What does "*Acer Acerpori*" mean?

ANTICIPATED ANSWERS

- A1. *Acer Acerpori*.
- A2. "As the maple, so the sapling."

END OF LESSON CONFIRMATION

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to confirm the teaching points of the lesson. Cadets will be required to assemble puzzles of the mission, vision, aims and motto of the Army Cadet Program.

RESOURCES

- Puzzles contained at Annex B.
- Envelopes.

ACTIVITY LAYOUT

- Using the puzzles in Annex B, cut each puzzle and place each into a separate envelope.
- Separate the class into four groups.
- Give each group an envelope with a puzzle in it.

- Direct each group to piece together the puzzle in the envelope.
- When the puzzles are complete, have a member of each group read out what their puzzle says.
- Finish the activity by confirming each puzzle again.

SAFETY

- The instructor shall supervise the cadets during the activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will supervise the cadets' progress and ensure all members of the class are participating.
- The instructor will answer any questions the cadets may have.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The aims, mission, vision and motto of the Army Cadet Program provide the cadet with a greater understanding of what it means to be an Army Cadet. The tenets of aim and motto will contribute to the development of a sense of pride in belonging to the Army Cadet Program.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-010 Cdts. (1999). CATO 11-03, *Cadet Program Mandate*. In *Cadet Administrative and Training Orders* (Vol. 1). Ottawa, ON.
- C2-040 The Army Cadet League of Canada. (2006). *Policy 3.1: Aim of the Canadian Cadet Organizations*. Retrieved 25 May 2006, from http://www.armycadetleague.ca/templates/pdf/refmanual/english/pol_3_1.pdf.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 5

EO M107.05 – WEAR THE ARMY CADET UNIFORM

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

The complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required. Instructors are encouraged to obtain from local resources, polish, a toothbrush for boot welts, and a soft cloth for demonstration of proper boot shining technique.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture and demonstration methods. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration method provides the instructor the opportunity to introduce the subject matter, and demonstrate and explain procedures. This method appeals to auditory and visual learning styles.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to properly wear the Army Cadet uniform to the standard set forth in CATO 46-01, *Royal Canadian Army Cadets Dress Instructions*.

IMPORTANCE

The cadet uniform is highly recognizable so the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual, as well as on the Canadian Cadet Organization (CCO).

Teaching Point 1

Explain General Rules and Responsibilities for the Cadet Uniform

Time: 5 min

Method: Interactive Lecture

OCCASIONS TO WEAR THE UNIFORM

The Army Cadet uniform must be worn when:

- Attending training or proceeding to or from a place of training unless the corps CO gives directives to the contrary.
- Proceeding to or from a CSTC.
- Attending ceremonies or functions at which the wearing of the uniform is appropriate and authorized by the CO of the corps or CSTC.

RESPONSIBILITY FOR THE ARMY CADET UNIFORM

When given an Army Cadet uniform:

- all cadets are responsible for its care, cleaning, custody and return at the end of cadet service;
- replacement of worn uniform parts shall be at public expense where reasonable care has been taken with the uniform;
- issued uniform parts shall not be altered or modified to obtain a reasonable fit; and
- badges shall be sewn on the uniform neatly using thread that blends with the badge and uniform. Badges shall not be glued.

GENERAL APPEARANCE OF THE UNIFORM

In caring for the cadet uniform, the cadet shall:

- ensure it is free from lint and dirt;
- polish metal pieces where applicable;
- ensure the badges are properly affixed to the uniform using thread that blends with the badge and uniform;
- clip any loose threads that may appear; and
- perform any routine maintenance that may be required to keep the uniform sharp and in good repair.

CONFIRMATION OF TEACHING POINT 1

QUESTION

- Q1. Do cadets have to wear their uniform when proceeding to and from a CSTC?
- Q2. Are cadets responsible for paying for their uniforms?
- Q3. True or false: Badges shall be sewn on the uniform neatly using threads that blend with the badge and uniform.

ANTICIPATED ANSWERS

- A1. Yes.
A2. No.
A3. True.

Teaching Point 2**Identify the Correct Manner in Which to Wear Army Cadet Headdress**

Time: 5 min

Method: Demonstration/Interactive Lecture

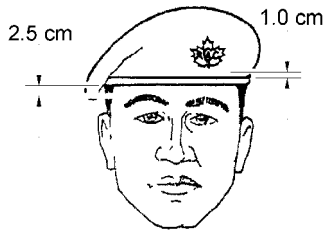


Instructors are to explain and demonstrate how to wear each item of clothing.

BERET

The Army Cadet beret shall be worn as follows:

- the beret is placed evenly on the head with the sweat-band 2.5 cm above the eyebrows;
- the badge is centred over the left eye;
- the crown of the beret is pulled downward to the right and rear; and
- drawstrings are tacked inside the gap of the sweat-band.



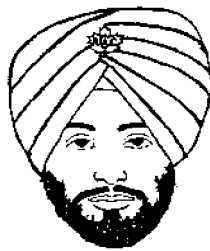
Royal Canadian Army Cadet Dress Instructions

Figure 7-5-1 Wearing the Beret



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-2 Side View of Beret



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-3 Turban

BERET INSIGNIA

Insignia shall be worn on the beret centred on the built-in back plate with the base of the badge 1 cm above the band. For highland dress, the badge can be centred on the built-in back plate of the left side of the Glengarry, Balmoral or Caubeen.



The turban is worn in a low, Sikh conventional manner, with the final winding right over left on the forehead. The cap badge is worn centred on the front of the turban. More information on Sikh order of dress is located in CATO 46-01, Annex C.



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-4 RCAC Insignia for Beret

Royal Canadian Army Cadet Dress Instructions Care of the beret includes:

- ensuring that it is free from lint and dirt;
- polishing the badge when required; and
- washing the leather sweat-band when required.

WIDE BRIMMED TAN SUMMER HAT

The wide brimmed tan summer hat may be worn during summer activities for which the beret is not suitable.

TOQUE

The toque may be worn outside when weather conditions dictate.



Berets can be green, scarlet, black or maroon based on what the affiliated unit wears, and provided that the CO of the affiliated unit has given permission for it to be worn.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Over which eye is the beret centred?
- Q2. How far is the insignia hat badge worn above the band on the beret?
- Q3. What are some things that a cadet must do to care for their beret?

ANTICIPATED ANSWERS

- A1. The beret is centred over the left eye.
- A2. 1 cm above the band.
- A3. Any of the following:
- Ensuring that it is free from lint and dirt;
 - Polishing the badge when required; and
 - Washing the leather sweat band when required.

Teaching Point 3

Identify the Correct Manner in Which to Wear Clothing on the Upper Body

Time: 12 min

Method: Demonstration/Interactive Lecture



The instructor will explain and demonstrate how to wear each item of clothing.

INSIGNIA

Insignia, Shoulder Title RCAC or Insignia, Affiliated Unit. Shall be worn on both sleeves of the cadet jacket



Royal Canadian Army Cadet Dress Instructions

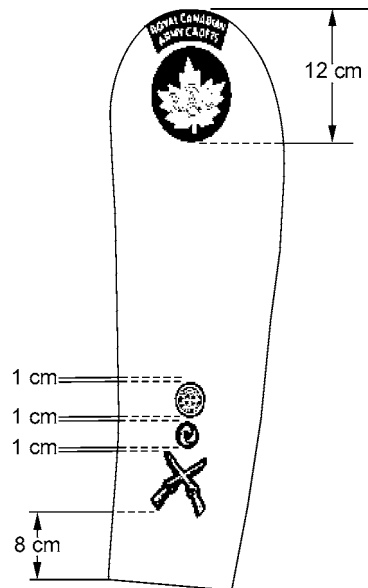
Figure 7-5-5 RCAC Shoulder Insignia

Insignia, Cadet, Maple Leaf. Shall be worn on both sleeves of all authorized cadet uniform jackets, except the combat uniform jacket worn by staff cadets at a CSTC. Must be worn on the left breast of the all-season jacket.



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-6 Insignia, Maple Leaf



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-7 Placement on Jacket

Cadet Slip-on. Shall be worn with the short sleeve orders of dress and overcoats at cadet corps and by staff cadets on all orders of dress at CSTC.

Cadet Armlet. May be worn (at the discretion of the CO) by staff cadets holding training appointments at a CSTC. The armlet shall contain the RCAC shoulder title badge and the appropriate acting rank badge.



Approval must be given by the CO of the affiliated unit for cadet corps to wear the insignia of the affiliated unit.

SHIRTS

Shirt, Cadet, Short Sleeve. May be worn with tie, ascot or open neck, with or without jacket. Rank slip-ons shall be worn with the short sleeve shirt.

Undershirt. The olive green cotton T-shirt may be worn with the appropriate orders of dress.

Grey Sports T-shirt. Shall be worn tucked inside the sports shorts during physical activities.

White Undershirt. Cotton shirt which may be worn with any order of dress. The undershirt shall not be visible at the neck opening.

SWEATER AND JACKETS

Sweater, Turtleneck, Long Sleeve. Sweaters may be worn with or without the jacket, but the jacket shall be worn when going to and from the corps location. Sleeves shall not be rolled or pushed up the arm.

Uniform Jacket. The jacket shall be worn fully buttoned except the top button. Sleeves shall be rolled pressed with no creases. Jackets may be removed in buildings and offices when authorized.

Jacket Belt. Shall be worn so as the excess of the belt, once attached, is on the same side as the buttonhole flap. The buckle shall be adjusted so that the excess of the belt is not more than 8 cm.

All-season Jacket. May be worn year round when weather conditions dictate. RCAC crest must be worn on the left breast of the all-season jacket. The liner and the exterior jacket may be worn separately or as a set. Rank slip-ons shall be worn on both. Medals, ribbons and sashes may be worn on the all-season jacket for outdoor parades.

ACCESSORIES

Necktie. Shall be knotted neatly using a Windsor or four-in-hand knot and shall be kept tight. When the jacket is removed, the tie shall not be tucked into the shirt, unless for safety reasons.



Royal Canadian Army Cadet Dress Instructions

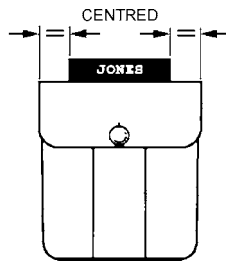
Figure 7-5-8 Windsor Knot



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-9 Four-in-Hand Knot

Nametag. Can be obtained locally. The standard cadet name tag shall be detachable, made of black and white laminated plastic plate 6.3 cm in length and 1.2 cm in height, inscribed with white lettering 0.6 cm high, and shall indicate the surname of the cadet only.



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-10 Right Breast Pocket

Sash. Cadet CWO's, MWO's, WO's and Sgt's are authorized to wear a sash, provided it respects the affiliated unit's dress regulations. Army sashes are crimson or scarlet depending on the rank. The sash is a parade accessory that can be worn at the local unit. The sash is only authorized at CSTC's or when on exchanges on the authority of the CO.

Black Wool Gloves. May be worn when weather dictates, or shall be worn when ordered.

Black Mitts. Plain black civilian pattern mitts may be worn with the overcoat, parka or all-season jacket during winter dress periods and when weather conditions dictate.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. True or false: Shoulder insignia are worn on both sleeves.
- Q2. Can any cadet wear the insignia of their affiliated unit when they want?
- Q3. The nametag is centred over which breast pocket?

ANTICIPATED ANSWERS

- A1. True.
- A2. No, cadets (the Cadet Corps) must have permission from the CO of the affiliated unit to wear insignia of that affiliated unit.
- A3. The right breast pocket.

Teaching Point 4**Identify the Correct Manner in Which to Wear Clothing on the Lower Body**

Time: 8 min

Method: Demonstration/Interactive Lecture



The instructor will explain and demonstrate how to wear each item of clothing

TROUSERS/BELT/SHORTS

Trousers. Will be pressed without starch so as to have creases down the centre of each leg. Creases shall extend from the top of the leg to the bottom. The length of the trousers should extend to the third eyelet of the ankle boot.

Trousers/Slacks Belt. The trousers/slacks shall be worn with a black belt. The CO may authorize the RCAC belt buckle.

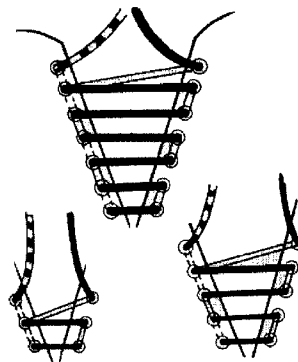
Grey Sport Shorts. Shall be worn at the waist, and must not allow for the underwear to be visible.

FOOTWEAR

Grey Wool Socks. Shall be worn with boots and running shoes. If a cadet suffers from a recognized allergy to wool, grey or black cotton or nylon socks may be worn.

Running Shoes. Shall be worn as directed by the cadet corps or the CSTC CO.

Boots. Shall be laced across horizontally from side to side. Boots shall not be modified by any type of metal cleats, hobnails or other metal attachments to the heel or sole. No varnish other than shoe polish can be used to shine the boots.



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-11 Lacing of Boots

Boots should be cared for by:

- cleaning the welts with an old toothbrush and black boot polish;
- using a soft cloth wrapped around the index finger, ensuring it is flat against the pad of the finger without any wrinkles;

- dampening the end of the cloth and applying a moderate amount of black boot polish;
- applying the polish to the boot in a steady, light circular motion, starting with larger circles to cover the area of the boot and using smaller circles, continuously working the polish into the boot;
- continuing to rub polish with a circular motion until the circles can no longer be seen; and
- breathing on the boot often to help work the polish into the boot.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. How long should trousers be?
- Q2. Must all cadets wear grey wool socks?
- Q3. How are ankle boots laced?

ANTICIPATED ANSWERS

- A1. Trousers should go down to the third eyelet on the boot.
- A2. Yes, unless they have a recognized allergy to wool.
- A3. They are laced horizontally from side to side.

Teaching Point 5

Explain and Demonstrate Aspects of Personal Appearance

Time: 12 min

Method: Demonstration/Interactive Lecture

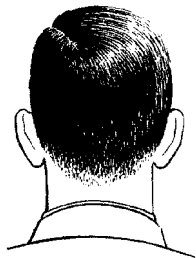
GENERAL

Cadets in uniform shall be well groomed with footwear cleaned and shined. The uniform shall be clean and properly pressed at all times. In particular, buttons, fasteners and zippers shall be kept closed. Pockets shall not be bulged; items such as glasses, sunglasses, glasses cases, pens, pencils, key-rings or paper shall not be visibly extended nor protrude from pockets or be suspended from waist belts or pockets.

HAIRSTYLES

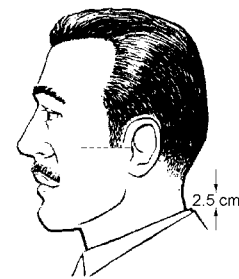
Hair on the head shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the beret. In particular, style and colour shall not be bizarre, bleached, exaggerated or unusual in appearance. Unusual colours such as green, bright red, orange, purple, etc., are not permitted. Hair must be secured or styled back to reveal the face and any accessories used to secure or control hairstyles shall be as unobtrusive as possible. Hair ornaments shall not be worn, except for female cadets conservative barrettes, which are to blend with the hair colour.

Male Hairstyles. Male cadets' hair shall be taper trimmed at the back, sides, and above the ears to blend with the hairstyle. It shall be no more than 15 cm in length and sufficiently short that, when the hair is groomed and beret is removed, no hair shall touch the ears or fall below the top of the eyebrows.



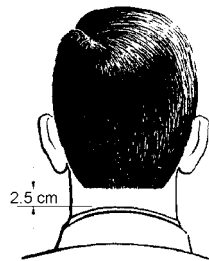
Royal Canadian Army Cadet Dress Instructions

Figure 7-5-12 Back View of Hair



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-13 Side View of Hair

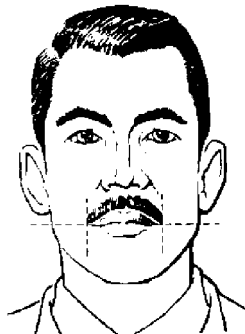


Royal Canadian Army Cadet Dress Instructions

Figure 7-5-14 Measurement of Hair

Sideburns. Sideburns shall not extend below a line horizontally bisecting the ear, and shall be squared off horizontally at the bottom edge and taper trimmed to conform to the overall hairstyle.

Moustaches. When moustaches are worn, the unshaven portion of the face shall not extend outwards beyond the corners of the mouth. Moustaches should be kept neatly trimmed, not greater than 2 cm in bulk, not to extend below the corners of the mouth and not protrude beyond the width of the mouth.

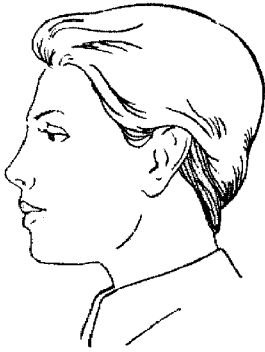


Royal Canadian Army Cadet Dress Instructions

Figure 7-5-15 Measurement of Moustache

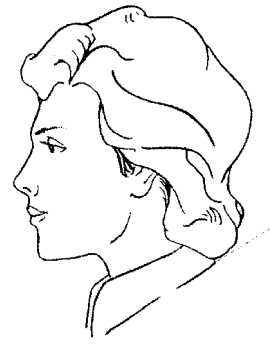
Beards. Beards shall not be worn except for those cadets who are adherents of the Sikh religion, or cadets with recognized medical problems preventing them from shaving. In the latter case, a note from a medical practitioner is required.

Female Hairstyles. Hair shall not extend below the edge of the shirt collar. Exaggerated styles, including those with excessive fullness or extreme height, are not authorized.



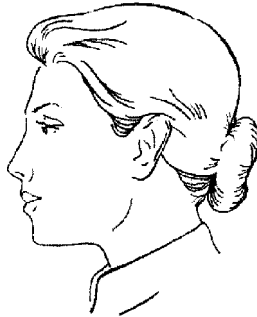
Royal Canadian Army Cadet Dress Instructions

Figure 7-5-16 Short Hairstyle



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-17 Curled Hairstyle



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-18 Straight Hair Worn Back in Bun

Braids. Shall be styled conservatively and tied tightly, secured at the end by a knot or a small-unadorned fastener. A single braid shall be worn in the centre of the back. Double braids shall be worn behind the shoulders. Hair shall be a maximum length, when gathered behind the head and braided, which does not extend below the top of the armpit.



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-19 One Braid



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-20 Two Braids

Multiple braids and/or cornrows shall be directed to the back of the head, pulled tight to the head and secured at the end by a knot or a small-unadorned fastener. Multiple braids extending below the edge of the collar are to be gathered in a bun. Hairpieces and extensions are not permitted.



Royal Canadian Army Cadet Dress Instructions
Figure 7-5-21 Back View of Cornrows



Royal Canadian Army Cadet Dress Instructions
Figure 7-5-22 Side View of Cornrows



Royal Canadian Army Cadet Dress Instructions
Figure 7-5-23 Beret and Cornrows

MAKE-UP

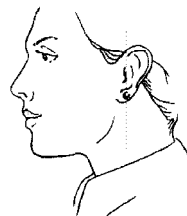
Females are permitted to wear a minimal amount of make-up. When wearing the uniform, make-up shall be applied conservatively. There are to be no false eyelashes, heavy eyeliner, brightly coloured eye shadow or lipstick, coloured nail polish or excessive facial make-up.

JEWELLERY

The only jewellery that may be worn in uniform shall be a wristwatch (conservative in design and colour), a medical alert bracelet, and a maximum of two rings which are not of costume jewellery nature.

Female cadets in uniform may wear a single pair of plain gold, silver stud or white pearl earrings in pierced ears. The single stud earring, worn in the centre of each earlobe, shall be spherical in shape and not exceed 0.6 cm in diameter. Male cadets are not authorized to wear an earring or earrings.

Only a single earring or healing device, worn in the centre of each earlobe, may be worn at a time.



Royal Canadian Army Cadet Dress Instructions
Figure 7-5-24 Placement of Earrings

TATTOOS AND BODY PIERCING

Cadets shall not acquire visible tattoos that could be deemed as offensive or otherwise reflect discredit on the CCO. Cadets in uniform shall not wear visible body piercing adornments (tongue included). Use of an adhesive bandage for the purpose of covering a piercing is **not** authorized.

UNDERGARMENTS

Undergarments including brassieres for female cadets, shall be worn under all numbered orders of dress and shall be of an appropriate colour so as not to be visible through uniform items of clothing. Males shall also wear an undergarment under the highland order of dress.

EYEGASSES/SUNGLASSES

Eyeglasses and sunglasses shall be conservative in design and colour. Sunglasses with photo chromic or mirrored lenses are not authorized for wear.

Cadets who normally wear eyeglasses may wear either conventionally framed prescription sunglasses, or conservatively styled clip-on sunglasses when conditions and circumstances dictate. Other cadets may wear conservatively styled sunglasses, which do not detract from the overall appearance of the uniform when conditions and circumstances dictate. Sunglasses shall not be worn on parade day unless authorized by the cadet corps or CSTC CO in special circumstances.

OTHER

Civilian Clothing. Civilian clothing, other than those specific items listed in CATO 46-01 shall not be worn with the cadet uniform unless authorized by the cadet corps or CSTC CO in special circumstances. This includes but is not limited to civilian jackets and hats.

Backpacks. Civilian pattern backpacks of conservative appearance may either be carried in the left hand or worn suspended from both shoulders and square on the back. No item will be suspended from the backpack and straps and straps shall not be left loose.

Purse. (Female cadets only) The purse must be black and conservative in nature, and held in the left hand or suspended over the left forearm. When the purse is carried as a shoulder bag, the strap shall be suspended from the left shoulder with the top of the purse not higher than waist level. The purse shall not be carried as a shoulder bag with the strap shortened to handbag length.

Carrying of Articles. If any one article is carried, such as a briefcase, umbrella or raincoat, it shall be carried in the left hand. If an article is carried when marching, the left arm is not swung.



Chewing gum, slouching, sauntering, placing hands in pockets, smoking or eating on the street, walking hand in hand, and similar deportment which detracts from a proud and orderly appearance in the eyes of the public is unacceptable for cadets in uniform.

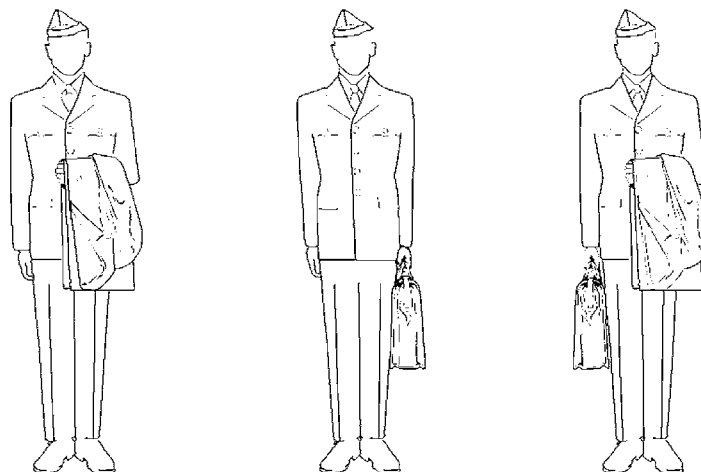
Teaching Point 6

Explain Orders of Dress

Time: 8 min

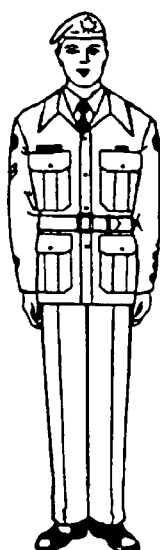
Method: Interactive Lecture

Although there are many orders of dress for the Army Cadet uniform, cadets should be aware of the orders they will be asked to wear most often.



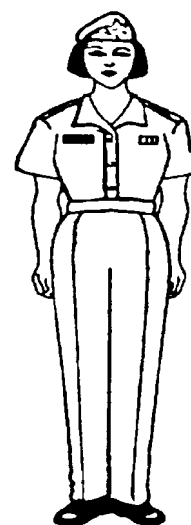
A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial

Figure 7-5-25 The Carrying of Articles



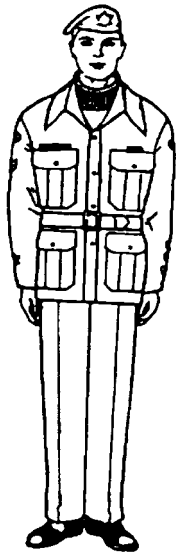
Royal Canadian Army Cadet Dress Instructions

Figure 7-5-26 C-2 Duty Dress



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-27 C-2A Duty Dress



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-28 C-3 Duty Dress



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-29 PT



Instructors are responsible to explain other orders of dress that are worn by the cadet corps, as authorized by the CO of the affiliated unit. One method to do this is by introducing the class to various cadets dressed in the forms of dress to be illustrated. The cadet can then describe how the uniform is worn.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. What are some things that cadets are not allowed to do with their hair?
- Q2. Are male cadets permitted to wear earrings?
- Q3. Cadets are not authorized to have tattoos that are what?

ANTICIPATED ANSWERS

- A1. Cadets are not to bleach their hair or dye it colours such as bright red, purple, green or orange.
- A2. No, male cadets are not permitted to wear an earring or earrings.
- A3. Offensive in nature or otherwise reflect discredit to CCO.

END OF LESSON CONFIRMATION

OPTIONAL ACTIVITY

Time: 10 min (If time permits)

OBJECTIVE

- The objective of the activity is to have the cadets properly identify various parts of the uniform and demonstrate the proper wearing and care of the piece.

RESOURCES

- Uniform pieces presented in lesson.
- Grocery bag or hat to put slips of paper in.
- Slips of paper with uniform pieces written on them (written out parts are found in Annex C).

ACTIVITY LAYOUT

- Cut out and place the pieces of paper with the uniform parts written on them in a grocery bag or hat.
- One at a time, each cadet will chose a slip of paper and find that part of the uniform.
- After finding the uniform part, the cadet will show the class how to properly wear and care for that piece.
- Repeat these steps until each cadet has chosen a piece. If there are more cadets than pieces of uniform, put the pieces back in the bag and start again.

SAFETY

- This shall be a supervised activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will supervise the cadets as they present each piece of the uniform and make corrections as required.
-

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be expected to properly wear the Army Cadet uniform on an ongoing basis in accordance with the Royal Canadian Army Cadet Dress Instructions. Cadets will be expected to maintain an acceptable standard of personal dress and deportment.

CLOSING STATEMENT

The Army Cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance, and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets while both sensitive to the multicultural makeup of Canadian society.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the cadets' requirement to properly care for and maintain their uniforms at all times. Cadets should learn from the beginning how to properly maintain their uniforms and wear them properly.

This lesson should be delivered at the beginning of the training year, before the cadets are expected to wear their uniforms.

REFERENCES

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.
- A2-028 D Cdts. (2005). CATO 46-01, *Army Cadet Dress Instructions*. In *Cadet Administrative and Training Orders* (Vol. 4, 27 pages). Ottawa, ON.
- C2-039 Apparel Search. (2005). *Berets in the Military: Canada*. Retrieved 25 May 2006, from http://www.apparelsearch.com/definitions/headwear_hats/beret_definitions.htm.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 6

EO M107.06 – PARTICIPATE IN A DISCUSSION OF YEAR ONE SUMMER TRAINING OPPORTUNITIES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of the lesson the cadets shall be expected to be familiar with the opportunities available to them for summer training in year one, and shall be introduced to the various summer training streams of the Army Cadet Program.

IMPORTANCE

It is important for the cadets to understand the training opportunities available to them during the summer so they are aware of what courses they are eligible to attend. It is important for the cadets to know what training opportunities are available to them for future summers in order to plan their progression effectively.

Teaching Point 1**Discuss the Basic Army Cadet Course**

Time: 15 min

Method: Interactive Lecture

AIM

The aim of the basic course is to introduce Army Cadets to the CSTC environment and to expose them to specialty training courses.

LOCATIONS

www.theodora.com/maps

Figure 7-6-1 Map of Summer Training Centres Across Canada

The ACBC is conducted at five Cadet Summer Training Centres (CSTC) throughout Canada. Cadets will most likely travel to the CSTC within their region, unless there are extenuating circumstances. The ACBC is conducted at:

- CSTC Argonaut, Gagetown, New Brunswick – Atlantic Region;
- CSTC Blackdown, Borden, Ontario – Central Region;
- Centre d'Instruction d'Été des Cadets (CIEC) Valcartier, Quebec – Eastern Region;
- CSTC Vernon, British Columbia – Prairie and Pacific Region; and
- CSTC Whitehorse, Yukon – Northern Region.



The location of the CSTC the cadet will attend should be stressed. Photos and additional information should be presented as available.

REQUIREMENTS OF THE COURSE

Cadets must participate in certain performance requirements during the ACBC. These requirements include:

- introduction to expedition;
- introduction to marksmanship;
- introduction to music;
- introduction to ceremony;
- introduction to sports and fitness;
- CF familiarization;
- communications; and
- adventure training.

ADDITIONAL TRAINING OPPORTUNITIES PROVIDED DURING THE COURSE

The ACBC offers additional opportunities which are common to all CSTC Program courses, such as:

- weekly parades;
- life skills;
- recreation sports;
- swimming; and
- a graduation parade.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How long is the ACBC?
- Q2. Where is the CSTC that you will be attending?
- Q3. What are examples of activities that are common to all CSTC Program courses?

ANTICIPATED ANSWERS

- A1. The ACBC is two weeks in duration.
- A2. Answers will vary based on region:
- CSTC Argonaut, Gagetown, New Brunswick – Atlantic Region;
 - CSTC Blackdown, Borden, Ontario – Central Region;
 - Centre d'Instruction d'Été des Cadets (CIEC) Valcartier, Québec – Eastern Region;
 - CSTC Vernon, British Columbia – Prairie and Pacific Region; and
 - CSTC Whitehorse, Yukon – Northern Region.
- A3. Any of the following: weekly parades; life skills; recreation sports; swimming; and a graduation parade.

Teaching Point 2**Introduce the Summer Training Series of Courses**

Time: 10 min

Method: Interactive Lecture

SUMMER TRAINING STREAMS

Summer training can be looked at like choosing a path. Though cadets are not limited to staying on one path of training, it is an option that allows them to progress in an area of their interest.

All Green Star Cadets will complete the BAC course before moving into the various series of courses of training. The various series of courses available to cadets, upon completion of the ACBC are:

Ceremonial Courses

- Army Cadet Introduction to Leadership;
- Army Cadet Leadership Instructor Course; and
- Army Cadet Advanced Ceremonial Drill Course;

Expedition Courses

- Army Cadet Introduction to Expedition;
- Army Cadet Expedition Instructor Course;
- Army Cadet Leadership and Challenge Course; and
- Army Cadet Senior Expeditions (Outward Bound Wales, Outward Bound Scotland, Maple Leaf);

Target Rifle Marksmanship Courses

- Army Cadet Introduction to Rifle Marksmanship Course;
- Army Cadet Target Rifle Marksmanship Course;
- Army Cadet Advanced Target Rifle Marksmanship Course; and
- National Army Cadet Target Rifle Marksmanship Team;

Military Band Courses

- Basic Military Band Musician Course;
- Junior Military Band Musician Course (Year 3/4); and
- Intermediate Military Band Musician Course (Year 4/5);

Pipes and Drums

- Basic Pipe Band Musician Course;
- Junior Pipe Band Musician Course (Year 3/4); and
- Intermediate Pipe Band Musician Course;

Air Rifle Instructor Course. Air Rifle Marksmanship Instructor Course (Year 3/4);

Fitness and Sports

- Introduction to Fitness and Sports Course; and
- Fitness and Sports Instructor Course;

Other Courses and Exchanges

- Basic Parachutist (Year 5/6);
- Army Cadet Exchanges (Year 5/6); and

Staff Employment Opportunities. (Year 4+).

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are two of the series of summer training courses a cadet can choose?
- Q2. Can cadets apply to a CSTC Program course that is outside of their current series of courses?
- Q3. If cadets join the program when they are older, do they still have to attend the Army Cadet Basic Course in their first summer at camp?

ANTICIPATED ANSWERS

- A1. Any of the following:
- generalist training;
 - expedition training;
 - target rifle marksmanship;
 - air rifle coach;
 - music – Which Includes Military Band And Pipes And Drums; and
 - fitness and sports.
- A2. Yes.
- A3. No, they can apply for a year two or possibly a year three course.

END OF LESSON CONFIRMATION

Instructors may ask the following questions:

QUESTIONS

- Q1. How long is the ACBC?
- Q2. What are two of the series of summer training courses a cadet can choose?

ANTICIPATED ANSWERS

- A1. The ACBC is two weeks in duration.

A2. Any of the following:

- leadership training;
- expedition training;
- target rifle marksmanship;
- air rifle coach;
- music – which includes military band and pipes and drums; and
- fitness and sports.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Many cadets will have the opportunity to attend summer training centres after completing the green star program at the corps. It is important for them to know what options are available to them for their first summer. It is also important for them to gain a basic understanding of opportunities available to them in the future.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-027 D Cdts. (2005). CATO 42-01, *Summer Training Directive Royal Canadian Army Cadets*. In *Cadet Administrative and Training Orders* (Vol. 4). Ottawa: ON.
- A2-029 A-CR-CCP-500/PT-001 DCdts 3-2. (2004). *Basic Army Cadet Course Training Plan*. Ottawa ON: National Defence.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 7

EO C107.01 – MAINTAIN THE ARMY CADET UNIFORM

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- ensure ironing boards, irons, pressing cloth, boot polish, boot cloths, old toothbrushes, lint brushes, and any other items that may be needed are available for this lesson;
- ensure a copy of CATO 46-01, *Army Cadet Dress Regulations*, is available for reference purposes during this lesson; and
- inform the cadets that they are to bring the parts of their uniforms with them for this lesson.

PRE-LESSON ASSIGNMENT

Prior to the lesson the cadet shall gather all uniform parts to bring with them for this lesson.

APPROACH

This lesson will be presented using the interactive lecture method for TP1, and the demonstration and performance method for the remainder. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson, from EO M107.05 (Section 5), will include:

QUESTIONS

- Q1. Do cadets have to wear their uniform when proceeding to and from a CSTC?
- Q2. Over which eye is the beret centred?

Q3. The nametag is centred over which breast pocket?

ANTICIPATED ANSWERS

A1. Yes.

A2. The left eye.

A3. The right pocket.

OBJECTIVES

By the end of this lesson the cadet shall be expected to properly maintain the Army Cadet uniform.

IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such to reflect credit on the individual and the Canadian Cadet Organization (CCO).

Teaching Point 1

Identify Tips for Ironing the Uniform

Time: 2 min

Method: Interactive Lecture

TIPS FOR IRONING THE UNIFORM

There are several points to keep in mind when ironing the uniform:

- Before plugging in the iron, ensure the surface is clean.
- Check the temperature of the iron so that it is not so hot that it may burn the material.
- Ensure the article of the uniform is clean.
- Have a spray bottle of water or can of spray starch handy for creases.
- A damp pressing cloth could be used to prevent parts of the uniform from burning or becoming shiny. Some examples of what can be used as a pressing cloth include:
 - thin towel;
 - pillow case;
 - soft cotton cloth; or
 - paper bag.



Extreme care must be taken when using an iron.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What is the purpose of using a pressing cloth?

Q2. What are some items that can be used as a pressing cloth?

Q3. What should you do before plugging in the iron?

ANTICIPATED ANSWERS

- A1. To prevent uniform parts from becoming shiny.
 A2. Thin towel, pillow case, soft cotton cloth and paper bag.
 A3. Ensure the surface is clean.

Teaching Point 2

Demonstrate the Correct Method of Care for the Trousers

Time: 4 min

Method: Demonstration

TROUSERS

The trousers/slacks shall must be clean and free from lint at all times. The trousers will present well pressed creases down the centre of each leg in the front and the back. Creases shall extend from the top of the leg to the bottom. A well pressed trouser can be achieved by:

- lining the pant leg up by the seams to ensure the creases are properly positioned at the centre of the front and back leg;
- laying the pant leg flat on the ironing board;
- spraying the pants with water from a water bottle;
- placing a pressing cloth over the pant leg;
- ironing the pants until a sharp crease extends down the centre of each leg in the front and back, from the top of the leg to the bottom; and
- ironing on the same crease each time in order to avoid double creases.



The length of the trousers should extend to the third eyelet of the ankle boot.

Teaching Point 3

Demonstrate the Correct Method to Care for the Short Sleeve Shirt

Time: 4 min

Method: Demonstration

SHORT SLEEVE SHIRT

The linden green short sleeve shirt shall be clean and pressed in that:

- the sleeves shall have creases down the centre of the sleeve, centred on the epaulette of the shirt, to the bottom;
- the front and back panels shall be pressed flat without creases;
- the collar shall be pressed flat; and
- the entire shirt shall be free from wrinkles.

Teaching Point 4**Demonstrate the Correct Method for Care of the Tunic**

Time: 4 min

Method: Demonstration

TUNIC

The tunic shall be clean and pressed in that:

- the sleeves shall be pressed flat with no creases;
- the front panels and the pockets shall be pressed flat;
- the back panel shall be pressed flat without creases; and
- the collar shall be pressed flat.

Teaching Point 5**Demonstrate General Guidelines for Maintaining the Boots**

Time: 4 min

Method: Demonstration and Performance

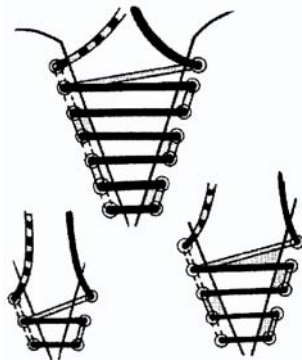
BOOTS

The entire boot, to include the sides, heel and toe shall be polished using black shoe polish and a soft polishing cloth. The tongue, welts and outer edge of the sole shall be blackened. Boots shall not be modified with any type of metal cleats, hobnails or other metal attachments to heel or sole, and shall be laced across horizontally from side to side in accordance with Figure 7-7-1.



Cadets shall not, while polishing:

- apply any heat source to the boot e.g. “burn shine”,
- melt polish,
- use floor polish,
- use oxblood coloured polish, or
- use liquid polish.



CATO 46-01 Army Cadet Dress Instructions

Figure 7-7-1 Boot Lacing

Teaching Point 6**Demonstrate the Correct Method of Care for the Beret**

Time: 2 min

Method: Demonstration and Performance

BERET WASHING

To clean and care for the beret:

- it is washed with mild detergent in cold water, wringing out excess water; and
- remove lint with a lint brush.

BERET FORMING

The beret, while damp, shall be formed in that:

- the beret is correctly positioned on the head as per CATO 46-01;
- the crown is pulled from the left down the right side and to the rear;
- the edge of the right side shall not cover the ear; and
- it is left to air dry as formed.



Never put your beret into a clothes dryer. Because it is made of wool, the beret will shrink.



Cadets may be required to attach the brass/cloth cap badge to the beret. When attaching a cap brass to a new beret, a small slit - not to exceed the width of the backing post – shall be cut into the fabric of the beret, centred on the cardboard backing. In the event that a cadet is required to perform such a procedure, the instructor shall demonstrate the proper method for attaching the brass. Cloth cap badges will be affixed to the beret, centred on the cardboard backing, and sewn on with thread that will blend with the badge.

CONFIRMATION OF TEACHING POINT 6**QUESTIONS**

- Q1. What temperature water is used to wash a beret?
- Q2. How is a beret to be dried?
- Q3. Demonstrate the proper method for forming the beret.

ANTICIPATED ANSWERS

- A1. Cold water.
- A2. Air dried.
- A3. The instructor shall observe the demonstration noting if:
- the beret is correctly positioned on the head as per CATO 46-01;
 - the crown is pulled from the left down the right side and to the rear; and

- the edge of the right side shall not cover the ear.

Teaching Point 7
Demonstrate the Correct Method for Wearing the Hair

Time: 2 min

Method: Demonstration

HAIR

Hair on the head shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the beret (bulk is the distance that the mass of hair extends from the skin, when groomed, as opposed to the length of hair). Style and colour shall not be bizarre, bleached, exaggerated or unusual in appearance. Unusual colours such as green, bright red, orange, purple, etc. are not permitted. Hair must be secured or styled back to reveal the face and any accessories used to secure or control hairstyles shall be as unobtrusive as possible. Hair ornaments shall not be worn, except for female cadet's conservative barrettes, which blend with the hair colour.

MALE HAIR

- Hair is to be taper trimmed at the back, sides, and above the ears to blend with the hairstyle; be no more than 15 cm (6 in.) in length and sufficiently short that, when the hair is groomed and beret is removed, no hair shall touch the ears or fall below the top of the eyebrows; be no more than 4 cm (1-1/2 in.) in bulk at the top of the head, gradually decreasing to blend with the taper trimmed sides and back; and be kept free from the neck to a distance of 2.5 cm (1 in.) above the shirt collar. Taper trimmed square back styles and shaving of all the hair on the head are permitted.
- Sideburns shall not extend below a line horizontally bisecting the ear, and shall be squared off horizontally at the bottom edge and taper trimmed to conform to the overall hairstyle.
- When moustaches are worn alone, the unshaven portion of the face shall not extend outwards beyond the corners of the mouth. Moustaches shall be kept neatly trimmed; not be greater than 2 cm (3/4 in.) in bulk; not extend below the corners of the mouth and not protrude beyond the width of the mouth.
- Beards shall not be worn except for those cadets who are adherents of the Sikh religion or cadets experiencing recognized medical problems preventing them from shaving. In the latter case, a note from a medical practitioner is required.

The following additional details apply to female cadets:

- hair shall not extend below the lower edge of the shirt collar (see exception below);
- exaggerated styles, including those with excessive fullness or extreme height, are not authorized;
- braids, if worn, shall be styled conservatively and tied tightly, secured at the end by a knot or a small-unadorned fastener;
- a single braid shall be worn in the centre of the back;
- double braids shall be worn behind the shoulders;
- hair shall be a maximum length when gathered behind the head and braided which does not extend below the top of the armpit; and
- multiple braids and/or cornrows shall be directed toward the back of the head, pulled tight to the head and secured at the end by a knot or a small unadorned fastener. Multiple braids extending below the lower edge of the collar are to be gathered in a bun.



Exception. With the permission of the corps CO, a 60-day transition period may be granted to a female cadet to grow her hair longer for re-styling, during which time hair may extend below the lower edge of the shirt collar. Hairpieces and extensions are not permitted.

Teaching Point 8

Supervise and Advise Cadets as They Practice Maintaining the Uniform

Time: 31 min

Method: Performance

ACTIVITY – “MAN YOUR STATIONS”

Time: 31 min

OBJECTIVE

The objective of this activity is to have the cadets demonstrate care and maintenance of the Army Cadet uniform.

RESOURCES

- Uniform pieces presented in the lesson.
- Irons.
- Ironing boards/tables.
- Pressing cloths.
- Water bottle.
- Black boot polish.
- Soft boot cloth.
- Old toothbrush.
- Hair elastics.
- Hair nets.
- Bobby pins.
- Hair spray.
- Scissors.
- Assistants if available.

ACTIVITY LAYOUT

- Divide class into five groups.
- Groups will be assigned a station to start at:
 - Station 1: Maintain the trousers;
 - Station 2: Maintain the short sleeve shirt;
 - Station 3: Maintain the jacket;

- Station 4: Maintain the boots; and
- Station 5: Correct wear of the hair.
- Each group will rotate through each of the stations for a specified amount of time, approximately five minutes at each.
- The cadets are to maintain the parts of the uniform at each station, with the assistance of senior cadets or officers, if they are available.

SAFETY

Cadets must be carefully supervised while using hot irons.

INSTRUCTOR GUIDELINES

- During the activity supervise and praise the cadets as they maintain each part of the uniform.
- Assistant instructors should be made available to help supervise at the stations.
- If only the instructor is available they are to rotate around the stations to supervise all cadets.
- Signal timings for station rotations.
- If cadets do not have uniform parts, ensure extra parts are available for the cadets to use.

END OF LESSON CONFIRMATION

The end of lesson confirmation consists of the instructor inspecting the cadets' uniforms to ensure they meet the standards that have been outlined.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this lesson. Cadets will be assessed on a continuous basis on their ability to maintain and care for the Army Cadet uniform.

CLOSING STATEMENT

The Army Cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the cadets' requirement to care for and maintain their uniforms at all times. Cadets should learn from the beginning how to maintain their uniforms and wear them properly.

Instructors may wish to coordinate with the Training Officer to allocate time from opening or closing parades in order to allow more time for uniform maintenance.

REFERENCES

- A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON: National Defence.
- A2-028 D Cdts. (2005). CATO 46-01, *Army Cadet Dress Instructions*. In *Cadet Administrative and Training Orders* (Vol. 4, 27 pages). Ottawa, ON.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 8

EO C107.02 – PARTICIPATE IN A TOUR OF THE CADET CORPS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content and become familiar with the material;
- coordinate tour with all corps departments;
- review corps protocols for offices, parade square, classrooms, break areas, out of bounds areas and saluting zones;
- arrange for one tour guide for every four cadets (can be senior cadets, officers, civilian instructors, or volunteers that are familiar with the corps facilities);
- prepare maps (one for every four cadets) of the corps facilities with numbered points of interest (see example in Annex E);
- prepare corps passports (one for each cadet). See example in Annex F; and
- set up sticker stations at each point of interest.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

The pertinent review for this lesson will include:

- officer ranks (TP2 of EO M107.02 [Section 2]); and
- regulations for paying compliments inside a building (TP3 of EO M107.03 [Section 3]).

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- identify the location of:
 - the parade square;
 - classrooms;
 - break areas;
 - canteen;
 - washrooms;
 - communication areas;
 - Commanding Officer's (CO's) office;
 - administration office;
 - training office;
 - supply office; and
 - out of bounds areas; and
- observe appropriate protocols associated with each location.

IMPORTANCE

Being familiar with the location of all the corps facilities can aid the cadets in following instructions, finding information and participating in corps activities.

BACKGROUND KNOWLEDGE



This information is representative only. Information presented must be tailored to be specific to the corps. Individual corps may have information that will vary from the information given in this guide.

PARADE SQUARE

The parade square is where cadets have parades. It is where inspections and drill classes usually take place and where the corps holds parades and other ceremonial events. Appropriate corps protocols should be followed regarding the parade square.

CLASSROOMS

Classrooms are the areas where cadets participate in most of their training. The classroom space must be respected, especially in facilities that are shared with other groups. Anything that does not belong to the corps should be left alone. Protocol for entering and leaving the classroom should be followed.

BREAK AREAS

Break areas are where the cadets should be when not tasked. The corps guidelines for the use of the area should be discussed.

CANTEEN

The canteen is a store for snacks and other items. The money raised through the canteen may be used to benefit the corps. Hours of operation, personnel responsible and how the money is used should be discussed.

WASHROOMS

The location of the facilities should be pointed out.

COMMUNICATIONS AREAS

Communications areas could include bulletin boards, activity sign-up sheets, and the location of the standing orders and routine orders. The standing orders contain corps policies. The routine orders contain information on duties, events, activities and personnel changes. Authorization to post information should be discussed.

COMMANDING OFFICER'S OFFICE

If the CO is available, they should introduce themselves and state briefly what they do. If the CO is not available, the tour guide will provide this information. The CO is at the top of the chain of command within the corps. The CO is responsible for the training and administration of the cadets, civilian instructors and officers working with the corps. Cadets will normally only visit the CO's office at the CO's request, or if directed by another officer. Protocol for entering and leaving an office should be reviewed.

ADMINISTRATION OFFICE

If the administration staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Administration Officer (Admin O) is responsible for handling the administrative duties. They are responsible for ensuring forms such as cadet enrolments and summer training applications are completed in full and returned in a timely fashion. They could also be responsible for ensuring attendance is taken for all corps activities. Other administrative staff may include assistant administration officers. Cadets may need to go to the administration office to complete paperwork, report absences or to pick up forms. Protocol for entering and leaving an office should be reviewed.

TRAINING OFFICE

If the training staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Training Officer (Trg O) is responsible for the coordination and implementation of the corps training program. They are responsible to ensure that training is planned in a logical fashion, instructors are prepared for classes and training materials are readily available for classes. They are also responsible for any administrative forms that are directly related to training, such as training records. Other training staff could include an assistant Trg O, standards officer and level Trg Os. Cadets will normally only visit the training office if the training officer has requested them, or they have been directed by another staff member or cadet NCO. Protocol for entering and leaving an office should be reviewed if applicable.

SUPPLY OFFICE

If the supply staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Supply Officer (Sup O) is responsible for ordering uniform parts, issuing uniforms parts as necessary and distributing other equipment. They are responsible for all administrative forms that are directly related to supply. Other supply staff could include assistant Sup Os. Cadets will normally visit the supply office to receive their uniform and to exchange items that no longer fit or have become damaged. Appointments may be necessary. If the supply section has specific hours when it is open to cadets, these hours should be stated. Protocol for entering and leaving an office should be reviewed, if applicable.

OUT OF BOUNDS AREAS

Any areas that are out of bounds to cadets should be pointed out. The consequences for violating this policy should be explained.

ACTIVITY

Time: 20 min

OBJECTIVE

This activity is designed to familiarize the cadet with the facilities and staff of their corps.

RESOURCES

- Corps maps with numbered points of interest, if available (an example map is provided in Annex E).
- Corps passports.
- Stickers.

ACTIVITY LAYOUT

1. Divide the cadets into groups of four and assign each group a tour guide. Each cadet will receive a passport, found in Annex F, to be completed during the tour.



Group size may be adjusted based on the number of available tour guides and the number of cadets in the class.

2. Give each group a map and assign a starting point of interest. Starting points should be separated by one point if possible, to avoid more than one group at any one point during the tour.
3. Each group shall progress through the tour by visiting the points of interest. Tour guides will present the appropriate information at each point. Only one to two minutes should be necessary at each stop.
4. Each cadet shall answer the questions for each point of interest on their corps passports. The tour guide will check the answers at each point and award stickers to complete the passport.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Brief the tour guides on activity layout and their role.
- Circulate throughout the corps facilities to watch for bottlenecks and move groups along as necessary.
- Answer questions.
- Ensure protocols are being observed.

REFLECTION

Time: 5 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Why is it important to know where all of the corps facilities are located?
- Q2. How do you feel now that you know where everything is located?
- Q3. What other information about the corps facilities would help you feel more comfortable at cadets?

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Knowing the location of all the corps facilities will assist cadets in following instructions, finding information and participating effectively in corps activities.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

N/A.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 9

EO C107.03 – PARTICIPATE IN AN ACTIVITY ON THE HISTORY OF THE CADET CORPS

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- familiarize themselves with the history of their corps ensuring that the information they have researched covers all of the objectives of the lesson;
- obtain any memorabilia that would support the lessons content (e.g. historical documents photos, videos, awards, etc.); and
- set up learning stations in the classroom, and have cards prepared (see activity section below).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with:

- the formation of their corps;

- significant corps developments since inception; and
- awards and accomplishments of the corps.

IMPORTANCE

The history of a corps is a source of pride for those within it. Understanding the history of the corps allows the cadet to see what has shaped the unit since its inception and recognize the progress it has made in numerous areas.

BACKGROUND KNOWLEDGE

CORPS FORMATION

There are a number of events that are historically important during the creation of a corps. These include:

- the charter date for the corps;
- the initial composition of the corps, staff and cadets; and
- the first sponsor of the corps.

CORPS DEVELOPMENTS

Corps participate in a number of community service events. Some events may happen annually, while others may occur only during special occasions. These events include, but are not limited to:

- ceremonial parades;
- fundraising events for charities; and
- civic events.

Also, corps personnel are involved in a number of activities within their unit, which are an important part of the unit's history. These activities may include, but are not limited to:

- formation of various activities within the corps (such as a drill team, band, first aid team, marksmanship team, etc.);
- participation in exchanges; and
- corps trips to various locations.

Other important developments in the history of a corps include:

- the development of a corps crest; and
- the affiliation of a corps with a Canadian Forces (CF) military unit.

CORPS AWARDS AND ACCOMPLISHMENTS

There are a number of ways that a corps can be recognized. The recognition may come from winning a competition, or for demonstrating excellence in a particular area. These awards can be won on provincial, regional, national, and in some circumstances, international levels.

Many opportunities exist for cadets to win awards at all levels of the Canadian Cadet Organization (CCO). Cadets winning such awards reflect well upon the corps.

Memorial awards are awards that are left in memory of someone that has made significant contributions to the local corps or the CCO. Memorial awards that may be given are an important source of historical information within the corps.

Outside of awards, there are a number of other cadet accomplishments that make up a fundamental part of the corps history. They include, but are not limited to:

- civilian careers of former cadets; and
- military careers of former cadets.

ACTIVITY

Time: 40 min

OBJECTIVE

The objective of this activity is to familiarize the cadets with the history of their corps.

RESOURCES

- Corps photographs.
- Corps video.
- Corps awards.
- Flipchart paper.
- Flipchart markers.
- Construction paper.
- Three tables.
- Bristol board.

ACTIVITY LAYOUT

Before the activity:

- Prepare learning stations based on three topic areas:
 - corps formation;
 - corps developments; and
 - corps accomplishments.
- Identify each station by a colour.
- Ensure each learning station is dynamic by using photos, newspaper clippings, video clips; timelines, memorabilia, summaries on Bristol board or other items.
- Prepare four cadet research cards for each learning station.
- Each research card will be a different colour to correspond to the learning station of the same colour.
- These cards will have a key word written on them to indicate what the cadet is to research.

During the activity, the cadets will be:

- divided into groups of four with a maximum of six groups. If there are more than 16 cadets, make the groups larger. There can be more than one group at a learning station at a time;
- given several research cards that correspond to each of the three learning stations;
- given eight minutes to research information; and
- given seven minutes to prepare their researched information on flipchart paper.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

During the activity the instructor shall ensure the cadets are collecting their information, and moving between learning stations in a timely manner.

REFLECTION

Time: 10 min

Method: Group Discussion

GROUP DISCUSSION



Once the activity is completed, the instructor shall have the groups come up to present their information to the class. The instructor shall call up groups with respect to the topic order listed in background information. The instructor should ensure they highlight any missed information after each topic has been presented.

DISCUSSION QUESTIONS



- During this stage the instructor should quickly pose some questions to the class to confirm their understanding of the knowledge presented in the lesson.
- Some of the questions below may not have been directly answered through the learning station. It is the responsibility of the instructor to create a brief discussion around these questions, emphasizing important points brought forth by the cadets.

SUGGESTED QUESTIONS

- Q1. Why is it important for members of the corps to be familiar with how it was formed?
- Q2. Why are memorial awards important to the history of a corps?
- Q3. Why is it important for cadets to understand the history of the corps' involvement within their community?
- Q4. What role do activities such as drill team, band, first aid, etc. play in developing a corps?

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing to ensure that all teaching points have been covered. The instructor must also take this opportunity to explain how the cadet will apply this knowledge in the future.

MAIN TEACHING POINTS

- TP1. Discuss the formation of the corps.
- TP2. Discuss significant corps developments since its inception.
- TP3. Discuss awards and accomplishments of the corps.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Being familiar with the history of the corps will give cadets a reason to take pride in being a part of it. Having a good understanding of this information can give cadets more of an appreciation of the corps and allow them to pass this information on to others.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

RANKS OF THE CANADIAN ARMY



















NON-COMMISSIONED MEMBERS			
			
PRIVATE (Pte)	CORPORAL (Cpl)	MASTER CORPORAL (MCpl)	SERGEANT (Sgt)
			
WARRANT OFFICER (WO)	MASTER WARRANT OFFICER (MWO)	CHIEF WARRANT OFFICER (CWO)	
SUBORDINATE AND JUNIOR OFFICERS			
SUBORDINATE OFFICER	JUNIOR OFFICERS		
			
OFFICER CADET (OCdt)	SECOND LIEUTENANT (2Lt)	LIEUTENANT (Lt)	CAPTAIN (Capt)
SENIOR OFFICERS			
			
MAJOR (Maj)	LIEUTENANT-COLONEL (LCol)	COLONEL (Col)	
GENERAL OFFICERS			
			
BRIGADIER-GENERAL (BGen)	MAJOR-GENERAL (MGen)	LIEUTENANT-GENERAL (LGen)	GENERAL (Gen)

Figure 7A-1 Ranks of the Canadian Army

THIS PAGE INTENTIONALLY LEFT BLANK

PUZZLES

THE MISSION OF THE CADET PROGRAM IS TO CONTRIBUTE TO THE DEVELOPMENT AND PREPARATION OF YOUTH FOR THE TRANSITION TO ADULTHOOD, ENABLING THEM TO MEET THE CHALLENGES OF MODERN SOCIETY, THROUGH A DYNAMIC, COMMUNITY-BASED PROGRAM.

**A RELEVANT, CREDIBLE
AND PROACTIVE YOUTH
DEVELOPMENT ORGANIZATION,
OFFERING THE PROGRAM OF
CHOICE FOR CANADA'S YOUTH,
PREPARING THEM TO BECOME
THE LEADERS OF TOMORROW
THROUGH A SET OF FUN,
CHALLENGING, WELL-ORGANIZED
AND SAFE ACTIVITIES.**

**DEVELOP IN YOUTH THE
ATTRIBUTES OF GOOD
CITIZENSHIP AND LEADERSHIP.**

PROMOTE PHYSICAL FITNESS.

**STIMULATE THE INTEREST OF
YOUTH IN THE SEA, LAND AND
AIR ACTIVITIES OF THE
CANADIAN FORCES.**

**ACER
ACERPORI**

“AS THE MAPLE, SO THE SAPLING”

UNIFORM PIECES

Beret	Green Cotton T-shirt	Black Gloves and Mitts	Running Shoes
Cap Badge	Turtleneck Sweater	Name Tag	Grey Wool Socks
Wide-brimmed Tan Summer Hat	Jacket and Jacket Belt	Trousers	Corps Shoulder Badge
Toque	All-season Jacket	Black Belt	Pte Rank Badge
Short Sleeve Shirt	Rank Slip-ons	Grey Sports Shorts	
Necktie	Grey Sports T-shirt	Boots	

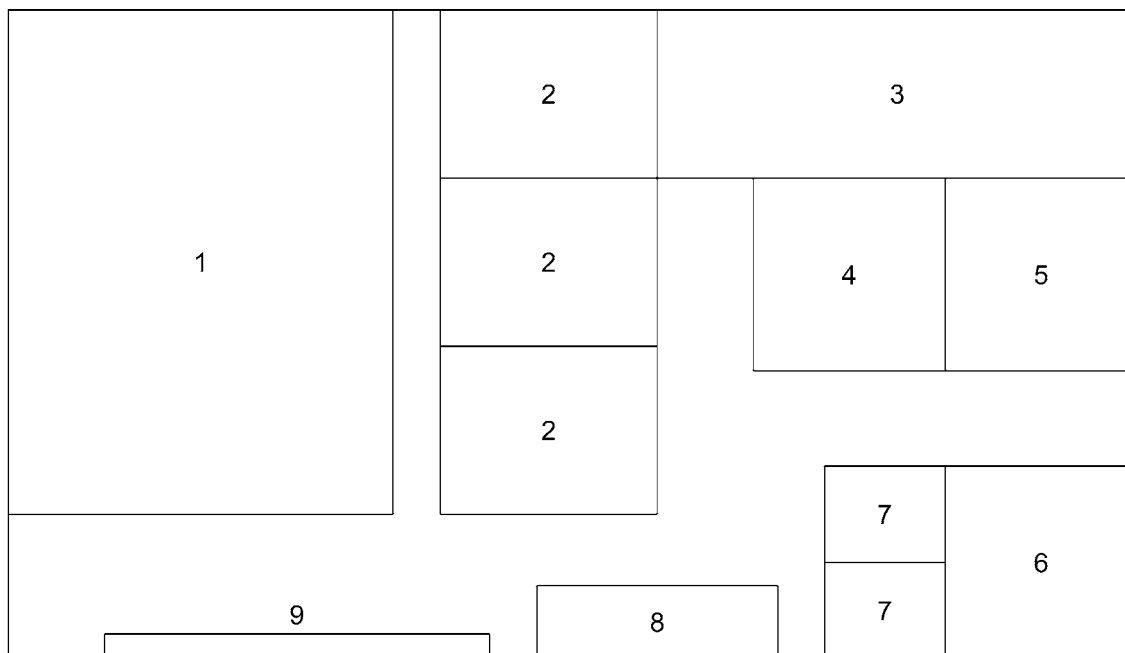
THIS PAGE INTENTIONALLY LEFT BLANK

ARMY CADET (AC) CSTC PROGRAM

Developmental Period	DP 1		DP 2		DP 3	
	12/13	13/14	14/15	15/16	16/17	17 +
Typical Age	1	2	3	4	5	6 +
Program Year	Green	Red	Silver	Gold	Master Cadet	--
Star Level	2 Weeks	3 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Course Duration						
Ceremonial		AC Introduction to Leadership	AC Leadership Instructor Course	AC Advanced Ceremonial Drill Course		
Expedition		AC Introduction to Expedition Course	AC Expedition Instructor Course	AC Leadership and Challenge Course		AC Senior Expeditions (OBW/OBS/Maple Leaf)
Target Rifle Marksmanship		AC Introduction to Rifle Marksmanship Course	AC Target Rifle Marksmanship Course	AC Advanced Target Rifle Marksmanship Course (7 Weeks)		National Army Cadet Target Rifle Marksmanship Team
Air Rifle Instructor			Air Rifle Marksmanship Instructor Course			
Fitness and Sports	AC Basic Course	Introduction to Fitness and Sports Course	Fitness and Sports Instructor Course			
Military Band		Basic Military Band Musician Course (Level B+)	Junior Military Band Musician Course (Level 1 – 2+)	Intermediate Military Band Musician Course (Level 3 – 4+)		
Pipes and Drums		Basic Pipe Band Musician Course (Level B+)	Junior Pipe Band Musician Course (Level 1 – 2+)	Intermediate Pipe Band Musician Course (Level 3 – 4+)		
Exchanges					AC Exchanges (ICE/FRG/USA)	
Basic Parachutist					Basic Parachutist Course	
Staff Cadet					Staff Cadet (7 Weeks)	

THIS PAGE INTENTIONALLY LEFT BLANK

EXAMPLE MAP



POINTS OF INTEREST:

1. Parade Square
2. Classrooms
3. Supply Office/Stores
4. Administration Office
5. Training Office
6. Commanding Officer's Office
7. Washrooms
8. Canteen
9. Communications Area

THIS PAGE INTENTIONALLY LEFT BLANK

CORPS PASSPORT

<p>THE PARADE SQUARE</p> <p>What are the rules for the parade square?</p> <p><i>Sticker</i></p>	<p>CLASSROOMS</p> <p>What rooms are used for classroom training?</p> <p><i>Sticker</i></p>
<p>BREAK AREAS</p> <p>Where is the break area?</p> <p><i>Sticker</i></p>	<p>CANTEEN</p> <p>When is the canteen available?</p> <p><i>Sticker</i></p>
<p>WASHROOMS</p> <p>Where are the washrooms located?</p> <p><i>Sticker</i></p>	<p>COMMUNICATION AREAS</p> <p>Where do cadets sign up for activities?</p> <p>Who is allowed to post information?</p> <p><i>Sticker</i></p>

<p>COMMANDING OFFICER'S OFFICE</p> <p>What is the Commanding Officer's name?</p> <p><i>Sticker</i></p>	<p>ADMINISTRATION OFFICE</p> <p>What is the Administration Officer's name?</p> <p>Who else works in Administration?</p> <p><i>Sticker</i></p>
<p>TRAINING OFFICE</p> <p>What is the Training Officer's name?</p> <p>Who else works in Training?</p> <p><i>Sticker</i></p>	<p>SUPPLY OFFICE</p> <p>What is the Supply Officer's name?</p> <p>Who else works in Supply?</p> <p><i>Sticker</i></p>
<p>OUT OF BOUNDS AREAS</p> <p>Which areas are out of bounds to cadets?</p> <p><i>Sticker</i></p>	

MEMORIAL AWARDS

(Green Construction Paper)

Corps/Squadron Formation

CHARTER

(Red Construction Paper)

Corps/Squadron Developments

HEART AND STROKE FOUNDATION CAMPAIGN

(Blue Construction Paper)

Corps/Squadron Accomplishments

LCOLSHEA CITIZENSHIP AWARD

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 8

PO 108 – PARTICIPATE IN AN ANNUAL CEREMONIAL REVIEW (ACR) PARADE



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE AND STAND EASY

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to adopt the positions of attention, stand at ease and stand easy.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

Time: 6 min

Adopting the Position of Attention

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



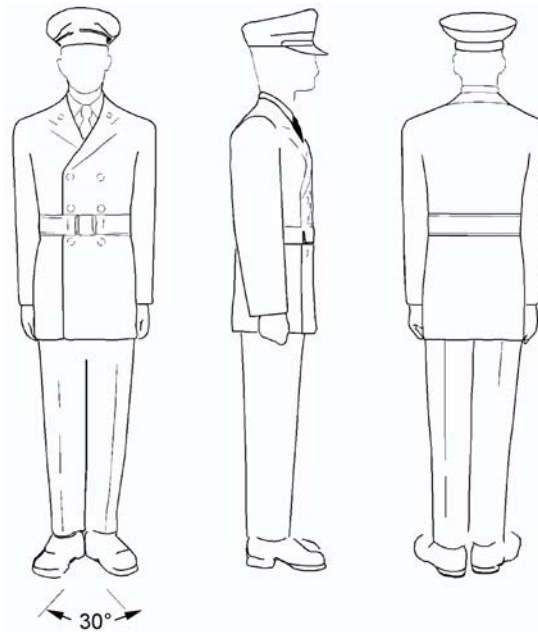
Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

The cadet will adopt the position of attention, by ensuring:

- a. heels are together and in line;
- b. feet are turned out to form an angle of 30°;
- c. body is balanced and weight distributed evenly on both feet;
- d. shoulders are level, square to the front;
- e. arms are hanging as straight as the natural bend will allow, with elbows and wrists touching the body;
- f. wrists are straight, the back of the hands outwards, fingers aligned, touching the palm of the hand, thumbs placed on the side of the forefinger at the middle joint with the thumbs and back of the fingers touching the thighs lightly and the thumbs in line with the seam of the trousers;
- g. head is held erect, neck touching the back of the collar, eyes steady, looking their height and straight to the front; and
- h. no part of the body is strained.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-1 The Position of Attention



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-2 Fists at Position of Attention



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

The instructor(s) shall provide a full demonstration and allow time for practice.

The instructor will have the squad practice the movement collectively, individually, and collectively.

Teaching Point 2**Adopting the Position of Stand at Ease**

Time: 6 min

Method: Demonstration and Performance

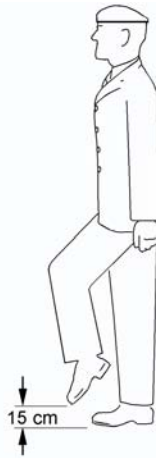
DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The position of standing at ease is an intermediate position between attention and standing easy. It allows no relaxation, but can be maintained without strain for a longer time than the position of attention.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command STAND AT EASE BY NUMBERS, SQUAD – ONE, the cadet shall bend the left knee.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-3 Squad One – Stand at Ease

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



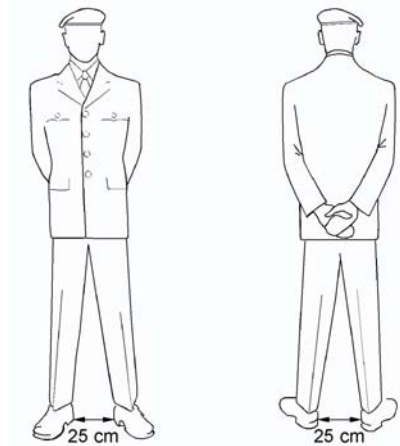
Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall:

1. carry the left foot to the left, straightening it in double time, and place it smartly flat on the ground with the inside of the heels 25 cm apart;

2. simultaneously, with a quick motion, bring the arms behind the back, stretched to their full extent, and place the back of the right hand in the palm of the left, with thumbs crossed right over left, the fingers together and extended; and
3. balance the body with the weight evenly distributed on both feet.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-4 The Position of Stand at Ease

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command STAND AT – EASE, combine the two movements. The timing is “one.”

The instructor(s) shall provide a full demonstration and allow time for practice.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Teaching Point 3

Adopting the Position of Attention From Stand at Ease

Time: 6 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

In order to adopt the position of attention from stand at ease, the cadet shall:

On the command ATTENTION BY NUMBERS, SQUAD – ONE, bend the left knee and shift the balance to the right foot.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO:

1. straighten the left leg in double time, place the foot smartly on the ground, toe touching first, followed by the heel, and with heels aligned; and
2. simultaneously, with a quick motion, bring the arms and hands to the position of attention.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command ATTEN – TION, combine the two movements. The timing is called as “one.”

The instructor(s) shall provide a full demonstration and allow time for practice.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Teaching Point 4

Adopting the Position of Stand Easy

Time: 6 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

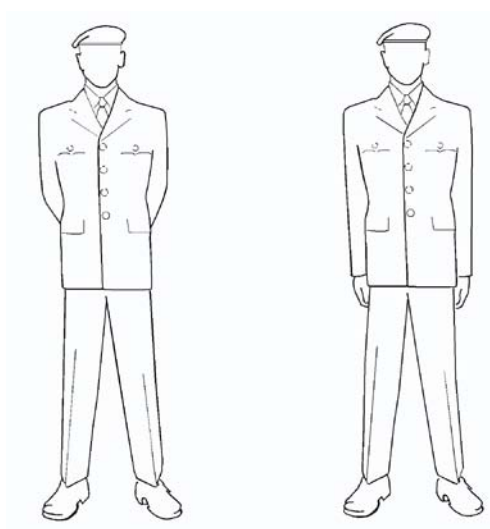
The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

The position of stand easy is ordered when it is desirable to permit cadets to relax. This command is only given when the squad is in the position of stand at ease.

On the command STAND – EASY, the cadet shall:

1. close the hands and bring the arms to the position of attention; and
2. relax.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial, 2001*

Figure 8-1-5 Stand Easy From Stand at Ease



When standing easy, the cadet may, with permission, move all but the feet and adjust clothing and equipment, but shall not talk.

PRACTICE THE COMPLETE MOVEMENT WITH TIMING

Practice the squad on the first movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

Combine the preceding movements with timing. The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 5

Adopting the Position of Stand at Ease From Standing Easy

Time: 1 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

In order to adopt the position of stand at ease from easy the cadet shall, on the cautionary command SQUAD (or formation title), assume the position of stand at ease.



This teaching point is best taught as a group practice to ensure adherence to timings and togetherness of the squad.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing the positions of attention, stand at ease and stand easy, and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement, with the:

- **instructor** calling the time;
- **squad** calling the time; and
- **squad judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.01 (Section 1).

- The instructor will have the squad adopt the positions of attention, stand at ease and stand easy. The instructor shall continue to review until the squad can perform the movements without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute a salute at the halt without arms.

IMPORTANCE

As members of the Canadian Cadet Organization (CCO) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCO depends on.

Teaching Point 1

Execute a Salute to the Front

Time: 13 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

The salute is given with the right hand. When physical incapacity or carrying of articles makes a salute with the right hand impracticable, compliments will be paid by turning the head and eyes to the left or right or standing to attention, as appropriate (see also A-PD-201-000/PT-000, Chapter 1, Section 2).

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

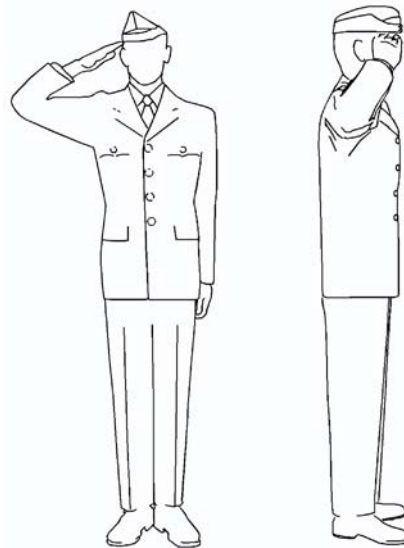


For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command TO THE FRONT SALUTE BY NUMBERS, SQUAD – ONE, the cadet shall:

1. bend the right elbow and open the palm of the right hand as it passes the shoulder; and
2. force the right hand by its shortest route to the front of the headdress so that the:
 - a. palm of the hand is facing down;
 - b. thumb and fingers are fully extended and close together;
 - c. tip of the second finger is in line with the outside of the right eyebrow and touching the outside edge of the headdress or arm of glasses, if worn;

- d. hand, wrist and forearm are in a straight line and at a 45-degree angle to the upper arm;
- e. elbow is in line with the shoulders; and
- f. upper arm is parallel to the ground.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-2-1 Saluting to the Front Without Arms

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the hand is:

1. brought sharply to the position of attention by the shortest route, without slapping the thigh; and
2. closed after the forearm is lowered below shoulder level.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command TO THE FRONT – SALUTE, the two movements are combined. The standard pause shall be observed between movements.

The instructor(s) shall provide a full demonstration and allow time for practice.

Note: When wearing headdress, other than a cap with a peak, the second finger is 2 cm above and in line with the outer tip of the right eyebrow.



Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:

1. executes the first movement of the turn on the executive order and simultaneously calls out “ONE”;
2. after completing the first movement, calls “TWO”, “THREE” while observing the standard pause; and
3. when executing the final movement, calls out “ONE”.

Teaching Point 2

Execute a Salute to the Right (Left)

Time: 12 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

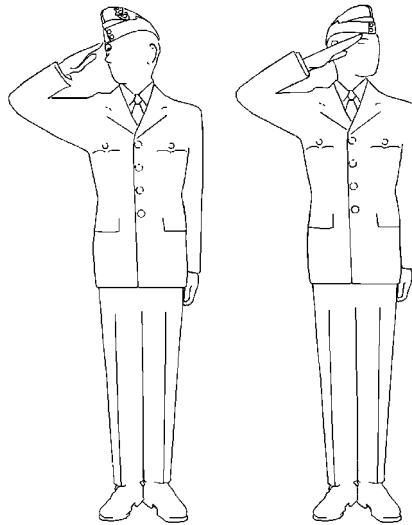
The demonstration shall be provided from various vantage points, as required.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

Salutes may also be carried out to the right (left), in that:

On the command TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD – ONE, saluting shall be executed as detailed in TP1, except that the head and eyes shall be turned smartly to the right (left) as far as possible without straining, remembering that:

1. when saluting to the left, the right hand, wrist and arm are brought further over to the left to the correct position in line with the outside edge of the right eyebrow; and
2. when saluting to the right, the arm is moved to the rear, with the tip of the second finger remaining in line with the outside edge of the right eyebrow.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-2-2 Saluting to the Right and Left

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned smartly to the front.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command TO THE RIGHT (LEFT) – SALUTE, the two movements are combined. The standard pause shall be observed between movements.

The instructor(s) shall provide a full demonstration and allow time for practice.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing saluting at the halt without arms to the front, right and left, and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;

- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M108.03 – EXECUTE TURNS AT THE HALT

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.02 (Section 2).
- The instructor will have the squad execute a salute at the halt without arms and shall continue to review until the squad can perform the movements without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute turns at the halt.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

Execute Right Turn

Time: 6 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Turns and inclines are made to change direction: right or left turns change direction by 90°, about turns by 180°, and right and left inclines (not instructed in this lesson) by 45°.

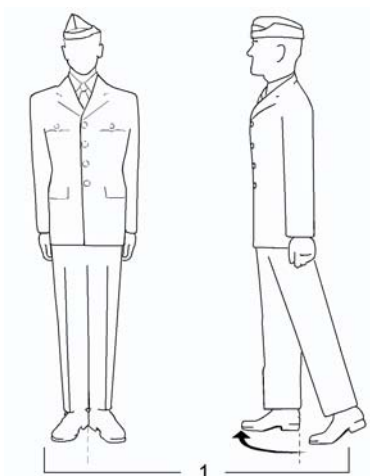
DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

The cadet shall execute a right turn, by:

On the command RIGHT TURN BY NUMBERS, SQUAD – ONE, turning 90° to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees will be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-1 Squad One – Right Turn at the Halt

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

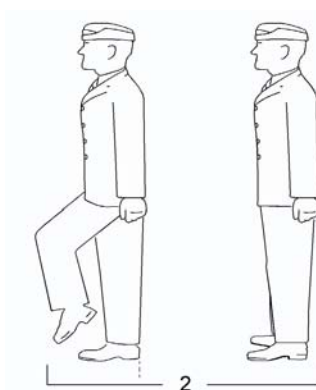
Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the cadets shall bend the left knee, straightening it in double time and smartly placing the left foot beside the right to assume the position of attention.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-2 Squad Two – Right Turn at the Halt

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command RIGHT – TURN, combine the two movements. The standard pause shall be observed between the movements.

The instructor(s) shall provide a full demonstration and allow time for practice.



Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:

1. executes the first movement of the turn on the executive order and simultaneously calls out “ONE”;
2. after completing the first movement, calls “TWO”, “THREE” while observing the standard pause; and
3. when executing the final movement, calls out “ONE”.

Teaching Point 2

Execute Left Turn

Time: 6 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Turns and inclines are made to change direction: right or left turns change direction by 90°, about turns by 180°, and right and left inclines by 45°.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

The cadet shall execute a left turn, by:

On the command LEFT TURN BY NUMBERS, SQUAD – ONE, turning 90° to the left by pivoting on the left heel and right toe and raising the right heel and left toe simultaneously. Both knees will be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the left foot and the right leg is braced with the heel off the ground.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, bend the right knee, straightening it in double time and smartly placing the right foot beside the left to assume the position of attention.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command LEFT – TURN, combine the two movements. The standard pause shall be observed between the movements.

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 3

Execute About Turn

Time: 6 min

Method: Demonstration and Performance

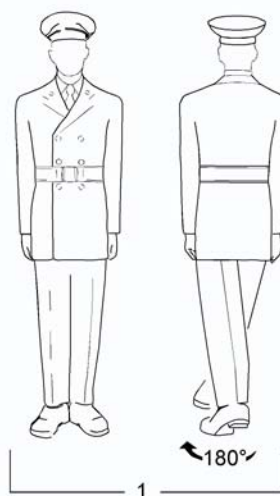
DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

On the command ABOUT TURN BY NUMBERS, SQUAD – ONE, turning 180° to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees will be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, 2001

Figure 8-3-3 Squad One – About Turn at the Halt

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

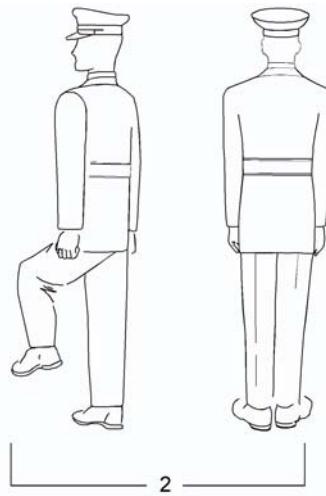
Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, bending the left knee, straightening it in double time and smartly placing the left foot beside the right to assume the position of attention.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-4 Squad Two – About Turn at the Halt

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command ABOUT – TURN, combine the two movements. The standard pause shall be observed between the movements.

The instructor(s) shall provide a full demonstration and allow time for practice.



On the command ABOUT – TURN, combine the two movements. The standard pause shall be observed between the movements.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing executing left and right turns, and about turns and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;

- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO M108.04 – CLOSE TO THE RIGHT AND LEFT

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to close to the right and left.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1**Closing to the Right**

Time: 13 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Closing to the right is executed in order to adjust position right. Close march paces to the right shall not be ordered when the distance required to move exceeds eight paces. When the distance is greater, the squad shall be turned and marched the required distance.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

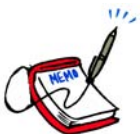
For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command ONE PACE RIGHT CLOSE MARCH BY NUMBERS, SQUAD – ONE, the cadet shall complete the first number of close march paces to the right by:

1. bending the right knee, carry the foot to the right and place it smartly on the ground with the inside of the heels one side pace 25 cm apart;
2. balancing the weight of the body evenly on both feet; and
3. keeping the arms still at the sides.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number of the movement by:

1. shifting the weight of the body to the right foot; and
2. bending the left knee and placing the left foot smartly by the right to assume the position of attention.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command ONE PACE RIGHT CLOSE – MARCH, combine the two movements, observing the following timing:

1. for one pace, “one-one”;
2. for two paces, “one-one, pause, one-two”;
3. for three paces, “one-one, pause, one-two, pause, one-three”, etc.

The instructor(s) shall provide a full demonstration and allow time for practice.



Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:

1. executes the first movement of the turn on the executive order and simultaneously calls out “ONE”;
2. after completing the first movement, calls “TWO”, “THREE” while observing the standard pause; and
3. when executing the final movement, calls out “ONE”.

Teaching Point 2**Closing to the Left**

Time: 12 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Closing to the left is executed in order to adjust position left. Close march paces to the left shall not be ordered when the distance required to move exceeds eight paces. When the distance is greater, the squad shall be turned and marched the required distance.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command ONE PACE LEFT CLOSE MARCH BY NUMBERS, SQUAD – ONE, the cadet shall complete the first number of the movement by:

1. bending the left knee, carry the foot to the left and place it smartly on the ground with the inside of the heels one side pace 25 cm apart;
2. balancing the weight of the body evenly on both feet; and
3. keeping the arms still at the sides.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall complete the second number of the movement by:

1. shifting the weight of the body to the left foot; and
2. bending the right knee and placing the right foot smartly by the left to assume the position of attention.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command ONE PACE LEFT CLOSE – MARCH, combine the two movements, observing the following timing:

1. for one pace, “one-one”;
2. for two paces, “one-one, pause, one-two”; and
3. for three paces, “one-one, pause, one-two, pause, one-three”, etc.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing closing to the right and left, and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- **squad judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 5

EO M108.05 – EXECUTE PACES FORWARD AND TO THE REAR

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.04 (Section 4).
- The instructor will have the squad execute close to the right and the left. The instructor will continue to review until the squad can perform the movement without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute paces forward and to the rear.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

Execute Paces Forward

Time: 10 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Paces forward are executed in order to adjust position forward. A cadet shall not be moved forward, more than three paces, by this method. When the distance is greater the cadet will be marched the required distance.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command ONE PACE FORWARD MARCH BY NUMBERS, SQUAD – ONE, the cadet shall complete the first number of the movement by:

1. shooting the left foot forward one half pace, forcing the weight forward on the left foot, with the right heel raised; and
2. keeping the arms still at the sides.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the cadet shall complete the second part of the movement by:

1. bending the right knee, straightening it in double time, placing the right foot smartly on the ground beside the left; and
2. assuming the position of attention.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

Combine the preceding movements with timing. The instructor(s) shall provide a full demonstration and allow time for practice.

On the command ONE PACE FORWARD – MARCH, combine the movements, observing the following timing:

1. for one pace, “one-two”;
2. for two paces, “one, one-two”; and
3. for three paces, “one, one, one-two”.



When taking paces forward and to the rear:

1. the cadence shall be in quick time;
2. the length of each step shall be one half pace (35 cm); and
3. the arms shall be kept still at the sides.

Teaching Point 2

Execute Paces to the Rear

Time: 10 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Paces to the rear are executed in order to adjust position back. A cadet shall not be moved back more than three paces by this method. When the distance is greater the cadet will be marched the required distance.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

On the command ONE PACE STEP BACK MARCH BY NUMBERS, SQUAD – ONE, the cadet shall execute the first number of the movement by:

1. shooting the left foot to the rear one half pace with the weight forward on the right foot and the left heel raised; and
2. keeping the arms still at the sides.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the cadet shall execute the second number of the movement by:

1. bending the right knee, straightening it in double time, place the right foot smartly on the ground beside the left; and
2. assuming the position of attention.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

Combine the preceding movements with timing. The instructor(s) shall provide a full demonstration and allow time for practice.

On the command ONE PACE(S) STEP BACK – MARCH, combine the movements, observing the following timing:

1. for one pace, “one-two”;
2. for two paces, “one, one-two”; and
3. for three paces, “one, one, one-two”.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing both paces forward and to the rear, and should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of military life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 6

EO M108.06 – EXECUTE THE MOVEMENTS REQUIRED FOR A RIGHT DRESS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.05 (Section 5).
- The instructor will have the squad execute paces forward and to the rear will continue to review until the squad can perform the movements without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute the movements required for a right dress.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

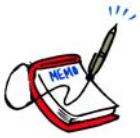
Teaching Point 1

Execute Right Dress

Time: 10 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

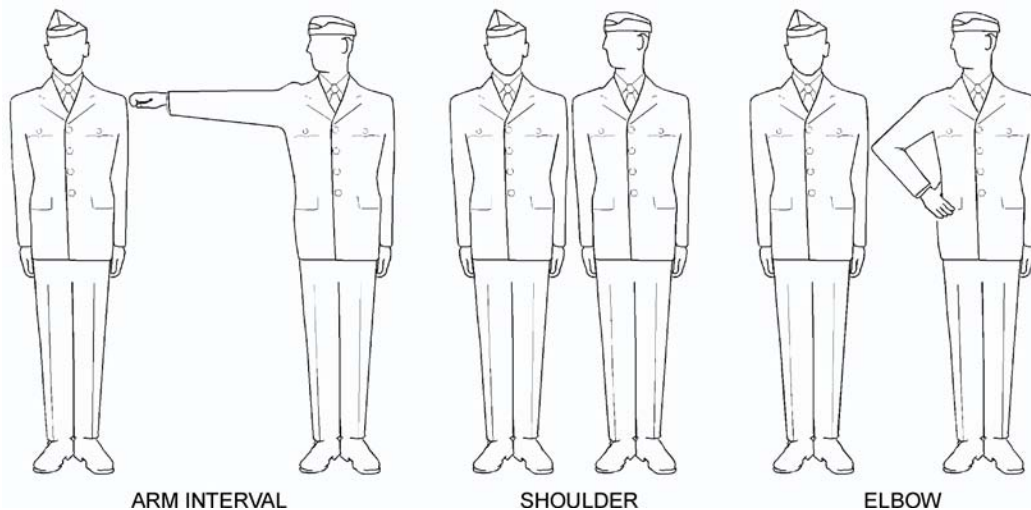


Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Dressing of a squad is required to ensure a uniform, organized appearance when in a formed body. The most common movement used to dress a squad is the right dress.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, 2001

Figure 8-6-1 Dressing a Squad

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command RIGHT DRESS BY NUMBERS, SQUAD – ONE, the cadet shall complete the first number of the movement by:

1. the right-hand individual of the front rank standing fast; and
2. the remainder shooting the left foot forward, bending the right knee and adopting the position of attention.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number of the movement by:

1. the right file standing fast;
2. the remainder turning head and eyes to the right as far as possible without straining; and
3. simultaneously, the front rank, except the right-hand individual, shooting the right arm its full extent behind the shoulder of the one on the right. The hand is closed as in the position of attention, back of the hand uppermost and arm parallel to the ground.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE THIRD PART OF THE MOVEMENT (THIRD NUMBER)

On the command SQUAD – THREE, the cadet shall execute the third number of the movement by:

1. the right-hand individual of the front rank standing fast; and
2. the remainder taking up correct alignment, distance and covering by taking short, quick paces until they are in the correct position beginning with the left foot.


PRACTICE THE SQUAD ON THE THIRD MOVEMENT

Practice the squad on the third movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS


Combine the preceding movements with timing. The instructor(s) shall provide a full demonstration and allow time for practice.

On the command RIGHT – DRESS, combine the movements, and observe the standard pause between the movements. The timing shall be called “one-two, pause, arms, pause, move.”




Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:


1. executes the first movement of the turn on the executive order and simultaneously calls out “ONE”;
2. after completing the first movement, calls “TWO”, “THREE” while observing the standard pause; and
3. when executing the final movement, calls out “ONE”.



When dressing by the left, the same drill is followed except the head and eyes are turned left and the left arm is raised. The left-hand individual stands fast, looks to the front, and those in the file behind adopt the appropriate distance between ranks.



Dressing may be ordered by the centre when required if more than one squad is on parade in line or mass. The command is INWARD – DRESS, and flanking squads shall dress by their left or right as appropriate.



When a squad is formed with only one person in the blank file, that individual shall dress with the front rank when the squad is advancing and with the rear rank when the squad is retiring. When the squad is moving to a flank, the individual shall dress with the directing flank.

Teaching Point 2

Execute Eyes Front

Time: 5 min

Method: Demonstration and Performance


DEMONSTRATE AND EXPLAIN THE MOVEMENT

The cadet shall complete the eyes-front, by:

On the command EYES – FRONT, snapping the head and eyes to the front and cutting the right arm smartly to the rear of the individual on the right and to the position of attention without slapping the thigh.

PRACTICE THE COMPLETE MOVEMENT

Practice the movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Teaching Point 3**Execute Elbow Dress**

Time: 5 min

Method: Demonstration and Performance

DEMONSTRATE AND EXPLAIN THE MOVEMENT

On the command ELBOW DRESSING, RIGHT – DRESS, dressing is carried out as for the right dress except, during the second part of the movement:

1. the right hand is placed on the hip or belt as applicable;
2. fingers are closed, pointed down and extended forward;
3. thumbs are to the rear; and
4. the point of the elbow is forced forward and touching the individual's arm on the right.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Teaching Point 4**Execute Shoulder Dress**

Time: 5 min

Method: Demonstration and Performance

DEMONSTRATE AND EXPLAIN THE MOVEMENT

On the command SHOULDER DRESSING, RIGHT – DRESS, dressing is carried out as for the right dress, except that the arms are not raised and dressing is taken up without arm's length interval. Enough lateral space is left between the shoulders of each person in the rank to complete any movements that may follow the dressing.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing the movements required for a right dress, and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement, with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 7

EO M108.07 – EXECUTE AN OPEN ORDER AND CLOSE ORDER MARCH

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.06 (Section 6).
- The instructor will have the squad execute a right dress, and will continue to review until the squad can perform the movement without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute an open order and close order march.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

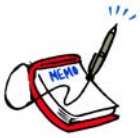
Teaching Point 1

Execute an Open Order March

Time: 15 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

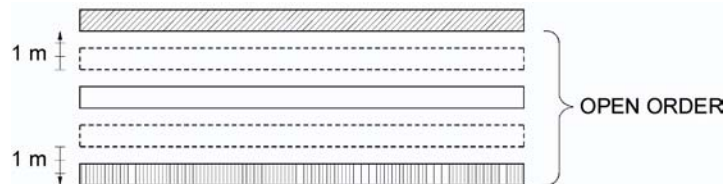
The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

When in a formed body, cadets are inspected at the open order. In order to adopt this formation, cadets are required to execute the open order march.

The cadet will execute the open order march by the:

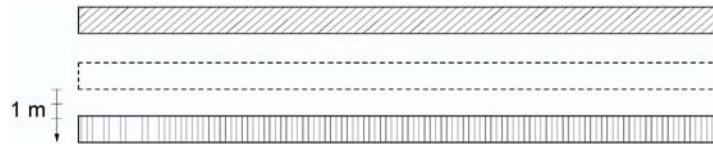
- front rank moving forward three half paces;
- rear rank stepping back three half paces; and
- centre rank standing fast.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-7-1 Open Order March in Three Ranks

When formed in two ranks, the front rank stands fast and the rear rank steps back three half paces.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, 2001

Figure 8-7-2 Open Order March in Two Ranks

On the command OPEN ORDER – MARCH, the movements shall be executed as for three check paces forward and to the rear, the final movement being executed by:

1. bending the right knee, straightening it in double time and placing the right foot smartly on the ground by the left; and
2. assuming the position of attention.

PRACTICE THE SQUAD ON THE MOVEMENT

Practice the squad on the movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

The cadence shall be in quick time, and the arms shall be kept still at the sides.

The timing for the movements is counted as “one, one, one-two.”

The instructor(s) shall provide a full demonstration and allow time for practice.



The instructor is to allow the cadets an opportunity to practice the open order march as a member of the front, rear and centre ranks. This is best accomplished by having the ranks change places quickly during the practice stage of the teaching point.

Teaching Point 2

Execute Close Order March

Time: 10 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH THE TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

The cadet shall execute the close order march by the:

1. front rank stepping back three half paces;
2. front rank moving forward three half paces; and

3. centre rank standing fast.

On the command CLOSE ORDER – MARCH, the movements will be executed as for three check paces forward and to the rear, the final movement being executed by:

1. bending the right knee, straightening it in double time and placing the right foot smartly on the ground by the left; and
2. assuming the position of attention.

PRACTICE THE SQUAD ON THE MOVEMENT

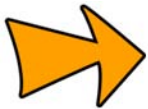
Practice the squad on movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

The cadence shall be in quick time, and the arms shall be kept still at the sides.

The timing for the movements is counted as “one, one, one-two.”

The instructor(s) shall provide a full demonstration and allow time for practice.



When formed in two ranks, the front rank stands fast and the rear rank moves forward three half paces.



The instructor is to allow the cadets an opportunity to practice the close order march as a member of the front, rear and centre ranks. This is best accomplished by having the ranks change places quickly during the practice stage of the teaching point.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing open order and close order march, and should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of cadet life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 8

EO M108.08 – MARCH AND HALT IN QUICK TIME

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.07 (Section 7).
- The instructor will have the cadets execute an open order march and close order march, and shall continue to review until the squad can perform the movements without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to march and halt in quick time.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

March in Quick Time

Time: 10 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

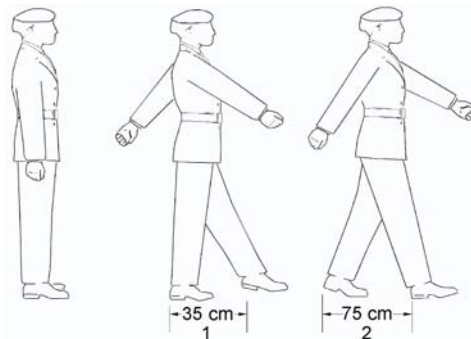
The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Cadet units march and manoeuvre on foot in quick, slow, and double time. When marching in quick time, the cadence is set at 120 paces per minute. All cadet units shall practice, and be prepared to march and manoeuvre with other cadet units, at the standard cadence.

The quick march can be maintained for long periods of time and is the standard for routine duty.

The standard length of pace is 75 cm.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-8-1 Marching in Quick Time

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command QUICK MARCH BY NUMBERS, SQUAD – ONE, the cadet will execute the first number of march in quick time, by:

1. shooting the left foot forward one half pace, toe up;
2. striking the heel on the ground first and keeping the toe pointed directly forward; and
3. simultaneously, swinging the right arm straight forward and the left arm straight to the rear, waist high.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number of the movement by:

1. continuing to march with subsequent paces of standard length;
2. bringing the legs forward successively in a straight line;
3. swinging the arms forward successively in a straight line from the shoulder, front to rear, with hands closed as in the position of attention; and
4. maintaining dressing by the directing flank.



The directing flank is the rank or file assigned by the commander as that from which the dressing is to be taken, when formed as a squad.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command QUICK – MARCH, combine the two movements. The timing will be “left-right-left.”

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 2**Halt in Quick Time**

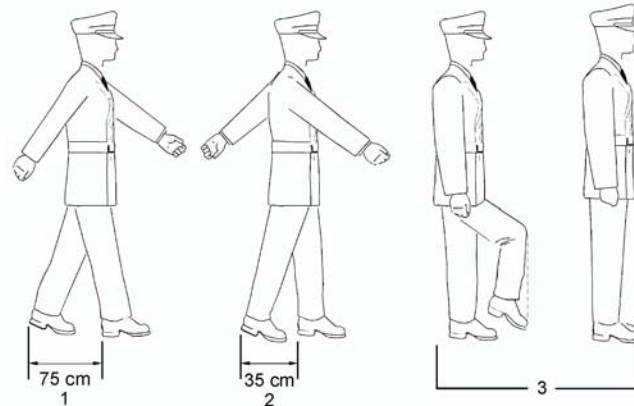
Time: 15 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-8-2 Halting in Quick Time

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

On the command HALT BY NUMBERS, SQUAD – ONE, given as the left foot is forward and on the ground, the cadet shall execute the first number of the movement by:

1. checking the forward movement by placing the right foot flat on the ground naturally, using the heel as a brake; and
2. swinging the left arm forward and the right arm to the rear.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number of the movement by:

1. taking a half pace with the left foot, placing it flat on the ground; and
2. swinging the right arm forward and the left to the rear.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE THIRD PART OF THE MOVEMENT (THIRD NUMBER)

On the command SQUAD – THREE, the cadet shall execute the third number of the movement by:

1. bending the right knee, straightening it in double time; and
2. simultaneously, cutting the arms to the side as quickly as possible and assuming the position of attention.

PRACTICE THE SQUAD ON THE THIRD MOVEMENT

Practice the squad on the third movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command SQUAD – HALT, combine the three movements in quick time. The timing is called as “one, one-two”.

The instructor(s) shall provide a full demonstration and allow time for practice.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing marching and halting in quick time, and should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of cadet life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 9

EO M108.09 – EXECUTE MARKING TIME, FORWARD, AND HALTING IN QUICK TIME

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.08 (Section 8).
- The instructor will have the squad march and halt in quick time until they can perform the movement without hesitation, and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute marking time, forward and halting in quick time.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.


Teaching Point 1

Execute Marking Time

Time: 9 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

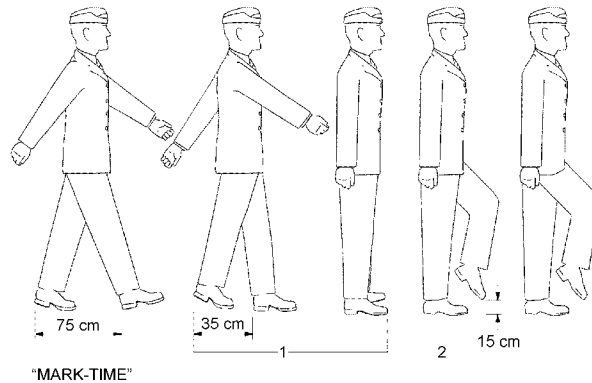


Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Marking time is executed when a cadet is required to cease forward motion for a short period of time, while on the march. Marking time is carried out at the same cadence as for marching. Only the legs are moved and the upper portion of the body remains in the position of attention with arms at the side.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, 2001

Figure 8-9-1 Marking Time in Quick Time

DEMONSTRATE AND EXPLAIN THE FIRST PART OF MOVEMENT (FIRST NUMBER)

For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command MARK TIME BY NUMBERS, SQUAD – ONE, given as the right foot is forward on the ground, the cadet shall execute the first number of the movement by:

1. taking a half pace with the left foot, placing the foot flat on the ground naturally;
2. maintaining the same cadence, bringing the right foot into the left in a straight leg manner, not scraping the ground;
3. simultaneously, cutting the arms to the sides and assuming the position of attention; and
4. maintaining the same cadence.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number by:

1. bending the left knee so that the thigh is parallel to the ground and the foot at a natural angle;
2. placing the toe on the ground before the heel as the leg is lowered; and
3. continuing to mark time until the command FOR – WARD or HALT is given.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 2**Execute Forward From Marking Time**

Time: 9 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

This movement cannot be broken down into squads, as it is best learned as a complete movement.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

On the command FOR – WARD, given as the left foot is on the ground, the cadet shall carry on marching forward, from the mark time by:

1. straightening the right leg and assuming the position of attention;
2. shooting the left foot forward in a half pace; and
3. continuing to march in quick time, swinging the right arm forward and the left to the rear.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 3**Execute Halting in Quick Time From Marking Time**

Time: 7 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

This movement cannot be broken down into squads, as it is best learned as a complete movement.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

On the command SQUAD – HALT, given as the left foot is on the ground, the cadet will halt, from the mark time by:

1. taking a further mark time pace with the right foot;
2. taking a further mark time pace with the left foot; and
3. straightening the right leg in double time and assuming the position of attention, utilizing the timing: “one, one-two”.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.

The instructor(s) shall provide a full demonstration and allow time for practice.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing marking time, forward from marking time, and halting in quick time. Instructors should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of cadet life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 10

EO M108.10 – EXECUTE A SALUTE ON THE MARCH

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.08 (Section 8).
- The instructor will have the squad march, and halt in quick time until they can perform the movement without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute a salute on the march.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

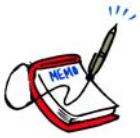
Teaching Point 1

Execute Saluting on the March

Time: 15 min

Method: Demonstration and Performance

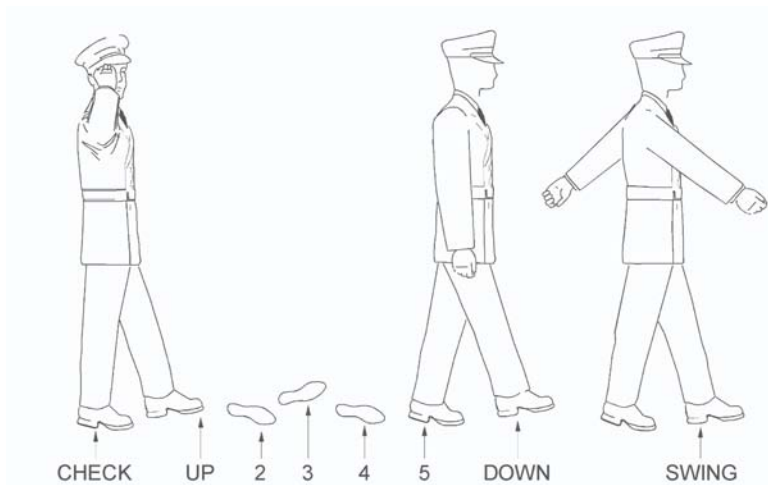
DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, 2001

Figure 8-10-1 Saluting on the March

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD – ONE, given as the left foot is forward and on the ground, the cadet shall execute the first number by:

1. completing the next pace with the right foot; and
2. swinging the left arm forward and the right arm to the rear normally.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall execute the second number by:

1. completing the next pace with the left foot;
2. cutting the left arm to the side; and
3. cutting the right arm forward to the side and then up into the salute in one continuous movement.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE THIRD PART OF THE MOVEMENT (THIRD NUMBER)

On the command SQUAD – THREE, the cadet shall complete four paces in quick time, ending with the left foot forward.

PRACTICE THE SQUAD ON THE THIRD MOVEMENT

Practice the squad on the third movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE FOURTH PART OF THE MOVEMENT (FOURTH NUMBER)

On the command SQUAD – FOUR, the cadet shall execute the fourth number by:

1. completing a pace with the right foot; and
2. cutting the right arm to the side.

PRACTICE THE SQUAD ON THE FOURTH MOVEMENT

Practice the squad on the fourth movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE FIFTH PART OF THE MOVEMENT (FIFTH NUMBER)

On the command SQUAD – FIVE, the cadet shall continue to march.

PRACTICE THE SQUAD ON THE FIFTH MOVEMENT

Practice the squad on the fifth movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command TO THE RIGHT (LEFT) – SALUTE, the movements and combined, and the timing, “check – up – two – three – four– five – down – swing”, is utilized.

The instructor(s) shall provide a full demonstration and allow time for practice.

Teaching Point 2

Practice Saluting on the March

Time: 10 min

Method: Demonstration and Performance



While saluting, the head is turned right (left) as far as possible without straining.

On the command TO THE RIGHT (LEFT) – SALUTE, the movements are combined, and the timing, CHECK – UP – TWO – THREE – FOUR– FIVE – DOWN – SWING, is utilized.



Note: This movement requires much practice as a formed body, and the instructor is encouraged to fully utilize this time for said practice.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing saluting on the march (**right and left**), and should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of cadet life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 11

EO M108.11 – PAY COMPLIMENTS WITH A SQUAD ON THE MARCH

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

REVIEW

The pertinent review for this lesson will include:

- EO M108.10 (Section 10).
- The instructor will have the squad salute on the march until they can perform the movement without hesitation and with ease.

OBJECTIVES

By the end of this lesson the cadet shall be expected to pay compliments as a member of a squad on the march.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1

Execute Eyes Right (Left) To Pay Compliments on the March

Time: 15 min

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

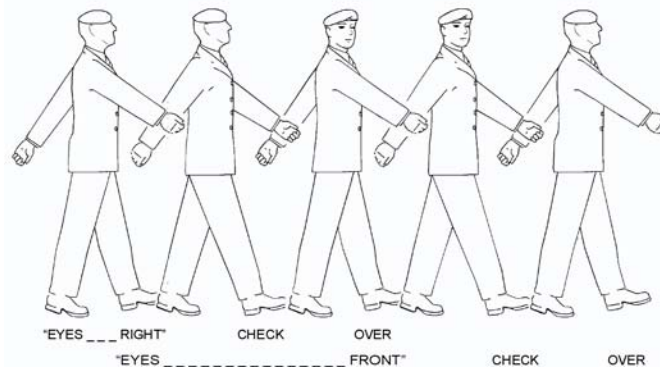
The demonstration shall be provided from various vantage points, as required.

As a member of a squad, cadets will be required to pay compliments. While marching as a member of a squad, cadets shall not salute from within the ranks, but shall turn the head in the direction of the person or object to which compliments are being paid when the command is called.

DEMONSTRATE THE MOVEMENT

On the command EYES – RIGHT (LEFT), given as the left foot is forward and on the ground, the cadet shall pay compliments on the march as a member of a squad by:

1. completing the next pace forward with the right foot;
2. as the left foot comes forward again and strikes the ground, turning the head and eyes to the right (left) as far as possible without straining and looking directly into the eyes of the personage being saluted;
3. continuing to swing the arms; and
4. maintaining dressing, direction, and cadence, while continuing to march.



A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial, 2001*

Figure 8-11-1 Eyes Right on the March



The leading person on the directing flank shall maintain head and eyes to the front to keep direction.



The person in command of the squad shall salute.

PRACTICE THE SQUAD ON THE MOVEMENT

Practice the squad on the movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Teaching Point 2

Time: 10 min

Execute Eyes Front While on the March

Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

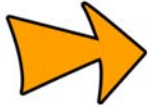
The demonstration shall be provided from various vantage points, as required.

Once the proper compliment has been paid, the cadets will be required to return the head to a forward facing direction.

DEMONSTRATE THE MOVEMENT

The cadet shall return the head to the front on the command EYES – FRONT, given as the left foot is forward and on the ground, by:

1. completing the next pace forward with the right foot; and
2. as the left foot comes forward and strikes the ground, cutting the head and eyes smartly to the front.



The person in command of the squad completes the salute on the right foot by checking the arms to their sides, simultaneously turning the head to a forward facing direction, and commences to swing the arms on the following pace with the left foot.

PRACTICE THE SQUAD ON THE MOVEMENT

Practice the squad on the movement collectively, individually and collectively.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing paying compliments on the march to the right and left, and should emphasise movements that cadets showed difficulty with during the class.

Practice the complete movement, with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of cadet life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS
INSTRUCTIONAL GUIDE



SECTION 12

EO C108.01 – EXECUTE SUPPLEMENTARY DRILL MOVEMENTS

Total Time: 180 min

No instructional guide is provided for this EO, refer to A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, Chapter 2 or 3, for approved supplementary drill periods.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 13

EO M108.CA – PARTICIPATE IN AN ANNUAL CEREMONIAL REVIEW PARADE

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to the instruction of this lesson the instructor shall:

- review the lesson content, and become familiar with the material prior to instruction of this lesson;
- ensure suitable practice time has been allotted in the weeks preceding the Annual Ceremonial Review (ACR) parade, in accordance with the format provided at Annex A through Annex D; and
- ensure the words of command are provided to the respective parade appointments in the weeks preceding the ACR parade.

PRE-LESSON ASSIGNMENT

Prior to the lesson, the cadet shall have completed:

- all mandatory EOs in PO 108, ensuring the movements are well rehearsed IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*;
- any additional training required to bring personal drill to the standard laid out in A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*; and
- individual assistance as required.

APPROACH

The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to encourage reflection and make connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

Upon completion of EO M108.CA (Section 13) the cadet shall be expected to perform all drill movements required for, and have participated in, an ACR parade.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets move efficiently and as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

ACTIVITY

Time: 90 min

OBJECTIVE

This activity is intended to confirm the ability of a year one cadet to participate fully in an ACR parade. It involves all of the mandatory drill movements taught throughout PO 108, combined in a cadet specific review format.

RESOURCES

- Parade area suitable for conduct of an ACR parade.
- Parade markers used in establishing the parade area IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

ACTIVITY LAYOUT

This activity will be conducted in accordance with Annex A through Annex D.

SAFETY

This activity will be conducted under supervision.

INSTRUCTOR GUIDELINES

The instructor shall supervise all aspects of the preparation and execution of this confirmation activity. It is the responsibility of the instructor, in accordance with direction from the unit CO, to amend the parade format found at Annex A through Annex D, to match the individual requirements of the unit and the community. These amendments may include, though are not limited to; the addition of demonstrations and displays, the addition of unit traditions and/or affiliated unit procedures, and the addition of community involvement. These augmentations are not to compromise the professional appearance of the parade.

END OF LESSON CONFIRMATION

N/A.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This lesson acts as the confirmation activity for PO 108. The execution of the parade will allow the instructor to observe and confirm the cadets' ability to perform the required movements and procedures.

CLOSING STATEMENT

The ACR parade is the opportunity for cadet units to showcase their year of training and, specifically, to demonstrate their grasp of the drill required to participate in a professional, military style parade.

INSTRUCTOR NOTES/REMARKS

1. Each year cadet units are required to conduct an ACR parade. In the year one training program, this requirement is included as the confirmation activity for PO 108 (EO M108.CA).
2. These guidelines are provided to assist the instructor in presentation of EO M108.CA (Section 13), ensuring the requirements of A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, are met, while also recognizing the unique nature of the cadet unit structure. For the purposes of this document, Platoon shall be taken to mean division, platoon, or flight, and Company shall be interpreted as ship's company, company, or squadron as is elementally applicable. This nomenclature is in keeping with that adopted by the reference. While every effort has been made to preserve the intent of the reference, there are occasions throughout the document where cadet specific wording has been substituted. This only occurs where the integrity of the reference will not be compromised.
3. These guidelines provide the basic requirements to allow a cadet unit to execute an ACR parade, and will meet the needs of the majority of cadet units. It is recognized, however; that there are certain unit, affiliated unit, and elemental procedures that a CO may wish to include. These unique procedures, as well as the inclusion of community involvement, displays, demonstrations, and presentations are encouraged, provided they do not detract from the professional appearance of the parade.
4. Units are not required to parade a Flag Party, however; cadet specific instructions have been provided at Annex C for those units choosing to include flags as part of the ACR parade. Annex C details the procedure for falling in and falling out a Flag Party to assist flag parties in their preparation, and Annex D includes complete Flag Party instructions, inserted at the appropriate points in the parade sequence.
5. These guidelines are presented in several annexes intended to capture most accurately the requirements of various unit compositions. Initially, the unit will have to determine if they have sufficient numbers to warrant parading a platoon (effective parade strength of less than 32 cadets), or if the parade strength calls for the parading of a company (two or more platoons and a parade strength of 45 cadets or more). When the unit is parading between 32 and 45 cadets, the instructor shall determine the appropriate formation for their circumstances.
6. Below is a list of annexes provided within these guidelines. The instructor shall review the annexes and, in consultation with the unit CO, select an applicable formation and a review format that best suits the needs of the unit.
 - Annex A, General Outline and Ordering a Platoon on Parade.
 - Annex B, Forming Up a Company.
 - Annex C, Marching On and Marching Off of the Flags.
 - Annex D, Annual Ceremonial Review Parade Sequence of Events.

REFERENCES

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 14

EO C108.02 – PARTICIPATE IN A DRILL COMPETITION

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

Cadets are to have completed all mandatory EOs associated with PO 108 prior to participating in a drill competition.

APPROACH

This lesson will be presented using the performance method. The performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method appeals to all learning styles.

REVIEW

The movements associated with EO M108.CA (Section 13) will be reviewed by the assigned team captain, and shall correspond with the movements associated with the drill competition.

OBJECTIVES

This complementary package is intended to encourage the cadets to gain an interest in PO 108 while providing a venue for friendly competition within a controlled environment. This activity will encourage cadets to continue to practice the movements on their own, leading to eventual improvement of the unit's drill.

IMPORTANCE

To ensure cadets efficiently march and manoeuvre together as one, this activity promotes; discipline, alertness, precision, pride, steadiness and cohesion.

ACTIVITY – DRILL COMPETITION

Time: 90 min

OBJECTIVE

To ensure cadets efficiently march and manoeuvre together as one, thereby promoting discipline, alertness, precision, pride, steadiness and cohesion.

RESOURCES

- Parade square, of suitable size to allow for execution of the required movements.
- Uniforms and accoutrements.
- One stopwatch.
- Masking tape.
- Tables and chairs for the judges.
- Portable hand counters.

ACTIVITY LAYOUT

This activity is described in detail in Annex E.

SAFETY

This activity is to be supervised.

INSTRUCTOR GUIDELINES

The activity instructional break down is explained in detail in Annex E.

END OF LESSON CONFIRMATION

The confirmation for this lesson will be effectively completed through the drill competition.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This lesson will be evaluated through a drill competition. The competition will be assessed in accordance with the evaluation forms located in Annex E, Appendix 3.

CLOSING STATEMENT

This complementary package is intended to encourage the cadets to gain an interest in PO 108, while providing a venue for friendly competition within a controlled environment. This activity will encourage cadets to continue to practice the movements on their own, leading to eventual improvement of the unit's drill.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK

ORDERING A PLATOON ON PARADE

Reference: A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

This formation should be implemented when there is an effective parade strength of less than 32 cadets.

1. Platoon in Line

Reference: A0-002 Chapter 7, paragraph 7.

Regardless of its frontage, when a platoon is formed in line, the Platoon Commander (PI Comd) shall be positioned three paces in front and centred on the platoon, and the Platoon Warrant Officer (PI WO) shall be positioned three paces in rear and centred on the platoon (see Figure 8A2-1).

2. Steps to Ordering a Platoon on Parade

Reference: A0-002 Chapter 7, paragraphs 12 to 15.

A platoon is ordered on parade in a similar manner to falling in a squad:

- a. Prior to being fallen in on parade, the platoon shall form in three ranks at the edge of the parade ground and stand at ease.
 - b. The PI WO shall designate the right-hand person of the front rank as the marker.
 - c. The PI WO shall then proceed unto the parade ground and halt three paces in front of where the marker is to fall.
 - d. The PI WO shall then carry on with the directions detailed at Annex A, Appendix 1, Items 1 to 10.
 - e. Cadets filling the positions of supernumerary officers, WOs and senior NCOs act as follows:
 - (1) The WOs and senior NCOs will form up in a supernumerary rank, three paces behind the rear rank, evenly spaced across the platoon frontage. They will act on the orders of the PI WO.
 - (2) Those acting as supernumerary officers will be ordered to fall in by the PI Comd after assuming command, as in company drill.
3. The platoon shall be handed over to the PI Comd in the following manner, and in accordance with directions detailed at Annex A, Appendix 1, Items 11 to 13:
- a. The PI WO calls the platoon to attention as the PI Comd approaches.
 - b. The PI Comd halts two paces in front of the PI WO, who reports the strength, condition, etc. of the platoon.
 - c. Upon being ordered to fall in, the PI WO turns right and proceeds by a series of wheels around the right flank to take up his position in rear of the platoon.
 - d. The PI Comd marches forward two paces to take up his position.
 - e. The PI Comd stands the parade at ease once the PI WO has occupied the proper position.

Note: The platoon formations shall be utilized when the corps has an established strength of 32 or less cadets.

The two platoon formations utilized are:

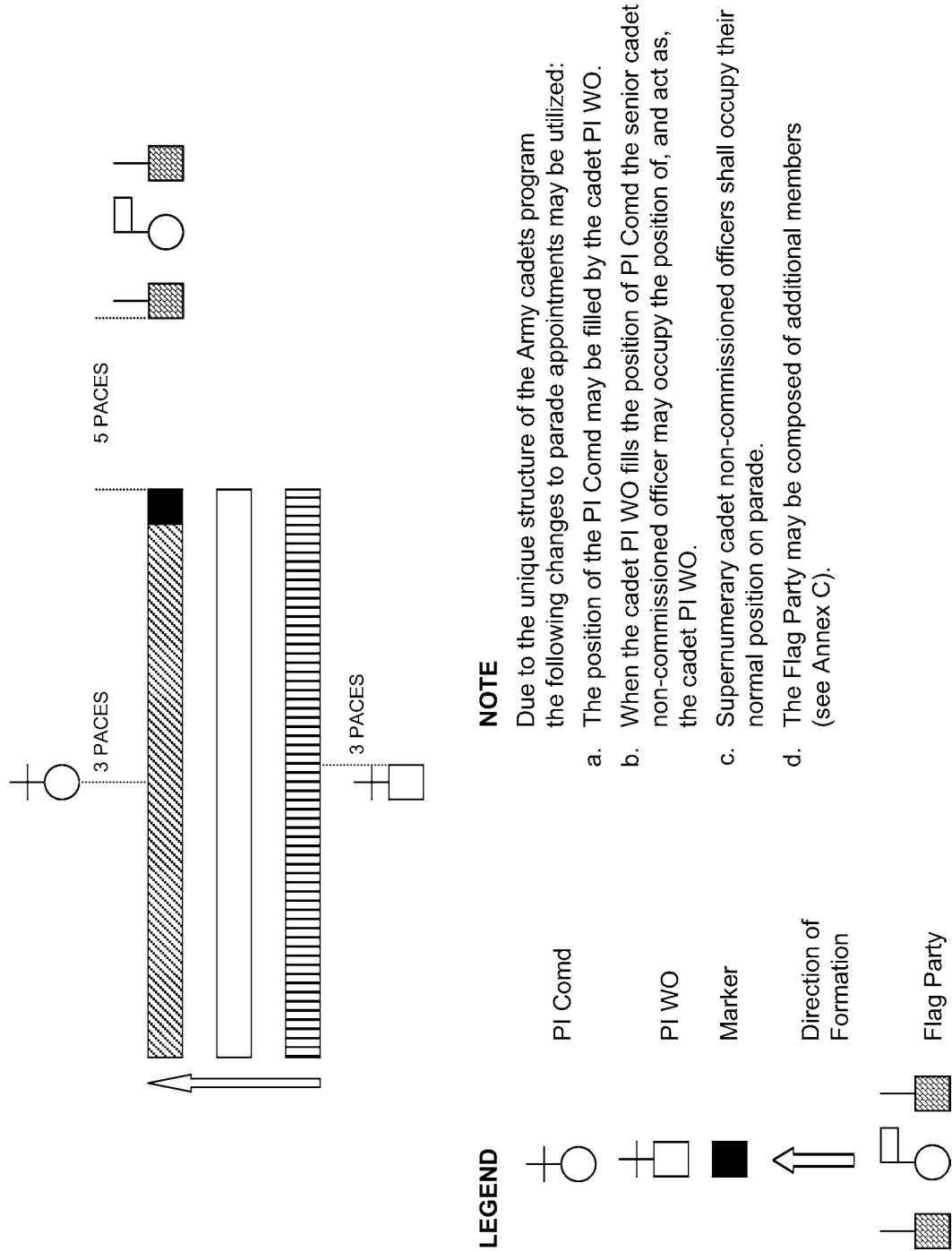
- Platoon in Line (see Figure 8A2-1); and
- Platoon in Column of Route (see Figure 8A2-2).

ORDERING A PLATOON ON PARADE

Item	Command	By	Action	Remarks
1.		PI WO	The PI WO shall march to a position three paces in front of, and facing, the position the marker is to occupy.	The platoon is formed up in a position just off the parade ground, standing easy. The right-hand cadet of the front rank is the designated "marker".
2.	Marker	PI WO	The marker shall come to attention, answer by rank, and observe the standard pause before marching in a direct line to, and halting three paces in front of and facing, the PI WO. The marker shall remain at attention.	The platoon shall come to the position of stand at ease. The PI WO, after placing the marker, shall turn right and march to a position three paces in front of and centre facing where the formation shall fall in.
3.	Platoon FALL – IN	PI WO	Formation shall come to attention, observe the standard pause and march onto the parade ground. It shall halt on the left of and covering off the marker and remain at attention.	A direct route shall be taken by the formation. The PI WO may wish to call the halt with less experienced groups.
4.	OPEN ORDER – MARCH	PI WO	The platoon acts as ordered. The PI WO maintains the proper distance from the front rank by taking three half paces to the rear.	When formed in three ranks, the front rank takes three half paces forward, and the rear rank three half paces rearward. When in two ranks the rear rank takes three half paces rearward, and the front rank stands fast.
5.	RIGHT – DRESS	PI WO	The platoon acts as ordered. The PI WO shall step off, marching and wheeling until six paces to the right of the right flank, facing the front and in line with the front rank. There the PI WO shall halt. The PI WO then turns left, and dresses the front rank.	PI Comd not yet on parade.
6.	FRONT RANK STEADY	PI WO	Turns left, and, keeping the arms at the side, paces off the interval, halts, turns right, and dresses the centre rank.	
7.	CENTRE RANK STEADY	PI WO	Turns left, and, keeping the arms at the side, paces off the	

Item	Command	By	Action	Remarks
			interval, halts, turns right, and dresses the rear rank.	
8.	REAR RANK STEADY	PI WO	The platoon warrant steps off and, by a series of wheels, adopts the position three paces in front of, and centred on the platoon.	
9.	EYES – FRONT	PI WO	The platoon acts as ordered.	Ordered by the PI WO after returning to the position in front of the platoon.
10.	STAND AT – EASE	PI WO	The platoon acts as ordered. The PI WO turns about, faces the front, and stands at ease.	PI WO awaits the arrival of the PI Comd.
11.	ATTEN – TION	PI WO	The platoon acts as ordered. The PI WO, on seeing the PI Comd approach, shall come to attention, turn about and face the platoon to give the order. The PI WO shall turn and face the front once the order is carried out.	Given as the PI Comd approaches.
12.			The PI Comd shall halt two paces in front of the PI WO. The PI WO shall salute and report the platoon. On completion of reporting, the PI Comd shall order the PI WO to fall in. The PI WO shall turn right and move to the assigned parade position, moving around the right flank of the platoon.	The PI WO shall, by a series of wheels, adopt the position three paces to the rear of the platoon in line with PI Comd. The PI Comd shall take two paces forward to the position vacated by the PI WO and wait until the PI WO is in position prior to issuing additional orders.
13.	PLATOON STAND AT – EASE	PI Comd	The platoon acts as ordered.	The PI Comd carries on inspecting the platoon or proceeding with training or ACR parade format as assigned.
<p>Note: The formations used are as follows:</p> <ul style="list-style-type: none"> • five or fewer form up in a single rank; • six to nine form up in two ranks; and • ten or more form up in three ranks. 				

PLATOON IN LINE AND PLATOON IN COLUMN OF ROUTE DIAGRAMS



NOTE

- Due to the unique structure of the Army cadets program the following changes to parade appointments may be utilized:
- The position of the PI Comd may be filled by the cadet PI WO.
 - When the cadet PI WO fills the position of PI Comd the senior cadet non-commissioned officer may occupy the position of, and act as, the cadet PI WO.
 - Supernumerary cadet non-commissioned officers shall occupy their normal position on parade.
 - The Flag Party may be composed of additional members (see Annex C).

LEGEND




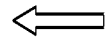
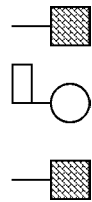
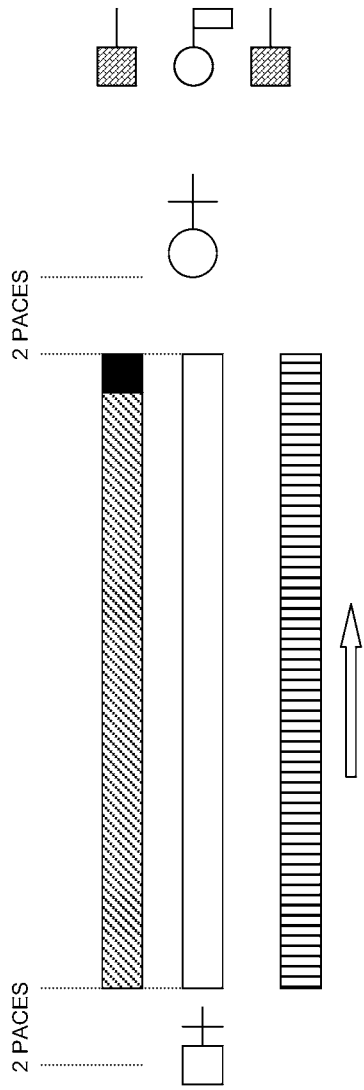





-  PI Comd
-  PI WO
-  Marker
-  Direction of Formation
-  Flag Party

Figure 8A2-1 Platoon in Line



LEGEND

-  PI Comd
-  PI WO
-  Marker
-  Direction of Formation
-  Flag Party

NOTE

Due to the unique structure of the Army cadets program the following changes to parade appointments may be utilized:

- a. The position of the PI Comd may be filled by the cadet PI WO.
- b. When the cadet PI WO fills the position of PI Comd the senior cadet non-commissioned officer may occupy the position of, and act as, the cadet PI WO.
- c. Supernumerary cadet non-commissioned officers shall occupy their normal position on parade.
- d. The Flag Party may be composed of additional members (see Annex C).

Figure 8A2-2 Platoon in Column of Route

FORMING UP A COMPANY

ORDERING A COMPANY ON PARADE

Reference: A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

This formation should be implemented when there is an effective parade strength of more than 45 cadets.

1. Steps to Forming Up a Company

Reference: A0-002 Chapter 7, paragraphs 24 to 26.

- a. Prior to forming the company, the PI WOs shall normally call the roll and inspect their platoons. They then position their platoons (sized, if so ordered) as directed by the CSM, normally at the edge of the parade ground. They shall report their platoons' strengths to the CSM prior to the markers being called.
- b. A company may be formed up in one of the two following formations:
 - (1) Company in Line (see Figure 8B2-1); and
 - (2) Company in Column of Route (see Figure 8B2-2).
- c. The company is normally formed up in the centre of the allotted parade ground. Knowing the company's strength and frontage, the CSM selects the position to fall in the markers, by:
 - (1) dividing the company's frontage, including intervals, in two, and marching the appropriate number of paces to the right flank for line; and
 - (2) dividing the frontage of the company's leading (and largest) platoon by two and marching off an equal number of paces to the right flank from where the company will be centred, for column or close column of platoons.

Note: Where space is limited, intervals and distances between units and sub-units may be decreased.

2. Cadet Parade Positions

- a. The unique nature of the cadet unit allows for the adjustment of parade positions to be filled by cadet WOs and cadet senior NCOs.
- b. The following parade positions are normally filled by cadets when conducting a formal parade:
 - (1) Parade Commander (Coy Comd) – Cadet CWO;
 - (2) Parade Deputy Commander (DComd) – Cadet MWO;
 - (3) Parade Sergeant Major – (CSM) – Cadet MWO;
 - (4) Left Guide – Cadet WO;
 - (5) Platoon Commander – Cadet WO; and
 - (6) Platoon Warrant Officer – Cadet Sgt.

THIS PAGE INTENTIONALLY LEFT BLANK

FORMING UP A COMPANY

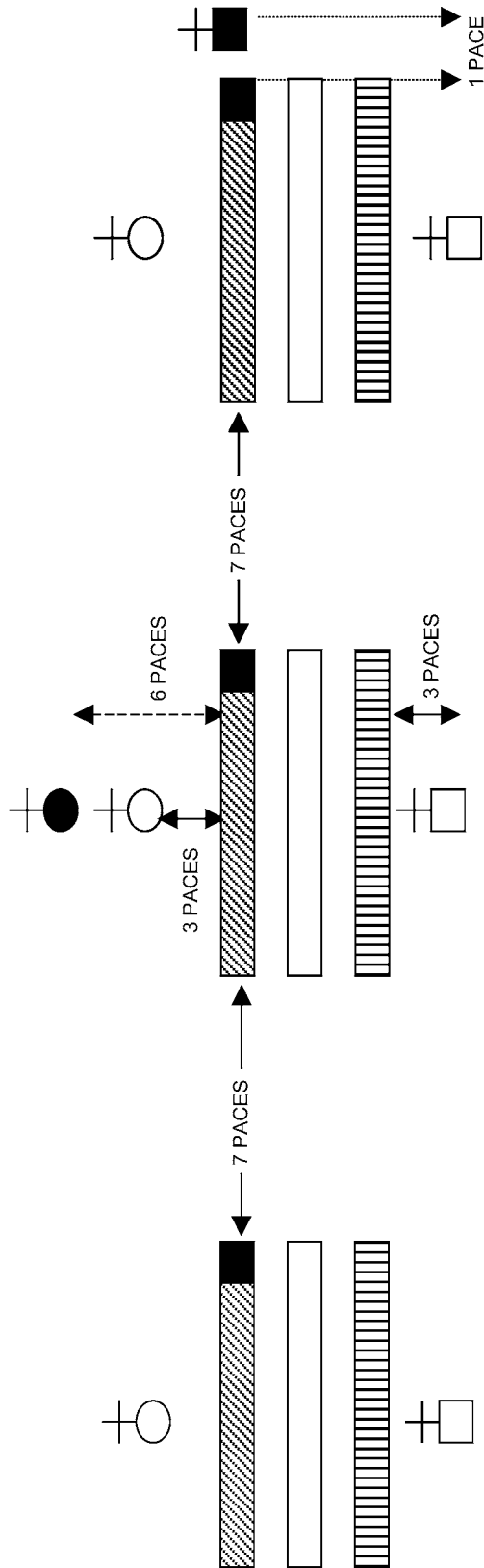
Item	Command	By	Action	Remarks
1.			The CSM marches to, and halts, in a position three paces to the left and facing the position to be occupied by the marker of No. 1 platoon.	The platoons are normally positioned at the edge of the parade ground, standing easy. The CSM shall face the future position of the front rank if the company is to form up in line, and the right flank if the company is to form up in close column of platoon.
2.	MARKERS	CSM	The platoon markers come to attention, and march onto the parade ground. The marker of No. 1 platoon halts three paces in front of and facing the CSM. The remainder halt on the left of the No. 1 platoon marker and dress to the right at shoulder dressing. Upon completion of dressing, they look to the front in succession from the right. The markers remain at attention.	Platoons formed on the edge of the parade ground adopt the stand at ease position. Standard pauses are observed between drill movements completed by the markers.
3.	MARKERS – NUMBER	CSM	Markers number in succession from the right, e.g. ONE, TWO, etc.	
4.	No. 1 PLATOON RIGHT, REMAINDER LEFT – TURN	CSM	No. 1 platoon marker turns right, the remainder turn left.	The CSM specifies the number of paces to be taken by Nos. 2 and 3 platoon markers after completion of the left turn.
5.	No. 1 PLATOON STAND FAST, REMAINDER QUICK – MARCH	CSM	No. 1 platoon marker stands fast, the remainder quick march the required distance and halt.	
6.	No. 1 PLATOON STAND FAST, REMAINDER ABOUT – TURN	CSM	No. 1 platoon marker stands fast, the remainder about turn and cover off the No. 1 platoon marker.	The CSM, by wheeling, marches out six paces in front (right flank) of No. 1 platoon marker and ensures the markers are covered off.
7.	MARKERS – STEADY	CSM	The markers stand fast.	The company is being formed in line.

Item	Command	By	Action	Remarks
7a.	MARKERS LEFT – TURN	CSM	The markers turn left.	This order places the markers in line. The CSM then, by wheeling, assumes a position six paces in front of and facing the future centre of the company.
8.	COMPANY FALL – IN	CSM	The PI WOs, together, come to attention, and turn about, facing their respective platoons.	
9.	No. 1 PLATOON – ATTENTION	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to attention in succession, following No. 1 platoon.
10.	No. 1 PLATOON RIGHT – TURN	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to turn in succession, following No. 1 platoon.
11.	No. 1 PLATOON QUICK – MARCH	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to quick march in succession, following No. 1 platoon.
12.	No. 1 PLATOON – HALT	No. 1 PI WO	The platoon halts on its marker.	Nos. 2 and 3 PI WOs order their platoons to quick march in succession, following No. 1 platoon.
13.	No. 1 PLATOON ADVANCE LEFT – TURN	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 WOs order their platoons to advance in succession, following No. 1 platoon. As the No. 3 PI WO gives the command Left – Turn all PI WOs will turn about and face the front together.
14.	COMPANY OPEN ORDER – MARCH	CSM	The company acts as ordered.	
15.	COMPANY RIGHT – DRESS	CSM	The company acts as ordered.	The cadet PI WOs shall turn about and observe the standard pause. No. 1 PI WO shall, by a series of wheels, move to the right flank as per dressing a platoon. The PI WO of Nos. 2 and 3 platoons

Item	Command	By	Action	Remarks
				shall pace off the proper intervals between the platoon on their right and their own platoon and position their markers accordingly.
16.	COMPANY EYES – FRONT	CSM	The company acts as ordered.	The PI WOs turn about. No. 1 PI WO, by a series of wheels, adopts the proper position in front of No 1 platoon.
17.	REPORT YOUR PLATOONS	CSM	PI WOs report their platoons.	PI WOs, when reporting their platoons, shall call out in succession.
18.	COMPANY STAND AT – EASE	CSM	The company acts as ordered.	CSM awaits the arrival of the Parade Commander (Pde Comd) and turns over control of the parade at that time.

THIS PAGE INTENTIONALLY LEFT BLANK

COMPANY IN LINE AND COMPANY IN COLUMN OF ROUTE DIAGRAMS



LEGEND

- Pde Comd
- CSM
- ⊕ PI Comd
- ⊞ PI WO

■ Marker

↑ Direction of Formation

⊞ Flag Party
 (Flag Party composition may vary, see Annex C)

NOTES

1. The platoons are side by side on the same alignment, with a seven-pace interval between platoons.
2. Each platoon is formed as in platoon drill.
3. The Pde Comd is centred, three paces in front of the line of PI Comds.
4. The CSM (right guide) is one pace to the right of the No. 1 platoon marker, in line with the front rank.

IF APPLICABLE:

5. The DComd is in line with the PI Comd and three paces in front of the second single file from the right flank of the company.
6. The WO (left guide) is one pace to the left and of the left flank of the company, in line with the front rank.
7. Any supernumerary warrant officers and senior NCOs are evenly distributed across the rear of the platoons, in line with the PI WOs.

Figure 8B2-1 Company in Line

MARCHING ON AND MARCHING OFF THE FLAGS

THE CADET FLAG PARTY

Reference: A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

Composition of Cadet Corps Flag Party

Reference: A0-002 Chapter 8, Section 2, paragraphs 1 to 2.

1. The composition of the Flag Party (one flag) may reflect one of the following:
 - a. cadet master warrant officer and two cadet warrant officers (escorts);
 - b. cadet warrant officer and two cadet sergeants (escorts); or
 - c. cadet sergeant and two cadet master corporals.



Figure 8C-1 One Flag With Escort

2. The composition of the Flag Party (two flags) may include two senior cadets and three escorts. These escorts should be of suitable drill ability and experience to bring credit to the unit.

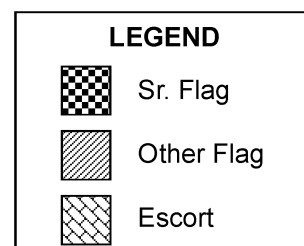
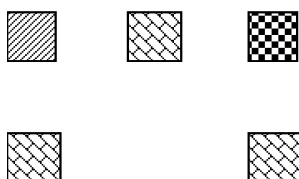


Figure 8C-2 Flag Party – Two Flags With Escort

3. The following points WRT Flag Parties shall be adhered to:
 - a. The term “Colour Party” is not to be used. Proper terminology for the formation is “Flag Party”.
 - b. The Flag Party commander is the senior cadet carrying the senior flag.
 - c. The National Flag, when carried, occupies the position of honour on the right, and is to be considered the senior flag.

THIS PAGE INTENTIONALLY LEFT BLANK

MARCHING ON AND MARCHING OFF THE FLAG(S)

MARCHING ON THE FLAG(S)

Item	Command	By	Action	Remarks
1.	FLAG PARTY ATTEN – TION	Flag Party Comd	Flag Party shall act as ordered.	Cautionary command. The flag(s) shall be held at the carry while being marched on and off the parade.
2.	FLAG PARTY – CARRY FLAGS	Flag Party Comd	Flag Party shall act as ordered.	When arms are carried on parade and the parade is given the command SLOPE – ARMS, the flag bearer(s) shall carry the flag(s) in time with the rifle movements.
3.	MARCH ON THE FLAG(S)	Pde Comd	The Flag Party Comd shall have ordered the Flag Party to attention and to the carry position.	Formation shall be at the position of attention while flag(s) are being marched on.
4.	FLAG PARTY	Flag Party Comd		Precautionary command.
5.	TO THE FLAG – SALUTE/PRESENT – ARMS	Pde Comd	Parade appointments shall salute on the last movement of the present if cadets are under arms. Cadets under arms shall present arms.	
6.	BY THE CENTRE/ RIGHT QUICK – MARCH	Flag Party Comd	Flag Party shall march with the flags caught.	The Flag Party shall march across the front of the formation between the Pde Comd and the front rank, to the centre of the formation using a series of forms along a direct route from the flank, to its parade position.
7.	CHANGE DIRECTION LEFT/ RIGHT LEFT/ RIGHT – FORM	Flag Party Comd	The Flag Party shall act as ordered.	An inexperienced Flag Party may use a well-executed wheel.
8.	FOR – WARD	Flag Party Comd	The Flag Party shall act as ordered.	
9.	COUNTER – MARCH	Flag Party Comd	The Flag Party shall act as ordered.	The Flag Party shall march to the rear of the formation,

Item	Command	By	Action	Remarks
				counter march and move forward to its parade position.
10.	FLAG PARTY – HALT	Flag Party Comd	The Flag Party shall act as ordered.	<p>Company in Line: The flag shall be positioned in the centre as follows:</p> <p><i>One flag.</i> In line with the front rank and the escort in line with the front rank.</p> <p><i>Two flags.</i> Flags and senior escort in line with front rank. Junior escorts in line with rear rank.</p>
11.	FLAG PARTY TO THE FLAG – SALUTE/PRESENT ARMS	Flag Party Comd		Upon halting in its parade position and if the escorts are under arms the command is <i>present arms.</i>
12.	PARADE ATTENTION	Pde Comd		Once the Flag Party is in position and at the salute/present.

MARCHING OFF THE FLAG(S)

Item	Command	By	Action	Remarks
1.	MARCH OFF THE FLAG(S)	Pde Comd		Formation shall be at the position of attention, flag(s) at the carry.
2.	FLAG PARTY	Flag Party Comd		Cautionary command.
3.	TO THE FLAG(S) – SALUTE	Pde Comd	Formation acts as ordered.	
4.	BY THE CENTRE/ RIGHT QUICK – MARCH	Flag Party Comd	Flag Party acts as ordered.	The Flag Party shall march by a series of forms to a position to the left or right of the formation. Flag Party Comd is to wait until the Pde Comd has given the command to the salute prior to stepping off.
5.	CHANGE DIRECTION LEFT/ RIGHT LEFT/ RIGHT – FORM	Flag Party Comd	Flag Party acts as ordered.	The Flag Party, by a series of forms, shall march off the parade ground to the left or right.
6.	FOR – WARD	Flag Party Comd	Flag Party acts as ordered.	
7.	ATTEN – TION	Pde Comd	Formation acts as ordered.	Given after the Flag Party has left the parade ground.
8.	FLAG PARTY HALT	Flag Party Comd	Flag Party acts as ordered.	The Flag Party shall halt at an appropriate area. Proper compliments are paid to the flag at all times.
9.	FLAG PARTY ORDER – FLAGS	Flag Party Comd	Flag Party acts as ordered.	
10.	FLAG PARTY STAND AT – EASE	Flag Party Comd	Flag Party acts as ordered.	

THIS PAGE INTENTIONALLY LEFT BLANK

MARCHING ON AND MARCHING OFF THE FLAGS DIAGRAMS

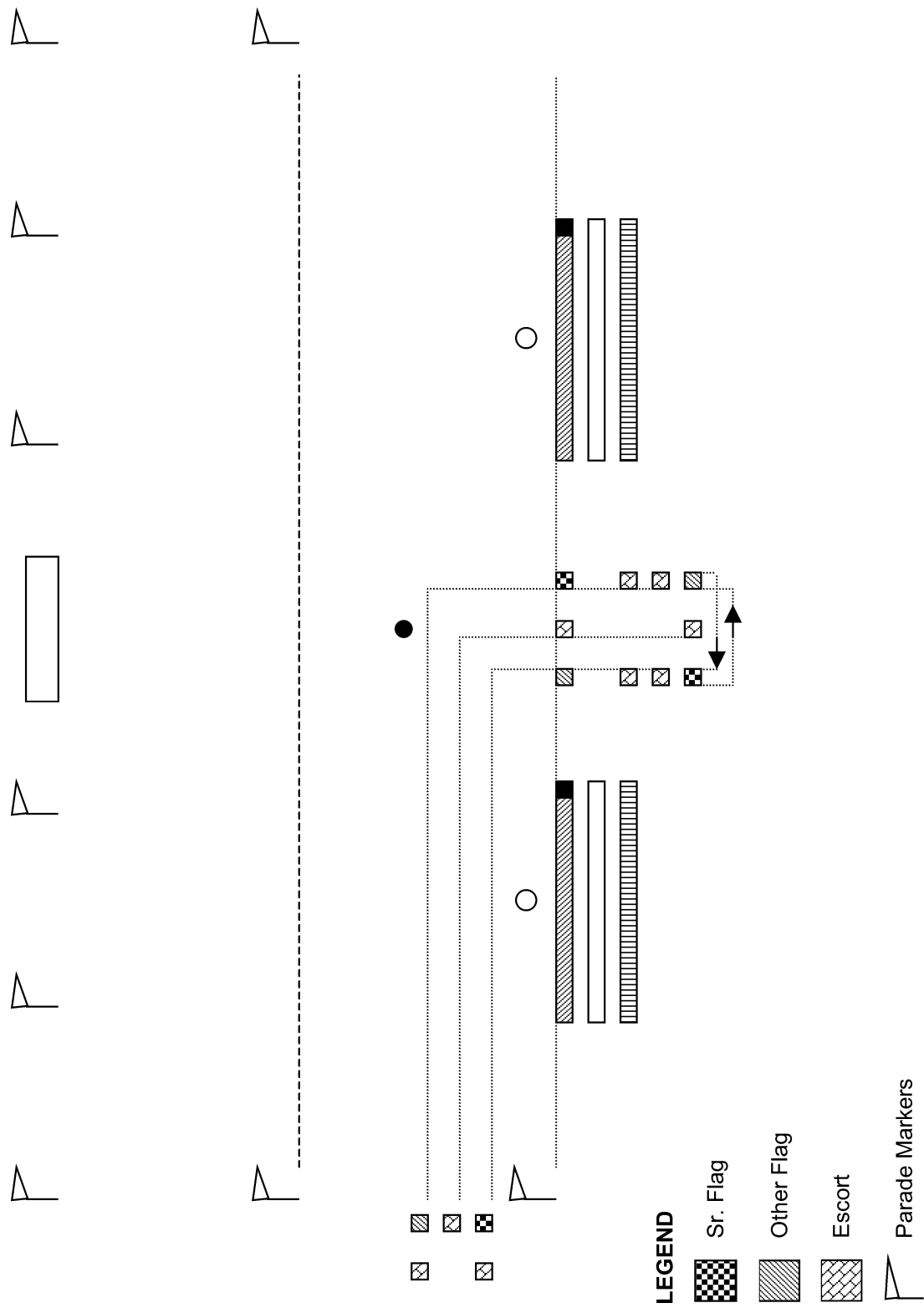


Figure 8C2-1 Marching On the Flags

ANNUAL CEREMONIAL REVIEW PARADE SEQUENCE OF EVENTS

Reference: A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*, Chapter 9, Section 2. Ottawa, ON: The Department of National Defence.

Item	Command	By	Action	Remarks
1.			The CSM marches to, and halts, in a position three paces to the left and facing the position to be occupied by the marker of No. 1 platoon.	The platoons are normally positioned at the edge of the parade ground, standing easy. The CSM shall face the future position of the front rank if the company is to form up in line, and the right flank if the company is to form up in close column of platoon.
2.	MARKERS	CSM	The platoon markers come to attention, and march onto the parade ground. The marker of No. 1 platoon halts three paces in front of and facing the CSM. The remainder halt on the left of the No. 1 platoon marker and dress to the right at shoulder dressing. Upon completion of dressing, they look to the front in succession from the right. The markers remain at attention.	Platoons formed on the edge of the parade ground adopt the stand at ease position. Standard pauses are observed between drill movements completed by the markers.
3.	MARKERS – NUMBER	CSM	Markers number in succession from the right, e.g. ONE, TWO, etc.	
4.	No. 1 PLATOON RIGHT, REMAINDER LEFT – TURN	CSM	No. 1 platoon marker turns right, the remainder turn left.	The CSM specifies the number of paces to be taken by Nos. 2 and 3 platoon markers after completion of the left turn.
5.	No. 1 PLATOON STAND FAST, REMAINDER QUICK – MARCH	CSM	No. 1 platoon marker stands fast, the remainder quick march the required distance and halt.	
6.	No. 1 PLATOON STAND FAST REMAINDER ABOUT – TURN	CSM	No. 1 platoon marker stands fast, the remainder about turn and cover off the No. 1 platoon marker.	The CSM, by wheeling, marches out six paces in front (right flank) of No. 1 platoon marker and ensures the markers are covered off.

Item	Command	By	Action	Remarks
7.	MARKERS – STEADY	CSM	The markers stand fast.	The company is being formed in line.
7a.	MARKERS LEFT – TURN	CSM	The markers turn left.	This order places the markers in line. The MWO then, by wheeling, positions himself six paces in front of and facing the future centre of the company.
8.	COMPANY FALL – IN	CSM	The PI WOs come to attention, about turn, facing their respective platoon together.	
9.	No. 1 PLATOON ATTEN – TION	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to attention in succession, following No. 1 platoon.
10.	No. 1 PLATOON RIGHT – TURN	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to turn in succession, following No. 1 platoon.
11.	No. 1 PLATOON QUICK – MARCH	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 PI WOs order their platoons to quick march in succession, following No. 1 platoon.
12.	No. 1 PLATOON HALT	No. 1 PI WO	The platoon halts on its marker.	Nos. 2 and 3 PI WOs order their platoons to quick march in succession, following No. 1 platoon.
13.	No. 1 PLATOON ADVANCE LEFT – TURN	No. 1 PI WO	The platoon acts as ordered.	Nos. 2 and 3 WOs order their platoons to advance in succession, following No. 1 platoon. As the No. 3 PI WO gives the command LEFT – TURN all PI WOs will turn about and face the front together.
14.	COMPANY OPEN ORDER – MARCH	CSM	The company acts as ordered.	
15.	COMPANY RIGHT – DRESS	CSM	The company acts as ordered.	The cadet PI WOs shall turn about and observe the standard pause. No. 1 PI WO shall, by a series of wheels, move to the right flank as per

Item	Command	By	Action	Remarks
				dressing a platoon. The PI WO of Nos. 2 and 3 platoons shall pace off the proper intervals between the platoon on their right and their own platoon and position their markers accordingly.
16.	COMPANY EYES – FRONT	CSM	The company acts as ordered.	The PI WOs turn about. No 1 PI WO, by a series of wheels, adopts the proper position in front of No. 1 platoon.
17.	REPORT YOUR PLATOONS	CSM	PI WOs report their platoons.	PI WOs, when reporting their platoons, shall call out in succession: No. 1 PLATOON; No. 2 PLATOON; and No. 3 PLATOON.
18.	COMPANY STAND AT – EASE	CSM	The company acts as ordered.	CSM awaits the arrival of the Parade Commander (Pde Comd) and turns over control of the parade at that time.
19.	COMPANY ATTENTION	CSM	Company acts as ordered.	Given as the Pde Comd approaches.
20.	PARADE STAND AT – EASE	Pde Comd	Parade acts as ordered.	The formation shall hereafter be referred to as “Parade”.
21a.	PARADE ATTENTION	Pde Comd	Parade acts as ordered. Pde Comd turn about upon completion of the movement by the parade,	Simultaneously, the Flag Party is carrying out commands 21b. and 21c.
21b.	FLAG PARTY ATTENTION	Flag Party Comd	Flag Party shall act as ordered.	Cautionary command. The flag(s) shall be held at the carry while being marched on and off the parade.
21c.	FLAG PARTY – CARRY FLAGS	Flag Party Comd	Flag Party shall act as ordered.	When arms are carried on parade and the parade is given the command SLOPE – ARMS, the flag bearer(s) shall carry the flag(s) in time with the rifle movements.
22.	MARCH ON THE FLAG(S)	Pde Comd	The Flag Party Comd shall have ordered the Flag Party to attention and to the carry position.	Formation shall be at the position of attention while flag(s) are being marched on.

Item	Command	By	Action	Remarks
23.	FLAG PARTY	Flag Party Comd		Precautionary command.
24.	TO THE FLAG – SALUTE/PRESENT ARMS	Pde Comd	Parade appointments shall salute on the last movement of the present if cadets are under arms. Cadets under arms shall present arms.	
25.	BY THE CENTRE/ RIGHT QUICK – MARCH	Flag Party Comd	Flag Party shall march with the flags caught.	The Flag Party shall march across the front of the formation between the Pde Comd and the front rank, to the centre of the formation using a series of forms along a direct route from the flank, to its parade position.
26.	CHANGE DIRECTION LEFT/ RIGHT LEFT/ RIGHT – FORM	Flag Party Comd	The Flag Party shall act as ordered.	An inexperienced Flag Party may use a well-executed wheel.
27.	FOR – WARD	Flag Party Comd	The Flag Party shall act as ordered.	
28.	COUNTER – MARCH	Flag Party Comd	The Flag Party shall act as ordered.	The Flag Party shall march to the rear of the formation, counter march and move forward to its parade position.
29.	FLAG PARTY – HALT	Flag Party Comd	The Flag Party shall act as ordered.	Company in Line: The flag shall be positioned in the centre as follows: <i>One flag.</i> In line with the front rank and the escort in line with the front rank. <i>Two flags.</i> Flags and senior escort in line with front rank. Junior escorts in line with rear rank.
30.	FLAG PARTY TO THE FLAG – SALUTE/PRESENT ARMS	Flag Party Comd		Upon halting in its parade position and if the escorts are under arms the command is present arms.

Item	Command	By	Action	Remarks
31.	PARADE ATTEN – TION	Pde Comd		Once the Flag Party is in position and at the salute/ present.
32a.	PARADE STAND AT – EASE	Pde Comd	Formation shall act as ordered.	Awaiting the arrival of the reviewing officer.
32b.	PARADE STAND – EASY	Pde Comd	Formation shall act as ordered.	Given if the wait for the reviewing party becomes extended.
33.	PARADE ATTEN – TION	Pde Comd	Formation shall act as ordered.	Given as the reviewing officer and party approach the parade ground.
34.	GENERAL SALUTE – SALUTE	Pde Comd	Formation acts as ordered. Upon completion of the salute the Pde Comd shall report to the reviewing officer that the corps is ready for inspection. The Pde Comd will then turn and accompany the reviewing officer on the inspection. See Figure 8D2-1 for the composition of inspection party and route. Upon the completion of the inspection the Pde Comd shall accompany the reviewing officer to the dais and request permission to carry on.	When the reviewing officer has taken up position on the dais the Pde Comd shall order the appropriate salute. If the reviewing officer is a distinguished civilian not listed in Ref: A0-002, Chapter 13, Honours, Flags and Heritage Structure of the CF, the word of command will be GENERAL SALUTE – SALUTE. An appropriate 8 bars of music may be played. If arms are not carried on parade all parade appts salute, cutting their arms to the side after a standard pause after the last note of music. If a band is not available the salute is completed with a standard pause between movements or upon the order ATTEN – TION.
35.	PARADE CLOSE ORDER – MARCH	Pde Comd	Formation shall act as ordered.	
36.	PARADE SHALL MARCH PAST IN COLUMN OF ROUTE. MOVE TO THE RIGHT IN COLUMN OF ROUTE RIGHT – TURN	Pde Comd	Formation shall act as ordered.	The size of the formation shall dictate the command sequence for the march past. Platoon size formation shall act on the commands of the Pde Comd. Larger formations shall act on the command in succession by platoon.

Item	Command	By	Action	Remarks
37.	FLAG PARTY AT THE HALT CHANGE DIRECTION RIGHT: RIGHT – FORM	Flag Party Comd	Flag Party shall act as ordered.	
38.	PARADE BY THE LEFT QUICK – MARCH	Pde Comd	Formation shall act as ordered.	Pde Comd to wait until the Flag Party has occupied its position. The size of the formation shall dictate the command sequence for the march past. Platoon size formation shall act on the commands of the Pde Comd. Larger formations shall act on the command in succession by platoon/company.
39.	PARADE (IN SUCCESSION OF PLATOONS/ COMPANIES) EYES – RIGHT	Pde Comd	Formation shall act as ordered.	Given as the Pde Comd reaches marker C. In platoon formations, there is no requirement for successive commands and the platoon will act on the command of the Pde Comd. In a larger formation, the commands shall be given successively and the Pde Comd shall move with the word of command of the first sub-unit.
40.	PARADE (IN SUCCESSION OF PLATOONS/ COMPANIES) EYES – FRONT	Pde Comd	Formation shall act as ordered.	Given as the rear of the formation reaches marker D. In platoon formations, there is no requirement for successive commands and the platoon will act on the command of the Pde Comd. In a larger formation, the commands shall be given successively and the Pde Comd shall move with the word of command of the first sub-unit.
41.	PARADE – HALT	Pde Comd	Formation shall act as ordered.	The formation shall be marched onto the appropriate line.
42.	PARADE WILL ADVANCE INTO	Pde Comd	Formation shall act as ordered.	Parade positions shall turn, observe the standard pause,

Item	Command	By	Action	Remarks
	LINE ADVANCE LEFT – TURN			and then march by a series of wheels to their positions.
43.	FLAG PARTY AT THE HALT CHANGE DIRECTION LEFT LEFT – TURN	Flag Party Comd	Flag Party shall act as ordered.	
44.	PARADE OPEN ORDER – MARCH	Pde Comd	Formation shall act as ordered.	
45.	PARADE RIGHT (INWARDS) – DRESS	Pde Comd	Formation shall act as ordered.	CSM is to dress only the front rank.
46.	PARADE EYES – FRONT	Pde Comd	Formation shall act as ordered. The Pde Comd shall report to the reviewing officer and ask permission to stand the parade at ease for the presentations and awards. Upon completion of the aforementioned the Pde Comd shall request permission to carry on.	
47a.	PARADE STAND AT – EASE	Pde Comd	Formation acts as ordered.	Presentation and awards shall be issued at this time. Upon completion of the awards the formation shall be marched off the parade ground and any demonstrations and displays shall be conducted. The reviewing officer address is to take place once the formation has reformed on the parade ground (see commands 47b. to 47o.).
47b.	PARADE ATTEN – TION	Pde Comd	Formation shall act as ordered.	
47c.	PARADE MOVE TO THE RIGHT/ LEFT IN THREES – RIGHT/LEFT TURN	Pde Comd	Formation shall act as ordered.	
47d.	PARADE BY THE LEFT/RIGHT QUICK – MARCH	Pde Comd	Formation shall act as ordered.	The formation shall march off the parade ground to a designated position

Item	Command	By	Action	Remarks
				and prepare for the demonstrations and display portion of the review.
47e.	PARADE – HALT	Pde Comd	Formation shall act as ordered.	
47f.	PARADE WILL ADVANCE INTO LINE LEFT – TURN	Pde Comd	Formation shall act as ordered.	
47g.	PARADE TO YOUR DUTIES DIS – MISSED	Pde Comd	Formation shall act as ordered.	Formation shall be dismissed for the demonstration and display portion of the review.
47h.	PARADE FALL – IN	Pde Comd	Formation shall act as ordered.	Formation members shall occupy their positions as per the dismissal formation.
47i.	PARADE ATTEN – TION	Pde Comd	Formation shall act as ordered.	
47j.	PARADE MOVE TO THE RIGHT/LEFT IN COLUMN OF THREES RIGHT/ LEFT – TURN	Pde Comd	Formation shall act as ordered.	
47k.	PARADE BY THE LEFT QUICK – MARCH	Pde Comd	Formation shall act as ordered.	Formation shall march onto the parade ground on the appropriate line for the advance.
47l.	PARADE HALT	Pde Comd	Formation shall act as ordered.	
47m.	PARADE WILL ADVANCE INTO LINE LEFT/RIGHT – TURN .	Pde Comd	Formation shall act as ordered.	
47n.	PARADE RIGHT/ INWARDS – DRESS	Pde Comd	Formation shall act as ordered.	Front rank only to be dressed.
47o.	PARADE EYES FRONT	Pde Comd	Formation shall act as ordered.	As per dressing a formation.
48.	PARADE SHALL ADVANCE IN REVIEW ORDER BY THE CENTRE QUICK – MARCH	Pde Comd	Formation shall act as ordered.	The advance shall normally be 15 paces. A seven-pace advance shall be conducted if there is insufficient space for a normal advance.

Item	Command	By	Action	Remarks
49.	PARADE GENERAL SALUTE – SALUTE	Pde Comd	Formation shall act as ordered.	The Pde Comd shall wait for the reviewing officer to depart the parade ground.
50.	MARCH OFF THE FLAG(S)	Pde Comd		Formation shall be at the position of attention, flag(s) at the carry.
51.	FLAG PARTY	Flag Party Comd		Cautionary command.
52.	TO THE FLAG(S) – SALUTE	Pde Comd	Formation acts as ordered.	
53.	BY THE CENTRE/ RIGHT QUICK – MARCH	Flag Party Comd	Flag Party acts as ordered.	The Flag Party shall march by a series of forms to a position to the left or right of the formation. Flag Party Comd is to wait until the Pde Comd has given the command to the salute prior to stepping off.
54.	CHANGE DIRECTION LEFT/ RIGHT LEFT/ RIGHT – FORM	Flag Party Comd	Flag Party acts as ordered.	The Flag Party, by a series of forms, shall march off the parade ground to the left or right.
55.	FOR – WARD	Flag Party Comd	Flag Party acts as ordered.	
56.	ATTEN – TION	Pde Comd	Formation acts as ordered.	Given after the Flag Party has left the parade ground.
57.	FLAG PARTY HALT	Flag Party Comd	Flag Party acts as ordered.	The Flag Party shall halt at an appropriate area. Proper compliments are paid to the flag at all times.
58.	FLAG PARTY ORDER – FLAGS	Flag Party Comdd	Flag Party acts as ordered.	
59.	FLAG PARTY STAND AT – EASE	Flag Party Comd	Flag Party acts as ordered.	
60.	PARADE MOVE TO RIGHT/LEFT IN	Pde Comd	Formation shall act as ordered.	The formation shall march by the most direct route to the designated dismissal area.

Item	Command	By	Action	Remarks
	THREES – RIGHT/ LEFT TURN			
61.	BY THE RIGHT/ LEFT QUICK – MARCH	Pde Comd	Formation shall act as ordered.	
62.	PARADE – HALT	Pde Comd	Formation shall act as ordered.	
63.	PARADE ADVANCE LEFT – TURN	Pde Comd	Formation shall act as ordered.	The formation, upon arrival at the dismissal area, shall carry on as per established parade procedures.
64.	PARADE DIS – MISSED	Pde Comd	Formation shall act as ordered.	

PARADE FORMATION WITH FLAG PARTY

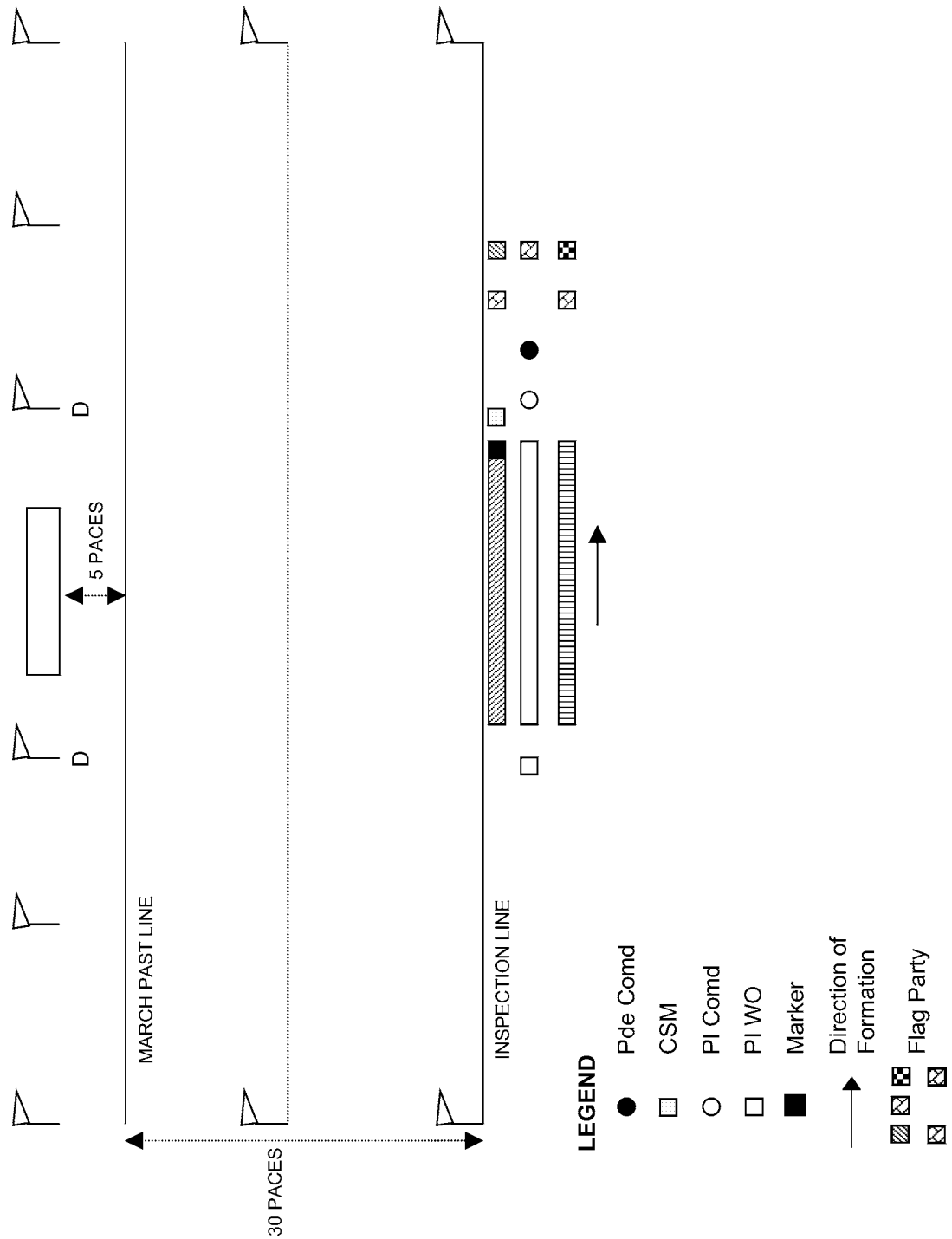


Figure 8D1-1 Platoon Parade Formation With Flag Party in Column of Route

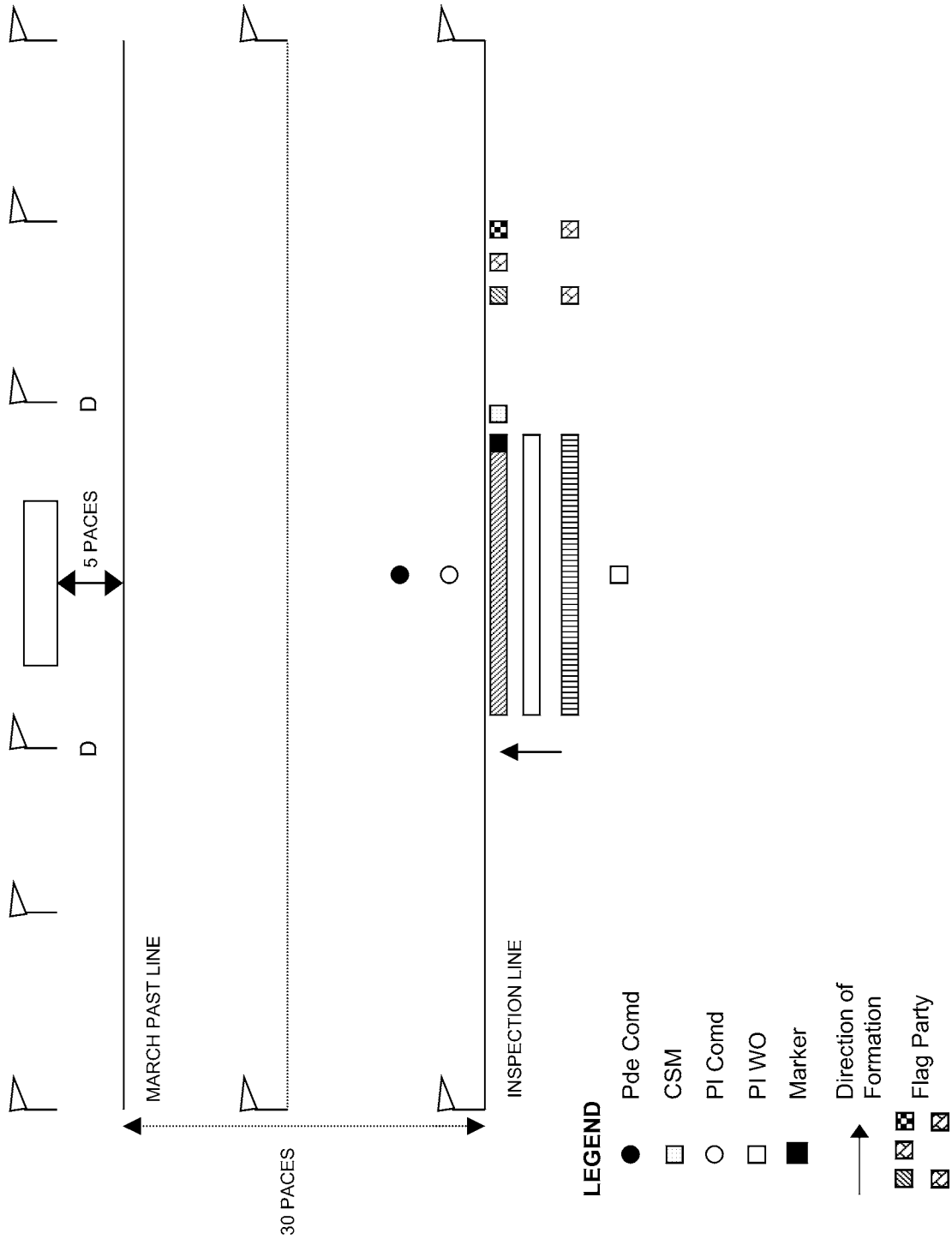


Figure 8D1-2 Platoon Parade Formation With Flag Party Platoon in Line

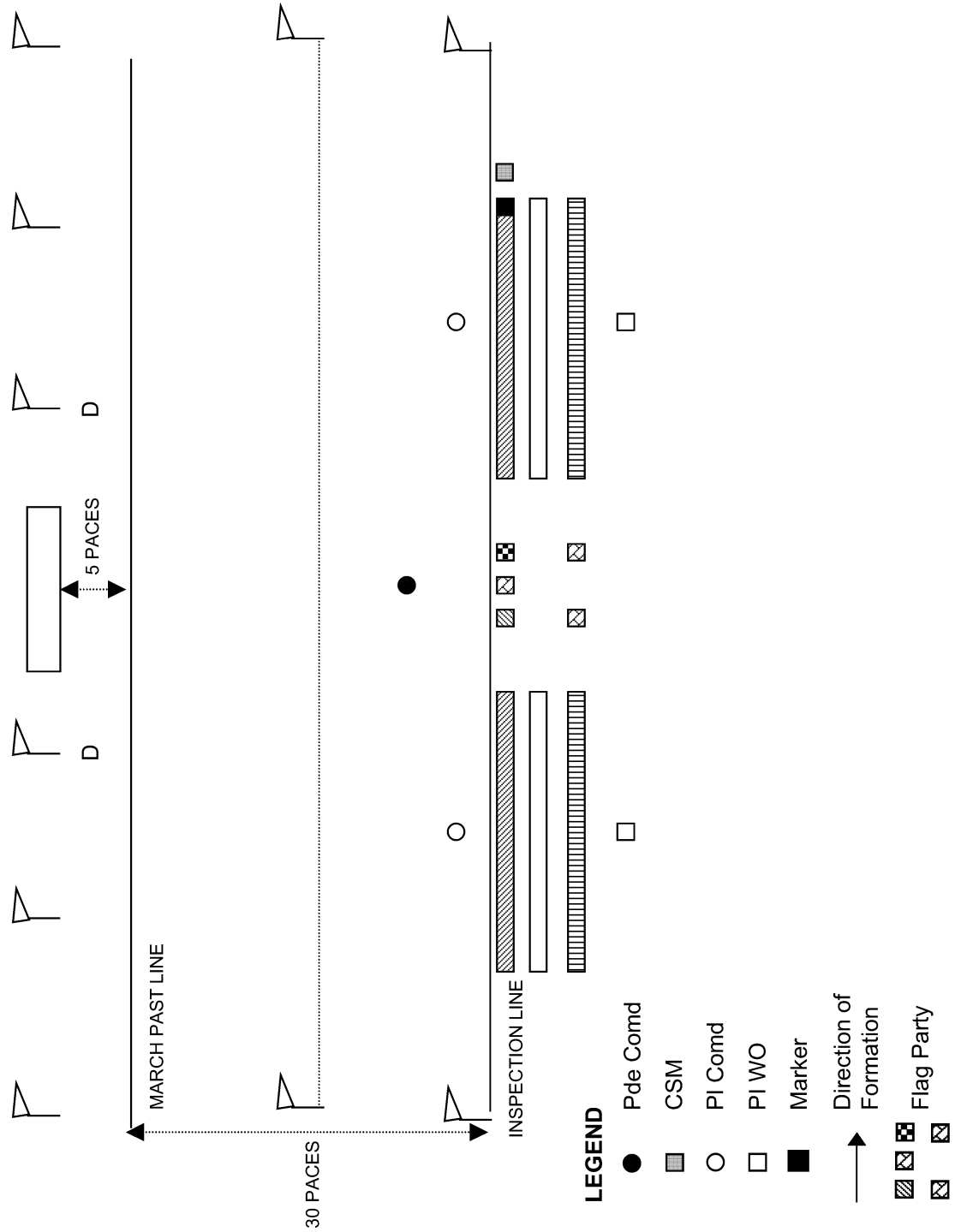


Figure 8D1-3 Company Parade Formation With Flag Party Company in Line

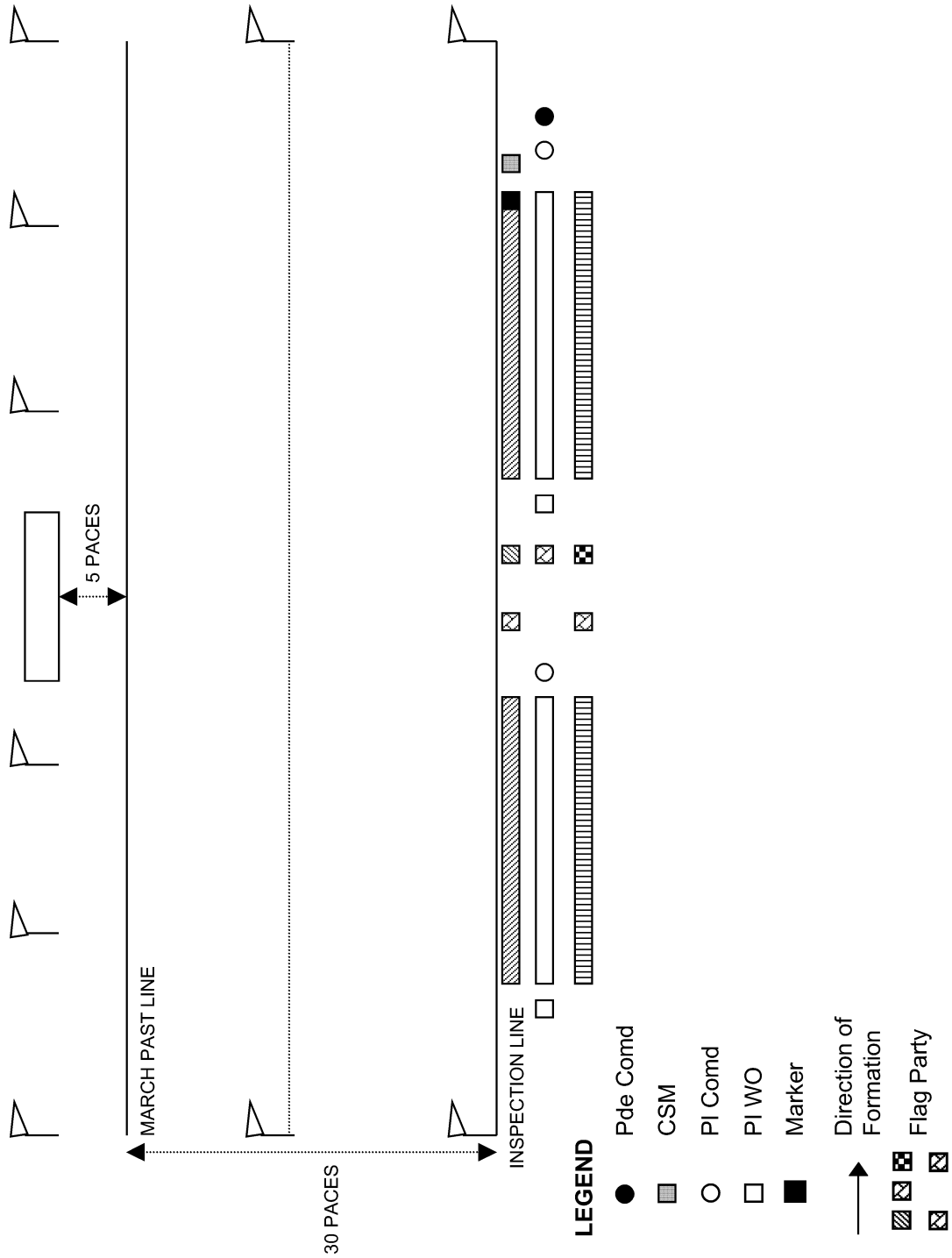


Figure 8D1-4 Company Parade Formation With Flag Party Company in Column of Route

THE INSPECTION

Inspections are carried out at the open order. As the inspecting party approaches the formation that has been ordered to stand fast, the formation commander turns right and marches to a position three paces in front of the formation marker, where the commander shall salute the officer or dignitary and report the platoon.

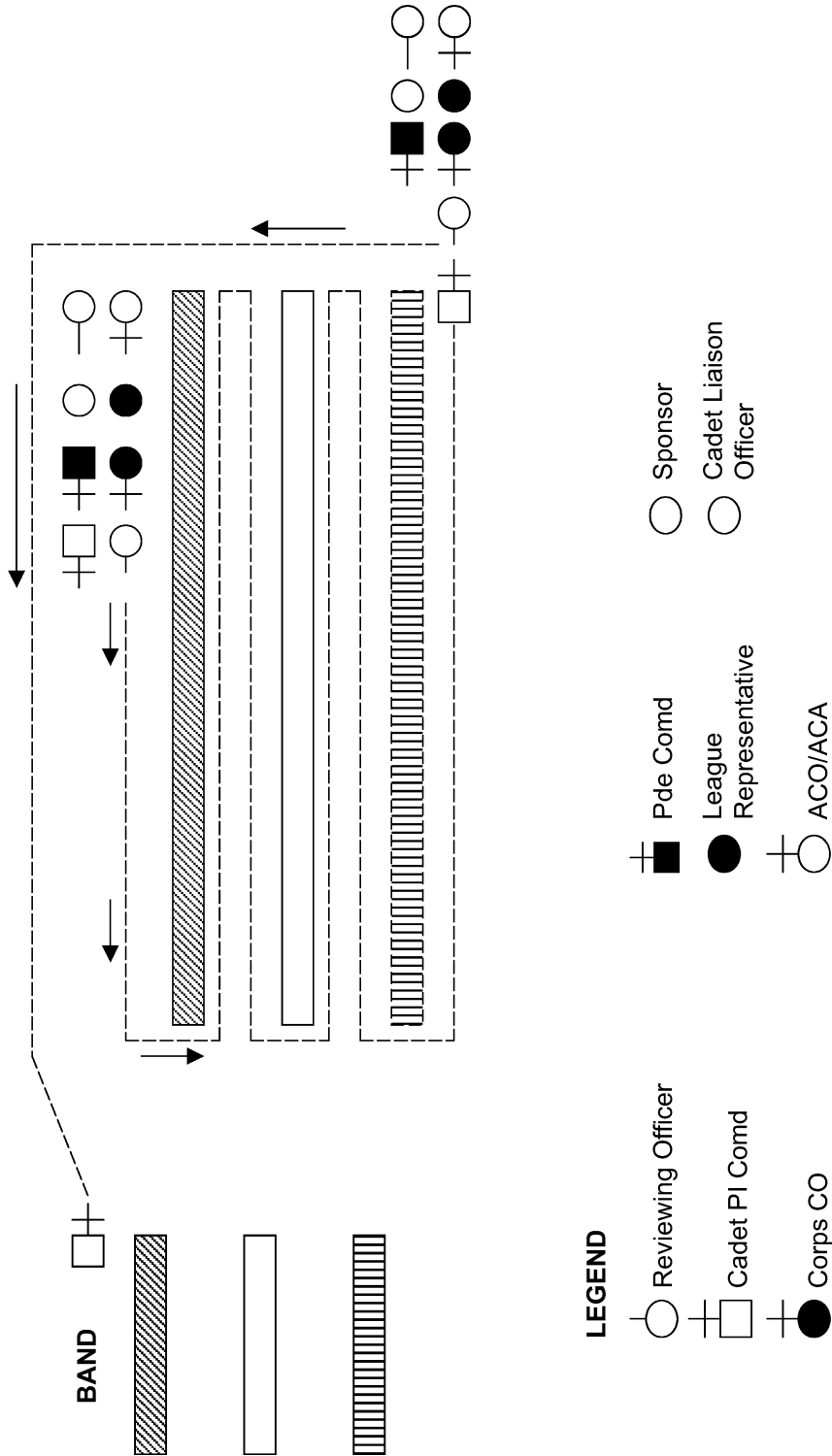


Figure 8D2-1 The Inspection

THIS PAGE INTENTIONALLY LEFT BLANK

RECEPTION OF AWARDS OR PRESENTATIONS

Reference: A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

1. Falling Out and In of Ranks

- a. The formation shall be at the open order whenever individuals will be required to fall out.
- b. The person ordered to fall out shall come to attention and, after observing the standard pause, shall march, wheeling immediately, to the right flank of the rank. The person shall then proceed in the required direction by the shortest route, being sure not to proceed in front, or within the ranks of another sub-unit.
- c. Following reception of the award or presentation, the individual marches to the left flank of the formation and returns to his or her original position by marching in rear of the desired rank, wheeling into the original position, and halting. The individual shall pick up the dressing of the formation and either remain at attention, or stand at ease as required.

2. Reporting

- a. When reporting to an officer or dignitary, the following procedure shall be observed:
 - (1) March forward, halting two paces in front of the officer or dignitary.
 - (2) Salute, remain at attention, await acknowledgement.
 - (3) Deliver the message, receive instructions, etc. (see paragraph 1.b.).
 - (4) Salute, await acknowledgement.
 - (5) Turn right and return to original position within the ranks of the formation.
- b. When receiving a decoration, the person shall take one pace forward to receive the award, and one pace back following the presentation.

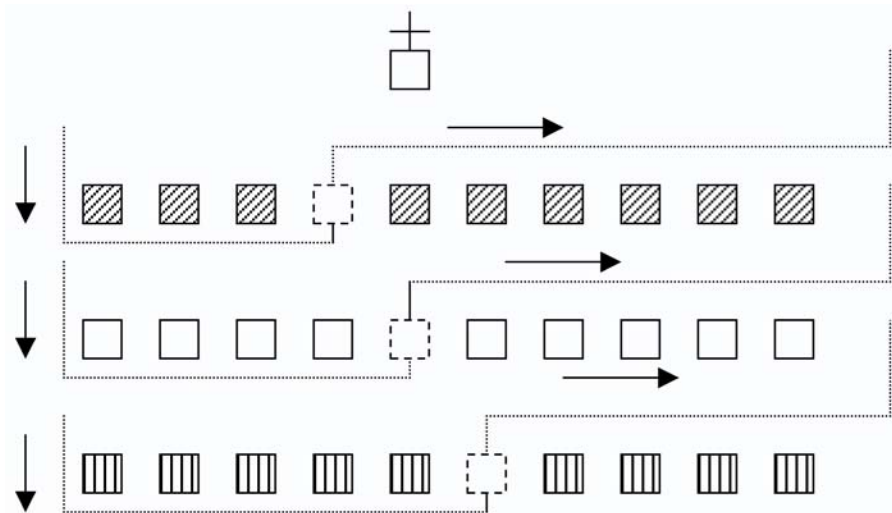


Figure 8D3-1 Falling Out/In of Formation

3. Group Presentation of Awards

- a. When reporting to an officer or dignitary for a group presentation, the following procedure shall be observed:
 - (1) Fall out in accordance with Figure 8D3-1.
 - (2) The first individual to arrive shall halt two paces in front of the officer or dignitary.
 - (3) The remainder shall halt one pace to the right of and in line with the person on the right.
 - (4) On the arrival of the last person, all shall observe the standard pause.
 - (5) All shall salute.
- b. Once all awards have been issued, all salute, turn right and march by a direct route back into their appropriate formation in accordance with Figure 8D3-1.

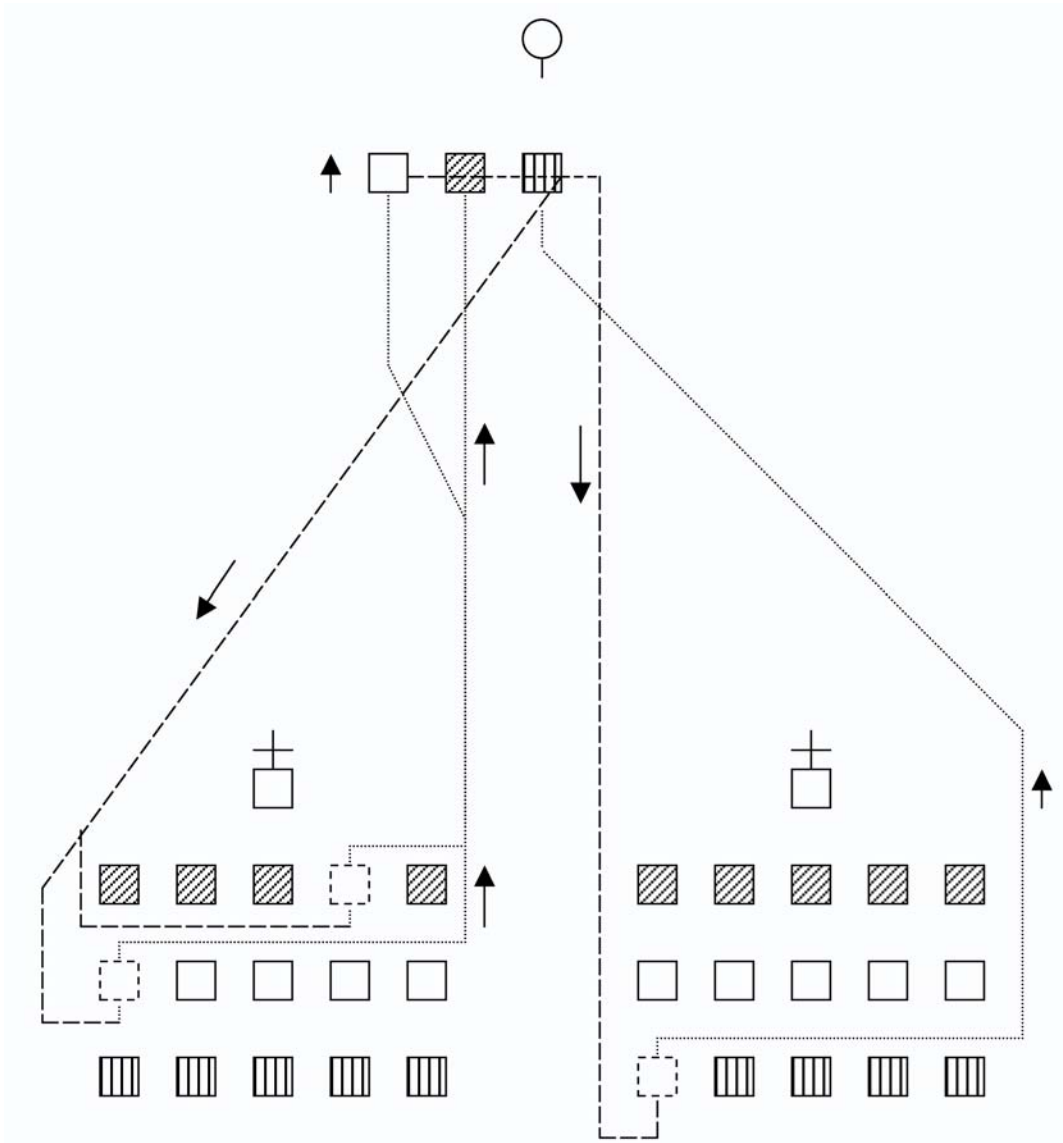


Figure 8D3-2 Reporting

GUIDELINES FOR THE CONDUCT OF A YEAR ONE DRILL COMPETITION

COMPOSITION

1. Each year one drill class will be divided into squad level teams not normally in excess of 10 persons. A team captain will be assigned by the Training Officer (Trg O) or delegate and shall be, at a minimum, a year three cadet in training. This cadet shall direct the team through the drill sequence. Each team shall be provided an opportunity to practice as a squad prior to competing. During this practice, the team captain will review all rehearsed movements from PO 108.

OFFICIALS

2. Officials shall be as follows:
 - a. Chief judge – responsible for:
 - (1) judging and marking the team captain;
 - (2) awarding penalties; and
 - (3) interpretation of rules.
 - b. Drill judge(s) – responsible for judging and marking the performance of the team during the drill sequence.

EQUIPMENT

3. Equipment required for the conduct of this competition includes:
 - a. one stopwatch;
 - b. masking tape;
 - c. tables and chairs for the judges; and
 - d. portable hand counters (clickers).

DRESS

4. Dress for the competition will be at the discretion of the corps/squadron Trg O and IAW CATO 46-01. Uniform C-1 is encouraged, though weather conditions at the time of the competition will be the determining factor.

DRILL AREA

5. The drill area will be marked off, to include:
 - a. a restricted-access area large enough to accommodate execution of the marching and wheeling components of the competition with a judge's table placed mid-point along one of the sides of the drill area;
 - b. a clearly defined spot-mark indicating the placement of the right marker of the team;
 - c. a clearly defined spot-mark indicating the placement of the team captain, from which all words of command will be given; and
 - d. a spectator's area if required.

DRILL SEQUENCE

6. When called to compete, the team (accompanied and directed by the team captain) will be marched in two ranks to a position where they are formed in line, with the right marker at the designated point opposite the judges table, dressed at the close order. These movements will not be judged. The team captain will then approach the chief judge, report the name of the team, and request permission to carry on with the competition.

7. On receiving permission from the chief judge, the team captain will then direct the team through the drill movements in accordance with Appendix 1. The squad will be returned to its original position following the completion of the movements. The team captain will then report to the chief judge, requesting permission to dismiss. On receiving permission, the team captain will march off the team.

TIMING

8. A maximum of 15 minutes is allowed for each competing team. The timing will commence immediately following the team captain being GRANTED permission to proceed and will terminate when the team captain reports to the chief judge upon completion of the drill sequence.

DRILL AUTHORITY

9. All drill movements will be carried out IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

SCORING

10. **Drill Sequence.** One point will be deducted for each individual fault or infraction to a maximum of 80-point deductions. A maximum of five points will be deducted for a single movement (e.g. if a whole team performs a movement incorrectly, a total of five points will be deducted). The drill judge will score a maximum of 80 points, using the score sheet at Appendix 3.

11. **Team Captain.** The chief judge will evaluate the team captain, with the evaluation being based on all reporting procedures and adherence to the drill sequence listed at Appendix 1 and words of command listed at Appendix 2. Evaluation will include those characteristics listed in the score sheet and scoring guide at Appendix 4. The score will be to a maximum of 20 points and will constitute the team captain score.

12. **Final Score.** The final score will be calculated using the following method:

a. Drill	score awarded	/80
b. Team captain	score awarded	/20
c. Final score		/100

13. All scores will be summarized and tabulated on the Master Score Sheet at Appendix 5.

PENALTIES

14. Penalties are for specific infractions. Additional points will not be deducted for an infraction for which a penalty is awarded.

15. The following penalties will be awarded for infractions and will be deducted from the drill score by the chief judge:

a. Omission of a drill movement	5 points
b. Drill movement performed out of sequence	1 point

- c. Late when called to compete 2 points
- d. Exceeding maximum time allowance for sequence 2 points

INTERPRETATION OF RULES

16. In any situation where no equitable solution can be found in the rules, the chief judge will be empowered to make a ruling, which is binding to all participants.

THIS PAGE INTENTIONALLY LEFT BLANK

DRILL SEQUENCE

GENERAL

1. All movements are executed at the halt or on the march, without arms.

REFERENCES

2. All movements will be completed IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, and can be found in Chapters 2 and 3 of that document.

DRILL SEQUENCE

3. The drill sequence is as follows:

At the Halt

- a. Stand Easy.
- b. Stand at Ease.
- c. Attention.
- d. Salute to the Front.
- e. Left Turn.
- f. Right Turn.
- g. Left Incline.
- h. About Turn.
- i. Right Incline.
- j. About Turn.
- k. Open Order March.
- l. Right Dress.
- m. Eyes Front.
- n. Close Order March.
- o. Right Turn.

On the March

- a. Quick March.
- b. Mark Time.
- c. Forward.
- d. Mark Time.
- e. Halt.
- f. Quick March.
- g. Left Wheel.

- h. Left Wheel.
- i. Salute to the Right on the March.
- j. Left Wheel.
- k. Right Wheel.
- l. Right Wheel.
- m. Right Wheel.
- n. Mark Time.
- o. Halt.

At the Halt

- a. Left Turn.
- b. Right Dress.
- c. Eyes Front.

WORDS OF COMMAND

GENERAL

1. All commands are to be given clearly by the team captain and without the aid of cue cards or similar memory aid.

REFERENCES

2. All words of command will be given IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, and can be found in Chapters 2 and 3 of that document.

WORDS OF COMMAND

3. The following words of command will be used in sequence:

At the Halt

a. "Stand Easy"	"Squad, Stand Easy"
b. "Stand at Ease"	"Squad"
c. "Attention"	"Atten – tion"
d. "Salute to the Front"	"To the Front – Salute"
e. "Left Turn"	"Move to the left in file Left – Turn"
f. "Right Turn"	"Advance Right – Turn"
g. "Left Incline"	"Left In – cline"
h. "About Turn"	"About Turn"
i. "Right Incline"	"Retire Right In – cline"
j. "About Turn"	"Advance About – Turn"
k. "Open Order March"	"Open Order – March"
l. "Right Dress"	"Right – Dress"
m. "Eyes Front"	"Eyes – Front"
n. "Close Order March"	"Close Order – March"
o. "Right Turn"	"Move to the Right in file, Right – Turn"

On the March

a. Quick March	"Squad, By the Left, Quick – March"
b. Mark Time	"Mark – Time"
c. Forward	"For – ward"
d. Mark Time	"Mark – Time"
e. Halt	"Halt"
f. Quick March	"Squad, By the Left, Quick – March"
g. Left Wheel	"Left – Wheel"
h. Left Wheel	"Left – Wheel"
i. Salute to the Right on the March	"To the Right – Salute"
j. Left Wheel	"Left – Wheel"

- | | |
|----------------|-----------------|
| k. Right Wheel | “Right – Wheel” |
| l. Right Wheel | “Right – Wheel” |
| m. Right Wheel | “Right – Wheel” |
| n. Mark Time | “Mark – Time” |
| o. Halt | “Halt” |

At the Halt

- | | |
|----------------|-----------------------|
| a. Left Turn | “Advance Left – Turn” |
| b. Right Dress | “Right – Dress” |
| c. Eyes Front | “Eyes – Front” |

TEAM EVALUATION

TEAM: _____

Movement	Completed (✓)	Penalty
Stand Easy		
Stand at Ease		
Attention		
Salute to the Front		
Left Turn		
Right Turn		
Left Incline		
About Turn		
Right Incline		
About Turn		
Open Order March		
Right Dress		
Eyes Front		
Close Order March		
Right Turn		
Quick March		
Mark Time		
Forward		
Mark Time		
Halt		
Quick March		
Left Wheel		
Left Wheel		
Salute to the Right on the March		
Left Wheel		
Right Wheel		
Right Wheel		
Right Wheel		
Mark Time		
Halt		
Left Turn		
Right Dress		
Eyes Front		

Total Drill Infractions: _____

Total Score: _____

Comments:

Drill Judge

THIS PAGE INTENTIONALLY LEFT BLANK

TEAM CAPTAIN EVALUATION

Name: _____

Team: _____

Movement	Completed (✓)	Word of Command	Team Penalty
Stand Easy		"Squad, Stand Easy"	
Stand at Ease		"Squad"	
Attention		"Atten – tion"	
Salute to the Front		"To the Front – Salute"	
Left Turn		"Move to the left in file Left – Turn"	
Right Turn		"Advance Right – Turn"	
Left Incline		"Left In – cline"	
About Turn		"About Turn"	
Right Incline		"Retire Right In – cline"	
About Turn		"Advance About – Turn"	
Open Order March		"Open Order – March"	
Right Dress		"Right – Dress"	
Eyes Front		"Eyes – Front"	
Close Order March		"Close Order – March"	
Right Turn		"Move to the Right in File, Right – Turn"	
Quick March		"Squad, By the Left, Quick – March"	
Mark Time		"Mark – Time"	
Forward		"For – ward"	
Mark Time		"Mark – Time"	
Halt		"Halt"	
Quick March		"Squad, By the Left, Quick – March"	
Left Wheel		"Left – Wheel"	
Left Wheel		"Left – Wheel"	
Salute to the Right on the March		"To the Right – Salute"	
Left Wheel		"Left – Wheel"	
Right Wheel		"Right – Wheel"	
Right Wheel		"Right – Wheel"	
Right Wheel		"Right – Wheel"	
Mark Time		"Mark – Time"	
Halt		"Halt"	
Left Turn		"Advance Left – Turn"	
Right Dress		"Right – Dress"	
Eyes Front		"Eyes – Front"	

Comments:

a. Words of Command	1	2	3	4	5
b. Appearance	1	2	3	4	5
c. Confidence	1	2	3	4	5
d. Reporting Procedure					
TOTAL SCORE:	_____ /20				

Drill Judge

MASTER SCORE SHEET

		DRILL SEQUENCE						
Team Name	A	B	C	D	E	F	Overall Score (E + F)	
	Drill Judge One	Drill Judge Two	Sequence Subtotal (Average: [A + B] / 2)	Team Penalties	Sequence Total (C - D)	Team Captain Total		
1.	/80	/80	/80		/80	/20	/100	
2.	/80	/80	/80		/80	/20	/100	
3.	/80	/80	/80		/80	/20	/100	
4.	/80	/80	/80		/80	/20	/100	
5.	/80	/80	/80		/80	/20	/100	
6.	/80	/80	/80		/80	/20	/100	
7.	/80	/80	/80		/80	/20	/100	
8.	/80	/80	/80		/80	/20	/100	
9.	/80	/80	/80		/80	/20	/100	
10.	/80	/80	/80		/80	/20	/100	

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 9

**PO 120 – DEMONSTRATE KNOWLEDGE OF THE
ORGANIZATION AND TRADITIONS OF THE CANADIAN FORCES**



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M120.01 – PARTICIPATION IN A DISCUSSION ON THE ROLES OF THE CANADIAN FORCES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

If available a guest speaker may deliver this lecture. The speaker should be made aware of the requirements of the period. It is the responsibility of the instructor to ensure any information not covered is provided to the cadets through a question and answer session following the presentation.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the different elements of the Canadian Forces (CF), and the roles assigned to each.

IMPORTANCE

One of the three aims of the Canadian Cadet Movement (CCM) is to stimulate interest in the CF. This EO is a basic introduction to the history and role of today's CF.

Teaching Point 1**Discuss the History of the CF**

Time: 5 min

Method: Interactive Lecture

THE CANADIAN FORCES INCEPTION

The first small steps to form the Canadian Forces might be considered to be established in 1868 when Canada's Department of Militia and Defence was established with a budget of \$900 000, taking over from provincial or Canadian Militias, which were disbanded by 1869. At the time the intention was to create a militia force to support the British troops in Canada to drive out any invading force. However, in the fall of 1871 the British troops were withdrawn from Canada, leading to Canada taking moderate steps in producing its own forces. The country established two field artillery batteries to protect Quebec City and Kingston. Thus the regular army began its formation. This was expanded in 1883 when the first cavalry school corps (Royal Canadian Dragoons) was established in Quebec City followed by infantry corps (Royal Canadian Regiment) in Fredericton, Saint John and Toronto.

In 1964, Defence Minister Paul Hellyer tabled a white paper in Parliament, which concluded that a unified command structure - one which amalgamated the Navy, Army and Air Forces - would better serve Canadian interests.

The modern Canadian Forces was formed on 1 February 1968 when Bill C243, The Canadian Forces Reorganization Act, became law. At this time the Canadian government merged the Canadian Army, the Royal Canadian Navy and the Royal Canadian Air Force into a unified structure. Canada remains one of the few developed countries in the world to organize its military forces like this. The integration of the Canadian Forces continued in 2005 when the CDS, General R.J. Hillier, announced an initiative to introduce a joint force management structure in the Canadian Forces to make them more "streamlined, integrated and effective."

BRANCHES OF THE CANADIAN FORCES

Land. The land branch of the Canadian Forces consists of three components:

- Regular Force;
- Reserve Force; and
- Canadian Rangers.

Navy. The Canadian Navy first came into being on 4 May 1910 with the passing of the Navy Bill of 1910.

Currently the Canadian Navy consists of three headquarters:

- MARLANT (Maritime Forces Atlantic) – Halifax;
- MARPAC (Maritime Forces Pacific) - Esquimalt; and
- NAVRES (Naval Reserve) – Quebec City.

Air Force. At the outbreak of WWI Canada had no Air Force. In 1914 Canada sent the Canadian Aviation Corps, made up of three personnel and one American built Burgess-Dunne biplane to accompany the First Contingent overseas. This can be considered the first modest attempt at the formation of Canada's Air Force.

Currently the Canadian Air Force consists of thirteen wings spread out across Canada.

MISSION AND OBJECTIVES OF THE CF

The mission of the Department of National Defence and the Canadian Forces is to defend Canada, its interests and its values, while contributing to international peace and security. Under Canadian Defence Policy, the Canadian Forces are called upon to fill three major roles:

1. protecting Canada;
2. defending North America in cooperation with the United States of America; and
3. contributing to peace and international security.



The following is background information that the instructor can pass on to the cadets in regards to Canada's commitments to North America and the world in general.

NORTH AMERICAN AEROSPACE DEFENCE COMMAND (NORAD):

- NORAD is a joint United States and Canadian organization which provides aerospace warning and aerospace control for North America. It was founded on 12 May 1958 under the name North American Air Defence Command.
- NORAD consists of two main parts, corresponding to its mission. Aerospace warning or Integrated Tactical Warning and Attack Assessment (ITW/AA) covers the monitoring of man-made objects in space, and the detection, validation, and warning of attack against North America by aircraft, missiles, or space vehicles. Aerospace control includes providing surveillance and control of Canadian and United States airspace.
- The NORAD agreement between Canada and the United States was last modified and renewed in 2006.

NORTH ATLANTIC TREATY ORGANIZATION (NATO):

- NATO, also called the North Atlantic Alliance, the Atlantic Alliance or the Western Alliance, is an international organization for collective security established in 1949, in support of the North Atlantic Treaty signed in Washington, DC, on 4 April 1949. Its headquarters are located in Brussels, Belgium. Its other official name is the French equivalent, l'Organisation du Traité de l'Atlantique Nord (OTAN) (English and French being the two official languages of the organization).
- The core of NATO is Article V of the North Atlantic Treaty, which states that, "The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all. Consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence recognized by Article 51 of the *Charter of the United Nations*, will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area."
- NATO consists of 26 member countries.
- Its primary function is the stability of the North Atlantic area and to safeguard the freedom of its people based on the principles of democracy, individual liberty and international law.

UNITED NATIONS (UN):

- The UN is an international organization that describes itself as a "global association of governments facilitating cooperation in international law, international security, economic development, and social

equity.” It was founded in 1945 at the signing of the United Nations Charter by 51 countries, replacing the League of Nations which was founded in 1919.

- Peacekeeping operations began in 1948 with the first mission to the Middle East.
- Lester Pearson, prior to being elected as Canadian Prime Minister, was well recognized for his efforts building the framework for the UN and its auxiliary organizations.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Name one of the roles of the CF.
- Q2. Where are the maritime forces located?
- Q3. In what year did the Royal Canadian Air Force originate?

ANTICIPATED ANSWERS

- A1. Protect Canada, North American defence and international peacekeeping missions.
- A2. Atlantic (Halifax) and Pacific (Esquimalt).
- A3. 1 April 1924.

Teaching Point 2

Explain the Role of Each Element

Time: 10 min

Method: Interactive Lecture

The CF functions in a joint capacity for many of its international commitments. However, each element has a distinct set of responsibilities:

ARMY

- National Defence;
- Canada/US defence of North America (NORAD);
- contribution to peacekeeping missions;
- civil defence; and
- humanitarian operations including disaster relief;

NAVY

- surveillance and control of Canadian waters;
- support of Army and Air Force operations;
- support to other government departments (fisheries, search and rescue, drug enforcement, environment);
- NATO deployments; and
- humanitarian operations including disaster relief (food and medical relief, and personal and technical aide);

AIR FORCE

- surveillance and control of Canadian airspace;
- world wide airlift of CF personnel and material;
- support operations of the Army and Navy;
- support to other government departments;
- search and rescue; and
- humanitarian operations including disaster relief.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What role is common to all three elements?
- Q2. Which two elements have search and rescue as one of their principal roles?
- Q3. What is meant by humanitarian operations?

ANTICIPATED ANSWERS

- A1. Protection of Canada.
- A2. Navy and Air Forces.
- A3. Activities such as disaster relief, food and medicine relief, and personal and technical aide.

Teaching Point 3

Identify CF Base Locations

Time: 10 min

Method: Interactive Lecture



The instructor should, at this point, utilize a map of Canada to help identify the different base locations throughout the country. Coloured push pins will prove beneficial.

- Army (green);
- Navy (blue); and
- Air Force (yellow or white).

Note: The choice of colours for the pins is a suggestion only.

LAND FORCES

Canadian Forces Base (CFB) Edmonton (AB). CFB Edmonton is the headquarters of Land Forces Western Area, the highest military authority in western Canada, and a number of brigade groups, including 1 Canadian Mechanized Brigade Group (1 CMBG), the only regular force brigade group in the region.

CFB Borden (Barrie, ON). The mission of CFB Borden is to support several military training establishments and a variety of other military and civilian organizations located on the base. On average, CFB Borden trains 15 000 military personnel annually.

CFB Gagetown (Oromocto, NB). At the beginning of the Cold War, Canadian defence planners recognized the need for providing the Canadian Army with a suitable training facility where brigade and division-sized armoured, infantry, and artillery units could exercise in preparation for their role in defending western Europe under Canada's obligations to the North Atlantic Treaty. CFB Gagetown continues to function as the army's primary training facility, although due to risk of forest fires in recent years, live-fire training has been pushed primarily to the fall-winter-spring seasons. Trivia: Gagetown is often referred to as the only place in the world where one can find "swamps at the top of hills."

CFB Valcartier (Quebec City, QC). CFB Valcartier was originally erected as a military camp in August of 1914 as part of the mobilization of a Canadian Expeditionary Force at the onset of the Great War. Currently CFB Valcartier is home to 5 Canadian Mechanized Brigade Group (5 CMBG), which consists of 5e Régiment d'artillerie légère du Canada (5 RALC), the 12e Régiment blindé du Canada (12 RBC), 5e Régiment du génie de combat (a combat engineering regiment), the three Regular Force battalions of Le Royal 22e Régiment, 5 Service Battalion, and 5 Military Police Platoon. The base also houses 430 Tactical Helicopter Squadron (a communications squadron and other support units). CFB Valcartier is also home to a Defence Research Establishment, which conducts military research for the Canadian Forces.

CFB Petawawa (ON). Founded in 1904 as the Petawawa Military Camp, or Camp Petawawa, the base was created by the Department of Militia and Defence upon the purchase of 22 430 acres (91 km²) of mostly agricultural property from local residents. The first military aircraft flight in Canada took place at Camp Petawawa on 31 July 1909. Between December 1914 and May 1916, Camp Petawawa was used as an internment camp for 750 German and Austrian prisoners of war. The base supports Land Force Command (the Canadian Army) and is home to 2 Canadian Mechanized Brigade Group (2 CMBG) among other units. 4400 military personnel are employed at the base. The base motto is, in the Algonquin language, "*endazhe kinamandowa chimaganishak*". The English translation is "training ground of the warriors".

CFB Shilo (Brandon, MB). Canadian Forces Base/Area Support Unit Shilo has been the site of military activity in the region since 1910. Its mission is to provide support services and limited service support to operations, all supported units as well as visiting formations, units or agencies. CFB/ASU Shilo is home to First Regiment Royal Canadian Horse Artillery (1 RCHA), and Second Battalion Princess Patricia's Canadian Light Infantry (2 PPCLI). Both of these units are part of 1 Canadian Mechanized Brigade Group (1 CMBG). The base is also home to a component of the Western Area Training Centre, 731 Signal Squadron, and 11 CF Health Services Centre, as well as being the "Home Station" of the Royal Canadian Artillery. Other supported units include 26 Field Regiment, RCA Brandon's Reserve Unit and 38 Canadian Brigade Group Headquarters, located in Winnipeg.

CFB Wainwright (AB). CFB Wainwright is home to the Land Force Western Area Training Centre and Canadian Manoeuvre Training Centre. It is the primary training location for the Army units from Western Canada (from Thunder Bay to Victoria). It was an internment camp in early 1945 for German Prisoners of War (POWs) and, at its peak, housed almost 1100 German officers, soldiers and civilians as prisoners. Camp Wainwright's role is as an integral military training centre for military courses, and both Canadian and foreign units, who all conduct field training at CFB/ASU Wainwright year round, taking advantage of the extensive 620 square kilometre training area and live-fire practice facilities. CFB/ASU Wainwright is home to several distinct units, the most established being the Land Force Western Area Training Centre (LFWATC), and the newest being the Canadian Manoeuvre Training Centre (CMTC). The Base is supported by a 742 Signal Squadron Detachment, a Field Ambulance Detachment, a Dental Detachment, and a Garrison Military Police Company detachment. Approximately 900 military personnel work on the base. The transient military population averages over 1000 soldiers at any given time, and in the summer it grows significantly, when hundreds of Reserve Force soldiers undertake basic, specialist and leadership training. A significant development at Camp Wainwright is the creation of CMTC, a national training unit whose primary purpose will be to prepare Canadian soldiers for missions overseas. The new centre will use extremely sophisticated laser and satellite technology to simulate the effects of battle with realism and specially constructed training sites, including four entire "villages," to recreate the foreign environments in which the soldiers may find themselves.

MARITIME FORCES

CFB Halifax (NS). CFB Halifax is Canada's east coast navy base and home port to the Atlantic fleet. It is presently the largest Canadian Forces Base in terms of the number of posted personnel and is formed from an amalgamation of military properties situated around the strategic Halifax Harbour in Nova Scotia. Some of the units located at CFB Halifax include: MARLANT Headquarters, Canadian Forces Maritime Warfare Centre (CFMWC), Canadian Forces Naval Operations School (CFNOS), Canadian Forces Naval Engineering School (CFNES), Fleet Maintenance Facility – Cape Scott (FMFCS), and the naval reserve division HMCS Scotian.

CFB Esquimalt (BC). CFB Esquimalt is Canada's west coast navy base and home port to the Pacific fleet. It is located on Vancouver Island in the municipality of Esquimalt, just west of Victoria. Some of the units located at CFB Esquimalt include: MARPAC Headquarters, Naval Officer Training Centre – Venture (NOTC Venture), Canadian Forces Fleet School Esquimalt (CFFSE), Canadian Forces Maritime Experimental and Test Range (CFMETR), Fleet Maintenance Facility – Cape Breton (FMFCB), Fleet Dive Unit (Pacific), and the Naval Reserve division HMCS Naden.

CFB Greenwood (NS). Today CFB Greenwood remains Canada's largest operational air force base on the Atlantic Coast, based on numbers of aircraft and personnel. The following aircraft types are permanently stationed at the base; CP-140 Aurora, anti-submarine warfare/long-range maritime patrol, CP-140A Arcturus, long-range maritime/Arctic patrol, CH-149 Cormorant, air-sea search and rescue, CC-130 Hercules, air-sea search and rescue, transport.

CFB Shearwater (NS). CFB Shearwater is the birthplace and primary base for naval aviation in Canada, and plays host to 12 Wing (12 Wing Shearwater) which was formerly organized as Maritime Air Group, Canadian Armed Forces. The current ship-borne helicopter used by Canada's Navy is the CH-124 Sea King. Though the Sea Kings deploy aboard HMC ships, the units operating them are part of the “Air Force”. CFB Shearwater is also home to the Fleet Dive Unit (Atlantic).

AIR FORCES

1 Wing Kingston (ON). Home of the Griffon helicopter, 1 Wing supports the Canadian Army by airlifting troops and equipment anywhere in the world. Its six tactical helicopter and training squadrons are spread out across the country.

3 Wing Bagotville (QC). 3 Wing Bagotville, home of the CF-18, is one of only two fighter bases in Canada. Located in Quebec's Saguenay region, it carries out air defence, combat support and search and rescue missions.

4 Wing Cold Lake (AB). 4 Wing Cold Lake hosts Canada's world-class tactical fighter force training and deploys and supports fighter aircraft at a moments notice to fulfill the domestic and international roles of Canada's Air Force.

5 Wing Goose Bay (NL). Goose Bay has been used as a strategic airfield, ferry base, an air defence radar site and, for the past 21 years, the home of Allied Tactical Flying Training in Canada. 5 Wing Goose Bay supports the following flying operations: low-level training for the German Air Force (GAF) (http://www.airforce.forces.ca/5wing/squadron/gaftsg_e.asp) and the Italian Air Force. It also serves as a Canadian Deployed Operating Base (DOB) of CF-18s operationally committed to NORAD. This Goose Bay Allied Military Training In Canada (GAMTIC) Program, which 5 Wing Goose Bay supports by acting as an on-site “agent” for the various Allies, is a unique and evolving role of the CF.

8 Wing Trenton (ON). From delivering supplies to the high Arctic (CFS Alert) to airlifting troops and equipment world-wide, 8 Wing is the heart of Canada's air mobility forces. It is also responsible for search and rescue in central Canada and home to the famous Skyhawks with the Canadian Parachute Centre.

9 Wing Gander (NL). When a call for help comes in, Search and Rescue (SAR) crews at 9 Wing Gander are ready to head out in any direction from their base in Canada's most easterly province, Newfoundland. The Wing is home to 103 Search and Rescue Squadron, providing full time SAR services to Newfoundland and Labrador.

12 Wing Shearwater (NS). Shearwater is home to the maritime helicopter community. Personnel and aircraft are deployed around the world primarily as part of Helicopter Air Detachments (HelAirDets) that deploy with Navy ships on the east and west coast. While deployed personnel become part of the ship's crew and the helicopter acts as an extension of the ship, extending its sensor and weapons delivery capability.

14 Wing Greenwood (NS). Nestled in the heart of Nova Scotia's beautiful Annapolis Valley rests 14 Wing Greenwood, the largest air base on the east coast. Aurora crews conduct sovereignty and surveillance missions over the Atlantic Ocean routinely, while search and rescue capabilities are maintained 365 days of the year.

15 Wing Moose Jaw (SK). We are the home of Canada's military jet training. 15 Wing is home to the NATO Flying Training in Canada Program which involves the training of pilots from around the world.

16 Wing Borden (ON). 16 Wing is the largest training wing in the Canadian Forces. It is composed of a headquarters and three schools: the Canadian Forces School of Aerospace Technology and Engineering (CFSATE), the Air Command Academy (ACA), and the Canadian Forces School of Aerospace Control Operations (CFSACO). Both CFSATE and ACA are in Borden while CFSACO is located in Cornwall, Ontario.

17 Wing Winnipeg (MB). For Canadian airforce personnel, all roads will lead to 17 Wing Winnipeg. The Wing is comprised of three squadrons and six schools. It also provides support to the Central Flying School. All combined, 17 Wing turns out what are considered some of the best pilots, air navigators and multi-skilled personnel in the world.

19 Wing Comox (BC). Based on Vancouver Island, 19 Wing's Aurora crews keep watch over the Pacific Ocean while its search and rescue teams regularly locate downed Aircraft in some of Canada's roughest terrain.

22 Wing North Bay (ON). 22 Wing provides surveillance, identification, control, and warning for the aerospace defence of Canada and North America. This surveillance and identification of all air traffic approaching North America (some 200 000 flights per year) is accomplished using radar information received via satellite from the North Warning System across the Canadian Arctic, coastal radars on the east and west coasts of Canada, and airborne warning and control system aircraft.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. In what province would you find CFB Borden: Alberta or Ontario?
- Q2. What type of aircraft are found at CFB Bagotville and CFB Cold Lake?
- Q3. Aside from CFB Trenton, what base in Canada houses a search and rescue unit?

ANTICIPATED ANSWERS

- A1. Ontario.
- A2. CF-18 Fighters.
- A3. CFB Gander.



The instructor should point out regional cadet training centres that are located at bases to highlight the way the CF assists the Cadet Program, including:

- CFB Borden/Blackdown Army CSTC;
- CFB Gagetown/Argonaut Army CSTC; and
- CFB Valcartier/Valcartier Army CSTC.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What year did unification of the CF occur?
- Q2. What are the three roles of the CF?
- Q3. Are humanitarian missions a role of the elements?

ANTICIPATED ANSWERS

- A1. 1968.
- A2. Protection of Canada, defence of North America, and peace and international security.
- A3. Yes.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadets now have general knowledge of the CF, its roles, and location of its bases. This material will allow the cadets the opportunity to interact with CF members more effectively when visiting military facilities.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-018 Assistant Deputy Minister (Public Affairs). (12 September 2005). *About DND/CF: Our Mission*. Retrieved 25 May 2006, from http://www.forces.gc.ca/site/about/mission_e.asp.
- A2-019 Air Force Public Affairs. (2004). *Canada's Air Force: Mission and Roles*. Retrieved 25 May 2006, from http://www.airforce.gc.ca/today1_e.asp.
- A2-020 Department of National Defence. (2002). *About MARLANT: History, Facilities, and Role*. Retrieved 25 May 2006, from http://www.navy.forces.gc.ca/marlant/about/marlant_about_e.asp.

- A2-021 Department of National Defence. (2004). *Maritime Forces Pacific: MARPAC Overview*. Retrieved 25 May 2006, from http://www.navy.forces.gc.ca/marpac/home/marpac_home_e.asp?category=4.
- C2-021 Department of National Defence. (2004). *Canadian Military History Gateway, Volume 3*. Retrieved 25 May 2006, from http://www.cmg.gc.ca/cmh/en/page_540.asp.
- C2-022 (ISBN 0-9680685-7-X) CDIA. (2004). *The Canadian Defence Almanac*. Ottawa ON: Canadian Defence Industries Association.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M120.02 – DESCRIBE THE HISTORY AND TRADITIONS OF THE AFFILIATED UNIT

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

If available a guest speaker may deliver this lecture. The speaker should be made aware of the requirements of the period. It is the responsibility of the instructor to ensure any information not covered is provided to the cadets through a question and answer session following the presentation.

This lesson could be delivered at the affiliated unit during a visit.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to understand the affiliation with, and traditions of, the affiliated unit.

IMPORTANCE

The material presented in this lesson will provide the cadets with historical and current information on the affiliated unit. This information may allow the cadets to develop a sense of pride in the unit, the Canadian Forces (CF), and our nation's proud Army tradition. One of the aims of the Army Cadet Program is to promote an interest in the CF, and history is one of the cornerstones thereof.

Teaching Point 1**Discuss the History of the Affiliated Unit**

Time: 15 min

Method: Interactive Lecture

LOCATION OF THE AFFILIATED UNIT

The instructor will describe the location of:

- The affiliated unit, to include:
 - unit commanding officer;
 - full address (mailing); and
 - parade area and offices.
- The affiliated unit's sub-units, to include:
 - sub-unit's commanding officer; and
 - parade area and offices.
- Any other cadet corps sharing this affiliation, to include:
 - unit officer commanding ; and
 - parade area and offices.

FOUNDING OF THE UNIT

The instructor will describe the present day unit, to include:

- actual date of inception;
- type of unit during inception;
- current description of unit; and
- cadet corps affiliation (date).

AWARDS AND ACCOUTREMENTS

The instructor will describe any special achievements of the affiliated unit, to include:

- battle honours (if any);
- colours;
- special accoutrements; and
- trophies, awards.



The instructor should attempt to obtain as much reference material as is available from the affiliated unit library to substantiate the teaching points.

Check the reference section of this guide for additional information.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. In what year was our affiliated unit founded?
- Q2. Who is its current commanding officer?
- Q3. What other cadet corps are affiliated with with unit?

ANTICIPATED ANSWERS

- A1. (State the year of inception of the unit).
- A2. (State the name of the current commanding officer).
- A3. (List any other cadet corps that may be affiliated).

Teaching Point 2

Discuss the Roles and Responsibilities of the Affiliated Unit

Time: 10 min

Method: Interactive Lecture

Affiliate – Is defined as, attached or connected to a larger organization, or to associate with a society or organization.

AFFILIATED UNIT

A cadet unit obtains its affiliation with a unit of the Regular Force or the Reserve Force through a request from the appropriate region commander to the Chief of the Defence Staff. Once affiliated, the cadet unit may follow regimental traditions and share history. Each cadet is entitled to wear the shoulder title and cap badge of the affiliated unit.

Affiliated units are expected to support their affiliated cadet corps'. They are encouraged to provide any assistance possible in helping in the training and general performance of the cadet corps. The affiliated unit does not assume any financial responsibility for the cadet unit.

The unit with which a cadet corps is affiliated may:

- appoint a liaison officer to serve the cadet corps; and
- provide such assistance as may be practical to enable the cadet corps to conduct training.



Affiliation usually takes place during the cadet units' inception; however, affiliation can be created or changed throughout the duration of a unit.

LIAISON OFFICER

The affiliated unit with which a cadet corps is affiliated normally appoints a liaison officer. The appointed liaison officer is responsible to coordinate with affiliated cadet units and provide assistance where possible.



Keep in mind it is in the best interests of the cadet unit to seek out assistance from the affiliated unit. Most regular or reserve units will not seek out cadets units; however, they are often more than happy to assist the corps when approached.

RESPONSIBILITIES OF THE UNIT

The affiliated unit depending on resources may have much to offer. Depending on request and availability of resources the affiliated unit may be able to provide such items to include:

- facilities (place to parade);
- training equipment (as required);
- personnel (if available);
- supplies;
- transportation;
- C7 training for senior cadets; and
- participation in affiliated unit activities.



While an affiliated unit may choose to provide facilities, equipment, supplies, or transportation to their cadet units, this is officially a responsibility of the Army Cadet League.



QR Cadets 2.25 and 2.26 lists the responsibilities of the affiliated unit.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Who is the affiliated unit liaison officer?
- Q2. What services does your affiliated unit provide?
- Q3. Is the affiliated unit obligated to offer financial assistance to cadet corps?

ANTICIPATED ANSWERS

- A1. (Name of officer).
- A2. A place to parade, training equipment and personnel.
- A3. No.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What are some of the honours that the affiliated unit has had bestowed upon them?
- Q2. Who is the commanding officer of the affiliated unit?
- Q3. What accoutrements of your cadet uniform are associated with the affiliated unit?

ANTICIPATED ANSWERS

- A1. (List any honours or awards that the affiliated unit has received).
- A2. (Name the current commanding officer of the affiliated unit).
- A3. (Accoutrements may include such items as; berets [colour], shoulder flashes, etc.).

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadet now has a better understanding of the relationship between the affiliated unit and the cadet corps. They also will see the importance of being part of a historic and proud unit, which may promote a future interest in the CF.

INSTRUCTOR NOTES/REMARKS

This lesson is best presented by a member of the affiliated unit or combined with a tour of the affiliated unit under EO C120.01 (Section 3).

REFERENCES

- A2-023 A-CR-CCP-950/PT-001 Canadian Forces. (2006). *QR (Cadets)*. Chapter 2, Section 25, Affiliation. Ottawa, ON: The Department of National Defence.
- A2-024 Gilbert, C. (1964). *The Regiments and Corps of the Canadian Army*. Volume 1, of The Canadian Army List. Ottawa ON: The Department of National Defence.
- A2-025 A-CR-CCP-950/PT-001 Canadian Forces. (2006). *QR (Cadets)* Chapter 2, Section 26, Change of Affiliation. Ottawa, ON: The Department of National Defence.
- C2-025 Historica. (2006). *Canadian Forces Bases*. Retrieved 25 May 2006, from <http://www.thecanadianencyclopedia.com>.
- C2-026 (ISBN 077051197X) Stanley, G. F. G. (1974). *Canada's Soldiers: The Military History of an Unmilitary People* (3rd ed.). Toronto ON: Macmillan Company of Canada Ltd.

- C2-027 Wikipedia. (2005). *Canadian Regiments*. Retrieved 25 May 2006, from http://en.wikipedia.org/wiki/category:canadian_regiments.
- C2-028 (ISBN 0-9688562-0-9) Gregory, M. (2005). *Compendium of Canadian Regiments: A Civilian's Perspective*. Ottawa ON: Michael Gregory.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 3

EO C120.01 – PARTICIPATE IN CANADIAN FORCES FAMILIARIZATION

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

If available a guest speaker may deliver this lecture. The speaker should be made aware of the requirements of the period. It is the responsibility of the instructor to ensure any information not covered is provided to the cadets through a question and answer session following the presentation.

The instructor may select one of the four activities listed in this guide.

This lesson could be delivered at various sites during a visit, given proper planning and approval.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

The cadet shall participate in an activity to assist them in gaining a better understanding of the Canadian Forces (CF).

IMPORTANCE

It is one of the principle aims of the Canadian Cadet Movement (CCM) to promote interest in the CF. The activities outlined in this Instructional Guide are an excellent way to stimulate an interest on the part of the cadets through direct interaction with the CF community.

ACTIVITY 1

Time: 90 min

OBJECTIVE

Participate in a tour of the affiliated unit.

RESOURCES

N/A.

ACTIVITY LAYOUT



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity. These will be thorough and site specific.

- Briefing given to cadets on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadets debrief.

SAFETY

- Strict adherence to all established boundaries throughout the tour.
- A “buddy” system will be established, ensuring cadets are never left alone.
- Any safety guidelines presented at the site are to be strictly adhered to.

INSTRUCTOR GUIDELINES



QR (Cadets) 2.25 and 2.26 list the responsibilities of the affiliated unit.



The instructor or guest speaker shall ensure that the following lesson objectives are covered:

- introduction to the history of the affiliated unit;
- description of the role the unit plays in the CF;
- description of the support the unit provides;
- tour of unit facilities;
- tour of military vehicles/equipment; and/or
- introduction to the unit commanding officer or honorary colonel.

REFLECTION

GROUP DISCUSSION

Time: 15 min



The instructor shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response”, “can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. What did you learn about affiliated units and the CF?
- Q2. What interested you the most/least?
- Q3. How did this tour help you understand the CF?



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

ACTIVITY 2

Time: 90 min

OBJECTIVE

Participate in a tour of a CF base.

RESOURCES

N/A.

ACTIVITY LAYOUT

- Briefing given to cadets on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadets debrief.

SAFETY

- Strict adherence to all established boundaries throughout the tour.
- A “buddy” system will be established, ensuring cadets are never left alone.
- Any safety guidelines presented at the site are to be strictly adhered to.



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity. These will be thorough and site specific.

INSTRUCTOR GUIDELINES



The instructor or guest speaker shall ensure that the following lesson objectives are covered:

- introduction to the history of the base;
- description of the role the base plays in the CF;
- description of the units supported by the base;
- tour of base/facilities;
- tour of military vehicles/equipment; and/or
- introduction to the base command staff or school/unit commandant/commanding officer.

REFLECTION

GROUP DISCUSSION

Time: 15 min

DISCUSSION QUESTIONS



- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers;
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. What did you find most interesting?
- Q2. What did you learn about military bases?
- Q3. How did this tour help you understand the CF?



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

ACTIVITY 3

Time: 90 min

OBJECTIVE

Participate in a presentation by a member of the CF.

RESOURCES

N/A.

ACTIVITY LAYOUT

- Briefing given to cadets on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadets debrief.

SAFETY

- Strict adherence to all established boundaries throughout the tour.
- A “buddy” system will be established, ensuring cadets are never left alone.
- Any safety guidelines presented at the site are to be strictly adhered to.



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity. These will be thorough and site specific.

INSTRUCTOR GUIDELINES



The instructor or guest speaker shall ensure that the following lesson objectives are covered:

- reasons why the member decided to enrol in the CF;
- description of the unit the member belongs to, to include its role in the CF;
- description of the member’s trade and details about the trade;
- description of any CF operations the member has been involved in; and
- significant memories the member has of experiences while serving.

REFLECTION

GROUP DISCUSSION

Time: 15 min

DISCUSSION QUESTIONS



- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be Flexible (You Are Not Bound To Only The Prepared Questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. What was most interesting about the visit?
- Q2. What did you learn about being a soldier?
- Q3. How did this presentation help you understand the CF?



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

ACTIVITY 4

Time: 90 min

OBJECTIVE

- Identify personal equipment of the Canadian Army.

RESOURCES

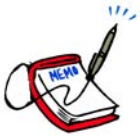
- It is important to liaise with the presenter well in advance, to ensure any presentation aids required are on hand and prepared for use.

ACTIVITY LAYOUT

- Briefing given to cadets on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadets debrief.

SAFETY

- Strict adherence to all established boundaries throughout the tour.
- A “buddy” system will be established, ensuring cadets are never left alone.
- Any safety guidelines presented at the site are to be strictly adhered to.



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity. These will be thorough and site specific.

INSTRUCTOR GUIDELINES



The instructor or guest speaker shall ensure that the following lesson objectives are covered:

- combat jacket;
- combat hat;
- lightweight thermal underwear;
- temperate gloves;
- wet weather boots;
- ECW parka;
- winter gloves;
- bib overalls;
- fleece top and bottom;
- combat pants (lined);
- combat jacket (lined);
- toque;
- mukluks;
- scarf;
- multi-tool;
- tactical vest;
- small pack system;
- rucksack;
- light assault radio;
- combat net radio (HF);
- air/ground radio;
- night vision goggles (NVG);
- ballistic eyewear/visor; and
- fragmentation vest.

CONFIRMATION OF LESSON OBJECTIVES



The lesson confirmation will have greater interest if the instructor allows the cadets to don the clothing and examine the equipment. Oral questioning concerning items detailed could also be useful, but would not have as great an impact.

END OF LESSON CONFIRMATION

N/A.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

As promoting an interest in the CF is one of the aims of the CCM, these hands-on activities were developed to let the cadets' see, hear, touch, and smell how a member of the CF works and lives.

INSTRUCTOR NOTES/REMARKS

The success of a visit or tour is often a reflection of the preparation put into the activity. Ensure you plan this EO well in advance. Up to a maximum of nine periods may be allocated to this EO.

REFERENCES

- A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON: National Defence.
- A2-011 Department of National Defence. (2003). *Clothe the Soldier: Items and Clothing*. Retrieved 25 May 2006, from http://www.army.forces.gc.ca/chief_land_staff/clothe_the_soldier/hab/2/2_e.asp.
- A2-013 Wikipedia. (20 May 2006). *Uniforms of the Canadian Forces*. Retrieved 25 May 2006, from http://en.wikipedia.org/wiki/Canadian_forces#uniforms.
- A2-015 Smith, J. O. (2006). *Order of Battle for Canadian Regiments in 1945*. Retrieved 25 May 2006, from <http://www.johnowensmith.co.uk/cdnoob.htm>.
- A2-016 Carlile, H. (2005). *Uniform History*. Retrieved 25 May 2006, from http://collections.ic.gc.ca/fort_henry/backway/uniformsHistory.html.
- A2-017 Department of National Defence. (2004). *Canadian Military History Gateway Images*. Retrieved 25 May 2006, from http://www.cmg.gc.ca/cmh/en/image_176.asp?page_id=215.
- A2-023 A-CR-CCP-950/PT-001 Canadian Forces. (2006). *QR (Cadets) Chapter 2, Section 25, Affiliation*. Ottawa, ON: National Defence.
- A2-024 Gilbert, C. (1964). *The Regiments and Corps of the Canadian Army: Volume 1, The Canadian Army List*. Ottawa ON: The Department of National Defence.
- A2-025 A-CR-CCP-950/PT-001 Canadian Forces. (2006). *QR (Cadets) Chapter 2, Section 26, Change of Affiliation*. Ottawa, ON: The Department of National Defence.
- C2-018 (ISBN 1-54176-302-0) Chartrand, R. (Ed.). (2001). *Distinguishing Patches: Formation Patches of the Canadian Army*. Oxford, UK: Osprey Publishing.
- C2-020 (ISBN 1-894581-07-5) Dorosh, M. A. (2001). *Dressed to Kill*. Ottawa ON: Service Publications.
- C2-024 Taylor, A. D. (2005). *Customs of the Navy, Chapter 3 - Uniforms*. Retrieved 25 May 2006, from <http://www.readyyaready.com/tradition/customs-of-the-navy/3-uniforms.htm>.
- C2-025 Historica. (2006). *Canadian Forces Bases*. Retrieved 25 May 2006, from <http://www.thecanadianencyclopedia.com>.
- C2-026 (ISBN 077051197X) Stanley, G. F. G. (1974). *Canada's Soldiers: The Military History of an Unmilitary People* (3rd ed.). Toronto ON: Macmillan Company of Canada Ltd.

- C2-027 Wikipedia. (2005). *Canadian Regiments*. Retrieved 25 May 2006, from http://en.wikipedia.org/wiki/category:canadian_regiments.
- C2-028 (ISBN 0-9688562-0-9) Gregory, M. (2005). *Compendium of Canadian Regiments: A Civilian's Perspective*. Ottawa ON: Michael Gregory.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 4

EO C120.02 – IDENTIFY CURRENT AND PAST UNIFORMS OF THE ARMY

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

If available a guest speaker may deliver this lecture. The speaker should be made aware of the requirements of the period. It is the responsibility of the instructor to ensure any information not covered is provided to the cadets through a question and answer session following the presentation.

Where possible, examples of a variety of uniforms should be presented. This may be achieved through cooperation with a local military museum, affiliated unit, fort or re-enactment group.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify uniforms utilized throughout the history of the Army in Canada.

IMPORTANCE

Knowledge of army uniforms during different time periods will allow the cadets to better understand the dress of the Army and to interact appropriately with members of the army in various situations.

Teaching Point 1**Discuss the History of the Uniform**

Time: 30 min

Method: Interactive Lecture

ORIGINS

Uniforms were introduced during the days of chivalry. Armour obscured the combatants, which could have resulted in friend fighting friend. Knights therefore adopted symbols and colours, which they displayed on their shields. Each family was identified in this manner.

HISTORY OF THE BRITISH UNIFORM

Red was the uniform colour adopted by the first permanent regiment of the British Army in 1645. One military legend suggests that red was used to mask bloodstains. In actual fact, red was adopted as their national colour. French soldiers tended to wear blue, Russians wore green, and the British wore red.

It was not until the late 1880s that a khaki uniform was formally adopted by the British Army, when they realized that drab uniforms provided better camouflage.

The colour of dress for the Navy was also red until King George II, in 1748, had it changed to dark blue. The reason this colour was changed was to distinguish naval officers from army officers.

Bearskin caps, awarded to grenadier regiments in recognition of their victories on various campaigns, were adopted to make the grenadiers look like giants.



www.cmgh.gc.ca

Figure 9-4-1 British Independent Companies – 1698-1717



www.cmgh.gc.ca

Figure 9-4-2 Reserve Militia Companies – 1752



www.cmgh.gc.ca

Figure 9-4-3 Gunner
Newfoundland and Nova Scotia



www.cmgh.gc.ca

Figure 9-4-4 Grenadier Guard – 1850



The bearskin cap is actually bear fur, which is culled under the terms agreed upon by the Canadian Government. An average of 150 pelts a year are sent to the British Army.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. In what year did the khaki uniform first make its appearance?
- Q2. Why were colours and symbols utilized?
- Q3. In what year did the British Army adopt the colour red for its uniforms?

ANTICIPATED ANSWERS

- A1. 1880.
- A2. To identify friend from foe.
- A3. 1645.

Teaching Point 2

Time: 30 min

Discuss Past Uniforms

Method: Interactive Lecture

KHAKI DRILL 1900-1949

Khaki is defined as a dull brownish yellow coloured twilled cotton or wool used in military uniforms. Canada developed its own khaki drill pattern after the First World War and, in the Second World War, this style of uniform was worn by Canadians serving in Jamaica and Hong Kong.



www.cmgh.gc.ca

Figure 9-4-5 Canadian Infantry Hong Kong – 1941



www.cmgh.gc.ca

Figure 9-4-6 Canadian Infantry (Italy) – 1943

SERVICE DRESS 1907-1940

Service dress was the first true battle dress adopted by Canada in 1907. This was a separate pattern from the British service dress adopted after the Boer war.



www.cmgh.gc.ca

Figure 9-4-7 Canadian Expeditionary Force – 1915-1916



www.cmgh.gc.ca

Figure 9-4-8 Canadian Expeditionary Force – 1917



www.cmgh.gc.ca

Figure 9-4-9 Lord Strathcona's Horse – 1918

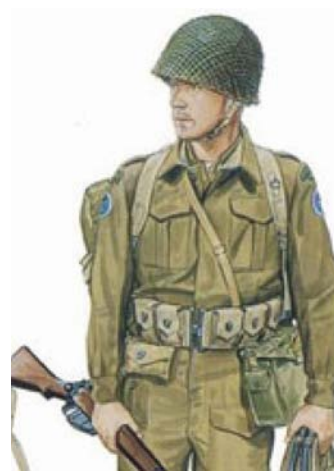
BATTLE DRESS 1939-1970

Battle dress is defined as a military uniform worn into combat, and was the basis of the initial Canadian uniform. Battle dress was patterned after the British Battle Dress (BD) adopted in 1939, and was made of wool. A new pattern of BD was introduced in 1949, and was worn throughout the Korean War and into the 1960's. Militia units used BD as a dress uniform until the early 1970's.



www.cmgh.gc.ca

Figure 9-4-10 Canadian Battle Dress



www.cmgh.gc.ca

Figure 9-4-11 Alaska – 1943

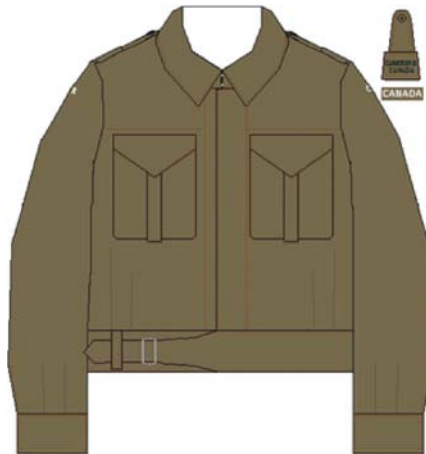


www.cmgh.gc.ca

Figure 9-4-12 Normandy – 1944

BUSH DRESS 1950-1960

Bush dress was a series of dark green cotton uniforms, worn primarily as a field uniform until it was replaced by the combat dress in the 1960s.



http://en.wikipedia.org/wiki/Uniforms_of_the_Canadian_Forces

Figure 9-4-13 Bush Dress

WORK DRESS 1970'S - 1980'S

This style of uniform consisted of:

- green zippered “rifle green” work jacket;
- rifle green trousers;
- “lagoon green” shirt; and
- beret or ball cap.

NO. 4 BASE DRESS 1980-1990'S

Known as "Garrison Dress", this style consisted of:

- disruptive pattern jacket;
- work trousers;
- dress shirt or work shirt;
- optional sweater; and
- black jump boots.

COMBATS 1960-2000

The olive drab combats became the universal battle dress in the 1960's. The Canadian pattern had angled pockets (tunic), designed to take magazines from the FNC1A1 rifle.



www.cmgh.gc.ca

Figure 9-4-14 Combat Tunic – 1960-2000



www.cmgh.gc.ca

Figure 9-4-15 Korea – 1953



www.cmgh.gc.ca

Figure 9-4-16 Cyprus – 1975



During the Second World War the Canadians wore different coloured shoulder flashes on their battle dress to identify which division they were with:

- red: 1st infantry division;
- royal blue: 2nd infantry division;
- grey: 3rd infantry division;
- dark green: 4th armoured;
- maroon: 5th armoured;
- black: independent brigades; and
- orange: troops.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What material was used in the construction of the battle dress uniform of 1939?
- Q2. Why were the pockets on the tunic of combats angled?
- Q3. What year was the first battle dress introduced?

ANTICIPATED ANSWERS

- A1. Wool.
- A2. To handle magazines from the FNC1A1 rifle.
- A3. 1907.

Teaching Point 3

Time: 30 min

Discuss Current Uniforms

Method: Interactive Lecture

DEU'S 1968 – PRESENT

In full, this style is known as the distinct environmental uniform. It consists of:

- dark green tunic (rifle green);
- dark green trousers (rifle green);
- dark green tie (rifle green);
- light green short/long sleeve shirt; and
- beret.

BERETS

Type of Unit	Corresponding Beret Colour
• Army	rifle green
• Armoured	black
• Airborne	maroon
• Military Police	red
• Navy	black
• Air Force	postman blue
• Search & Rescue (technicians)	orange
• Special Operations Regiment	tan
• United Nations	U.N. blue

CANADIAN DISRUPTIVE PATTERN (CADPAT) 2000 – PRESENT

Temperate Woodland Pattern	Arid Regions Pattern
light green	light brown
dark green	dark brown
black	tan
brown	

MESS DRESS

Mess dress first appeared in the British Army in 1845. It was intended to provide a comfortable and inexpensive alternative to the stiff and elaborate dress uniforms worn by officers for evening social functions, such as regimental dinners or balls. Designs vary between units; however, jackets are usually scarlet, trousers and skirts are dark blue with red striping, waistcoats black, and shirts white, with black bow ties for the males.



http://en.wikipedia.org/wiki/mess_dress

Figure 9-4-17 Variations on Mess Dress



Note: The individual member must purchase mess kits. The CF does not supply them.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What colour is the DEU uniform?
- Q2. When is mess dress utilized?
- Q3. What does CADPAT stand for?

ANTICIPATED ANSWERS

- A1. Dark green (rifle green), with a light green shirt.
- A2. Special occasions such as regimental dinners and balls.
- A3. Canadian disruptive pattern.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What colour is the Army mess dress?
- Q2. What was the original colour of naval uniforms?
- Q3. What is the color of Army DEU called?

ANTICIPATED ANSWERS

- A1. Scarlet tunic, dark blue trousers or skirt with scarlet stripe.
- A2. Red.

A3. Rifle green.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Many varied groups utilize uniforms around the country (e.g. companies, sports teams, emergency services). The CF is no exception; they hope to make these people easily identifiable at a glance and to instil pride in their organization. Cadets will be able to identify the various uniforms of the Canadian Forces at a glance, and use this ability to better interact with CF members.

INSTRUCTOR NOTES/REMARKS

This lesson is designed to be an interactive part of a tour or guest speaker presentation. Where this will be instructed at the parade location, with limited training aids, the lesson shall be limited to 30 minutes delivered.

REFERENCES

- A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON: The Department of National Defence.
- A2-011 Department of National Defence. (2003). *Clothe the Soldier: Items and Clothing*. Retrieved 25 May 2006, from http://www.army.forces.gc.ca/chief_land_staff/clothe_the_soldier/hab/2/2_e.asp.
- A2-013 Wikipedia. (20 May 2006). *Uniforms of the Canadian Forces*. Retrieved 25 May 2006, from http://en.wikipedia.org/wiki/Canadian_forces#uniforms.
- A2-015 Smith, J. O. (2006). *Order of Battle for Canadian Regiments in 1945*. Retrieved 25 May 2006, from www.johnowensmith.co.uk/cdnoob.htm.
- A2-016 Carlile, H. (2005). *Uniform History*. Retrieved 25 May 2006, from http://collections.ic.gc.ca/fort_henry/backway/uniformsHistory.html.
- A2-017 Department of National Defence. (2004). *Canadian Military History Gateway Images*. Retrieved 25 May 2006, from http://www.cmg.gc.ca/cmh/en/image_176.asp?page_id=215.
- C2-018 (ISBN 1-54176-302-0) Chartrand, R. (Ed.). (2001). *Distinguishing Patches: Formation Patches of the Canadian Army*. Oxford, UK: Osprey Publishing.
- C2-020 (ISBN 1-894581-07-5) Dorosh, M. A. (2001). *Dressed to Kill*. Ottawa ON: Service Publications.
- C2-024 Taylor, A. D. (2005). *Customs of the Navy, Chapter 3 - Uniforms*. Retrieved 25 May 2006, from <http://www.readyayeready.com/tradition/customs-of-the-navy/3-uniforms.htm>.
- C2-026 (ISBN 077051197X) Stanley, G. F. G. (1974). *Canada's Soldiers: The Military History of an Unmilitary People* (3rd ed.). Toronto ON: Macmillan Company of Canada Ltd.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 5

EO C120.03 – PARTICIPATE IN A DISCUSSION OF A SOLDIER'S EXPERIENCE

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- consult the CF Website, and the affiliated unit, to obtain contact information for a suitable deployed member.

This activity is three periods, divided over two sessions. The first session will consist of one period (1 period x 30 minutes) based on requirements. After a suitable period of time, a second session of two periods (2 periods x 30 minutes) will be conducted to review replies received, and to allow cadets to read their replies to the group.



The instructor shall ensure that cadets are supervised at all times when computers are being utilized.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

As a member of a team, the cadet will contact a member of the CF who is on deployment. This may be done utilizing various types of communication, such as letters or cards, emails and or video/DVD (optional). By the end of this lesson the cadet shall be expected to contact a deployed member using one of the three communications methods listed previously.

IMPORTANCE

This will introduce the cadet to the importance of team building and communication. It will also allow them the experience of personally boosting the morale of a CF member currently on operations.

Background Knowledge



It is the duty of the instructor to verify all current operations before proceeding. Assistance is available from the local cadet detachment if required.

ACTIVITY 1

Time: 30 min

OBJECTIVE

- Write a letter, send a card or send an email to a deployed member.

RESOURCES

- Writing paper.
- Envelopes.
- Pens.
- Computer.
- Any other additional pps (pencils, pens, stationary) required.

ACTIVITY LAYOUT

- The cadets shall be briefed on the activity prior to starting the letter or email. The instructor shall provide the cadets with some background on current deployment missions. Cadets will then prepare a group list of three questions they would like to ask the deployed soldier.
- Individually, cadets will prepare letters or emails. Some of the basic information required shall include the cadet's name and rank, their cadet unit, and include the three questions decided upon by the group.
- All cadets are to be monitored to ensure that they do not provide personal information in the letters or emails. Letters will be forwarded to the instructor for review of content and then sent on to the soldier(s).
- Whether electronic or posted mail, the cadet should include the following information:
 - addressee's rank;
 - full name; and

- unit address if known.
- After a suitable period of time, a second session of 60 min will be conducted to review replies received, and to allow cadets to read their replies to the group.
- Cadets will then be led in a group discussion to debrief the activity.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on the following guidelines pertaining to the activity.

- Try to select a member from the affiliated unit, or who was a past cadet.
Note: If this is not possible any member may be selected.
- The instructor shall monitor the session ensuring that every cadet is fully participating.
- Ensure that all the necessary information is included.
- Ensure that proper grammar is utilized.
- Ensure that no personal contact information for cadets (e.g. address, phone number) is released outside the cadet organization.

ACTIVITY 2

Time: 30 min

OBJECTIVE

- Create a video or photo journal for a deployed soldier(s). **(Optional)**

RESOURCES

- Supervision (CIC Officer/CI).
- Computer.
- Camcorder.
- Tape(s)/disc(s).

ACTIVITY LAYOUT

- The procedure for this activity is basically the same, the difference being that it should be conducted as a group activity (three to four persons).
- The cadets shall be briefed on the activity prior to beginning. The instructor shall provide the cadets with some background on current deployment missions. Cadets will then prepare a group list of three questions they would like to ask the deployed soldier.

- As a group, cadets will prepare a PowerPoint presentation or a photo journal of the unit. Basic information required shall include information on the cadets, their cadet unit, and include the three questions decided upon.
- All cadets are to be monitored to ensure that they do not provide personal information in the presentations. Finished products shall be forwarded to the instructor and then sent to the soldier(s).
- After a suitable period of time, a second session of 60 minutes will be conducted to review replies received, and to allow cadets to view their replies as a group.
- Cadets will then be led in a group discussion to debrief the activity.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on the guidelines pertaining to the activity.

- To be completed if the unit possesses the resources to make a tape or disc.
- Ensure that this activity is performed at the corps where it is properly supervised.
- The instructor shall monitor the session ensuring that every cadet is participating.
- The PowerPoint slide show should not have any more than 15 to 20 slides.
- A video, if selected, should have a duration of no more than 30 minutes.
- Ensure that no personal contact information for cadets (e.g. address, phone number) be released outside of the cadet organization.
- Unit CO to review all content prior to sending.

REFLECTION

Time: 15 min

GROUP DISCUSSION



Instructor shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

QUESTIONS

- Q1. What did you learn about the role of the CF?
- Q2. Did anything surprise you about what the soldiers said in their replies?
- Q3. How did you feel about this activity?



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

CONCLUSION

REVIEW

N/A.

MAIN TEACHING POINTS

N/A.

HOMEWORK/READING/PRACTICE

Certain parts of this lesson can be assigned as a homework assignment, but the instructor must ensure that strict rules be followed pertaining to any communications outside the unit.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadets now have a general overview of what a deployed soldier experiences as a mission member in the performance of their duties to the country.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-005 Assistant Deputy Minister (Public Affairs). (2006). *Morale by Message Board*. Retrieved 25 May 2006, from http://www.forces.gc.ca/site/community/messageboard/index_e.asp.
- A0-006 Assistant Deputy Minister (Public Affairs). (2006). *Addresses for Overseas Operations*. Retrieved 25 May 2006, from http://www.forces.gc.ca/site/community/messageboard/addresses_e.asp.

CHAPTER 10

PO 121 – PARTICIPATE AS A MEMBER OF A GROUP DURING A WEEKEND BIVOUAC EXERCISE



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M121.01 – SELECT PERSONAL EQUIPMENT

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the group discussion and interactive lecture method. The group discussion method was chosen to allow the cadets to share their experiences, knowledge, opinions, and feelings about the subject matter while allowing the instructor to focus and direct the discussion to meet a broad framework of anticipated outcomes. While exploring individual and peer experiences, teaching points are identified and summarized by the instructor. This method appeals to auditory learners. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadets shall be expected to select appropriate personal equipment for participation in a Field Training Exercise (FTX). Cadets shall be able to identify the layering system, choose suitable clothing for the weather conditions, select sleeping equipment, and identify additional items that may be required for a FTX.

IMPORTANCE

Understanding the basic requirements of personal equipment for a FTX will allow the cadets to be prepared for the weather conditions, to be comfortable in their environment, and to prepare themselves for participation in upcoming exercises.

Teaching Point 1**Explain Considerations When Selecting Clothing for an Outdoor Activity**

Time: 20 min

Method: Group Discussion

LAYERING SYSTEM

The most effective way to maintain warmth and comfort in varying cold conditions is by using multiple clothing layers, rather than just one garment. Layers allow you to build a tiny microclimate that surrounds your body which can be adapted to moisture, wind, temperature and exertion levels.

Principles of Layering

Temperature Control

- The temperature of air around the body will heat and cool according to the:
 - amount of activity being conducted;
 - ambient temperature;
 - weather changes and time of day (i.e., wind, rain, snow); and
 - altitude.
- The simplest way to control such temperature changes of the body is through effective layering.

Insulation

- Insulation slows the rate of heat transfer. The warmth of a garment may be considered as its ability to hold heat. The more heat it can hold over time, the more slowly it transfers heat away from the body, and the warmer the garment is.
- The ideal insulation would weigh next to nothing, be as thin as a tissue, and be compressible down to a tiny volume.

Materials

Synthetic Materials	
Polypropylene	<ul style="list-style-type: none"> • Man made fabric with many properties of wool • Relatively inexpensive • Same material as milk bottles • Base layer
Polyester	<ul style="list-style-type: none"> • High resilience and loft • Light weight • Clean, odourless and non-allergenic • Will not develop mildew
Acrylic	<ul style="list-style-type: none"> • Not often used • Good insulating properties • Inexpensive


Synthetic Materials	
	<ul style="list-style-type: none"> • Wears well
Tyvek	<ul style="list-style-type: none"> • Not very durable • Doesn't breath
Coolmax	<ul style="list-style-type: none"> • A patented polyester fabric • Great wicking properties • Base layer
Gore-tex	<ul style="list-style-type: none"> • Wind and water resistant • Limited breathability • Outer layer
Thermax	<ul style="list-style-type: none"> • Fine weave polyester • Dries quickly • Base layer
Natural Fabrics	
Cotton	<ul style="list-style-type: none"> • Absorbs and holds moisture • Poor material for base layer • Can lead to hypothermia (cotton stores moisture; when it cools, the body cools) • May be worn as an insulating layer for a sweater
Wool	<ul style="list-style-type: none"> • Doesn't absorb moisture • Retains insulation properties when wet • Best used as insulation
Silk	<ul style="list-style-type: none"> • Great insulating characteristics in very thin fabrics • Very comfortable next to skin • Somewhat fragile (must be laundered and dried carefully)

Types of Layers

Layering allows a person to micro adjust the immediate climate next to the body. This layering structure can be broken into three groups.

Base Layer. This layer actually touches the skin. During hiking, trekking, paddling or climbing, the body sweats to cool itself. As the base layer comes in direct contact with your skin, it must be a material that keeps the body warm even when wet. This layer should transport moisture away from the skin and disperse it to the air or outer layers where it can evaporate. This is known as wicking (i.e. wicking layer). The best base layer materials are synthetics, **polypropylene** and **polyester**. These materials are available in three different weights, all containing the same characteristics as listed below.

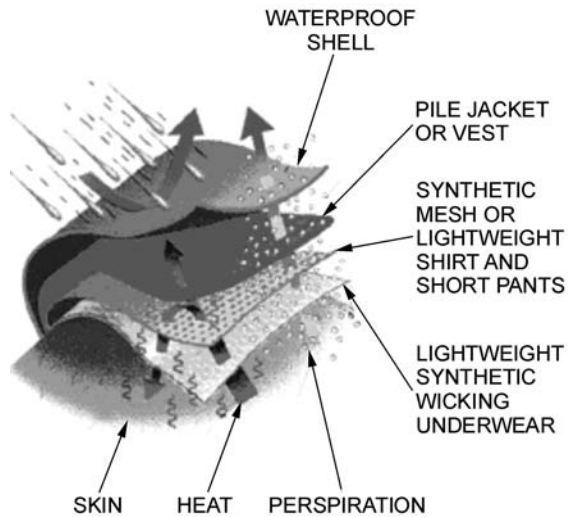
Types	Characteristics
<ul style="list-style-type: none"> • Light weight – suits high aerobic activity where sweat distribution is greatest. • Medium weight – provides moisture control and insulation for stop-and-go activities. • Heavy weight – best in cold conditions, or when relatively inactive. 	<ul style="list-style-type: none"> • Light and strong • Absorbs very little water • Quick to dry

 Remember water (sweat) is a good heat conductor. Damp clothes draw heat from the body, even in conditions above freezing. This rapid heat loss can cause a dangerous drop in the body's temperature.

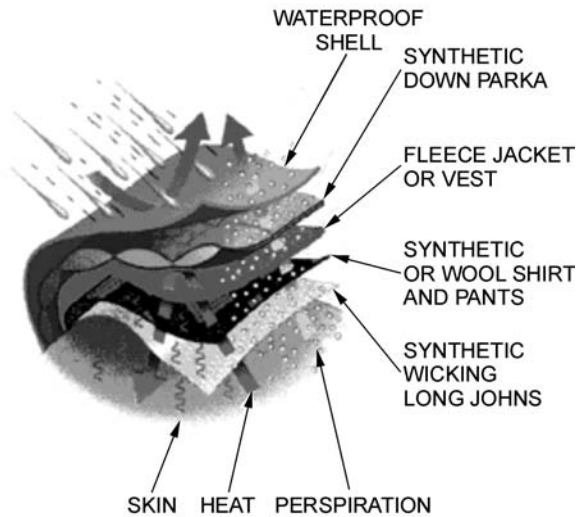
Insulating Layer. This is the mid-layer that provides insulation and continues the transportation of moisture from the inner layer. To slow heat loss, this layer must be capable of retaining the warmth generated by the body. This is accomplished by the structure of the fibres creating small air spaces that trap molecules of warm air. Additional features, such as pit zippers and full length front zippers, allow venting. As with the inner layer, this layer should be snug but not constricting.

Outer Layer. The wind breaking and/or waterproof shell is the outer layer that protects a person from the elements and should allow air to circulate and excess moisture to escape. For dry conditions, a breathable (uncoated) wind shell or a smooth-surfaced soft shell may be all that is needed. If expected conditions are more severe, a waterproof (coated) rain jacket may be more effective. A shell made of a breathable and waterproof fabric protects from wind and rain, and allows water vapour to escape.

SPRING, SUMMER AND FALL LAYERING



WINTER LAYERING



Hiking and Backpacking, A Complete Guide, by Karen Berger, 1995

Figure 10-1-1 Layering

DRESSING THE BODY

There are many ways to dress for most activities. Being warm and dry allows you to concentrate on, and enjoy, the activities being conducted. Insulating thickness is a determined variable based on the activities being

conducted and then adjusted to fit the particular circumstance. Employing the layering method is the best way of controlling body temperature.



Remember:

- It is much easier to stay warm than to try to warm up after getting cold.
- It takes much more insulation to stay warm when sitting still than when moving.
- Heat is lost faster to a cold solid object through conduction than to cold air through convection.

A choice must be made as to what clothing will best suit the environmental conditions for a particular body part. There are many parts to consider and many types of clothing to take into account. The following is a list of clothing items for the various parts of the body:

<p>Head and Face</p> <ul style="list-style-type: none"> • Toque/cap • Balaclava • Tilley cap • Parka hood • Face mask • Scarves 	<p>Trunk</p> <ul style="list-style-type: none"> • Undershirt • Shirt • Sweater • Vest • Jacket • Parka 	<p>Neck</p> <ul style="list-style-type: none"> • Turtleneck • Neck Gaiter • Scarves • High Collar • Parka Hood
<p>Legs</p> <ul style="list-style-type: none"> • Pants • Insulted pants • Windbreaker 	<p>Hands</p> <ul style="list-style-type: none"> • Gloves • Mittens 	

ACTIVITY– ARTICLES OF CLOTHING ACCORDING TO ENVIRONMENTAL CONDITIONS

Time: 5 min

OBJECTIVE

- The objective of this activity is for the cadets to gain an understanding of the garments required for a day hike or FTX, taking into consideration the weather conditions expected.

RESOURCES

- Flipchart paper.
- Markers.

ACTIVITY LAYOUT

This TP will be conducted as a small group activity. The groups will develop a list of clothing articles that will be required for an exercise. The instructor will be responsible for dividing the cadets into small groups and providing a scenario based on an upcoming unit exercise in which the cadets will be participating, to get the cadets thinking about the garments they will require for different exercises.

The following instructions are suggested:

- split the cadets into groups of four to six cadets;
- provide a form of recording material (flipchart and markers);
- give each group one of the following topics: 1) Cold Weather Wear, 2) Wet Weather Wear, 3) Warm Weather Wear;
- provide the cadets with the details of an upcoming unit exercise; and
- have cadets produce a list of required clothing to suit the environmental condition they were assigned.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Ensure cadets stay on topic.
- Control discussion.
- Once complete, have cadets present their ideas.
- Reinforce the idea that cadets must have clothing warm enough for the lowest possible temperature they will encounter and a raincoat even if rain is not predicted.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What layers make up the layering system?
- Q2. What is the best base layer material?
- Q3. Give an example of a natural fibre.

ANTICIPATED ANSWERS

- A1. Base layer, insulating layer, outer layer.
- A2. Polypropylene.
- A3. Silk, wool, cotton.

Teaching Point 2

Select Sleeping Bags for an Outdoor Activity

Time: 10 min

Method: Interactive Lecture

INSULATING MATERIAL

Sleeping bag insulation is divided into two categories, natural and synthetic.

Natural Insulation is usually waterfowl down – the short feathers closest to a duck’s or goose’s body that insulate the animal when in cold water. There is a variance in quality of down and the methods used to secure it in place inside the bag’s inner and outer shell. Down sleeping bags are measured according to their Fill-Power (FP) cubic inches per ounce of down. A good quality down-blend is around 550 FP. Look for a bag with good quality down with the insulation held in place by “baffles” – dividers sewn between the two shells that keep the




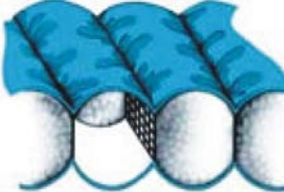
down in place. Down is the warmest and lightest insulation that can be found in a sleeping bag; however, it loses almost all of its heat retaining ability when it gets wet and it is very difficult to dry in the field.

Synthetic Insulation is comprised of plastic threads that are either continuous long filaments or short staples (pieces about five centimetres long) and may be hollow. Short staples may be a mixture of thin and thick pieces. Thinner, lighter threads fill voids and trap warm air effectively while providing loft and durability.

Some bags offer more insulation on the top than on the bottom. Avoid bags where the insulation is secured by sewing the two shells together creating seams where there is no insulation. Most synthetic insulation retains its insulative value when wet. Some synthetics are very light and warm – they make a better all-round choice than down for a general purpose sleeping bag. In sleeping bags, cost is often a good indicator of the quality of the bag.

SLEEPING BAG CONSTRUCTION

METHODS

 <p>www.mec.ca/main/content</p> <p>Sewn-through is used in lightweight or warm weather synthetic or down bags, but can have cold spots at quilt lines.</p>	 <p>www.mec.ca/main/content</p> <p>Offset Quilt is used for synthetic bags only. It has no cold spots at quilt lines and is less expensive than shingled construction.</p>
 <p>www.mec.ca/main/content</p> <p>Shingles are used for synthetic bags only. It is the most warmth-to-weight efficient construction, but is more expensive than offset quilt construction.</p>	 <p>www.mec.ca/main/content</p> <p>Baffles are used in down bags only. They feature mesh partitions at quilt lines to prevent cold spots and keep down from migrating through the bag. Expensive, but very warm.</p>

SLEEPING BAG PARTS

Outer Shell. Constructed from a lightweight fabric, often nylon or polyester. It should be of sufficient weight and quality to protect the insulation layer.

Inner Shell. Constructed from a lightweight fabric. Look for an inner shell that does not retain moisture. Many inexpensive bags use cotton/flannel inner shells, which are comfortable, but not ideal for a trekking or expedition bag, as cotton takes too long to dry.

Hood. A part of the main bag that can be pulled around your head in cold weather. This keeps your head warm without a build-up of moisture from your breath in the bag.

Liner. A thin bag you place inside your main bag to help keep the main bag clean and to offer a little more insulation.

Over Bag. A durable bag placed over your main bag to protect the outer shell, and to offer more insulation. Over bags made from waterproof and waterproof-breathable material can be used as mini-shelters. There are several good designs of these “bivi-bags” that have screened openings to protect your face from bugs and to allow some ventilation in warm weather.

TYPES OF SLEEPING BAGS

The choice of a sleeping bag has a lot in common with the personal choice of outdoor clothing. It must be the right size (length and width), have the appropriate amount of insulation for the coldest expected temperature, be made of a material that breathes and doesn't retain moisture, and have a good quality fastener (zipper).

When choosing a sleeping bag, check the bag size by getting in and moving around. There should be some space for a liner and extra clothes in cold weather. Ensure to have enough room to move arms around, the ability to zip up from the inside, and enough room around the feet so that they can rest in a comfortable position. Bags come in three basic styles, each one offering its own advantages.

Mummy Bag. Acquired its name by the occupant resembling an ancient Egyptian mummy when in it! The bag tapers from the opening following the contours of the body closely. There is very little extra air space once in the bag. The zipper may only reach halfway down the side of the bag and is protected by an insulated flap (called a “draft tube”). The opening of the bag will have an insulated hood with a draw cord to pull the hood snug around the face to keep warm air in. Mummy bags are designed to save weight and maximize heat retention, are best suited for extreme cold, and will come with two separate bags, an inner and outer, which are used together. The mummy bag is certainly the warmest of the bag styles.



www.mec.ca

Figure 10-1-2 Mummy Bag

Barrel Bag. This is a compromise between the efficiency of the mummy design and the economy of the rectangular bags. The shape tapers from the opening towards the foot, but is still considerably roomier than a mummy bag. Quite often there will be a hood with a draw cord, or at least an extension of one side of the opening that offers some head insulation. Depending on the insulation, this design is a good choice for spring, summer and fall camping.



www.mec.ca

Figure 10-1-3 Barrel Bag

Rectangular Bag. The most common economical bag. The zipper often opens fully to create a double sized blanket. This style is roomy and can be useful for warm weather camping or indoor accommodation. The disadvantages as a bag for trekking or expeditions are numerous. The extra air space around the torso, legs and feet means that it takes more heat energy to heat-up and keep the space warm. The extra material means the bag is bigger and heavier. There is no protection for the head in cold weather. The liner materials used tend to retain moisture and odours.



www.mec.ca

Figure 10-1-4 Rectangular Bag

Military Bag. Based on the 1951 pattern, this sleeping bag consists of five main parts:

1. **The cover** of the sleeping bag is made of a moisture proof nylon. The cover's main purpose is to keep the bag clean and protect it from moisture.
2. **The outer bag** is down filled with a composition of 40 percent down and 60 percent feathers.



www.mec.ca

Figure 10-1-5 The Outer Bag

3. **The inner bag** is made in the same way as the outer. The inner bag is secured to the outer bag and liner using a series of ties.



www.mec.ca

Figure 10-1-6 The Inner Bag

4. **The liner** is flannelette and attaches to the inner bag.



www.mec.ca

Figure 10-1-7 The Liner

5. **The hood** (not shown) is pulled over the head and secured by straps pulled underneath the armpits.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the two types of insulation used in sleeping bags?
- Q2. If you were planning to go on an overnight winter FTX and the projected weather was expected to be extremely cold, what would be the best style of sleeping bag to take for the cold temperatures?
- Q3. With the approach of the new cadet year you expect to do a fair amount of sleeping in the field. You decide to look for a naturally insulated sleeping bag to purchase. What fill power would you look for in a naturally insulated sleeping bag?

ANTICIPATED ANSWERS

- A1. Natural and synthetic.
- A2. Mummy style.
- A3. 550 FP.

Teaching Point 3**Identify Sleeping Pads**

Time: 10 min

Method: Interactive Lecture

SLEEPING PADS

A sleeping pad is the foundation of a sleeping system. The pad cushions against the hard ground, and keeps a warm thermal barrier between the ground and the sleeping bag. Choose a pad that is appropriate for the activity being participated in and the weather expected. The colder the ground temperature, the more insulation needed. Pads come in several lengths and designs.

Closed Cell Foam Pad. The foam is lightweight and doesn't absorb water. Foam pads come in a variety of individual thicknesses, depending on the desired amount of insulation and comfort. Most foam pads are low priced and durable.



Figure 10-1-8 Closed Cell Foam Pad

Air Mattress. Rubber, vinyl or a combination of materials in a variety of thicknesses. Usually they are heavier than a foam pad, but offer good insulation when fully inflated. Disadvantages include being easily damaged and taking a long time to inflate for use and deflate to pack. In cold weather, if the air mattress is inflated by mouth, ice crystals will form inside from the moisture in your breath and will provide less insulation from the ground than dry air (later, in the warmth, the moisture will cause your mattress to rot).



Figure 10-1-9 Air Mattress

Self-inflating Foam-air Combination Pads. These pads use foam as well as an adjustable valve to create a quick-to-inflate pad that offers better thermal insulation, is much more comfortable and warm and that it is lightweight like a foam pad.



Figure 10-1-10 Self-inflating Air Combo Pad

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What type of sleeping pad does not require inflation?
- Q2. Name a disadvantage of the air mattress.
- Q3. Name an advantage of the self-inflating pad.

ANTICIPATED ANSWERS

- A1. Closed cell foam pad.
- A2. Punctures easily, considerable time to inflate/deflate, ice crystals may form inside the mattress.
- A3. Very comfortable, warmer, lightweight and better thermal insulation.

Teaching Point 4**Select Additional Personal Equipment**

Time: 10 min

Method: Interactive Lecture

ACCESSORIES

During any trek or weekend exercise there is always a need to carry additional items that may not be necessarily required for the exercise itself. Some small pieces you should always carry in your pack when preparing for a trek are:

- **Bug repellent.** The active ingredient in bug repellent is DEET. Many brands are available; however, the greater the concentration the more effective it is.



CAUTION: DEET in high concentrations may cause health problems. Health Canada has banned any products with DEET concentrations over 30 percent.

As stated from the Public Health Agency of Canada:

- Children from birth to two years are not to use insect repellents containing DEET.
- Children between two to 12 years are to apply no more than three times a day, using the lowest concentration of DEET (10 percent or less).
- Individuals 12 years or older are to apply insect repellents containing no more than 30 percent DEET.

- **Flashlight.** To lighten darkness a flashlight should always be carried, the smaller the better for weight reasons (be sure to have a spare set of batteries and bulb before each trip).
- **Lip Balm.** Lips burn easily at any elevation and in cold the dry winds can make lips crack and bleed.
- **Map and Compass.** Any time when going into the field a map and compass should be taken. Becoming turned around and lost could happen to anyone.
- **Matches.** At least 20, the kind that will strike anywhere and are waterproof. Store matches in a separate container inside your kit with a striker (35 mm film cases would suffice).
- **Notepad and Pencil.** Allows for note taking and/or leaving a message.

- **Pocketknife or Multi-tool.** Useful tool for many applications in the field. Hunting type knives with long fixed blades are not appropriate for most cadet activities.
- **Sunscreen.** A Sun Protection Factor (SPF) of four means that it will take four times as much sun to burn you as when unprotected. Most sunburns can be prevented with a SPF of 15, however a SPF of 29 or higher is recommended.
- **Survival Kit.** Reflects the needs of the user. Fill with items that you can use and that reflect the environment you will be travelling in.
- **Whistle.** Signalling device.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What are five accessories that should be brought on a hike or FTX?
- Q2. What is the minimum number of matches that should be taken on an overnight exercise?
- Q3. What is the active ingredient in bug spray?

ANTICIPATED ANSWERS

- A1. Any five of the listed items would suffice. **Note:** Some answers given may not be on the list but may still be relevant.
- A2. 20 matches.
- A3. DEET.

END OF LESSON CONFIRMATION

Cadets will be expected to select their own equipment when packing for a FTX. The instructor will assess this selection informally when the cadet arrives for the FTX.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets will be expected to select their own equipment and pack it for all FTXs.

METHOD OF EVALUATION

Instructors will assess the cadets selection of equipment and packing prior to departing for FTXs.

CLOSING STATEMENT

Understanding what personal equipment is required for an outdoor activity allows the cadets to be prepared for the conditions and comfortable in their environment. This will also allow them to be better prepared for upcoming exercises.

INSTRUCTOR NOTES/REMARKS

Testimonials detailing how lack of preparation led to discomfort in the outdoors will serve to reinforce the teaching points.

REFERENCES

- A2-010 B-GG-302-002/FP-001 FMC. (1982). *Basic Cold Weather Training, Arctic and Sub Arctic Operations* (Vol. 2). Ottawa, ON: The Department of National Defence.
- C2-009 Harvey, Mark (1999) *The National Outdoor Leadership School's Wilderness Guide*. New York, NY: Fireside.
- C2-010 (ISBN 0-375-70323-3) Rawlins, C., & Fletcher, C. (2004). *The Complete Walker IV*. New York, NY: Alfred A. Knopf.
- C2-012 (ISBN 0-89886-643-X) Weiss, H. (1988). *Secrets of Warmth for Comfort or Survival*. Seattle, WA: The Mountaineers.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M121.02 – TRANSPORT PERSONAL EQUIPMENT

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using a combination of the interactive lecture and the demonstration and performance methods. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson, from EO M121.01 (Section 1), will include:

- Q1. What are five accessories that should be brought on a hike or FTX?
- Q2. What is the minimum number of matches that should be brought on an overnight exercise?
- Q3. What is the active ingredient in most bug spray?

ANTICIPATED ANSWERS

- A1. Flashlight, lip balm, map and compass, matches, notepad and pencil, flashlight, pocketknife, sunscreen, whistle, survival kit and bug repellent.
- A2. 20 matches.
- A3. DEET.

OBJECTIVES

By the end of this lesson the cadets will be expected to select, properly pack, and wear a backpack.

IMPORTANCE

This lesson will allow cadets to train in the field, and carry their equipment safely and efficiently.

Teaching Point 1

Time: 15 min

Discuss Packing Personal Equipment

Method: Demonstration and Performance



The objective at the end of this TP is for the instructor to demonstrate to the cadets how to pack a backpack. The backpack should contain the following items:

- clothing (enough for overnight in the field);
- tent;
- drinking cup;
- sleeping bag;
- rain gear;
- hygiene kit;
- food;
- two garbage bags;
- mountain style individual stove;
- simulated fuel container;
- water bottle;
- pot set; and
- survival kit.

TYPES OF BACKPACKS

Backpacks come in different sizes, styles and available features. Many backpacks have been developed with specific uses in mind. They can differ greatly in their anatomy and features. Backpacks can be divided into two major categories, external frame and internal frame.

External Frame. These backpacks are constructed with a bag attached to a visible metal or resin frame. Some external frame packs offer a frame that adjusts in length; however, most are not adjustable. It is important to choose a frame that is the correct size. Try the backpack on and ensure the hip pads and hip belt rest snugly on your hips – the shoulder straps should connect to the harness at the same level as your shoulders. External frame packs have both advantages and disadvantages.

Advantages:

- high centre of gravity, aids with walking upright;
- airflow between backpack and body makes for cool hiking;
- easy to load;
- cheaper than internal frame packs;
- will not sag under heavy loads;
- frame can be used to make a stretcher to evacuate an injured person; and
- can carry large and awkwardly shaped objects.

Disadvantages:

- high centre of gravity makes it hard to balance on tricky terrain or when skiing;

- does not move closely with the body, making it hard to scramble over obstacles; and
- bulky for air travel.



Figure 10-2-1 External Frame Pack

Internal Frame. These packs are constructed with a resin or aluminium frame sewn into pockets in the harness of the bag. Often the frame consists of two “stays” running vertically along the backplane. Aluminium frames are to be moulded to the shape of your back. The bag is designed to carry all your gear internally with only pockets and accessories attached to the outside. Some smaller packs may offer the option of attaching a sleeping bag stuff sack to the top or bottom. Like the external frame packs, it is important to correctly size your internal frame pack. Some models offer a range of backpack sizes and some offer adjustable or replaceable stays.

Internal frame packs have both advantages and disadvantages:

Advantages:

- backpack rides low and close to the body, allowing freedom of movement and good balance;
- sleek profile makes it easy to bushwhack, crawl through tight boulder fields, etc.;
- comfortable harnesses; and
- can be adjusted and moulded to the body.

Disadvantages:

- difficult to load and pack;
- more expensive than external frame packs;
- not useful for making stretchers.
- hard to carry large or awkward objects; and
- ventilation is restricted across the back.



www.abc-of-hiking.com/hiking-backpacks

Figure 10-2-2 Internal Frame

BACKPACK FEATURES

Backpack features are additional attributes designed into the backpack that allow for efficient packing and carrying. Depending on the intended use of the backpack, the following features may be looked for:

- **Bag Opening.** The bag opening is an important feature. A small opening aids in weatherproofing but makes packing and unpacking more difficult. A wide opening is handy but the longer zippers or extra fasteners are often more prone to trouble. Ensure that the zipper or fastener for the opening(s) is not at a place that will receive a lot of stress when the bag is packed and carried. If the zipper breaks closing the bag may be difficult! The majority of larger bags will offer two or more compartments inside the pack. This will assist in placing heavier items in the proper place and in keeping kit organized.
- **Shoulder Harness.** Simple straps will do for lighter loads; however, for heavier loads go for curved, broader and more padded shoulder straps. This will prevent the straps from cutting into the shoulders.
- **Chest Strap/Sternum Strap.** These straps often connect across your chest using a clip lock. By connecting and tightening them you prevent your backpack from pulling your shoulders back.
- **Hip Belt.** This belt allows the strain of the backpack to move from the shoulders down to the hips and closer to the centre of gravity, making the load more bearable. Look for a hip belt that goes full circle under the lumbar pad. Ensure the pad has soft and broad padding to avoid pressure points that could quickly become painful.



www.abc-of-hiking.com/hiking-backpacks

Figure 10-2-3 Attributes Diagram A

- **Compression Straps.** These straps allow for the backpack and loads to be compressed, or squeezed into a smaller package. The tighter and more compact the load, the easier it will be to transport.
- **Quick Release Straps.** Many packs are equipped with a set of shoulder straps designed to release quickly in the event of an emergency, or when time/room demands a timely removal.
- **Inner and Outer Pocket Configurations.** Inner and outer pockets allow for a better separation of provisions, gear and other backpack contents. Outer pockets are mostly used for items that must be available while hiking. Outer pockets should not be over weighted to prevent a shift in centre of balance.
- **Hydration System.** Many packs have either built in water bladders (hydration packs) or have a special pocket for a water bladder and a hole for the drinking tube.
- **Splash Cover.** Backpacks are generally not 100 percent waterproof. Some backpacks have a built in splash cover which is basically a waterproof cover that encompasses the entire pack.
- **Spin Drift Cover.** On large backpacks the top compartment can be flipped backwards giving access to the backpacks inside compartments.
- **Bungee Cords and Equipment Straps.** Most backpacks have either bungee cords or equipment straps or a combination of both that provide the means to fix equipment to the outside of the backpack (e.g. hiking poles, ice axes, and crampons).



www.abc-of-hiking.com/hiking-backpacks

Figure 10-2-4 Attributes Diagram B

PACKING

When preparing for a hiking exercise it is important to pack effectively. Every trip is unique and every backpack is different; however, when following certain principles in packing a backpack one can enjoy any trip with comfort and ease. To ensure a backpack is properly packed ABC's of packing should be employed. These are: **A**ccessibility, **B**alance, and **C**ompactness.

Accessibility. When backpacking, there will always be a requirement to keep certain things accessible. In some cases it is just a matter of convenience. Keeping items one might need during the day handy will save time. Some suggested items to keep accessible are:

- lunch;
- water;
- maps;
- sunscreen;
- extra layers for warmth;
- rainwear;
- first aid kit;
- snack food;
- toilet paper;
- toilet trowel;
- camera; and

- sunglasses.

Balance. A heavier balanced backpack is easier to carry than a lighter unbalanced pack. If a backpack is top heavy, it will be hard to maintain balance especially when crossing obstacles and navigating sloping terrain. A backpack with too much weight at the bottom will hinder stride. The key is to pack the dense, heavy things in close to the body and at a level between the shoulder blades and the bottom of the rib cage. Items such as food, the tent, and the radio are good items to carry in mid regions of the pack.



CATO 14-37 states that cadets 12 to 15 years of age can carry loads weighing less than 25 percent of their body weight. Cadets at the age of 16 cannot carry a load exceeding 30 percent of their body weight.

Compactness. When packing gear, it is important to pack well and effectively utilize space. A compact backpack will be less awkward to carry. To take advantage of space in the pack, break large units down into smaller units. Look for dead spaces to fill with pots, pans, cups and shoes. These areas can be filled with food or clothing. Other items can be compressed down to half size using compression sacks. If the backpack has compression straps, it too can be compressed tightly.

PACKING CONSIDERATIONS

- Waterproof the sleeping bag and clothes by lining the backpack with a garbage bag. Waterproof small items with zip-lock bags.
- Organize kit into separate stuff sacks, for example:
 - warm underwear, socks, hat and gloves in one sack; and
 - eating utensils, extra flashlight, batteries and toiletries in another.
- Pack food above fuel.
- Pack heavy, dense items like food close into the body.
- Odd items such as shoes can be used to fill small spaces.
- Water should be kept in an easily accessible place.
- Items like maps, first aid kit, lunch and a warm layer of clothing should be kept towards the top or outside pockets.
- Fasten all pockets and avoid letting anything hang out.
- Always protect and pad sharp edges of equipment and tools.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Backpacks can be divided into what two categories?
- Q2. Name five backpack features.
- Q3. Name and describe the ABC's to packing.

ANTICIPATED ANSWERS

- A1. External and internal frame.
- A2. Any five of the following: shoulder harness, chest strap, hip belt, inner and outer pockets, hydration system, splash cover, spindrift cover, bungee cords and equipment straps.
- A3. **Accessibility, Balance, Compactness** (explanations provided above).

Teaching Point 2

Explain and Demonstrate How to Properly Wear a Backpack

Time: 10 min

Method: Demonstration and Performance

DONNING A BACKPACK



The instructor should inform the cadets that left-handed people might wish to follow these directions using opposite hands, in order to accommodate the dominant hand.

There are many different ways to pick up and don a backpack. If donning is done incorrectly, a back injury can occur. The following is a step-by-step method considered safe for donning a backpack:

1. unlatch hip belt and loosen both shoulder straps;
2. pick the backpack up with your right hand on the crossbar from which the shoulder straps are suspended and left hand on the right strap lift backpack high enough to rest it on your right knee;
3. slide right arm through the shoulder strap and swing it onto your back;
4. put left arm through the other strap;
5. tighten the hip belt and shoulder straps; and
6. ensure all loose belts or strap ends are tucked in and off you go.



When properly adjusted the backpack should leave shoulders and hips free to move. This allows the individual wearing it to stand erect in a normal position and walk at a normal pace.



- Give cadets the opportunity to practice donning the backpack, as time allows.
- If CF rucksacks are to be used, they should be assessed for proper assembly.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What should be loosened prior to donning the backpack?
- Q2. When the backpack is harnessed and on the back, what should one ensure is tucked in?

Q3. When properly adjusted the backpack should leave the (*blank*) and the (*blank*) free to move.

ANTICIPATED ANSWERS

- A1. Unlatch hip belt and loosen both shoulder straps.
 A2. All loose belts or strap ends are tucked in.
 A3. Shoulders and hips.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Backpacks can be divided into what two categories?
 Q2. Name and describe the ABC's to packing.
 Q3. What should be loosened prior to donning the backpack?
 Q4. When the backpack is harnessed and on the back, what should one ensure is tucked in?

ANTICIPATED ANSWERS

- A1. External and Internal frame.
 A2. **A**ccessibility, **B**alance, **C**ompactness.
 A3. Unlatch hip belt and loosen both shoulder straps.
 A4. All loose belts or strap ends are tucked in.

CONCLUSION

HOMEWORK/READING/PRACTICE

Task the cadets to prepare their own backpacks prior to a field training exercise. Have the cadets bring in their completely packed backpacks for inspection prior to the exercise.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadets can now go into the field and carry their equipment and gear safely and effectively.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
 C2-005 (ISBN 0-393-31334-4) Berger, K. (1995). *Hiking and Backpacking, a Trail Side Guide*. New York, NY: Norton and Company, Inc.

- C2-009 (ISBN 0-684-85909-2) Harvey, M. (1999). *The National Outdoor Leadership School's Wilderness Guide*. New York, NY: Fireside.
- C2-017 (ISBN 0-7627-0476-4) Roberts, H. (1999). *Basic Essentials, Backpacking*. Guilford, CT: The Globe Pequot Press.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 3

EO M121.03 – TIE KNOTS AND LASHINGS

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson, the cadet shall be expected to tie various knots and lashings, to include:

- thumb (overhand);
- reef (square);
- figure of eight;
- double figure of eight (figure of eight loop, follow through/rewoven, and figure of eight on a bight);
- clove hitch; and
- half hitch.

IMPORTANCE

Knots and lashings are all used for binding, building or securing. Cadets will need to use knots when erecting a shelter and building a tent site. As such, it is important to know how to tie knots properly and when and where they should be used.

Teaching Point 1**Explain Types of Ropes and Their Common Uses**

Time: 10 min

Method: Interactive Lecture



All specialized terms used in this Instructional Guide are found in the Glossary in Annex A (Handout EO M121.03). This handout could be given to the cadets at the end of the lesson.

TYPES OF ROPE

Ropes are made with natural or synthetic fibres. Hemp and manila are the most common natural fibre ropes, although sisal, coir and cotton are also used. Natural fibres are often used in larger sizes for rope bridging because they have limited stretch and are easy to grip when wet.

NATURAL FIBRES

Hemp is obtained from the stem of the plant *Cannabis sativa*. This natural fibre makes one of the strongest natural fibre ropes though it has a tendency to rot if left wet for long periods of time. Hemp ropes need to be frequently tarred – covered with tar, to help prevent rotting.

Manila is the fibre obtained from the wild banana plant, *Musa textilis*. This material is as strong as hemp and more resistant to rot, so it rarely needs to be tarred.

Sisal is a rope-making fibre derived from *Agave sisalana*, a cactus-type plant from Central America. It is weaker than manila or hemp and requires treating with chemicals to make it waterproof and rot-resistant.

Cotton is mainly used to make small ropes and twines. Cotton rots easily; therefore, it needs to be tarred.

Coir is a natural fibre derived from the outer part of the coconut. It is not a very strong material but it is light and has a high degree of stretch. It is the only natural fibre rope that floats.

SYNTHETIC FIBRES

Nylon ropes are very strong (more than two and a half times the strength of hemp). This rope is used mostly when sudden shock loads may be applied, such as mooring ropes and climbing ropes. It is used for most fishing line when it is spun into a heavy monofilament yarn. Nylon ropes lose about 5 to 10 percent of their strength when wet. It wears very well, and is resistant to chafe, mildew and rot. Nylon is the strongest of the synthetic ropes.

Polyester, also known as Dracon or Terylene, is weaker than nylon but holds its strength when wet. It resists rot and chafe.

Polypropylene is not as strong as nylon and polyester, but is considerably cheaper. It is light so it will float, making it useful for rescue ropes and short mooring ropes; however, polypropylene does not resist abrasion well.



Over the last few years, additional rope materials have been developed. They are lighter, stronger and have less stretch than most natural and synthetic fibres. These ropes are made of chemicals. Some of these rope materials are Kevlar, Tawron, Technora, Spectra, Dynema, Vectran and Zylon.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are two types of ropes?
- Q2. What are some types of natural ropes?
- Q3. How much strength does a nylon rope lose when wet?

ANTICIPATED ANSWERS

- A1. Natural and synthetic.
- A2. Hemp, manila, sisal.
- A3. 5 to 10 percent.

Teaching Point 2**Explain Care and Maintenance of Ropes**

Time: 5 min

Method: Interactive Lecture

CARE AND MAINTENANCE OF ROPES

Ropes, like other pieces of equipment, require care and maintenance to ensure they are in good condition when needed. The following are some general guidelines for rope care:

Sunlight Exposure. All ropes experience deterioration from exposure to ultraviolet sunlight. Ropes are to be stored in cool, dry, and dark locations.

Chemical or Fume Contamination. If a rope comes into contact with such a substance it may begin to deteriorate. If contaminated, wash with cold running water. Remove oil and grease with mild soap solution.

Storage. Ropes must be stored in bins, on raised surfaces, or hung where air can circulate freely. Ropes must be stored in cool, dry, dark locations to avoid sunlight and excessive heating. Excessive cold will make ropes brittle.

Natural wear is unavoidable and, if not excessive, is harmless. Replace lines if approximately 20 percent wear is evident. Look for chafed areas, rot and fatigue. Serious damage can be seen when the strands are distorted and bear unequal strain.

Cleaning and Drying. Depending on frequency of use, ropes should be cleaned according to current condition; a rope that is covered in mud and clay should be washed before its next use. To clean, wash in a sudsy tub of liquid detergent (detergent must be suitable for rope cleaning). Rinse, coil and hang to dry.

**General tips on rope care:**

- whip, melt (hot knife) or bind the rope ends to keep the rope from unravelling;
- avoid snagging on or dragging across sharp rocks;
- inspect the rope before and after use for damage;
- do not step on a rope; and
- distribute wear on the rope.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What effect does sunlight have on ropes?
- Q2. Where should ropes be stored?
- Q3. When should a rope be discarded?

ANTICIPATED ANSWERS

- A1. All ropes experience deterioration from exposure to ultraviolet sunlight.
- A2. Ropes must be stored in bins, on raised surfaces, or hung where air can circulate freely. Ropes must be stored in cool, dry, dark locations.
- A3. When 20 percent wear is evident. Look for chafed areas, rot and fatigue.

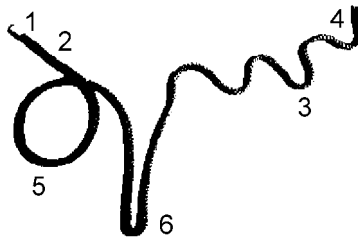
Teaching Point 3**Tie Knots**

Time: 65 min

Method: Demonstration and Performance

TYING KNOTS

Before teaching how to tie knots, the following terms shall be clarified, as they will be used to explain how to make the different knots.



Pocket Guide to Knots and Splices, by Des Pawson, 1991

Figure 10-3-1 Parts of a Rope

1. **Working End** (running end). The end of the rope that is used during the tying of the knot.
2. **Working Part** (running part). The short length of rope that is manipulated to make the knot.
3. **Standing Part**. A part of the rope usually “stands still” during the knot tying process. Often it is the longer end that leads away from the loop, bight or knot.
4. **Standing End**. The end of the rope that is not immediately being used in the tying of a knot.
5. **Loop** (crossing turn). A circle created in the process of tying a knot.
6. **Bight**. Middle part of a length of rope. This term also refers to a loop of rope that does not cross over itself.



These web pages have some excellent animated knots:

- <http://www.mistral.co.uk/42brghtn/knots/42ktmenu.html>
- <http://www.korpegard.se>



Cadets should be given two short ropes and two small poles in order to tie knots, hitches and lashings along with the instructor.

THUMB KNOT

- **Other names:** Overhand knot, simple knot.
- **Uses:** Keep the end of a rope from unravelling or to stop a rope from passing through an eye.
- **Qualities:** Easy to make, stays in place.
- **Faults:** It is difficult to untie. An overhand knot in the middle of a length of rope will reduce the strength of the rope by about half.

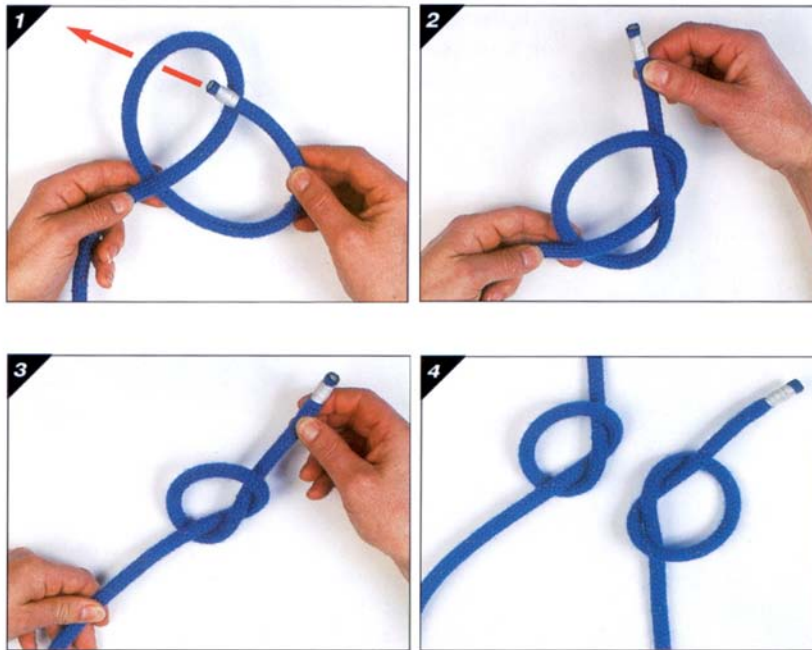


The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Procedure:

1. Form a loop with the working end passing under the standing part of the rope (see Figure 10-3-2, Step 1).
2. Tuck the working end down through the middle of the loop formed by the crossing turn and out of the loop (see Figure 10-3-2, Step 2).
3. Pull both ends to tighten the knot.
4. As it is being tightened, the position of the knot can be moved nearer the end if so required (see Figure 10-3-2, Step 3).



Pocket Guide to Knots and Splices, by Des Pawson, 1991

Figure 10-3-2 Thumb Knot



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

REEF KNOT

- **Other names:** Square knot, opposite knot.
- **Uses:** Joining two ropes of equal thickness. Also used in first aid for tying bandages.
- **Qualities:** Lies flat, holds well, and is easily untied.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Procedure:

1. Take the running ends of two different ropes and place the left-hand working end across the right working end (see Figure 10-3-3, Step 1).
2. Tuck the left-hand end under, and back up over the right end (see Figure 10-3-3, Step 2).
3. Bring the two ends together again and place the right-hand end over the left-hand one (see Figure 10-3-3, Step 3).

4. Tuck the right-hand end under and back up over the left-hand end (see Figure 10-3-3, Step 4).
5. Dress the knot by pulling on both ends (see Figure 10-3-3, Step 5).

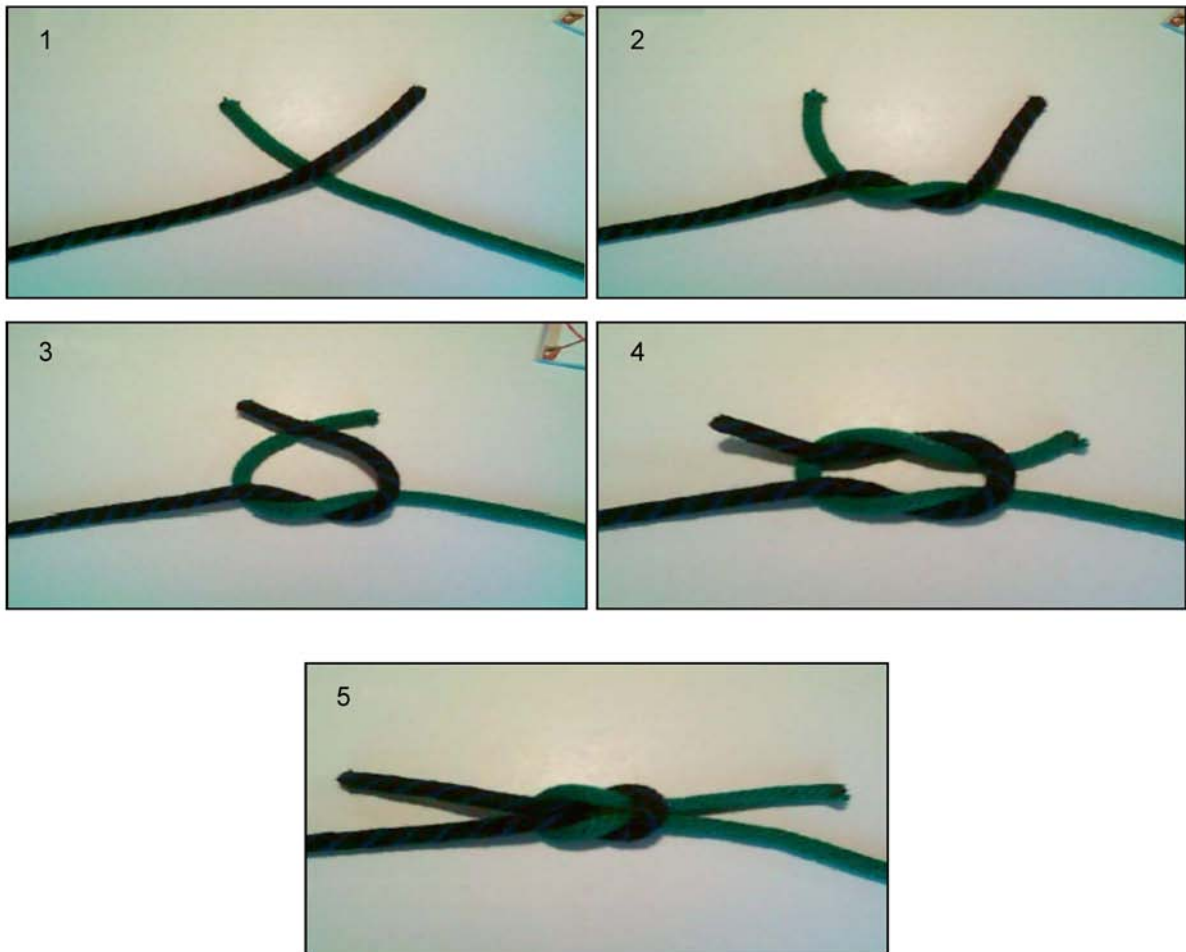


Figure 10-3-3 Reef Knot



When done correctly, the running end and the standing end of one rope are on the same side of the bight formed by the other rope. To tie this knot, a good trick is to say “left over right and right over left.”



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

FIGURE OF EIGHT KNOT

- **Uses:** Keep the end of a rope from unravelling or to stop a rope from passing through an eye.
- **Qualities:** Same uses as the thumb knot but bulkier and easier to undo.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

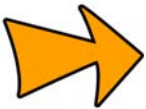
The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Procedure:

1. Start by forming a loop with the running end passing under the standing end, and then make a bight in the running end (see Figure 10-3-4, Step 1).
2. Pass the running end in front of the standing end then thread it through the loop from the back (see Figure 10-3-4, Step 2).
3. The knot should now have the figure eight, which gives it its name (see Figure 10-3-4, Step 3).



Figure 10-3-4 Figure of Eight Knot



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

DOUBLE FIGURE OF EIGHT

- **Other name:** Figure of eight loop.
- **Uses:** To anchor a rope around a tree trunk, pole or such item.
- **Qualities:** Will not slip and is easy to undo.

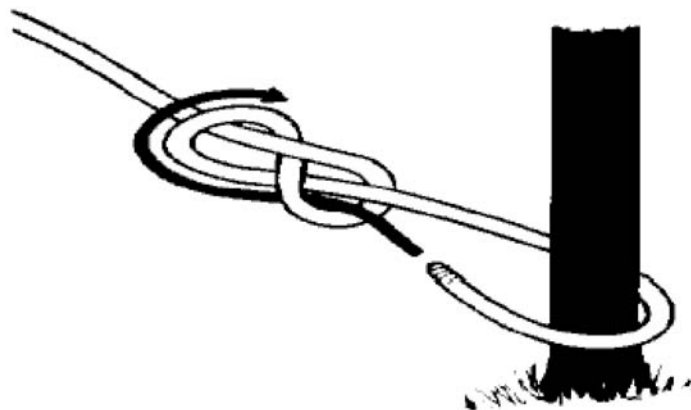


The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Procedure:

There are two methods to do this knot. The first one however, is the one to use to anchor the rope to a tall tree or wide pole or trunk (see Figure 10-3-5).

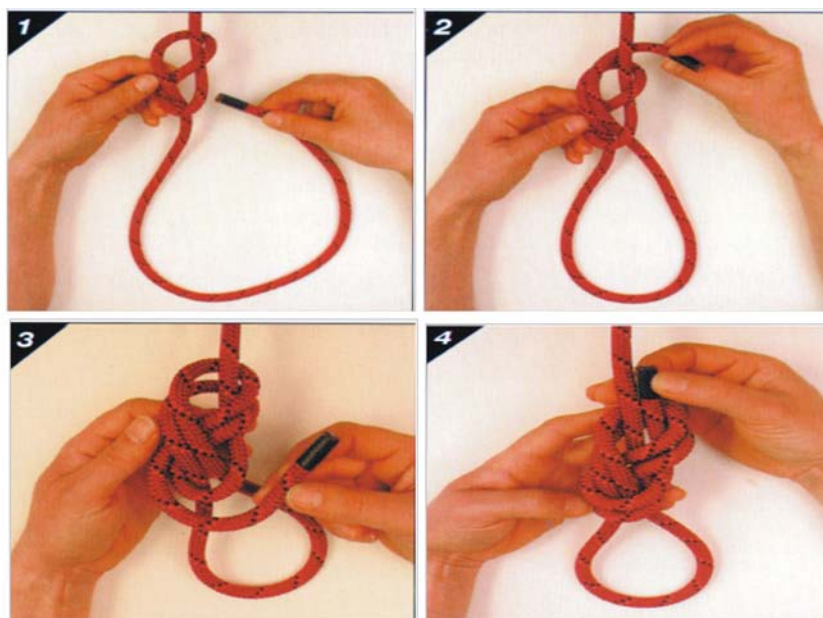


Army Cadet Reference Handbook

Figure 10-3-5 Double Figure of Eight Knot

The steps for Method 1 are:

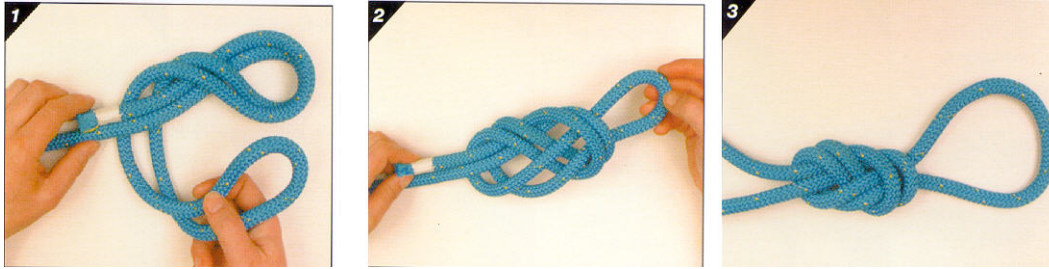
1. begin with a loose figure of eight knot (see Figure 10-3-6, Step 1);
2. guide the running end back up through the loop it just came down through (see Figure 10-3-6, Step 2);
3. have the running end trace alongside the rope in the original figure of eight under the standing end;
4. have the running end follow the original figure of eight under the double rope (see Figure 10-3-6, Step 3);
5. the running end follows the original figure of eight (see Figure 10-3-6, Step 4); and
6. pull tight and dress knot by flattening it and making sure the ropes are side by side.



Pocket Guide to Knots and Splices, by Des Pawson, 1991

Figure 10-3-6 Double Figure of Eight Knot, Method 1

The steps for Method 2 are: Double the rope and follow the steps to make a figure of eight knot. (see Figure 10-3-7).



Pocket Guide to Knots and Splices, by Des Pawson, 1991

Figure 10-3-7 Double Figure of Eight Knot, Method 2



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CLOVE HITCH

- **Uses:** To finish off knots like the round turn and two half hitches and the various types of lashings. To secure a rope to a spar, rail or similar fitting.
- **Qualities:** Quick and easy to tie. Can be made with the end or with the bight of the rope.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

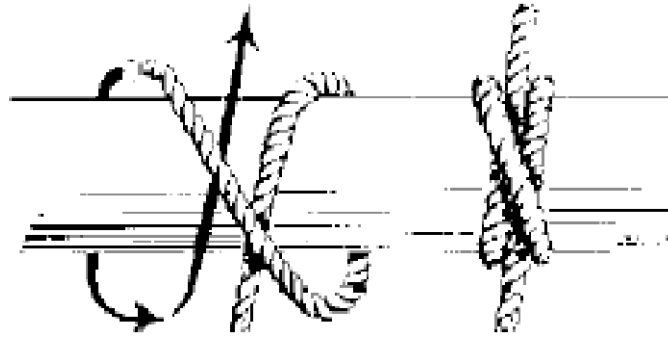
The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Procedure:

There are two methods to tie a clove hitch; one using the end and the other using the bight.

The steps for tying a clove hitch using the end of the rope are:

1. pass the running end of the rope over the rail from front towards the back;
2. bring the running end under the rail and over the standing end towards the left;
3. bring the running end over the spar to the left;
4. bring the running end out under the rail and thread it up under the rope on the rail by the crossover;
5. work the hitch tight with the running end and the standing end snug against each other; and
6. be sure to leave enough rope on the end so that it does not unravel.

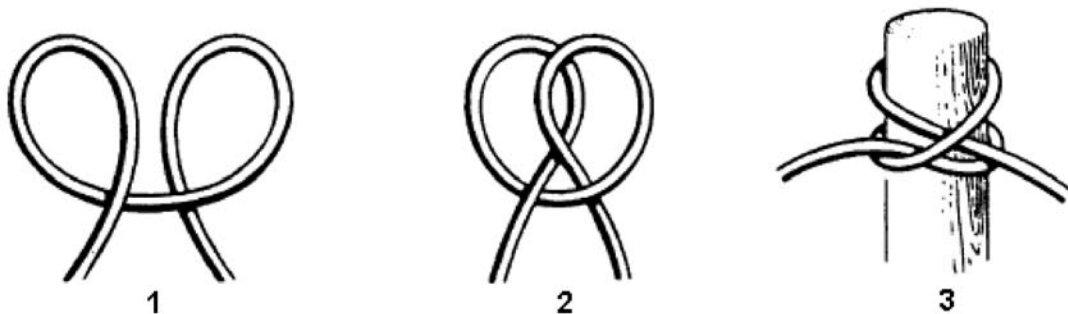


Army Cadet Reference Handbook

Figure 10-3-8 Clove Hitch

The steps for tying a clove hitch using the bight are:

1. in the middle of the rope, make a crossing turn or half hitch, with the rope that comes from the left being on top;
2. to the right of the first crossing turn, make a half hitch with exactly the same configuration (see Figure 10-3-9, Step 1);
3. put the right-hand half hitch on top of the left-hand half hitch (see Figure 10-3-9, Step 2); and
4. the pair of hitches are now slipped over the top of the post (see Figure 10-3-9, Step 3).



Army Cadet Reference Handbook

Figure 10-3-9 Clove Hitch



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

HALF HITCH

- **Uses:** Make other knots stronger. Hang, tie or hook objects.
- **Quality:** Easy to make.
- **Fault:** Cannot support a lot of strain.

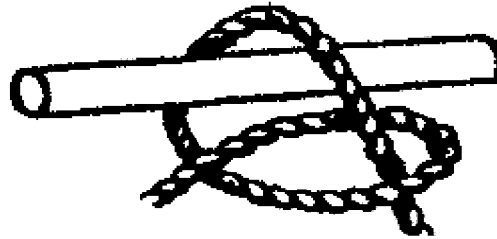


The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Procedure:

Pass the rope around the pole and then behind the standing part and into the eye of the loop.



Army Cadet Reference Handbook

Figure 10-3-10 Half Hitch



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.



Give cadets Annex B (Handout – Knots, Hitches, and Lashings).

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What is the fault of the half hitch?
- Q2. Which knot will be used to anchor a rope to a tree trunk?
- Q3. What are the two types of fibre that can be used to make ropes?

ANTICIPATED ANSWERS

- A1. Cannot support a lot of strain.
- A2. Double figure of eight knot.
- A3. Natural and synthetic fibres.

END OF LESSON CONFIRMATION

Cadets are to tie all knots, hitches and lashings learned in this EO.

CONCLUSION

HOMEWORK/READING/PRACTICE

Throughout the FTX, cadets could be asked to make knots, hitches and lashings.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Knots, hitches and lashings have many uses in the field and will prove necessary in various situations, such as erecting a shelter, building a bivouac site or constructing a rope bridge. It is therefore important to know how to tie the knots properly, as well as when and where they should be used.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the practical aspects of this lesson. The instructor must ensure that the cadets are given opportunities to practice knots, hitches and lashings. Timings can be adjusted depending on the skill level of the class.

It would be beneficial to the class to have an assistant instructor to help assess the cadets' progress.

REFERENCES

- A0-004 B-GN-181-105/FP-E00 DMPPD 9-4. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa ON: The Department of National Defence.
- C2-007 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Chartwell Books, Inc.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 4

EO M121.04 – ASSEMBLE A SURVIVAL KIT

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.

REVIEW

QUESTIONS

- Q1. Backpacks can be divided into what two categories?
- Q2. Name five backpack features.
- Q3. Name the ABC's to packing.

ANTICIPATED ANSWERS

- A1. External and internal.
- A2. Any five of the following: Shoulder harness, chest strap, hip belt, inner and outer pockets, hydration system, splash cover, spindrift cover, bungee cords, and equipment straps.
- A3. **A**ccessibility, **B**alance, **C**ompactness.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe the contents and assembly of a survival kit.

IMPORTANCE

A survival kit, with appropriate contents, is essential to cadets that find themselves in survival situations. Cadets are required to be familiar with this subject, and shall be able to assemble a survival kit.

Teaching Point 1

Identify Survival Kit Contents

Time: 15 min

Method: Interactive Lecture

SURVIVAL KIT CONTENTS

Everyone should carry a compact survival kit when travelling or working in the wilderness, as the items in a kit may save a life in an emergency. The survival kit should be carried in the pocket, as it is possible that a person may lose their pack (voluntarily or not) in an emergency.



Divide the cadets into equal groups of four to six people to develop a list of what they believe should be contained in a survival kit. They will have five minutes to develop the list.

ACTIVITY

Time: 5 min

OBJECTIVE

- Recognize the contents of a survival kit.

RESOURCES

- Flipchart paper.
- Markers.
- Vivid imagination.

ACTIVITY LAYOUT

- The aim of the activity is to allow the cadets the opportunity to identify items that they would consider to be inside a survival kit prior to instruction of items in a survival kit.
- Activity instructions:
 - Introduce the lesson defining what a survival kit is, but not the contents thereof.
 - Divide the cadets into equal groups of four to six.
 - Provide groups with a sheet of flipchart paper and a few markers for recording.
 - Allow the cadets five minutes to determine what should be inside a survival kit.
 - Have the groups post their flipchart paper on the wall around the classroom.
 - At this point the instructor shall continue with the TP1 detailing the contents of a survival kit.
 - The goal is for the cadets to gain an understanding of what items are possible for a survival kit.

SAFETY

This is to be a supervised activity.

INSTRUCTOR GUIDELINES

Supervise the cadets giving assistance and clues if required.



The instructor is to have the cadets post their lists at the front of the classroom. The instructor shall then present the teaching point by comparing the lists developed by the cadets against the list provided below. The instructor shall highlight those that appear on both, explaining each component as it is presented.

The items from the list below that do not appear on a cadet list will be presented and explained following the comparative activity.

CONTENTS OF A SURVIVAL KIT

These are the preferred items and their characteristics:

Candle. Invaluable for starting a fire as well as using as a light source. Shave square for packing. If made of tallow it is also fat to eat in an emergency, or to use for frying – but be sure it is tallow; paraffin wax and some other candles are inedible. Tallow does not store well, especially in hot climates.

Compass. A luminous button compass. Some small compasses can be confusing. Cadets should ensure they know how to read it before going into the field. A liquid filled type is best, but checks should be done to ensure that it does not leak, has no bubbles, and is fully serviceable. The pointer is prone to rust. Cadets should ensure that it is on its pivot and swings freely.

Fishhooks and Line. A selection of different hooks in a small tin or packet. A few split lead weights should be added to the hooks. Remember that a small hook will catch both large and small fish but a large hook will only catch big ones. As much line as possible should be included, as it will also be useful for catching birds.

Flexible Wire Saw. These usually come with large rings at the ends as handles. These take up too much room and should be removed; wooden toggles can replace them when needed. To protect from rust and breakage cover it in a film of grease. Flexible saws can be used to cut large trees or branches.

Flint. Will work when wet and it will continue to strike long after the matches run out. A processed flint with a saw striker works best in a survival situation.

Magnifying Glass. Can start a fire from direct sunshine and is useful for searching for splinters and stings.

Matches. Waterproof matches are useful, but bulkier than ordinary non-safety, strike anywhere matches. These ordinary matches can be made “shower-proof” by dipping the heads in melted candle wax. To save space, snap off half of each matchstick. It is easier to use matches than to make fire by other methods; matches should not be wasted, and only used when improvised methods fail.

Mini Light. Can be used at night to navigate. One set of spare batteries should be included as well.

Needles and Thread. Several needles, including at least one with a very large eye that can be threaded with coarse threads. Strong thread should be chosen and wrapped around the needles.

Pen and Paper. Allows one to keep notes of injuries, leave a message etc.

Personal Medical Kit. Pack medicines in airtight containers with cotton wool to prevent rattling. This should be a basic kit only, as each unit should be bringing a comprehensive first aid kit with them on exercise. Mention a few common items, such as:

Plastic Bags. Two large orange garbage bags for shelter and signalling.

Signalling Mirror. Will draw attention by reflecting sunlight, plastic mirrors two by three inches are sufficient (other items may include compass mirror, crystal watch or a piece of foil).

Snare Wire. Preferably brass wire (60 to 90 cm [two to three feet] in length). This is used for snares, but could solve many survival problems (i.e., building tools, etc.).

Water Sterilizing Tablets. For use where water is not safe to drink and boiling it is not an option.

Whistle. A sound-signalling device. Effective to ward off animals and signal for help.

- **Band-aids.** Sterile bandage helps control or stop bleeding of a small wound.
- **Mini First Aid Pocket Guide.** For any unknown treatments when in the field, reference the guide.
- **Moleskin.** A sheeted adhesive tape developed especially for hands and feet. Made from highly breathable non-woven fabric with ability to stretch, conform and not sweat or bathe off. The protective nap helps reduce friction and reduce calluses, and is great for holding second skin dressing in place.
- **Second Skin.** Hydro-gel dressing helps protect against blisters, pressure and friction. Helps bring cooling relief to stings, bites, poison ivy and blisters.



This list is not exhaustive and is designed to give cadets choice, keeping in mind different field settings. A handout listing all contents in the survival kit covered is found at Annex C. It is the instructors' choice whether to distribute the handout here, or at the end of the lecture.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. I can be used to signal an aeroplane. What am I?
- Q2. I can provide you food in the form of fish. What am I?

ANTICIPATED ANSWERS

- A1. Signal mirror.
- A2. Fish hook.

Teaching Point 2

Survival Kit Storage Case

Time: 5 min

Method: Interactive Lecture

The contents of a survival kit are very important. Maintaining these items and ensuring they stay dry and undamaged will require a storage vessel that is durable, waterproof, light weight. These containers may be:

Hard Plastic. Very durable, and waterproof. Try to find a case that seals once closed, may be found in any department store.

Soft Plastic. This material, depending on design, can be very durable. Tupperware most often comes with a sealable lid, and may be found in any department store.

Metal Container. Very durable, waterproof, and useful to boil water; however, may possibly rust if not a stainless steel type.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Where can most of these items be found?
- Q2. What is the purpose of a storage vessel for the survival kit?
- Q3. What characteristics should a storage container have?

ANTICIPATED ANSWERS

- A1. Department store.
- A2. Maintains all contents in one place securely in a durable, waterproof, lightweight container.
- A3. Durable, waterproof and lightweight.

Teaching Point 3

Discuss Conducting Regular Maintenance Checks on Survival Kit Items

Time: 5 min

Method: Interactive Lecture

A prepared, ready to go survival kit is always a handy item; however, as time goes by it is necessary to do regular maintenance checks on the items contained inside the survival kit. The cadet should be looking for the following:

Checking Expiry Dates. Some items contained inside the survival kit will have expiry dates associated with them. It is important to do a complete review of all items periodically to ensure currencies are maintained. Expired items can do more harm than good.

Replacing Worn or Damaged Items. Over time, many items may become worn from use or be damaged. Be sure to keep stocked, and resupply the survival kit.

Replacing Missing Items. The contents of a survival kit can become cumbersome. Be sure to maintain a record of all items, complete regular inventory of contents, and replace any items that are missing as soon as possible.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Why should one do periodic checks of a survival kit?
- Q2. What type of maintenance checks should be conducted?
- Q3. When should missing items be replaced?

ANTICIPATED ANSWERS

- A1. Ensure expiry dates are current; replace missing, damaged or worn items.
- A2. Checking expiry dates, replacing worn or damaged items, and replacing missing items.

A3. As soon as possible.

END OF LESSON CONFIRMATION

SCENARIO:

You are going on a camping trip with friends for the weekend. You are in an area that you know well with good tree coverage, and near a water source. You can only bring five items from your survival kit. What are they?



Instructors may want to divide the class into new groups of four to six cadets, and have them decide together what those five items should be, and why. Then have a team leader present it to the rest of the class. (Instructor should try to utilize different “team leaders”, in order to allow all cadets a chance to develop their public speaking skills.

Cadets are to provide justification for the decisions of the group. Each group may formulate different lists, but the rationale must be sound, given the scenario.

ANTICIPATED ANSWERS

- Will depend on the group.

CONCLUSION

HOMEWORK/READING/PRACTICE

For additional study, a matching activity sheet has been provided for the cadets, found at Annex D, along with an answer key. Annex C contains a glossary of terms for all material presented in the survival kit.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The elements included in a survival kit could be essential to survival. The more that is included in the kit, the better the chances of survival.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C2-008 (ISBN 0-00-265314-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: Harper Collins Publishers.
- C2-010 (ISBN 0-375-70323-3) Rawlins, C., and Fletcher, C. (2004). *The Complete Walker IV*. New York, NY: Alfred A. Knopf.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 5

EO M121.05 – RECOGNIZE ENVIRONMENTAL HAZARDS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.

REVIEW

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify animal behaviour, hazardous insects, and hazardous plants, and identify possible strategies for dealing with them.

IMPORTANCE

When participating in an activity in the field, it is important to know how to recognize and deal with environmental hazards in order to remain safe at all times.

Teaching Point 1

Explain Interpreting Behaviour of Wild Animals

Time: 8 min

Method: Interactive Lecture

ANIMAL LANGUAGE

All animals use body language to give directions and indicate to one another when they are mad or glad, relaxed or hurt. They indicate where to find food, warn others of impending danger, or remind others who is leader.

Through all kinds of subtle and overt mannerisms, communication is made, even in and around peers. There are four basic messages wildlife will give off via their body language: Contentment, Submission, Alarm and Aggression.

CONTENTMENT

Contentment is defined as a satisfied state; tranquil happiness. An animal that displays contentment is not threatened by one's presence and continues to go about its business of eating, sleeping, and moving from one place to another. This behaviour is displayed similarly by most species. A deer, for example, will frequently flick its tail and ears, walk slowly - with evenly spaced steps - and lower and raise its head in an alert fashion. When around wildlife displaying this behaviour it is likely the creature is aware of one's presence, but is not likely to become aggressive unless something is done to change the dynamic.

SUBMISSION

Submission is defined as giving way; yielding. This is an expression of social courtesy and submission to others that could be interpreted as a sign of alarm. When animals move past one another, like deer and coyotes, they often lower their heads and flatten their ears, or crouch and curl their tails between their legs. These signs of submission imply "hey, everything is cool", or "let's keep the peace". Similar postures show up in other animals from wolves to wild horses.

ALARM

Alarm is defined as a warning of danger. An animal that is alarmed is not relaxed, but is suddenly alert. When an animal picks up its ears and stares, it is showing alarm. Stress is created from being too close for comfort. When alarmed, an animal quickly stops feeding, may change direction, and if standing, it may move away or suddenly turn and face you.

Some animals have unique ways of expressing alarm; a beaver slaps its tail on the water, a deer "flags" its white tail and runs to safer ground. Skunks and rabbits beat their feet on the ground. The hair on coyote's backs goes up; they get stiffed legged, and they will tend to flatten their ears.

Alarmed animals issue warnings to others, including their kin. When witnessing these signs it is time to back off. An alarmed animal is under stress, and may become aggressive or flee their habitat when they feel these actions are critical to their survival.

AGGRESSION

Aggression is defined as the act or practice of attacking without provocation; an unprovoked attack. Sometimes, when one has failed to recognize the early warnings and has invaded an animal's space, the animal will stand its ground, becoming confrontational. Animals that become aggressive are generally protecting their young, food, or have been startled by a new presence.

To respond to such aggressive actions, one must use body language to diffuse the situation. Every move made can be interpreted as a reply. In most cases, stand tall and make yourself look big. Pick up a large stick and back away slowly. This will be interpreted by the animal to mean it is "too big to be messed with", and there is no desire to pick a fight.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the definition of contentment?
- Q2. What are the signs of submission from an animal?

- Q3. If you came upon a moose and it stood tall, looked straight at you and grunted furiously, what sign would be present?

ANTICIPATED ANSWERS

- A1. Contentment is defined as a satisfied state, tranquil happiness.
- A2. Animals often lower their heads and flatten their ears or crouch and curl their tails between their legs.
- A3. Aggression.

Teaching Point 2

Discuss Hazardous Insects

Time: 9 min

Method: Interactive Lecture

Biting and stinging insects are found everywhere in the wilderness. They are the most common hazard for the nature enthusiast. About 15 percent of people will react seriously to bee and wasp stings, and to insect bites. For them, an insect can produce a condition known as “anaphylactic shock,” where tissues swell extensively and can constrict the airway. Reactions can start with headaches, fever, and muscle spasms, and can develop into widespread hives, nausea, dizziness and difficult breathing.

Common insects, such as mosquitoes and ticks, carry many serious diseases such as West Nile virus, typhoid fever, dysentery, malaria and yellow fever. It is important to recognize the potentially dangerous insects, know which precautions to take, and immediate actions if stung.

SCORPIONS

Scorpions live in the grasslands found in southern Alberta and Saskatchewan and in the Okanagan Valley in British Columbia. The Canadian scorpion is a relatively innocuous variety called *Pararuroctonus Boreas*, which reaches one and a half inches in length. In Canada, scorpions are only active from May to September.

Only 25 species of scorpions are potentially lethal to humans, and ours is not one of them. Their sting is described as resembling that of a bee sting with a little pain and itching locally. If stung, apply a cold compress or immerse in cold water. Take an aspirin if necessary and see a physician if pain is prolonged.



http://people.uleth.ca/~dan.johnson/bws/dj_p_boreaus_cricket_400.png

Figure 10-5-1 Scorpion

MOSQUITOES

Mosquitoes carry a lot of diseases with them. When they bite a human, it may cause reactions and make people sick. Swelling and fever may result from multiple bites.

Recent studies on mosquitoes show the following:

- Mosquitoes seem to be attracted to taller people and ones that are fidgety as they exhale more carbon dioxide, which attracts mosquitoes.
- They are attracted to wet clothing and even more to clothing with perspiration. They also prefer the colour blue.
- Mosquitoes can detect humans from as far away as six metres. They are attracted by heat, moisture and carbon dioxide. All of these factors are increased when moving a lot on a warm day.
- Upon biting, the mosquito injects saliva into the body to help extract the blood. This saliva causes the itching.

TICKS

Ticks can cause irritation and, in some cases, carry harmful germs. They are flat-bodied and round, with a small biting head that eats into a wound.



SAS Survival Guide, by John Wiseman, 1999

Figure 10-5-2 Tick

Hikers and walkers must check their legs daily for ticks embedded in the skin. If one is found, the following should be done:

1. use heat, oil, petroleum jelly, alcohol, nail polish or hot water to make the tick drop off. This will prevent the tick from breathing and it will release its hold immediately;
2. if the tick does not come off, leave the oil on for half an hour and use a pair of tweezers to remove it by pinching as close to the skin as possible, pulling gently. Do not use fingers to pull it out; and
3. wash the area with water and soap.

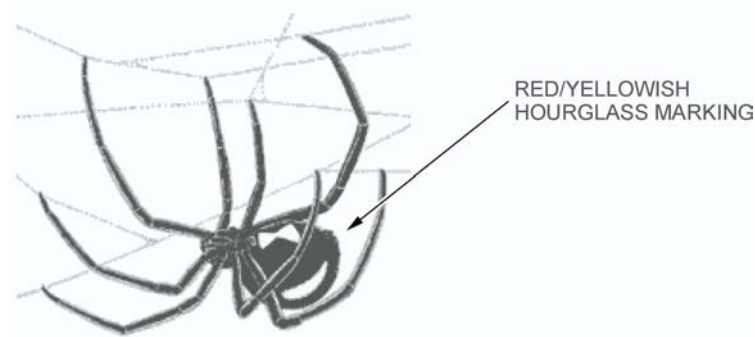
SPIDERS

Though most spiders are venomous and considered predators, of the thousands of species found in Canada, few are actually considered a health threat. In fact, spiders are actually helpful in controlling other pests in the home or garden since they feed on other insects and spiders. They generally bite and inject venom into their prey. Spiders however, rarely bite humans. The venom of most species is not very toxic to humans, usually resulting in no more than a slight swelling, inflammation, or itching sensation. In Canada, the two spiders that can be a health risk are the black widow and the brown recluse.

Black widow spider

Black widow spiders have a dark brown to glossy black body. However, the young black widows are white in colour. When their legs are extended, they have a size of 2.54 x 3.81 cm. The female is extremely poisonous. She has a red or yellow hourglass marking on the underside of the abdomen (see Figure 10-5-3). The male does not have this marking and is smaller.

Black widows are usually found outdoors in sheds, outhouses, under stones, logs, in hollow stumps, and sometimes indoors in dark corners of garages, rock walls, barns or woodpiles. Their web is distinctive. The strands of silk run in many directions so the web appears as a concentration of irregularly arranged threads. The silk strand of the web is considerably heavier and stronger than those of other species that form similarly shaped webs.



<http://desertmuseum.org>

Figure 10-5-3 Female Black Widow

The female black widows will bite when handled or accidentally touched. Their bites produce local redness with two tiny red spots, severe pain, sweating, shivering, nausea and weakness. The victim could even writhe in agony and have difficulty talking and breathing. It is rarely fatal, but can disable the victim for up to a week. The venom's effect will occur in about 30 minutes and attacks the nervous system. Serum is needed to counteract the black widow's venom.

When travelling to the doctor's, keep the victim calm and apply an antiseptic to the sting area. Place an ice pack around the bite area to slow the spread of the venom.

Wearing leather gloves when working around potential black widow habitats will help avoid getting bitten.

Brown Recluse Spider

The brown recluse spider has a light yellow, to dark brown body, with an oval shape of 3 to 6 cm long and 6 cm wide. It also has a distinctive fiddle-shaped mark on its back. These spiders make an irregular and sticky web that is used for shelter rather than for trapping insects.



The Essential Backpacker, A Complete Guide for the Foot Traveller, by Adrienne Hall, 2001

Figure 10-5-4 Recluse Spider

Though active throughout the year, they often go unnoticed because of their reclusive habits. Brown recluse spiders may be found in dark, secluded indoor places that are dry, cluttered, undisturbed and contain a supply of insects for food. They are most commonly found behind baseboards, under tables and chairs, in the basement, crawlspace, attic, infesting cedar shake roofs, and in garages and sheds.

Their bites are poisonous and mostly occur when the spider is trapped in shoes or clothing, rolled on while in bed, or encountered when cleaning storage areas. The brown recluse spider's venom attacks the cells of flesh

and produces necrosis or dead tissue in humans. Though fatalities are rare, if quick medical action is not taken, weak adults or children have been known to die.

The bite is not usually felt, but a stinging sensation may develop shortly after, followed by intense pain. The reaction however, may not occur until an hour or more after the bite. The bitten area will first develop a small, white blister and enlarge as the venom attacks and kills the tissue in the affected area. Eventually, the affected tissue will die and leave a sunken, ulcerated sore. Other reactions include fever, chills, vomiting, joint pain, spotty skin, blisters, swelling, rash, nausea, jaundice and cramps.

The healing process is slow, generally six to eight weeks. Though no anti-venom is available, prompt medical treatment can prevent severe reaction and minimize the extent of damaged tissue and eventual scarring, disfigurement or amputation.

To avoid getting bitten by the brown recluse, shake out unworn or stored shoes and clothes before wearing. Check bed linens of unoccupied beds and wear leather gloves when working around potential habitats.

BEEES

Bees are a venomous, stinging, social insect that are abundant in urban areas. When nests are disturbed, bees will get defensive and can inflict multiple stings.

Honeybees are less aggressive, as they live in well-protected hollow trees and other cavities. They do not have to protect their nests, so they do not have to be aggressive and sting as frequently to protect their home. This type of bee stings only once, as the barbed stinger will stay embedded in the skin. The stinger embedded in the skin must be removed as soon as possible as the venom sac will continue to pump for two to three minutes driving the venom deeper into the skin. The best way to remove the stinger is to scrape it out with a fingernail, as this will avoid squeezing the venom sac.

African bees make nests in the openings of tree branches and in holes in the ground. Their nests are vulnerable to attack and they have to fight potential predators. For this reason, they are easily provoked and highly defensive. They respond more quickly, stay agitated longer, and chase enemies further, than European bees. The sting of a single African bee is no more dangerous than the one of other honey bees but the massive attack of hundreds of bees and hundreds of stings can prove fatal. African bees are sometimes referred to as "killer bees."

African bees look like other honeybees but they are slightly smaller, weigh less, and have shorter stingers and forewings. They are more nervous in their hives, and fly farther and in a more zigzag pattern than European bees.

WASPS

There are several varieties of wasps in North America, including the yellow jacket, hornet and paper wasp. Colour ranges from black to combinations of black with yellow, white or brown markings. The slim winged body measures 10 to 19 mm. All wasps species have chewing mouthparts and the females possess a stinger.



www.abellgroup.com

Figure 10-5-5 Wasp

Nests can be found around buildings, on verandas, under eaves, ceilings, attics or in trees and shrubs. Several varieties of wasps build nests under ground. Wasps are very protective of their nest and, though they will use the nest for only one season, it can contain as many as 10 000 to 30 000 individuals.

As bees do, wasps inject venom under the skin. Wasps have smoother stingers than bees and so can sting numerous times. Their sting produces a few minutes of fierce burning, followed by redness and itching at the point of the sting. A welt may form and subside in three or four hours. A wasp sting, aside from being very painful, can prove serious and sometimes fatal.

If a wasp stings someone, the sting area must be washed with water and soap. If the stinger and venom sac remain in the wound, a fingernail or knife blade can be used to scrape them out. The sting area should be washed again.

AVOIDING INSECTS

Most insects are a nuisance rather than a danger. When bothered by insects like mosquitoes, black flies, deer flies, or chiggers, hikers have several options available to thwart such nuisances, and reduce exposure by controlling their surroundings. Try and avoid camping areas with tall grass, weeds and standing water where insects are abundant.

Preventive measures to avoid insects:

Clothing and Scents

- Avoid wearing brightly coloured clothing as it will attract insects. Wear pale colour clothing and fabrics.
- Cover up as much of the body as possible.
- Limit the use of fragrances (i.e., colognes, perfumes, deodorant, shampoos, etc.), as insects are attracted to them. Use fragrance-free soap and detergent.

Insect Repellents

Apply insect repellents such to ward off unwanted insects. These repellents should be applied to the exposed areas of the body. Many insect repellents rely on chemicals to repel insects and have effective durations per application.

Product effectiveness:

- **DEET:** Protects from bites for a period of two to six hours. Generally, the higher the concentration of DEET the longer the protection; however, use of a produce with more than 30 percent DEET is unlikely to yield any benefit.

- **P-Methane 3,8 Diol:** Provides up to two hours of protection. Not to be used by children under three years of age.
- **Soybean Oil:** Provides between one and three and one half hours of protection.

WARNING

DEET in high concentrations can be harmful to a person's health, specifically the nervous system.

NOTE

Health Canada recommends:

- Children under six months are NOT to use insect repellents containing DEET.
- Children aged six months to two years are NOT to use insect repellents containing DEET.
- Children between 2 to 12 years: Apply no more than three times a day using the lowest concentration of DEET (10 percent or less).
- Individuals 12 years or older: Apply insect repellents containing no more than 30 percent DEET.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Why is it important to be protected against insects?
- Q2. What can be used to remove ticks from skin?
- Q3. How can the female black widow be recognized?
- Q4. What is the remedy for a black widow bite?
- Q5. What marking makes the brown recluse spider stand out amongst other spiders?
- Q6. What precautions can be taken in order to prevent being bitten by a brown recluse?
- Q7. What percentage of DEET can cadets use?

ANTICIPATED ANSWERS

- A1. Some people will react seriously to stings and bites. Insects can also carry serious diseases.
- A2. Heat, oil, petroleum jelly, alcohol, nail polish, hot water.
- A3. She has a red or yellow hourglass marking on the underside of the abdomen.
- A4. Serum (anti-venom).
- A5. It has a distinctive fiddle-shaped mark on its back.
- A6. Shake out unworn or stored shoes and clothes before wearing. Check bed linens of unoccupied beds. Wear leather gloves when working around potential habitats.
- A7. 12 years old, apply no more than three times a day using the lowest concentration of DEET (10 percent or less). Individuals 12 years or older, apply insect repellents containing no more than 30 percent DEET.

Teaching Point 3**Identify Poisonous Plants**

Time: 8 min

Method: Interactive Lecture

POISON IVY

Poison ivy is present in every province except Newfoundland, and occurs on sandy, stony, or rocky shores of streams, rivers and lakes. It sprouts in thickets, along the borders of woods and in wood openings.

Characteristics

- glossy plant;
- grows as a:
 - trailing vine, a sub-shrub 5 to 120 cm high; and
 - aerial-rooted vine that climbs rough surfaces to 15 m;
- leaves consist of three leaflets with the middle one having a stalk longer than the other two; and



SPRING AND SUMMER

FALL

www.cwss-scm.ca/weeds/images/F22_centralPoisonIvy.jpg

Figure 10-5-6 Poison Ivy

- leaves alternate in colour and are reddish in the spring, green in the summer and are various shades of red, yellow, orange or bronze in fall.

POISON SUMAC

Poison sumac is found in some of the wooded swamps of southern Ontario and southern Quebec. It is a tall shrub or small tree with 6 to 12 leaflets arranged in pairs and an additional single leaflet at the end. The small yellowish green flowers, born in clusters, mature into whitish green fruits that hang in loose clusters 10 to 30 m in length.



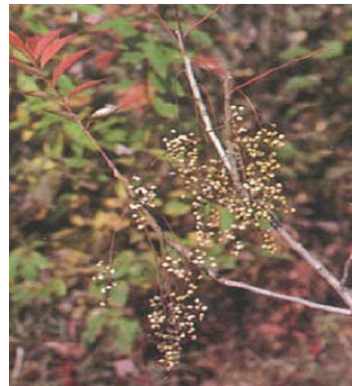
http://res2.agr.gc.ca/ecorc/poison/vernix_e.htm

Figure 10-5-7 Poison Sumac



http://res2.agr.gc.ca/ecorc/poison/vernix_e.htm

Figure 10-5-8 Poison Sumac

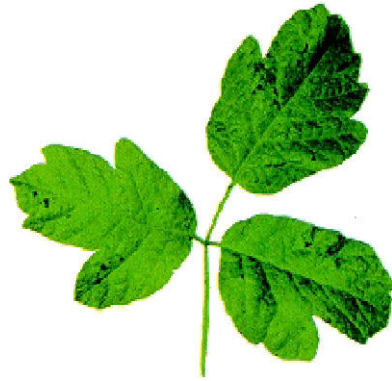


http://res2.agr.gc.ca/ecorc/poison/vernix_e.htm

Figure 10-5-9 Poison Sumac With White Berries

POISON OAK

Poison oak is found only in western Canada. It grows as a bush, vine root and shrub-like forms, It has leaves divided into three leaflets that are roughly edged and densely haired. The white berry-like fruits are also haired. Poison oak continually changes colours corresponding with the seasons; red in spring, green in summer and red/bronze in the fall.



www.knowledge.org/oak/identify.html

Figure 10-5-10 Poison Oak



www.odsu.com/images/poioak1b.jpg

Figure 10-5-11 Poison Oak



www.coloma.com/reference/401-1-18-poisonoak.jpg

Figure 10-5-12 Poison Oak

Infected Symptoms

The symptoms of the allergic reaction to exposure to poison ivy, sumac, and oak are similar, they are:

- severe itching of the skin;
- red inflammation and blistering of the skin; and
- in severe cases, oozing blisters develop.

Wash infected skin as soon as possible with cold water to minimize severity of the rash and prevent the spread of the sap to uninfected parts of the body. Although extremely irritating, most cases disappear within a week to 10 days. Relief may be found through the application of medication such as calamine lotion, which is available in most drug stores.



Poison Ivy is treatable with a natural herbal remedy. When in the field and you have been exposed to poison ivy, oak, or sumac, locate a plant called jewelweed (preferable orange jewelweed not yellow). To apply jewelweed as a remedy, slice the stem then rub its juicy inside on exposed parts, this will promptly ease irritation and usually prevents breakouts.



www.westol.com/~banding/jewelweed-090602.jpg

Figure 10-5-13 Orange Jewelweed



www.donwiss.com/pictures/F-2001-07-0410019.jpg

Figure 10-5-14 Jewelweed



www.naturealmanac.xom/natural_events/j/jewelweed.jpg

Figure 10-5-15 Orange Jewelweed

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What three poison plants are found in Canada?
- Q2. What are the symptoms that a person has come into contact with a poisonous plant?
- Q3. What is the name of the plant that can be used as an herbal remedy to treat an exposed person?

ANTICIPATED ANSWERS

- A1. Poison ivy, poison oak, and poison sumac.
- A2. Severe itching of the skin, red inflammation and blistering of the skin. In severe cases, oozing blisters develop.
- A3. Jewelweed.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Why is it important to be protected against insects?
- Q2. What can be used to remove ticks from skin?
- Q3. How can the female black widow be recognized?
- Q4. What three poisons plants are found in Canada?
- Q5. What are the symptoms that a person has come into contact with a poisonous plant?

ANTICIPATED ANSWERS

- A1. Because some people will react seriously to stings and bites. Insects can carry serious diseases.
- A2. Heat, oil, petroleum jelly, alcohol, nail polish and hot water.
- A3. She has a red or yellow hourglass marking on the underside of the abdomen.
- A4. Poison ivy, poison oak, and poison sumac.
- A5. Severe itching of the skin, Red inflammation and blistering of the skin. In severe cases, oozing blisters develop.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important for everyone who participates in field training to know how to recognize and deal with dangerous animals, insects, and poisonous plants, in order to ensure the safety of all participants.

INSTRUCTOR NOTES/REMARKS

This lesson should be delivered prior to the FTX allowing cadets to be aware of possible dangerous animals and insects in the field. It is important for instructors to focus on insects and plants found in their geographical area that they may encounter.

REFERENCES

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

C2-032 Curtis, S. (1998, September). *Watch your Language*. Retrieved 25 May 2006, from http://www.backpacker.com/article/1,2646,135_article,00.html.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 6

EO M121.06 – IDENTIFY ENVIRONMENTAL INJURIES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructor Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of the lesson the cadet shall be expected to recognize the effects that hot and cold weather may have on the body, and how to identify and prevent environmental injuries.

IMPORTANCE

Cadets need to know how to recognize hot-and-cold weather dangers and treatment of these effects. Knowing how to properly identify various hot-and-cold related injuries and take proper preventative measures will ensure a safe, fun and meaningful training experience in any weather conditions.

Teaching Point 1**Explain How to Identify Cold-Related Injuries**

Time: 13 min

Method: Interactive Lecture



This teaching point contains substantial background information to be used by the instructor in the development of a lesson plan. During delivery, the emphasis shall be placed on the **preventative** measures detailed throughout. A detailed discussion of cold weather injuries is provided in EO C121.04 (Section 13).

FROSTBITE

Frostbite is the freezing of tissue in the body. As blood flow slows down, the fluid between cells can freeze. As ice crystals form on them, the cells become dehydrated. Frostbite acts locally on parts of the body such as fingers, toes, chin, nose and ears. It is a constant hazard during activities occurring in sub-zero activities, especially when accompanied by strong winds.

Signs and symptoms of frostbite stages:

Surface Frostbite. Also known as superficial frostbite or frostnip, it affects only the skin and causes little damage. Only the outer layer of the skin is frozen. It may occur from contact with cold metal or severe wind chill. After the nipped area is warmed, the layer of frozen skin becomes red, and after a few days, the skin will peel, looking similar to sunburn. Signs and symptoms include:

- skin turns white and numb;
- tissues beneath the affected area are still soft;
- casualty may not feel it; and
- may notice white spot.

Deep Frostbite. Frostnip has progressed into underlying tissue. It may feel hard on the surface, and soft below. Blisters will usually appear within 24 hours of warming. It needs proper warming, not just an application of heat. If it progresses even further, the injury extends into deeper tissue and into the muscle. Blisters containing fluid, blood-filled blisters, delayed blisters or lack of blisters forming within 48 hours of warming indicate deep frostbite. It may cause loss of tissue and permanent damage, including the loss of parts, or all of the affected area. Proper field care can often mean the difference between temporary disabilities and permanent injuries.

Signs and symptoms include:

- pain or numbness in the fingers, toes, heels, and entire hands and feet;
- tissue is hard all around the affected area;
- the frostbitten part is cold and white (sometimes purple); and
- no pain, or feeling of any kind, in the extremity that is frozen.

Prevention

Surface. Is common on the face and is associated with naturally occurring wind, or wind from a moving vehicle. A good parka tunnel will usually prevent frostbite because it holds a pocket of warm air around the face. In strong winds, cover the nose and cheeks with a face mask, scarf, or any piece of warm fabric. Since frostbite is often not felt, the first warning may come from a companion who notices a white spot on your face. Frostbite is also common on the hands if doing work, or if coming into direct contact with cold metal.

Deep. Often occurs when exposed to freezing temperatures with no chance to warm-up, or when hands and feet become wet and freeze. It is important to eat often to maintain body warmth, drink often to avoid dehydration, and rest enough to avoid fatigue while restoring circulation. Warm numb and painful feet immediately.

Treatment

Do not use snow, oil, rubbing, massage or pressure.

Superficial. Serves as a warning. A frozen nose is the most common type of superficial frostbite. Most minor frostbite can usually be thawed with body heat. Place a warm palm against a frostbitten cheek or ear, and place frostbitten hands against your chest, between your thighs, or under your armpits. Superficial frostbite that produces blisters may require the casualty to be evacuated for medical attention.

Deep. Remove all constricting clothing such as boots, gloves or socks, without causing further damage to the frostbitten area. The frozen part should be placed against an unfrozen part of the body or exposed to warm air. Rapid thawing by the application of external heat is the safest way to relieve frostbite. Clean and dress the area to avoid infection. Do not exercise the injured person, or warm them in front of an open fire. Seek immediate medical attention.

SIGNS AND SYMPTOMS OF HYPOTHERMIA

Cold exposure, or hypothermia, is the drop of the vital core temperature of the body. Exposure can be divided into three levels – mild, moderate and severe. It is hard to tell where one level starts and the next stops without a special thermometer.

Signs and symptoms of hypothermia stages:

Mild Exposure. During mild exposure the casualty:

- is awake;
- shivering;
- can answer questions intelligently;
- may be slurring their speech;
- is losing interest in what they are doing; and
- is complaining that they are cold.

Moderate Exposure. During moderate exposure the casualty:

- is confused and illogical;
- does not want to move much, and may be sleepy;
- is clumsy and stumbles;
- stops shivering;
- shows signs of muscle stiffness;
- has slow breath and pulse rates;
- may have a fruity odour to their breath;
- may have dilated pupils; and
- may urinate in clothing.

The casualty is in great danger and is close to severe hypothermia, unconsciousness and death.

Severe Exposure. Moderate exposure quickly becomes severe exposure. At this point the casualty is in a coma, and is close to death. In severe exposure, the casualty:

- is barely conscious;
- has slow, shallow breathing and a weak, slow, irregular or absent pulse; and
- has pale, very cold, perhaps bluish skin.

During this time, the casualty will appear dead. It is important to remember that though they may look dead, there still may be a faint pulse, and some respiration. You can not determine if someone is dead until the body has warmed up and there is still no sign of life.

Prevention

There are a number of things a person can do to help prevent exposure:

- prepare for the worst and take extra clothing;
- avoid overheating and sweating. Wear loose, layered clothing that breathes. Cotton wets easily and dries slowly. Wool is warm, even when wet, and modern fabrics such as polypropylene and polyester are superior next to the skin;
- avoid long term cooling. Take breaks for hot drinks, and try to get out of the wind. Do not continue on if you are getting seriously cold;
- eat often to provide fuel for your body. Sugars and starches work most quickly;
- drink lots. Dehydration is a major contributor to exposure. Hot, sweet drinks are best, but you can also drink cold water. Do not eat snow if you are cold;
- keep your big muscles moving. This creates heat. Keep wiggling your toes and fingers if they are cold. Wiggling them will not warm you up too much, but moving the larger muscles of the arms and legs will. Swing your arms vigorously, and place the hands in the armpits; and
- check your companions often. If they get clumsy, start to shiver, slur their speech, or act strangely, you can suspect exposure. Remember that people suffering from exposure do not always feel it.

Treatments

Mild Exposure. If you think that your companion is suffering from mild exposure, you should:

- stop travelling;
- prevent any further loss of body heat;
- get them into shelter;
- replace any wet clothing;
- allow shivering to continue as it is the body trying to warm up; and
- give them food and hot drinks.

Rewarming with skin-to-skin contact or sleeping bags is the best way to help the person.

Moderate Exposure. If the casualty is suffering from moderate exposure, treat them for mild exposure, except:

- avoid rough handling and do not let them walk; and
- do not give fluids to drink until they are awake and understand what is going on. This will prevent choking.

Never handle anyone in moderate exposure roughly, or allow them to move much, as this affects the heart and can cause it to fail quickly.

Severe Exposure. There must be medical treatment at this time. There is some treatment that you can give to a casualty showing signs of severe exposure. They are:

If there is any breathing or a pulse, you should:

- handle the casualty very gently;
- prevent further heat loss; and
- move them gently to medical care.

If medical attention is not available, and you are far from help, you should:

- immediately and gently move them into warm shelter;
- apply heavily wrapped warm water bottles to sides of their neck, chest, and groin. Do not put them anywhere else; and
- keep them warm and let them recover very slowly without moving them.

It is very important that the water bottles be only slightly warm, as too much heat will damage the skin. Do not rub the hands, feet, or legs or move them if you do not have to. If the casualty recovers, the hearing is the first to return, then the sight. They may then lose control of their bowels.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the most common type of superficial frostbite?
- Q2. What are the three types of exposure?
- Q3. What are some things you can do to prevent exposure?

ANTICIPATED ANSWERS

- A1. A frozen nose.
- A2. Mild, moderate and severe.
- A3. Any of the following: take extra clothing, avoid sweating and long term cooling, eat often, drink lots, keep active, and check each other often.

Teaching Point 2**Explain How to Identify Heat-Related Injuries**

Time: 12 min

Method: Interactive Lecture

HEAT CRAMPS

The instructor shall present the following information, with emphasis being placed on the treatment and prevention of the various ailments. The instructor should remember, when planning the lesson, to emphasize the importance of notifying a supervisor or senior cadet of any signs or symptoms being noticed.

Heat cramps are caused by the loss of salt during excessive sweating, as a result of a failure of the natural cooling mechanisms in the body to control the body's temperature. This is a warning sign of heat exhaustion, and occurs in the muscles doing the most work, such as the arms, legs and abdomen.

Symptoms:

- Shallow breathing.
- Vomiting.
- Dizziness.

Treatment:

- Move to shade.
- Rest.
- Drink water with a little salt dissolved in it (only a pinch to a half litre).

HEAT EXHAUSTION

Heat exhaustion is caused by exposure to high temperatures and humidity, with loss of body fluids through excessive sweating. It can occur without direct exposure to the sun; just being in a hot building with poor ventilation may cause it.

Symptoms:

- Pale face.
- Cold sweaty skin.
- Weak pulse.
- Dizziness.
- Weakness and possible cramps.

Treatments:

- Move to shade.
- Rest.
- Drink water with a little salt dissolved in it (only a pinch to a half litre).

HEATSTROKE

Heatstroke is caused by the failure of the brain to regulate the heat mechanisms of the body, and will cause a cessation of sweating (cooling). Heatstroke can occur after a few hours of exposure to intense heat, but usually occurs after a few days of prolonged exposure (i.e. heat wave, or a holiday in the tropics). People from temperate climates who have not had a chance to acclimatize are at a higher risk of being affected. During strenuous activities and high temperatures the chances of heatstroke occurring are increased.

Symptoms:

- Hot dry skin.
- Flushed face and feverish (sweating stops).
- Rise in temperature.
- Pulse is rapid and strong.

Treatments:

- Lay in the shade with head and shoulders slightly raised.
- Remove outer clothing, cool body by wetting underclothing with TEPID water (cold water may push the core temperature up) and fanning.

- Severe headache, often with vomiting.
- Unconsciousness may follow.
- Spray or sprinkle water over casualty.
- Casualty should be placed in a cool damp area with plenty of ventilation.
- When consciousness returns give water to drink.
- When temperature returns to normal replace clothing, and keep warm to prevent chill.

SUNBURN

Sunburn occurs when skin is burned by exposure to the sun or ultraviolet light. The skin will burn when the amount of exposure to the sun or ultraviolet light source exceeds the ability of the body's protective pigment to protect the skin. The best prevention for sunburn is to remain covered as much as possible, and to apply sunscreen with a minimum SPF rating of 30 to any exposed skin.

Sunburn in a very light skinned person may occur in less than 15 minutes of midday sun exposure, while a dark skinned person may tolerate the same exposure for hours. Actual sunburn, with blisters, is a real danger, especially with pale and sensitive skin types. If more than two thirds of the body is affected it can prove fatal.

Treatment:

- add sunscreen prior to participating in any activity in the sun;
- avoid further exposure;
- keep in the shade;
- cover all blisters with dressings (DO NOT BURST); and
- seek medical assistance.

SORE EYES

Sore eyes may be due to glare. This is more common when on a lake or ocean, in the desert, or on snow covered locations. It is caused by overexposure to the sun or dust particles.

Treatment:

- rest in the shade;
- cover eyes after washing out foreign objects;
- use a mask and darken below eyes with charcoal to avoid recurrence; and
- wear sunglasses.

DEHYDRATION

Dehydration is a condition that occurs when a person loses more fluids than they consume. The human body is made up of about two thirds water and when someone gets dehydrated, it means the amount of water in the body has dropped below the level needed for normal body function (low fuel).

To avoid dehydration one must drink plenty of water. It is recommended that a person drink 1.2 litres (six to eight glasses) of water every day. When exercising consumption of water should increase to one litre of water per hour of exercise on top of the normal daily amount. Water intake should also be increased if exercising in warmer conditions or during hotter weather periods as one will sweat more and lose fluid from the body.

Results and Symptoms of Fluid Loss:

Fluid Loss 1 to 5 percent	Fluid Loss 6 to 10 percent	Fluid Loss 11 to 20 percent
<ul style="list-style-type: none"> • Thirst • Vague discomfort • Lack of appetite • Flushed skin • Impatience • Sleepiness • Nausea 	<ul style="list-style-type: none"> • Dizziness • Headache • Laboured breathing • No saliva • Indistinct speech • Unable to walk 	<ul style="list-style-type: none"> • Delirium/disorientated • Swollen tongue • Unable to swallow • Dim vision • Numbed and shrivelled skin

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are three heat related injuries?
- Q2. If you were exposed to ultraviolet light for a prolonged period of time, what would occur?
- Q3. What are the symptoms of heat stroke?

ANTICIPATED ANSWERS

- A1. Heatstroke, dehydration, heat exhaustion.
- A2. Sunburn.
- A3. Hot dry skin, flushed face and feverish (sweating stops), rise in temperature, pulse rapid and strong, severe headache, often with vomiting, unconsciousness may follow.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Describe the preventative steps to take to avoid exposure to hyperthermia?
- Q2. How can a cadet avoid dehydration?
- Q3. How can a cadet prevent sunburn?

ANTICIPATED ANSWERS

- A1. Any of the following: take extra clothing, avoid sweating and long term cooling, eat often, drink plenty of water, keep active, and check each other often.
- A2. To avoid dehydration one must drink plenty of water. It is recommended that a person drink 1.2 litres (six to eight glasses) of water every day. When exercising, consumption of water should increase to one litre of water per hour of exercise on top of the normal daily amount. Water intake should also be increased if exercising in warmer conditions or during hotter weather periods as one will sweat more and lose fluid from the body.

- A3. The best prevention for sunburn is to remain covered as much as possible, and to apply sunscreen with a minimum SPF rating of 30 to any exposed skin.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Cadets should now be better prepared to recognize environmental related injuries, and injuries to which they are susceptible while participating in field training exercises in any season.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.
- C2-008 (ISBN 0-00-265314-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: Harper Collins Publishers.
- C2-009 (ISBN 0-684-85909-2) Harvey, M. (1999). *The National Outdoor Leadership School's Wilderness Guide*. New York, NY: Fireside.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 7

EO M121.07 – ERECT A GROUP TENT

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructor Guide, within the teaching points for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to erect a tent as a member of a group and organize their personal tent space.

IMPORTANCE

Shelters are important to protect cadets against weather and offer sleep areas. Ineffective shelters will hamper training and put cadets at risk.

Teaching Point 1**Introduce Tents**

Time: 8 min

Method: Demonstration



Cadets will use commercial tents, which come in various sizes and forms, and therefore have different materials and ways to be erected. Instructors and users should read the information booklets provided with the tent used in order to become familiar with how to erect it.

TENT INFORMATION

Modern tent styles include dome, tunnel and ridge (or A-frame) designs. Tents are rated as either a three-season or a four-season shelter. Three-season tents are designed to offer good ventilation in spring, summer and fall, and provide sturdy weather protection in everything but heavy snowfalls and very high winds. Many three-season tents have mesh inner bodies, which reduce condensation, and can often be used without the fly for a cool, bug-proof shelter on hot nights. Three-season tents are airier, less expensive, lighter and more compact or roomier than four-season tents. Their versatility makes them popular with backpackers, paddlers and cyclists. A four-season tent is made of stronger materials and is designed to withstand strong winds and for use in cold environments. For backpacking expeditions, choose a tent or shelter that offers sufficient protection for a person and their kit. No tent or shelter is fireproof, so use extreme caution with an open flame.

Each tent will be rated for the number of people that are supposed to fit in the tent to sleep. Tents, when purchased, should be chosen and rated for at least one more person than planned allowing room for kit. Some tents have a small sheltered area at the door, called a vestibule, to allow a storage area for kit.

Some tents use a separate “fly” (a waterproof tarp that fits over the tent) to keep you dry, while others have just a single wall and roof with waterproof qualities. All tents must be dried completely before long term storage.

PARTS OF A TENT

www.mec.ca/tarn3

Figure 10-7-1 Sample Tent with Labelled Parts (No Guy Lines)

Pre-made shelters come in many styles, sizes, shapes and materials. Most will use some common items such as:

- Poles (aluminium, carbon fibre or fibreglass). These are to be used to support the material portions of the tent;
- Guy lines (for support). These may be constructed from a lightweight, water-resistant material, and are stretched out from the material of the tent to lend shape and stability to the tent;
- The proper tent. Tents and shelters are traditionally made from nylon, polyester, canvas or cotton material, and are often one large piece, into which poles etc., are inserted;
- Pegs. Some tents require pegs to be driven into the ground for additional support of the tent structure, or to hold the ends of the guy lines; and
- The fly. Many tents utilize a fly in order to provide additional weatherproofing. Often flies provide a vestibule, or compartment at the front or rear door to the tent, in which an additional kit can be stored.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What size tent should be used if planning on sleeping two persons with kit?
- Q2. What seasons are tents rated for and what is the difference between the two?
- Q3. What is the tarp-like material called that fits over the top of a tent?

ANTICIPATED ANSWERS

- A1. Three person if planning on storing a kit inside.
- A2. Three-season and four-season tents. Three-season tents are made for spring summer and fall, four season are made of stronger materials and are designed to withstand strong winds and be used in cold environments.
- A3. Fly.


Teaching Point 2

Pitching and Anchoring

Time: 20 min

Method: Demonstration and Performance

PITCHING AND ANCHORING

	<p>Pitching (erecting)</p> <ul style="list-style-type: none"> • Instructors are to show the cadets how to erect the commercial tent that is being employed by the cadet unit. • Gather cadets in an appropriate location and go through the erection of the commercial tent, step by step as set out in the manufactures instructions.
---	---

Keep in mind the following points when pitching a tent:

- find a sheltered area;

- avoid overhanging tree branches and other overhead hazards;
- avoid areas in the radius of any dead trees in case the wind or other environmental factor topples them;
- avoid open hilltops giving exposure to wind and lightning;
- avoid depressions where water might pool after rainfall;
- ensure you are at least 100 m from your cooking area (bears and other animals will be attracted to food smells);
- orient the opening of the shelter away from the wind;
- ensure sleeping surface is cleared of any sharp objects, large twigs and rocks; and
- never pitch a shelter on a road or path.

To lessen the impact on the environment and other wilderness users:

- ensure you are at least 100 m from open water – local wildlife relies on water access for survival and your presence at the water's edge may interrupt their habits;
- select a shelter site out of the direct view of other wilderness users – at least 10 m from a trail, path or road; and
- erect the shelter on a durable surface like sand, rock or grass – fragile plant life may be permanently damaged by use of the area. Avoid moving large stones and branches.

When pitching, the strength of a tent depends on the construction, design and quality. Equally a great deal of strength is achieved when a tent is properly pitched. A tightly pitched tent is stronger, more aerodynamic, keeps drier in a storm, and lasts longer than a loose and sagging tent. When pitching ensure to:

- stake tent ensuring all cords are taut (having no slack or give); and
- make tent and fly taut with all various tie downs provided.



A taut tent is stronger, and sheds rain and snow more effectively.

ACTIVITY – ERECT A PERSONAL TENT

OBJECTIVE

- This activity's objective is to have the cadets erect a tent with a properly laid out tent space.

RESOURCES

- Tents.
- Personal kit (backpack and material contained within).
- Sleeping bags.
- Air mattresses.

ACTIVITY LAYOUT

This activity will be run as a competition, similar in nature to the principles of a game. The cadets will be challenged to completely set up a tent, and organize their tent space, in 40 minutes. The instructions are as follows:

- cadets will be assigned to tent groups corresponding to the number of persons a provided tent can hold. These shall be the groups in which the cadets will be sleeping for the duration of the FTX;
- the cadet tent groups will be assigned a tent site location as determined prior to this lesson;
- cadets will erect tents according to the manufacturer's instructions as discussed in TP1;
- once cadets have been assigned tent groups and tent locations (as previously determined), explain to the cadets that there will be a small challenge on tent construction;
- cadets will be given a time limit of 15 minutes to erect a tent and set up their tent space;
- the instructor will continuously supervise cadets throughout this teaching point, giving direction where required; and
- assistance and supervision from other staff may be required, and is encouraged.

SAFETY

- Cadets are to be supervised throughout this lesson.
- Ensure that if any tools (i.e. axes, knives, hammers) are to be used, it is done with direct supervision.

INSTRUCTOR GUIDELINES

- During this activity the instructor must continually supervise the cadets.
- Constantly be aware of what is happening at the tent sites.
- Assist cadets experiencing difficulties, keeping in mind this is a competition.
- Once time has expired, assess the tents to see which group has the best completed shelter (see TP2 – Confirmation, for details on assessment criteria).
- Once winners have been determined, be creative and reward the cadets.

CONFIRMATION OF TEACHING POINT 2

Tent assessment criteria:

- sleeping surface clear, void of any sharp objects that could be a danger to the tent; and
- tent is set up according to manufacturer's instructions, ensuring:
 - pegs are holding the tent to the ground, and in proper locations relative to the tent;
 - guy lines are taut and placed in a safe location, contributing to the overall strength of the tent;
 - poles are fully assembled and secured; and
 - any other criteria detailed in TP2 that may be applicable.

Teaching Point 3**Organize Personal Tent Space**

Time: 8 min

Method: Demonstration and Performance

TENT SPACE

Where pre-made shelters come in many styles, sizes, and shapes, it is difficult to specify one particular tent space layout that is conducive to all types; however, there are a few common guidelines all campers should follow:

- during warm or clear days, the tent doors are left open to allow air to flow through (fly is closed);
- air mattress is laid out in tent if self inflating, allow time for air to fill mattress;
- sleeping bag left rolled up until prior to sleeping if a down sleeping bag is used, allow time for bag to fluff and fill with air;
- maintain a clean space dirt or other objects may tear the tent;
- kit is stored at the foot of tent or outside under a tarp;
- remove footwear upon entry (reduces dirt and water inside the tent); and
- do not store food inside a tent.

CONFIRMATION OF TEACHING POINT 3

The instructor shall have the cadets organize their bed space, and shall correct errors as soon as possible. The bed space shall be assessed by the instructor, ensuring:

- the sleeping space is tidy and properly laid out;
- the air mattress is laid out flat, with self-inflating valve open, allowing air to fill;
- sleeping bag is still stored; and
- any other criteria from TP3 are considered, as applicable.



The instructor may end the lesson at this point, and have the cadets carry on with other activities, in accordance with the training schedule for the FTX. TP4 may be scheduled to take place at the end of the FTX, as part of site teardown.

Teaching Point 4**Striking**

Time: 20 min

Method: Demonstration and Performance



The instructor shall demonstrate the complete process for removing a tent from a campsite, or **striking** the tent. The cadets shall then strike their tents, under supervision, while the instructor provides feedback.

STRIKING

To remove a tent from the campsite, one must first strip the tent site of all components belonging to the tent. Importance should be placed on removing pieces of string or rope that are used to tie down the structure. The sleeping surface should be returned to its original appearance (replacing sticks and stones removed for sleeping). Remove any leftover garbage.



Where time permits, units may choose to include a similar activity to that presented in TP2.

FOLDING AND STORAGE

Pre-made shelters come in many styles, sizes, and shapes with different materials. For proper folding of the tent follow the manufacture's instructions.

Upon completion of a camping trip, and when storing a tent for a prolonged time, a camper should:

- shake out the tent to remove any dirt or debris from the inside of the tent;
- wash the tent with a sponge and water;
- dry thoroughly. If a wet tent is stored, the combination of room temperature heat, dirt, and water will lead to mould growth and break down the tent's material;
- store tent loosely in a oversized, breathable bag, allowing for any condensation that forms to evaporate easily;
- store tent poles fully assembled, reducing the stress on the elastic cords. If this is not possible, they should be folded in halves to provide equal stretch along the elastic cord and storing loosely in a large bag will further reduce the stress; and
- store away from sunlight in a cool, dark and dry location.

CONFIRMATION OF TEACHING POINT 4

The cadets shall be required to imitate, under supervision, the striking of a tent as a member of a group while the instructor provides feedback. The instructor should ensure additional instructors are on hand, should supervision of all tent groups prove difficult.

END OF LESSON CONFIRMATION

The confirmation of these skills will occur throughout the FTX, with the cadets first pitching and organizing a tent, and later striking and packing the tent away for storage.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

A properly set up tent will ensure a comfortable, secure and stable shelter. A well organized tent space will also contribute to a pleasant overnight camping experience.

INSTRUCTOR NOTES/REMARKS

Conduct a reconnaissance prior to delivering this lesson, and determine sleeping areas and tent sites for cadets.

This lesson may be divided into two parts. The cadets shall receive instruction on, and, pitch a tent and organize a bed space in a group tent, at the commencement of a FTX. This could be followed by instruction on striking a tent, and packing a tent away for storage, but these activities should take place at the end of the FTX during the teardown phase.

REFERENCES

C2-009 (ISBN 0-684-85909-2) Harvey, M. (1999). *The National Outdoor Leadership School's Wilderness Guide*. New York, NY: Fireside.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 8

EO M121.08 – APPLY “LEAVE NO TRACE” CAMPING

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction to this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to practice the principles of “Leave no Trace” camping during the conduct of a bivouac field training exercise (FTX).

IMPORTANCE

Expedition training is a large component of the Army Cadet Program. From unit training to the international expeditions, there are multiple opportunities to participate in expedition training. The knowledge presented in this lesson will enable the cadets to participate effectively, while respecting the environment and leaving it in its natural condition.

Teaching Point 1**Explain the Seven Principles of “Leave No Trace” Camping**

Time: 25 min

Method: Interactive Lecture



This lesson is to be delivered in the field, in two stages.

Stage 1. The instructor is required to cover the seven principles of “Leave no Trace” camping in the interactive lecture format within 15 minutes. A handout found at Annex E labelled The Principles of “Leave no Trace” Camping has been produced for the cadets’ use.

Stage 2. At the end of Stage 1 the instructor will break cadets into seven small groups, assign a principle of no trace camping to each and have them develop a charade associated with the principle. Ten minutes have been allotted for this activity.

In some areas of the country results of overuse are very apparent. Trails are so deeply eroded in some places that the tree roots form a spider web structure a foot or more above the ground. Fire rings, garbage, and bare, lifeless patches of earth are common, but those are only the obvious signs of impact. There are many others that are less evident, such as water pollution, and the elimination of various plants and animals. These are some of the reasons why the no-trace camping ethic was adopted. The following seven principles are guidelines to follow when partaking in any outdoor adventure training activity.

PLANNING AHEAD AND PREPARING

Plan ahead by considering your goals and expectations. Taking steps in advance of the trip will allow for minimum impact on the trail. Some points to help prepare include:

- **Knowing the Regulations and Special Concerns for the Areas Visited.** The environment is very diverse. Taking the time to research specific locations will aid the group in packing and preparation.
- **Preparing for Extreme Weather, Hazards and Emergencies.** Information concerning weather, possible hazards, and emergencies should never be assumed or the importance underestimated. Check with weather forecasting services and research the trip location’s seasonal weather history for any clues to weather that may be expected. Always plan for the worst weather expected, and be prepared for any emergency.
- **Carefully Planning Meals and Repackaging Food to Minimize Waste.** Reducing the amount of food you carry by carefully planning meals and repackaging food will reduce the amount of garbage carried. Eliminating such trash reduces the possibility of accidentally leaving waste behind.

TRAVELLING AND CAMPING ON DURABLE SURFACES

Trampled vegetation and eroded trails last for years, or even a lifetime. Choose to set ones feet and tents on surfaces that endure (i.e., rock, sand, gravel, dry grasses, snow, or water). The following guidelines should be adhered to:

- **Concentrating Trek on Existing Trails and Campsites.** In popular areas, focus the trek where it is obvious that other visitors have already left an impact. Travelling on areas already worn will reduce the overall impact on the environment in the long term.
- **Walking in Single File in the Middle of the Trail, Even When Wet or Muddy.** Trails travelled frequently will show signs of wear. Maintaining travel in the centre of the path will reduce wear spreading to the edges of the trail.

- **Avoid Taking Short Cuts Away From Established Trails.** Stay on trails. Short cutting around routes or obstacles may be time saving and rewarding; however, the effect on the vegetation and environment is damaging.
- **Travel on Rock, Gravel, Dry Grasses or Snow.** These surfaces are durable and can withstand the pressure of human travel. In pristine areas with no noticeable impact, groups should not walk in single file, but should disperse and travel separate routes.
- **Camping 100 Metres from Lakes and Streams.** Ground water, and water from lakes and streams, has the potential to be spoiled by increased human contact. By camping a minimum distance of 60 metres from these water sources, cadets can do their part to limit the impact on the area's ecosystem.

DISPOSE OF WASTE PROPERLY

Pack it in, Pack it Out. Inspect the campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food and litter.

Disposing of Human Waste. Deposit all human waste in cat holes dug 16 to 20 centimetres deep and at least 60 metres from water sources, camps, and trails. Cover and disguise the cat hole when finished. Be sure to follow any additional direction provided by the owner or manager of the area you are training in, and to adhere to any regional directives that may be in place.

Pack Out Toilet Paper and Hygiene Projects. Soiled toilet paper and feminine products will take a considerable amount of time to decompose. Especially if trek involves many participants. Be sure to employ a suitable disposal plan.

Washing Body or Dishes. Carry water 60 metres away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater.

LEAVE WHAT YOU FIND

While trekking there will be many wonderful structures, intriguing objects, and items one will find interesting. Items of such nature shall be left alone for others to cherish.

- **Preserving the Past.** Cultural or historical structures and artefacts shall be left alone for all to enjoy.
- **Leave Flora and Fauna.** Plants, rocks, and animals shall be left alone and undisturbed.
- **Avoid the Construction of Structures.** While in the field, common practice is to invent or construct structures and furniture or dig trenches to make living easier; however, these actions leave a noticeable, unnatural indication of human presence in the environment. If anything is to be created out of necessity, once finished, return the environment to its original appearance.

MINIMIZING CAMPFIRE IMPACTS

The lasting impacts of traditional open fires destroy the landscape, and can be avoided by using lightweight stoves. If fires are acceptable, build minimum impact fires using an existing fire ring, pan or fire mound. Only dead and downed wood, nothing bigger than an adult's wrist, should be used. Maintain a small fire by burning all the wood down to ash, then saturating the ash with water and scattering the ash broadly. There should be little to no evidence of a fire.

RESPECT WILDLIFE

Animals in their natural environment are not used to humans. Although some wild animals adapt to human presence, others flee, sometimes abandoning their young and their preferred habitat. As guests in the environment, and as expeditionists, we should respect the wildlife by observing some simple guidelines such as:

- observing wildlife from a distance;

- never feeding the animals;
- protecting wildlife and food by storing rations and trash securely;
- controlling pets; and
- avoiding wildlife during sensitive times (i.e., mating, nesting, when raising young, or during the winter).

BEING CONSIDERATE TO OTHER VISITORS

During trekking, one will likely encounter other travelers. Be sure to afford common courtesies and respect to others, such as:

- respecting visitors, to protect the quality of their experience;
- yielding to others on the trail;
- camping away from trails and other visitors; and
- allowing nature's sounds to prevail, by avoiding loud voices and noises.

CONFIRMATION OF TEACHING POINT 1

ACTIVITY – CHARADES

Time: 10 min

OBJECTIVE

Recognize the seven principles of "Leave no Trace" camping.

RESOURCES

N/A.

ACTIVITY LAYOUT

- This activity will be a participative learning activity achieved through a small group charade. The cadets will be broken down into seven small groups and given a principle of "leave no trace" camping. The cadet groups will be expected to act out a principle while the other groups look on and guess what principle is being acted out. The following instructions detail specifically how to carry out this activity.
- Activity instructions:
 - divide cadets into seven small groups;
 - assign each group a principle of "Leave no Trace" camping;
 - give cadets 30 seconds to develop a silent charade no longer than one minute in length to present to the group;
 - in random order have cadet groups present their charade to the group;
 - if time is available, repeat charade only changing the principle each group has; and
 - the activity can be a challenge where the group with the most correct guesses wins.

Note: This activity may also be conducted in the evening, giving the cadets more time to rehearse their charades and to then perform them.

SAFETY

Instructor will use personal judgement during the conduct of specific charades and intervene if it is determined that safety is being jeopardized. This is a supervised activity.

INSTRUCTOR GUIDELINES

Instructors are to continuously supervise and monitor the activity to ensure the material being presented is represented correctly.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What are the seven principles of "Leave no Trace" camping?
- Q2. When in the wilderness, squirrels are often present around the campsite. How much food should you spare to feed the animals?
- Q3. When preparing for a trek what should one check to determine what clothing will be required for the trip?

ANTICIPATED ANSWERS

- A1. (1) Plan ahead and prepare, (2) Travel and camp on durable surfaces, (3) Dispose of waste properly, (4) Leave what you find, (5) Minimize campfire impacts, (6) Respect wildlife, (7) Be considerate of other visitors.
- A2. None, animals in the wild are not to be fed.
- A3. Weather forecasts and the locations seasonal weather history.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets should review the seven principle of "Leave no Trace" camping.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Expedition training is an important component of the Army Cadet Program. Knowing how to maintain our environment - giving it the respect it deserves - will be the challenge presented to cadets daily when participating in expeditions. The knowledge acquired here will enable the cadets to participate in such expeditions while leaving the environment in its natural condition.

INSTRUCTOR NOTES/REMARKS

This lesson is to be conducted during a bivouac FTX.

REFERENCES

- C2-011 (ISBN 0-89886-910-2) McGivney, A. (2003). *Leave No Trace, a Guide to the New Wilderness Etiquette*. Seattle, WA: Mountaineers Books.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 9

EO M121.09 – FOLLOW CAMP ROUTINE

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- confirm the construction of a proper bivouac site by cadets in a senior training level; and
- label the components of the bivouac site prior to conducting the guided tour.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the guided tour and demonstration and performance methods. The tour method was chosen to reinforce learning through observing the practical application of instructional material previously presented, or as an introduction to material which will be presented in the future. This method appeals to visual and tactile/kinaesthetic learners. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to follow camp routine, recognize the components of a bivouac site and carry out personal hygiene in the field.

IMPORTANCE

Cadets will be required to take part in numerous exercises. It is imperative they understand a bivouac's layout, and how maintaining hygiene is a task all cadets will be expected to perform.

Teaching Point 1**Conduct a Guided Tour of a Bivouac Site Describing the Layout of Each Component**

Time: 20 min

Method: Guided Tour

COMPONENTS OF A BIVOUAC SITE

This teaching point is to be covered in the field following the set-up of the bivouac site in the form of an activity, detailed at the end of this teaching point.

LAYOUT OF A BIVOUAC

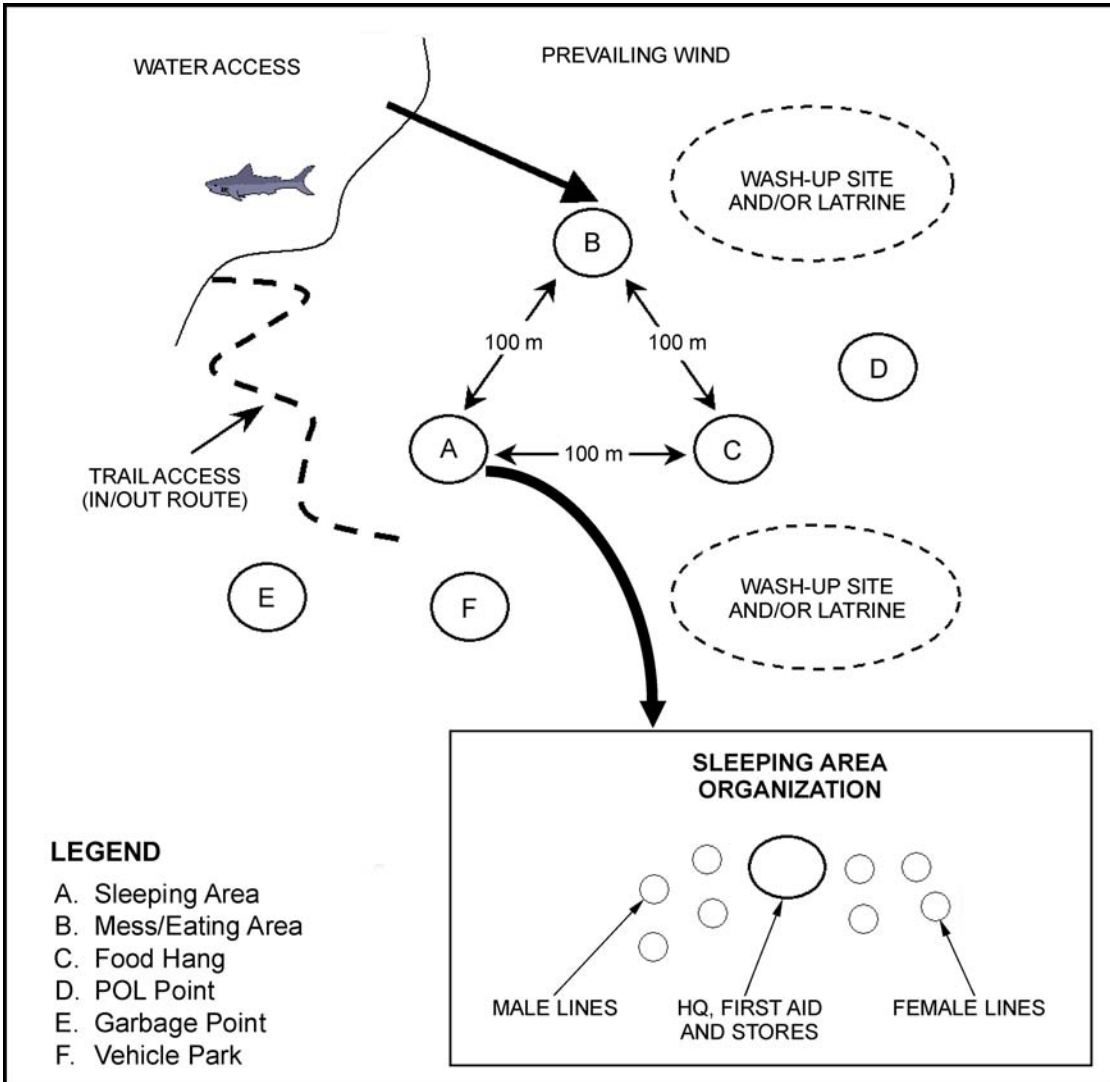
Elements of the bivouac should include:

Element	Description
<ul style="list-style-type: none"> • Headquarters 	<ul style="list-style-type: none"> • Location of OIC, communication centre.
<ul style="list-style-type: none"> • First aid station 	<ul style="list-style-type: none"> • Central point containing first aid kit, stretcher etc.
<ul style="list-style-type: none"> • Supply 	<ul style="list-style-type: none"> • Staffed by supply officer/company quartermaster sergeant. All stores not in use to be held here.
<ul style="list-style-type: none"> • Toilets 	<ul style="list-style-type: none"> • Portable toilets or approved hand dug latrines.
<ul style="list-style-type: none"> • Wash station 	<ul style="list-style-type: none"> • Established area for washing/ablutions. May have one for males and another for females.
<ul style="list-style-type: none"> • Mess/eating area 	<ul style="list-style-type: none"> • Central point for all foods to be consumed. Assists in the control of waste and garbage, especially in areas with high animal activity.
<ul style="list-style-type: none"> • Fire pit 	<ul style="list-style-type: none"> • A safe, vegetation free area to be used by group. Should be away from sleeping area, preventing incidents related to sparks/fire.
<ul style="list-style-type: none"> • Fire point 	<ul style="list-style-type: none"> • A centrally located, accessible point housing the firefighting equipment.
<ul style="list-style-type: none"> • In/out route for safety vehicle 	<ul style="list-style-type: none"> • Established routes to control vehicle traffic. This helps make the site safe from vehicle traffic, and prevents undue wear and tear on the environment.

Element	Description
<ul style="list-style-type: none"> Vehicle parking area 	<ul style="list-style-type: none"> Clearly identified area for parking of exercise support vehicles. This area should be equipped with drip pans, to be placed under the engine of the vehicle.
<ul style="list-style-type: none"> Drinking water point 	<ul style="list-style-type: none"> Location for storage/drawing of drinking water.
<ul style="list-style-type: none"> Petroleum, Oils, Lubricants (POL) point 	<ul style="list-style-type: none"> Clearly marked storage area for fuels.
<ul style="list-style-type: none"> Female/male quarters 	<ul style="list-style-type: none"> Sleeping areas.
<ul style="list-style-type: none"> Garbage point 	<ul style="list-style-type: none"> Central point for collection/storage of garbage.



Once listed aspects of the bivouac site have been discussed, the cadets will tour the site with the instructor who will describe the layout of each component and explain why they are located where they are. A tie back to discuss "Leave no Trace" principles from EO M121.08 (Section 8) can also enhance this tour.



Army cadet reference hand book

Figure 10-9-1 Sample Bivouac Site

ACTIVITY – GUIDED TOUR

Time: 20 min

OBJECTIVE

Familiarize cadets with the components and layout of a bivouac site.

RESOURCES

Bivouac site components:

- Sleeping area.
- Mess/eating area.
- Food hang (If applicable).
- HQ, first aid and stores.
- Male lines.
- Female lines.
- POL point.
- Garbage point (animal-proof).

ACTIVITY LAYOUT

- This activity should take place after senior cadets have set up the bivouac site. The site components must be clearly labelled for the green star cadets.
- Prior to the tour the instructor shall take a moment and review with the cadets what they will see throughout the tour.
- In a fluid rotation, guide cadets through the bivouac site, giving explanations for each component of the site and its purpose.
- Twenty minutes are allotted for this guided tour. Be sure at the end of the tour to question cadets on the bivouac site components.

SAFETY

This is a supervised lesson. It is strongly recommended that additional staff accompany cadets throughout the tour.

INSTRUCTOR GUIDELINES

The instructor will be responsible to supervise the cadets, while explaining each component of the bivouac, during the guided tour. Attention should also be paid to opportunities to tie back to leave no trace principles from EO M121.08 (Section 8).

CONFIRMATION OF TEACHING POINT 1

The tour shall serve as the confirmation.

Teaching Point 2

Explain, and Demonstrate Where Practical, How To Carry Out Personal Hygiene in Field

Time: 31 min

Method: Demonstration and Performance



The following points are provided as background information for the instructor to use in the conduct of the activity for this teaching point.

HYGIENE

A high standard of personal hygiene is important in the field, as it protects against illness and promotes good health. Clothing and equipment, as well as the body, must stay clean and dry. Change clothes, especially socks and undergarments, regularly. Avoid soaps or shampoos with perfumes or strong odours; such scents will attract animals and insects. Good personal hygiene not only makes a person feel better, but peers will appreciate it too!

- **Washing.** Shall be conducted daily ideally using clean water or snow. Wash hands carefully with water and soap after dirty work, going to the washroom, and before cooking or eating. When water or privacy is restricted, wash at least the areas of the body that sweat the most: face, neck, feet, armpits and groin (Moist wipes are a quick and useful tool for cleaning the body in the field).
- **Hair.** Keep hair neat and wash with soap or shampoo at least once a week.

- **Teeth.** Brush teeth and use floss at least twice a day. Table salt or baking soda can be used as substitutes to toothpaste. If you do not have a toothbrush chewing a green twig to a pulpy consistency will work, as will rubbing the teeth with a piece of gauze. Rinse your mouth after each meal.
- **Feet.** Use foot powder on the feet, and body powder on the groin, to help avoid chafing in warm weather. Petroleum jelly will also help protect from chafing, especially in sensitive areas.
- **Regular Bowel Movements.** It is very important to go to the washroom regularly. Daily bowel movements will keep the system working properly. A change in activity and diet will often put extra stress on the digestive system, so maintain a healthy diet and drink plenty of fluids. Never try to “hold it” when it is necessary to go, especially at night, as a person will lose sleep and become uncomfortable.
- **Treating Injuries.** (Minor cuts, infections, and bruises). Even minor injuries are potentially serious if they become infected. Carefully treat every cut, sprain or bruise.
- **Shaving.** Where practical, cadets should shave daily. Because essential oils are stripped from the skin during shaving, in a cold climate, this is best performed prior to going to bed.

ACTIVITY – HYGIENE IN THE FIELD

Time: 31 min

OBJECTIVE

Discuss and demonstrate to the cadets, the importance of hygiene in the field.

RESOURCES

Complete hygiene kit.

ACTIVITY LAYOUT

- For this activity the instructor will require a hygiene kit and, if possible, a hygiene station where all items inside the hygiene kit can be laid out and presented for all cadets to view.
- The goal will be to explain and demonstrate how to maintain personal hygiene in the field. Where practical, demonstrations could be examples or acts of the actual method.
- If time permits, have cadets brush their teeth and check their feet during the activity.

SAFETY

This is a supervised activity.

INSTRUCTOR GUIDELINES

The instructor will be responsible for the conduct of the cadets.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How often should a person wash their hair when in the field?
- Q2. What can substitute for toothpaste?

ANTICIPATED ANSWERS

A1. At least once a week.

A2. Salt or baking soda.

END OF LESSON CONFIRMATION

Confirmation of this lesson will take place during the activities and throughout the FTX, with the instructor providing advice and making corrections as necessary.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets are required to maintain good personal hygiene while on an FTX, and should ensure that proper hygiene is carried out prior to going to bed each night.

METHOD OF EVALUATION

There is no formal method of evaluation for this lesson; however, it is important to ensure all cadets have maintained hygiene throughout the FTX.

CLOSING STATEMENT

Outdoor activities are an important component of the Army Cadet Program. For many cadets the outdoors are an environment that is foreign to them, and their bodies may not be accustomed to dealing with the various natural contaminants found in the outdoors. One way for cadets to protect themselves from injuries and sickness is to maintain a proper daily hygiene routine. Maintaining proper hygiene will not only make the individual cadet feel better, it will make their entire group happier.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C2-004 (ISBN 1-896713-00-9) Tawrell, P. (1996). *Camping and Wilderness Survival: The Ultimate Outdoors Book*. Green Valley, ON: Paul Tawrell.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 10

EO C121.01 – CONSTRUCT FIELD AMENITIES

Total Time:

180 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson will include tying of a:

- reef knot EO M121.03 (Section 3); and
- clove hitch EO M121.03 (Section 3).

OBJECTIVES

By the end of this lesson the cadets shall be expected to construct field amenities utilizing the knots and lashings presented.

IMPORTANCE

Field amenities serve many purposes at the bivouac site, from storing food to drying wood. The construction of such objects makes field living more comfortable.

Teaching Point 1**Identify Knots and Lashings Used for Field Amenities**

Time: 50 min

Method: Demonstration and Performance

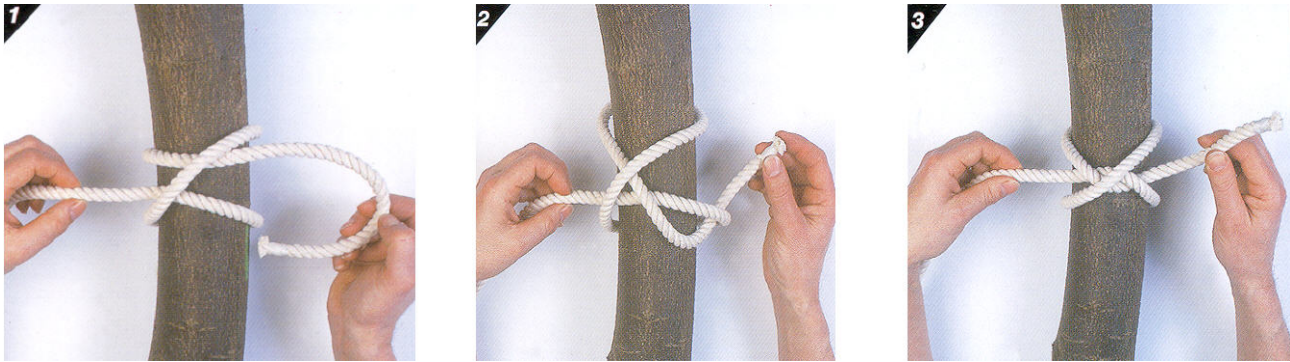
KNOTS

Constrictor Knot. With one extra tuck, the clove hitch becomes the constrictor knot and can be tightened around any object. Made with fine twine, it serves as an improvised whipping at the end of a rope. It can also act as a hose clip, or a round clamp when trying to glue a split in a piece of wood. The knot can be pulled extremely tight if it is tied around something like a screwdriver. It may need to be cut loose with a knife as the knot is so tight.



The instructor shall provide an **EXPLANATION** and **DEMONSTRATION** of the complete process.

The instructor shall then provide an **EXPLANATION** and **DEMONSTRATION** of each step required to effectively tie the knot.



The Pocket Guide to Knots and Splices, Des Pawson, 2001

Figure 10-10-1 The Constrictor Knot

To tie a constrictor knot:

1. begin with a clove hitch;
2. bring the working end tuck over and under the standing part, making the first half of a reef knot; and
3. pull tight so that the half knot is trapped under the crossing of the clove hitch to finish the knot.



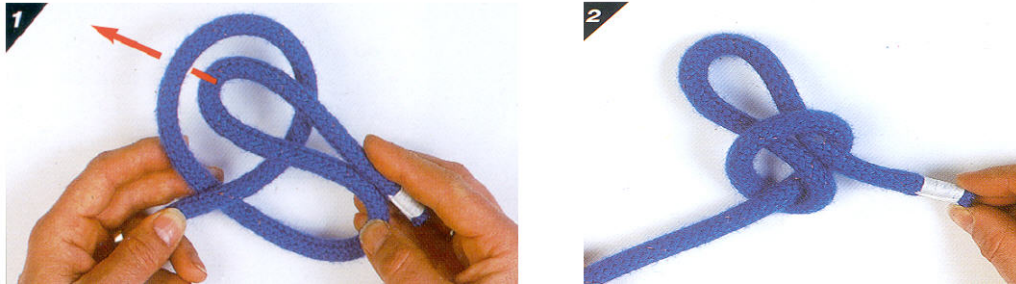
Cadets will **IMITATE** the demonstration provided by the instructor for each step within the process. The instructor(s) will **SUPERVISE** the cadets during this imitation.

Slipped Overhand Knot. Like the overhand knot EO M121.03 (Section 3), this knot serves as a stopper knot, holding objects when the tension is equal at both ends, etc. The addition of a slip allows for quick release. The bight or loop remaining allows the knot to be untied, or "slipped," by pulling the short end protruding from the knot.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete process.

The instructor shall then provide an EXPLANATION and DEMONSTRATION of each step required to effectively tie the knot.



The Pocket Guide to Knots and Splices, Des Pawson, 2001

Figure 10-10-2 Slipped Overhand Knot

To tie a slipped overhand knot:

- form a bight in the working part of the rope and tuck as in the overhand knot; and
- tighten the knot.



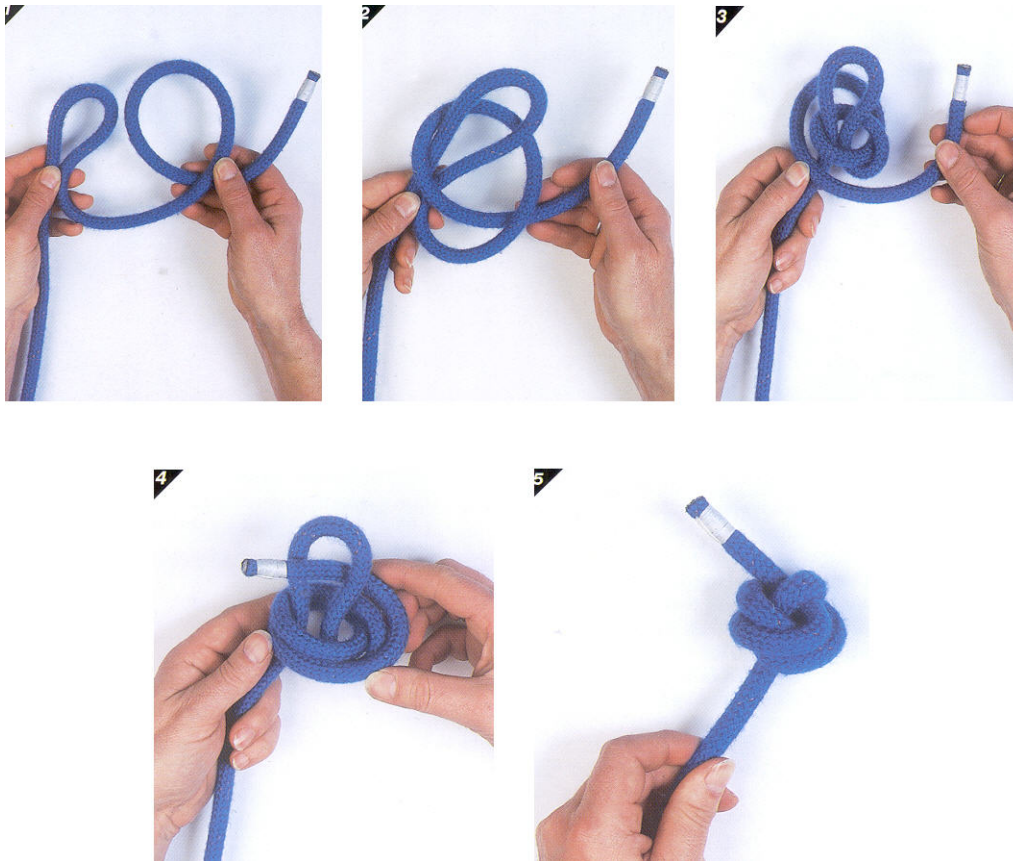
Cadets will IMITATE the demonstration provided by the instructor for each step within the process. The instructor(s) will SUPERVISE the cadets during this imitation.

Sink Stopper Knot. When a large knot is needed, it is tied at the end of a rope, and usually prevents a rope from being pulled through a hole. It also stops the end of a rope from fraying.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete process.

The instructor shall then provide an EXPLANATION and DEMONSTRATION of each step required to effectively tie the knot.



The Pocket Guide to Knots and Splices, Des Pawson, 2001

Figure 10-10-3 Sink Stopper Knot

To tie a sink stopper knot:

1. make a crossing turn with the working end passing under the standing part of the rope. Make a bight in the standing part;
2. tuck the bight formed in the standing part up through the loop;
3. tighten a little and take the working part in a counterclockwise direction round the standing part;
4. tuck the working end through the bight, ensuring that the working part fits snugly into the crossing part of the original overhand knot. Work all the slack out to form a neat tight knot; and
5. the knot is finished.



Cadets will IMITATE the demonstration provided by the instructor for each step within the process. The instructor(s) will SUPERVISE the cadets during this imitation.

BENDS

Sheet Bend. One of the simplest and best ways to tie two pieces of rope together. It works best if the ropes are the same or almost the same size.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete process.

The instructor shall then provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the bend.



The Pocket Guide to Knots and Splices, Des Pawson, 2001

Figure 10-10-4 Sheet Bend

To tie a sheet bend:

1. fold the end of a piece of rope back on itself to form a bight. If the ropes to be joined are of varying sizes, this should be the larger of the two. Bring the working end of the second piece of rope up through the bight;
2. take the working end of the rope round the shorter end of the first rope and round behind the standing part; and
3. the working end of the second piece is tucked under itself, then pulled tight.



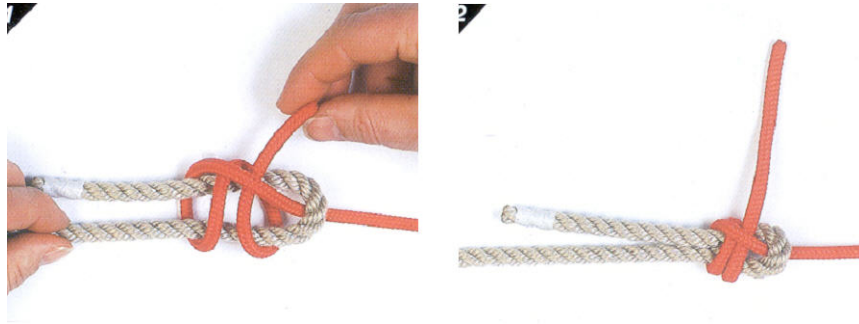
Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

Double Sheet Bend. Much like the sheet bend, it is best used if there is a great difference in the size of the two ropes to be joined. It is made with the thinner of the two, and the extra turn in the double sheet bend makes a lot of difference by stopping any slipping, or the knot from collapsing.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete process.

The instructor shall then provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the bend.



The Pocket Guide to Knots and Splices, Des Pawson, 2001

Figure 10-10-5 Double Sheet Bend

To tie a double sheet bend:

1. make the sheet bend, then carry on and make a second pass right round the bight with the working end of the second piece of rope; and
2. pull the finished knot tight.



Cadets will IMITATE the demonstration provided by the instructor for each step within the process. The instructor(s) will SUPERVISE the cadets during this imitation.

LASHING

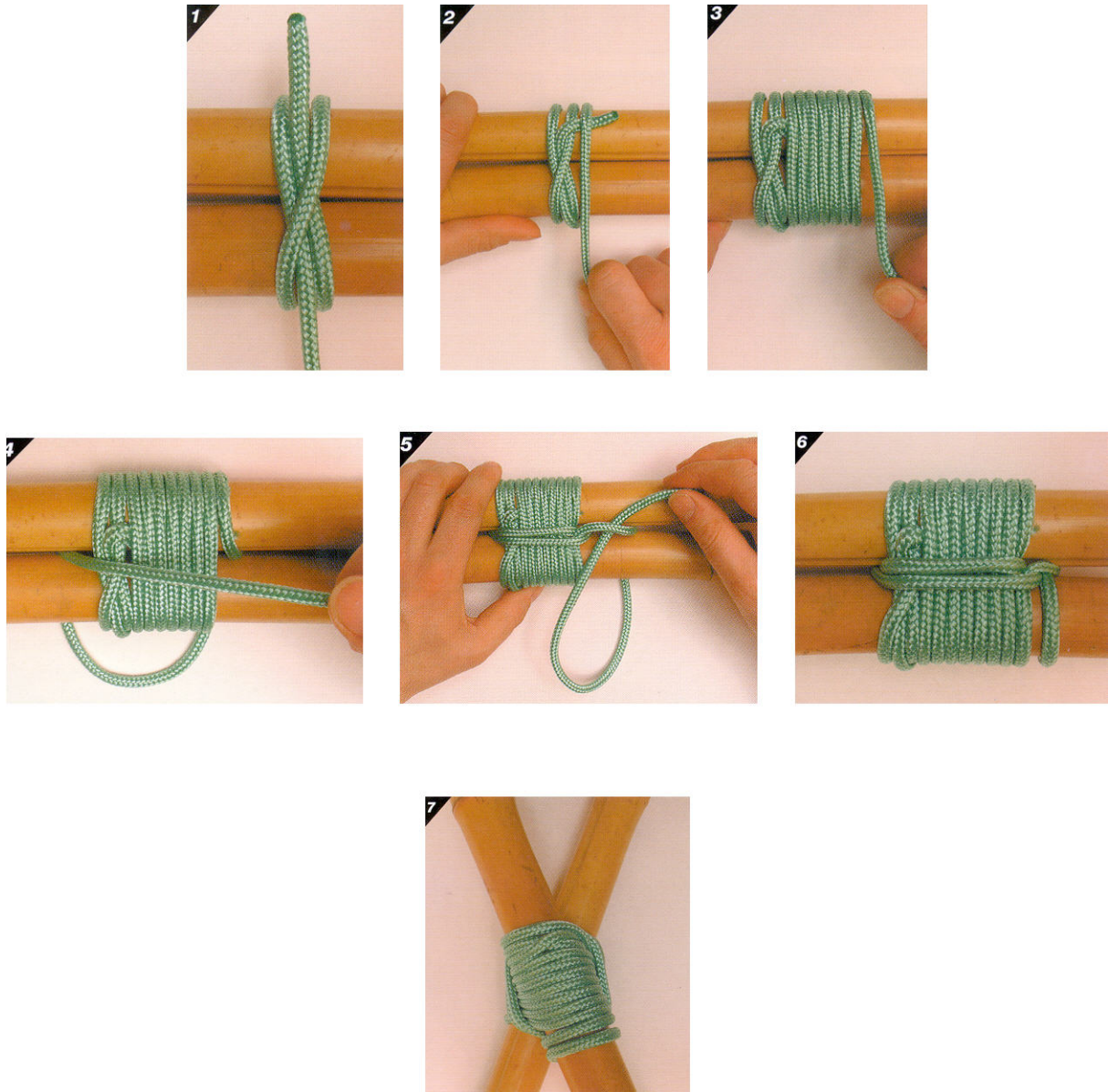
Sheer Lashing. Has two distinct uses:

- creates an "A" frame or set of sheer legs using one sheer lashing; and
- multiple lashings can be used to bind together a couple of poles to make a larger arm or rod.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete process.

The instructor shall then provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the lashing.




The Pocket Guide to Knots and Splices, Des Pawson, 2001

Figure 10-10-6 Sheer Lashing

To tie a sheer lashing:


1. start by making a clove hitch around both poles;
2. wrap round both poles, trapping the end of the clove hitch;
3. carry on making eight to ten more turns round the pair of poles. The lashing could now be finished with a clove hitch round both poles; or
4. add a couple of trapping turns by bringing the end of the rope between the two poles;
5. finish off with a clove hitch around one of the poles;
6. pull the running end tight and tuck the loose end through the parallel poles of the finished sheer lashing; and

7. open the finished sheer lashing to create a pair of sheer legs or "A" frame.



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 1



Cadets will PRACTICE the tying each knot, bend and hitch. The instructor(s) will SUPERVISE the cadets during this practice and provide feedback as required.

QUESTIONS

- Q1. What is a sink stopper knot used for?
- Q2. Can a bend tie two pieces of unequal sized rope together?
- Q3. What is one of the uses of a sheer lashing?

ANTICIPATED ANSWERS

- A1. To prevent a rope from being pulled through a hole, or from fraying at the end.
- A2. Yes, it can.
- A3. One of the following: creates an "A" frame, or a set of legs using one sheer lashing, or multiple lashings can be used to bind together a couple of poles to make a larger arm or rod.

Teaching Point 2

Construct Field Amenities

Time: 60 min

Method: Activity

FIELD AMENITIES

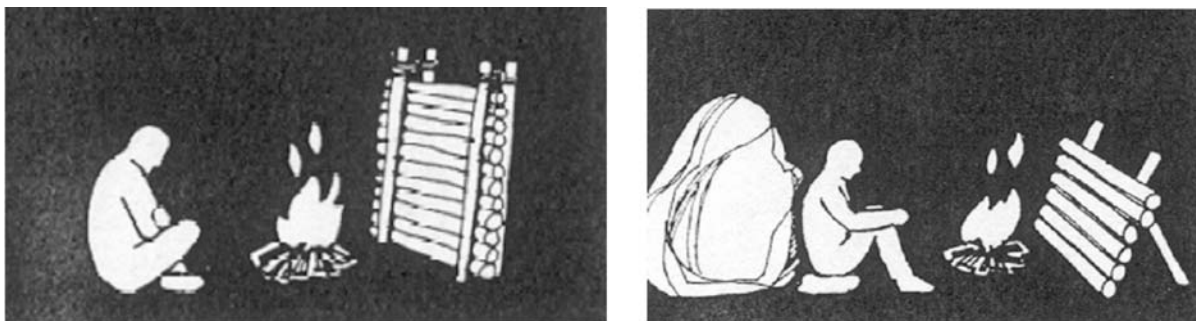
Bear Hang. A bear hang allows the resident of a base camp to store food, while preventing a bear or animal from getting to it.



The Backpacker's Field Manual: A Comprehensive Guide to Mastering Back Country Skills, Rick Curtis, 1998

Figure 10-10-7 Bear Hang

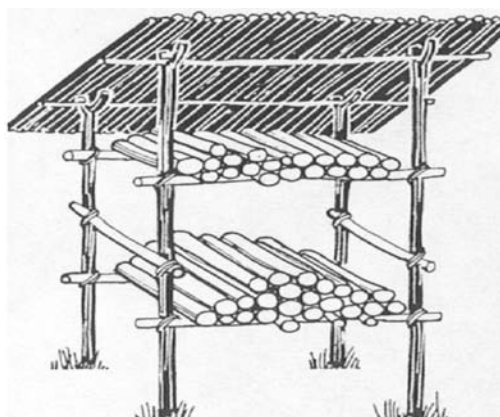
Fire Wall Reflector. A fire wall reflector will help shield a fire from wind which can blow it out, and spread the fire and sparks around the bivouac site. It also reflects the heat around the bivouac site. The wall will vary, depending on how high you will need it.



The SAS Survival Handbook, John Wiseman, 1986

Figure 10-10-8 Fire Wall Reflector

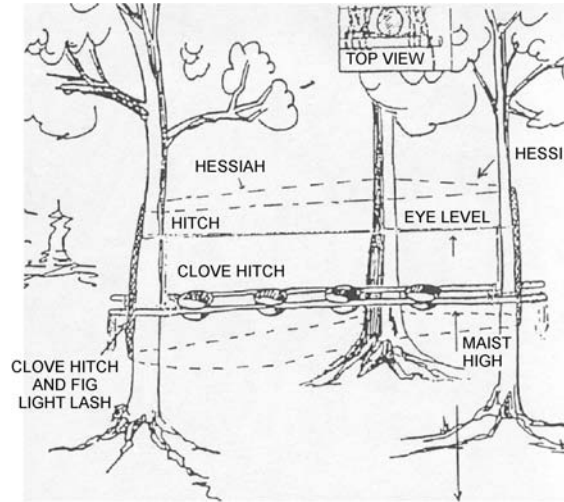
Drying Rack. A drying rack should be set up close enough to a fire to dry the wood, but not so close to ignite if struck by a spark. The two levels of the rack allow for adding more wet wood and still keeping them separate from the already drying wood.



The SAS Survival Handbook, John Wiseman, 1999

Figure 10-10-9 Drying rack

Wash Station (Ablutions). Wash stations may be constructed in a structure similar to one found in Figure 10-10-10. The dotted line indicates that you may attach cloth to add privacy.



Field Aide-Memoire, Regional Cadet Instructor School, 1999

Figure 10-10-10 Ablutions Stand

ACTIVITY

OBJECTIVE

Cadets will construct suggested field amenities for a bivouac site using the knots and lashings learned to date.

RESOURCES

Cadets will be given:

- Adequate supply of rope.
- Natural resources, procured in the field, suitable for construction of field amenities.
- Diagrams of suggested construction for field amenities, found at Annex F.
- Supervision.
- Minimal assistance as required.

ACTIVITY LAYOUT

- Cadets will be divided into groups of four and given a diagram of a field amenity introduced in this lesson. They will be given the resources listed above and a time limit of 100 minutes for preparation and construction of field amenities.



The cadets are to select and utilize the most appropriate of the knots and lashings presented in EO M121.03 (Section 3) and this EO to construct the field amenities.

SAFETY

Cadets will adhere to the following safety rules in the field:

- safe tools use;
- no running or horseplay;

- utilizing the buddy system at all times; and
- respecting established boundaries.

INSTRUCTOR GUIDELINES

While cadets construct field amenities, the instructor will monitor the groups and ensure the safety of cadets.



Cadets are reminded to adhere to the rules of no trace camping by utilizing felled wood and returning their environment to the way it was found. Field amenities may be constructed using logs, dead wood, etc.; however, these materials must be redistributed once the activity is completed.

END OF LESSON CONFIRMATION

The end of lesson confirmation will be accomplished through judging of the field amenities constructed. They will be judged for stability, quality of knots, and overall appearance.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

After learning how to enhance your base camp, you will be better prepared to enjoy your living space in the field. Field amenities can help the field feel like your home away from home.

INSTRUCTOR NOTES/REMARKS

Instructors may wish to approach the sponsor for prizes for the winners, or a reward for all for participating in the construction of a field amenity.

REFERENCES

- A2-008 DCdts (1999). *RCIS Field Aide-Memoire* (1 ed.). Ottawa, ON: National Defence.
- C2-007 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Chartwell Books, Inc.
- C2-008 (ISBN 0-00-265314-7) Wiseman, J. (1999). *The SAS Survival Handbook*. Hammersmith, London: Harper Collins Publishers.
- C2-016 (ISBN 0-517-88783-5) Curtis, R. (1998). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 11

EO C121.02 – PARTICIPATE IN A DISCUSSION ON COLD CLIMATE EXPOSURE

Total Time:	30 min
-------------	--------

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson, the cadets shall be expected to prepare themselves to participate in a cold weather Field Training Exercise (FTX).

IMPORTANCE

Training in cold climates provides unique challenges to ensure cadets are safe and healthy. The risk of exposure is greatly increased when individuals are unaware of the various risk factors. For that reason, every cadet should be familiar with cold weather risk factors prior to participating in cold weather training.

Teaching Point 1**Identify Types of Cold**

Time: 5 min

Method: Interactive Lecture

TYPES OF COLD

- **Wet Cold.** Wet cold conditions occur when the temperature is close to the freezing point, with daytime temperature varying between freezing and thawing. Clothes need to be water resistant and wind repellent on the outer layer, and insulating and warm on the insulating layer. Waterproofing is essential.
- **Dry Cold.** Dry cold conditions occur when the temperature is below -10°C , when the ground is usually frozen and the snow is dry. This type of cold is identified by a crunching sound when walking in the snow. Wind and cold temperatures mean that protection of the whole body is needed. Clothing needs to provide adequate insulation for the body, bringing the dead air surrounding the body to 18.3°C . This insulation layer must be covered by an outer layer which is water and wind repellent.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. At what temperatures do wet cold conditions occur?
- Q2. What are some of the dry cold conditions?
- Q3. At what temperatures do dry cold conditions occur?

ANTICIPATED ANSWERS

- A1. Wet cold conditions occur when the temperature is above -10°C .
- A2. Dry cold conditions include frozen ground and dry snow.
- A3. Dry cold conditions occur when the temperature is below -10°C .

Teaching Point 2**Explain Windchill Effect on the Human Body**

Time: 10 min

Method: Interactive Lecture

WIND CHILL AND ITS RELATED EFFECTS ON THE HUMAN BODY

Wind chill is defined as the number of calories lost during one hour from a square metre of a surface kept at neutral skin temperature (33°C). Wind chill is a measure of the combined effects of wind and temperature (See Figure 10-11-1).

Human comfort depends on the maintenance of a constant body temperature. When high winds are blowing, it feels much colder than when it is calm.

The lesson to remember is that thermometer readings alone will not give you a valid indication of the effects to be expected on the body. The wind chill scale is not strictly applicable as a measure of human comfort, as it does not take into account important factors such as activity, humidity, loss of heat in breath, radiation from the sun and the effects of lowered skin temperature.

		Temperature in Still Air								
		0	-5	-10	-15	-20	-25	-30	-35	-40
Wind Speed (km/h)	10	-2	-7	-12	-17	-22	-27	-32	-38	-45
	15	-5	-10	-16	-22	-28	-33	-39	-45	-51
	20	-7	-13	-19	-25	-31	-37	-43	-50	-57
	25	-10	-16	-23	-29	-36	-42	-49	-55	-62
	30	-11	-17	-24	-31	-37	-44	-50	-57	-65
	35	-12	-19	-26	-33	-40	-47	-54	-61	-68
	40	-13	-20	-27	-34	-41	-48	-55	-62	-70
	45	-14	-22	-29	-36	-44	-51	-57	-65	-73
	50	-15	-22	-30	-37	-44	-52	-59	-66	-74
	55	-16	-23	-31	-38	-46	-53	-60	-68	-75
	60	-16	-24	-31	-39	-46	-54	-61	-69	-77
		Minimal Danger			Dangerous Exposed flesh may freeze within one minute			Very Dangerous Exposed flesh may freeze within 30 seconds		

St. John Ambulance Official Wilderness First-Aid Guide, Wayne Merry, 1994

Figure 10-11-1 Wind Chill Chart

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Wind chill is defined as the number of what lost, during one hour, from a square metre of a surface kept at neutral skin temperature?
- Q2. True or false? When high wind is blowing, the temperature can feel colder than it is.
- Q3. What are other factors that need to be taken into account with the wind chill?

ANTICIPATED ANSWERS

- A1. Number of calories.
- A2. True.
- A3. Factors include activity, humidity, loss of heat from breath no comma and radiation from the sun.

Teaching Point 3

Discuss the Rules of Cold Weather Training

Time: 10 min

Method: Interactive Lecture

BASIC RULES OF COLD WEATHER TRAINING THAT ALLOW THE BODY TO ADJUST TO COLD CONDITIONS

The human body must be protected. To remain functional, it must be kept clean, dry and reasonably warm with normal body processes maintained. Rest and nutrition are vital.

Here are four basic rules to remember:

- **Keep in Shape.** Cold weather clothing is very heavy and can make you very tired when moving around in it. If you stay in shape, you will not become exhausted so quickly. A sleeping cadet will not freeze unless exhausted. You will awaken long before the danger point approaches.
- **Proper Hydration.** In winter, people generally do not drink enough water, as it is harder to come by. Dehydration leads to fatigue, so it is important to drink water even though you may not feel thirsty. This rule goes hand in hand with keeping active. As you do more activities to stay in shape, you have to replenish fluids lost through sweating. It is also important to mention that the wearing of heavy clothes leads to sweating which is not always noticeable to you. This sweating will lead to dehydration if not properly addressed.
- **Eating to Keep Fit.** Regular, hot food is essential to feeling your best and for top performance. Make sure you are eating, even if you do not feel hungry. It is important to eat three meals a day of as much hot food as you can. Healthy snacks, such as trail mix, between meals and before going to sleep will help generate body heat as the food is metabolized.
- **Maintain a Healthy Attitude.** Having a healthy attitude will help you survive longer in the cold. Keep alert and cheerful, and work hard. This combination will give you the right attitude. Training in cold weather can be difficult and uncomfortable, which can affect morale and mood. Having some patience, an open mind and some determination can allow you to enjoy many of the activities that the cold weather brings.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are two of the basic rules for cold weather training that help the body adjust to the cold?
- Q2. Does severe exhaustion increase or decrease the chance of fatality in the cold?
- Q3. Should you drink water if you do not feel thirsty?

ANTICIPATED ANSWERS

- A1. Any two of the following:
- keep in shape;
 - proper hydration;
 - eat to keep fit; and
 - maintain a healthy attitude.
- A2. Increases.
- A3. Yes, you should drink water, even if you do not feel thirsty.



Remember – Cold weather will make tasks harder and they may take longer, but it does not make them impossible. With the right equipment and training, you can beat the cold.

END OF LESSON CONFIRMATION

Confirmation is best achieved by going outside and reviewing the conditions; however, if the weather is not appropriate, the end of lesson confirmation could be any of the following questions:

QUESTIONS

- Q1. At what temperature do wet cold conditions occur?
- Q2. What are some of the characteristics of dry cold conditions?
- Q3. Wind chill is defined as the number of what lost during one hour from a square metre of a surface kept at neutral skin temperature?
- Q4. True or false? When high wind is blowing, it can feel colder than it is.
- Q5. Should you drink water if you do not feel thirsty?

ANTICIPATED ANSWERS

- A1. Wet cold conditions occur when the temperature is above 14°F.
- A2. Cold conditions include frozen ground and dry snow.
- A3. Number of calories.
- A4. True.
- A5. Yes.



The instructor may choose to write down each of the questions on a piece of paper and place them into a bag. The cadets can then be divided into pairs (if the group is large), and each individual (or group) then picks a piece of paper out of the bag. The cadet should read the question and provide the answer to the rest of the group.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Remember: You can coexist with the cold *if* you are prepared and take care of yourself by following the basic rules of training in cold weather.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-009 A-CR-CCP-107/PT 002 DCdts. (1978). *Royal Canadian Army Cadets Course Training Plan Corps Training Program Winter Adventure Training Manual*. Ottawa, ON: National Defence.
- C2-029 The Green Lane. (2002, 2005). *Windchill*. Retrieved 25 May 2006, from <http://www.msc.ec.gc.ca/windchill>.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 12

EO C121.03 – SELECT COLD WEATHER CLOTHING

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

The pertinent review of EO M121.01 (Section 1) for this lesson will include:

QUESTIONS

- Q1. What are the three layers that make up the layering system?
- Q2. What is a good material to use for base layer clothing?

ANTICIPATED ANSWERS

- A1. Base layer, insulating layer, outer layer.
- A2. Polypropylene.

OBJECTIVES

By the end of this lesson, the cadet shall be expected to know how to select clothing for cold weather.

IMPORTANCE

Cadets need to know how to select the best types of clothing that will enable them to enjoy winter conditions and prevent cold weather injuries.

Teaching Point 1

Discuss Principles of Clothing Design

Time: 10 min

Method: Interactive Lecture

PRINCIPLES OF CLOTHING DESIGN

The human body must always maintain a temperature of 37°C. Clothing acts as an insulator, preventing body heat from escaping to the outside air.

Cold weather clothing must provide insulation and, at the same time, ventilation to prevent overheating and allow sweat to evaporate. The two primary considerations when dressing for the cold are; insulation and layer method.

- **Insulation.** Insulation is provided by any material that restricts the transfer of heat. Dry air is both light and an excellent insulator. Materials that hold quantities of motionless, or dead air are the best insulators. These include natural materials such as wool and fur and synthetic materials such as the popular polar fleece.
- **Layer Method.** The principles of the layer method of insulating the body for a cold climate include:
 - The next to skin layer should be of a suitable material to wick perspiration away from the skin and allow it to evaporate.
 - Several layers of medium weight clothing will keep a person warmer than one heavy garment, even if it is as thick as the combined layers. Layers trap dead air, therefore resisting the passage of heat out of the body.
 - Inner garments should be more porous, therefore having more air pockets, while the outer layers are more wind and water resistant. The outer garments prevent the outside cold air from displacing your trapped, body-warmed, still air.
 - Layering allows you to adjust the amount of clothing being worn for a wide range of temperatures and activities by merely adding or removing a layer of clothing at a time. You have the ability to help control the balance of body heat.
 - The outer layer must allow moisture from perspiration to escape while retaining warmth. In a dry cold this material does not need to be water resistant but must be wind resistant.
 - When properly dressed you should feel cool, but not cold.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are two examples of insulating materials?
- Q2. Which is warmer, several medium weight layers, or one thick layer of clothing?
- Q3. Outer layers should be resistant to what?

ANTICIPATED ANSWERS

- A1. Wool and fur.
- A2. Several medium layers of clothing.
- A3. Wind and water.

Teaching Point 2**Explain Principles Related to Choice of Footwear**

Time: 5 min

Method: Interactive Lecture

PRINCIPLES VALUABLE IN CHOICE AND USE OF FOOTWEAR

Feet are vulnerable to the cold because they get wet easily, both externally and from perspiration.

The following principles are valuable when choosing and wearing footwear:

- **Ensure Footwear is Loose and in Layers.** The layers are made up by the boot and the different combinations of socks and insoles.
- **Avoid Restriction of Circulation.** Two or more pairs of socks worn too tightly or tying the boot too tightly can restrict the circulation of warm blood from the body core and allow for freezing of the feet.
- **Change Socks and Insoles as Often as Possible.** Since footwear often gets wetter than other types of equipment, select footwear designed to help decrease this (e.g. with a rubber lower and material upper). Dry socks should always be carried, and socks should be changed as soon as possible when they become wet. If wearing heavy footwear equipped with removable insoles, such as mukluks, both socks and insoles should be changed.
- **Dry Footwear When Wet.** Footwear should be dried thoroughly at the first opportunity available to you.
- **Ensure Footgear and Feet are Kept Clean.** Footgear should be kept clean of mud and dirt, and feet should be cleaned frequently. Feet should always be exercised and massaged when changing socks.
- **Ensure All Footwear Fits Properly to Avoid Chafing and Blisters.** Ski and snowshoe bindings must be adjusted carefully. Improperly adjusted bindings may chafe the feet or cause excess wear and tear to the boot.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. What are considered to be layers in footwear?
- Q2. How often should you change socks?
- Q3. What happens when two pairs of socks are worn too tightly?

ANTICIPATED ANSWERS

- A1. Boots, socks and insoles.
- A2. As often as possible, and as soon as they become wet.
- A3. They can restrict circulation and cause feet to freeze.

Teaching Point 3**Explain the Principles for Keeping Warm in the Cold**

Time: 5 min

Method: Interactive Lecture

PRINCIPLES FOR KEEPING WARM IN THE COLD

Principles for keeping warm in the cold can be remembered using the acronym COLD:

C – Clean Clothing. Important for both sanitation and comfort. Dirt and grease will fill air pockets in clothes and allow the heat to escape your body more easily, leaving you feeling cold sooner.

O – Overheating must be avoided. Overheating causes perspiration, which causes clothing to become damp. Dampness fills the air pockets in the clothing with heat-conducting moisture, permitting the body heat to escape. Overheating can be prevented by ventilation or removing layers.

L – Loose and in **Layers.** Clothes and footwear that are too tight restrict the blood circulation, increasing the danger of frostbite. Clothes should not be too loose either, as this allows trapped air to move, causing heat loss. Layering allows you to take clothing off before you overheat and add clothing as you cool.

D – Keep clothes Dry. Moisture will soak into your clothes from both inside and outside. Frost or snow that collects on your clothes will melt, making your clothes wet.



To stay warm, remember the catch word “**COLD**”.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What does the acronym COLD stand for?
- Q2. Why should your clothes be clean?
- Q3. Why should clothes be in layers?

ANTICIPATED ANSWERS

- A1. Clean clothes, avoid overheating, loose layers, and dry clothes.
- A2. Clothes should be clean so dirt and grease do not fill the air pockets, allowing air to flow around the body.
- A3. When clothes are worn in layers, they can be added and removed depending on how warm you are.

Teaching Point 4**Discuss Maintaining Body Heat**

Time: 5 min

Method: Interactive Lecture

MAINTAINING BODY TEMPERATURE

As said previously in this lesson, the body has to maintain a certain body temperature. The body does this in two ways: heat gain and heat loss.

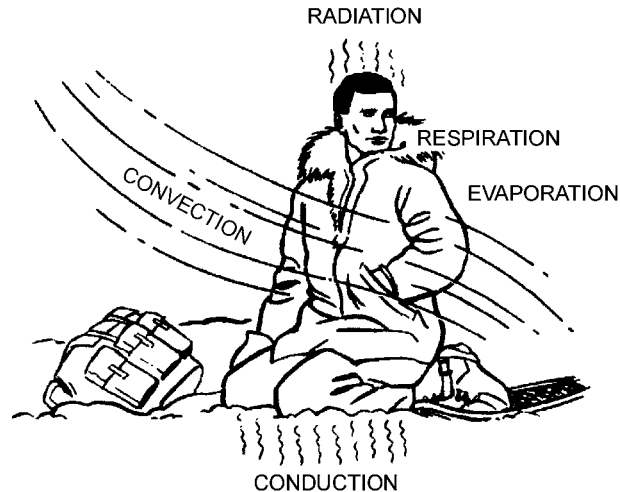
Heat Gain. The body increases heat production in two ways:

- **Muscular.** Heat is generated within the body by muscles performing physical work. When cool, the body will resort to shivering, which consists of uncontrolled, irregular, and uncoordinated contractions of voluntary muscles. Unlike animals, humans do not have any special features of the body that allow them to gain heat in cold weather. We do have brains though, and through physical activity, special clothing, shelter and an ability to build a fire, people can help maintain normal body temperature in a cold weather climate.
- **Metabolic.** Heat production to tissues may be increased by metabolic chemical reactions taking place, mostly in the liver, but is not significant enough to warm the entire body. The human body is like a car, and food is your fuel. Some foods are better for you than others. Carbohydrates give great boosts of energy to do more physical activity. It is important to eat three meals a day and snacks in between meals as well as when you feel hungry. Eating nutritious food and lots of water, allows the body to work to its maximum potential.

Heat Loss. The body naturally cools itself down by sweating. Approximately 90 to 95 percent of heat is expelled through the skin, and the remainder is expelled through the lungs during respiration.

Body heat is lost from the skin in four ways (see Figure 10-12-1):

- **Convection.** Occurs when air, or water that has a temperature below that of the body, comes into contact with the skin and subsequently moves away. While in contact with the body, the air is warmed. Cool air that replaces it must also be warmed. The heat that warms the air is lost whenever the air moves away. The greater the difference in temperature between the body surface and the speed with which the air is moving, the greater the heat loss.
- **Conduction.** Is the transfer of heat energy away from the body by substances with which it is in direct contact. Air conducts heat poorly and still air, which does not cause convective heat loss, is an excellent insulator.
- **Evaporation.** With heavy sweating, also comes insensible sweating. Insensible sweating can happen in cold weather as well as warm weather. Cold air is dry and has to be moistened by the body to avoid injuring the lungs.
- **Radiation.** Largest source of heat loss, it consists of the direct emission or absorption of heat energy. The human body continuously radiates heat to nearby solid objects that have a cooler temperature. In a cold environment, nearby solid objects are colder and radiant heat loss is greater.



<http://brooksidepress.org/Products/Operationalmedicine/DATA/operationalmed/Manuals/cold/TC213Chapter6HygieneandFirstAid.htm>

Figure 10-12-1 Mechanisms of Heat Loss From the Body

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What are the two ways the body maintains normal temperature?
- Q2. What is an involuntary movement the body does to gain heat when it is losing it?
- Q3. What are the four ways in which the body loses heat from the skin?

ANTICIPATED ANSWERS

- A1. Heat loss and heat gain.
- A2. The body involuntarily shivers.
- A3. The body loses heat through convection, conduction, evaporation, and radiation.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Which is warmer, several medium weight layers or one thick layer of clothing?
- Q2. How often should you change your socks?
- Q3. What does the acronym COLD stand for?

ANTICIPATED ANSWERS

- A1. Several medium layers of clothing.
- A2. As often as possible, and as soon as they become wet.
- A3. Clean Clothes, avoid Overheating, Loose Layers, and Dry clothes.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

You can enjoy winter activities and training if you know how to select the proper clothing and take care of yourself by being prepared for the elements.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-009 A-CR-CCP-107/PT 002 DCdts. (1978). *Royal Canadian Army Cadets Course Training Plan Corps Training Program Winter Adventure Training Manual*. Ottawa, ON: National Defence.
- C2-031 (ISBN 0-89886-024-5) Wilkerson, J., Bangs, C., and Hayward, J. (1986). *Hypothermia, Frostbite and Other Cold Injuries. Prevention, Recognition and Prehospital Treatment*. Seattle WA: The Mountaineers.
- C2-037 Brookside Press. (2005). *Hygiene in the Field*. Retrieved 25 May 2006, from <http://brooksidepress.org/Products/Operationalmedicine/DATA/operationalmed/Manuals/cold/TC213Chapter6HygieneandFirstAid.htm>.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 13

EO C121.04 – RECOGNIZE THE EFFECTS OF COLD WEATHER

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

The complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

The pertinent review for this lesson will include:

QUESTIONS

- Q1. What layers make up the layering system? Insulation - EO M121.01 (Section 1) Select Personal Clothing.
- Q2. What would be a good base layer material? Layering structure - EO M121.01 (Section 1) Select Personal Clothing.
- Q3. Name two benefits of the self-inflating pads. Sleeping pads - EO M121.01 (Section 1) Select Personal Clothing.

ANTICIPATED ANSWERS

- A1. Base layer, insulating layer, and outer layer.
- A2. Polypropylene.
- A3. Very comfortable, warmer, lightweight and better thermal insulation.

OBJECTIVES

By the end of the lesson the cadet shall be expected to recognize the effects that cold weather can have on the body, and how to treat and prevent cold-related injuries and conditions.

IMPORTANCE

Cadets need to know how to prevent, recognize, and treat cold weather injuries. Knowing how to properly identify various cold-related injuries and taking proper preventative measures will ensure a safe, fun, and meaningful training experience in cold weather.



While the cadet will learn to prevent, recognize and treat basic cold weather injuries and conditions, it is to be made clear that immediate reporting to an adult supervisor or senior cadet should be the first action if there is ever any question or concern.

Teaching Point 1

Discuss Facts About Injuries that Occur in Cold Weather

Time: 10 min

Method: Interactive Lecture

FACTS ABOUT INJURIES THAT OCCUR IN COLD WEATHER

Bleeding. Wounds bleed easily in cold weather because the low temperature prevents the blood from clotting. Increased bleeding increases the chance of going into shock. Also, wounds open to the cold weather will freeze quickly. The body loses heat around the wound as blood soaks the skin. Further, the clothing is usually torn around an open wound, allowing for further heat escape.

Shock. Shock is a condition that is caused by the reduction of effective circulation blood volume. It can be caused by a number of things including severe injuries, loss of blood and pain. The normal reaction of the body to severe cold is very similar in its reaction to shock. Therefore, shock will develop more rapidly and progress more deeply in extreme cold than in normal temperatures. Signs of shock include apprehension, sweating, thirst, pale skin, faint and rapid pulse, and cold and clammy skin.

Serious Injuries. Just like training in warm weather, medical attention should be sought for all serious injuries such as; broken limbs, deep or severe lacerations, respiratory illnesses, etc.



Signs are things that you can **see** on the victim. Symptoms are things that the victim **tells** you they feel.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Why do wounds bleed more easily in cold weather?
- Q2. What are some signs of shock?
- Q3. Is pale skin a sign or a symptom?

ANTICIPATED ANSWERS

- A1. The cold weather prevents blood from clotting.
- A2. Any of the following: apprehension, sweating, thirst, pale, faint, rapid pulse, and cold clammy skin.

A3. Pale skin is a sign. It can be seen by an observer.

Teaching Point 2

Identify Cold Weather Injuries

Time: 10 min

Method: Interactive Lecture

COLD WEATHER INJURIES

Snow Blindness. Snow blindness is caused by the infrared or ultra-violet rays reflecting from a snow covered surface. These rays, unlike visible light rays, are readily absorbed by clear or coloured glass. Snow blindness is greatest on dull, cloudy days or when crystalline snow mist is present. Resting in darkness is the best treatment. Symptoms usually appear within six to eight hours, and include an irritating feeling in the eyes, blurred vision, pain, and the eyes feeling hot and sticky.



Most minor cases of snow blindness will recover within 18 hours without medical attention. A severe case may take three to four days to recover.

Immersion Foot. A cold injury resulting from exposure to temperatures near freezing. The temperature does not have to be below 0°C for it to occur. In the early stages, the feet and toes are pale and feel cold, numb, and stiff. Often walking becomes difficult. If no treatment is given, the feet will swell and become very painful. In extreme cases the flesh dies, and amputation is needed.



It is difficult to feel immersion foot in the early stages. In order to assist in prevention of immersion foot, be sure to keep feet clean and dry, checking them often. Rub and massage them when changing socks.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. When do symptoms of snow blindness usually appear?
- Q2. What causes immersion foot?
- Q3. What are some serious injuries that will require medical attention?

ANTICIPATED ANSWERS

- A1. Symptoms of snow blindness usually appear in six to eight hours.
- A2. Immersion foot is caused by exposure to temperatures near freezing.
- A3. Severe lacerations, respiratory difficulties, and broken limbs are some serious injuries.

Teaching Point 3**Explain Frostbite**

Time: 10 min

Method: Interactive Lecture

FROSTBITE

Frostbite is the freezing of tissue in the body. As blood flow slows down, the fluid between cells can freeze. As ice crystals form on them, the cells become dehydrated. Frostbite acts locally on parts of the body such as fingers, toes, chin, nose and ears. It is a constant hazard during activities occurring in sub-zero temperatures, especially when accompanied by strong winds.

Signs and symptoms of frostbite stages:

Surface Frostbite. Also known as superficial frostbite or frostnip, it affects only the outer layer of skin and causes little damage. It may result from direct contact with cold metal or severe wind chill. After the nipped area is warmed, the layer of frozen skin becomes red, and after a few days, the skin will peel, looking similar to sunburn. Signs and symptoms include:

- skin turns white and numb;
- tissues beneath the affected area are still soft;
- casualty may not feel it; and/or
- partner may notice a white spot.

Deep Frostbite. Frostnip has progressed into underlying tissue. It may feel hard on the surface, and soft below. Blisters will usually appear within 24 hours of warming. It needs proper warming, not just an application of heat. If it progresses even further, the injury extends into deeper tissue and into the muscle. Blisters containing fluid, blood-filled blisters, delayed blisters or lack of blisters forming within 48 hours of warming indicate deep frostbite. It may cause loss of tissue and permanent damage, including the loss of parts, or all of the affected area (e.g. hands). Proper field care can often mean the difference between temporary disabilities and permanent injuries. Signs and symptoms include:

- pain or numbness in the fingers, toes, heels, and entire hands and feet;
- tissue is hard all around the affected area;
- the frostbitten part is cold and white (sometimes purple); and/or
- no pain, or feeling of any kind, in the extremity that is frozen.

PREVENTION

Surface. Is common on the face, and is associated with naturally occurring wind, or wind from a moving vehicle. A good parka tunnel will usually prevent frostbite because it holds a pocket of warm air around the face. In strong winds, cover nose and cheeks with a facemask, scarf, or any piece of warm fabric. Since frostbite is often not felt, the first warning may come from a companion who notices a white spot on your face. Frostbite is also common on the hands if doing work, or if coming into contact with cold metal.

Deep. Often occurs when exposed to freezing temperatures with no chance to warm up, or when hands and feet become wet and freeze. It is important to eat often to maintain body warmth, drink often to avoid dehydration, and rest enough to avoid fatigue while restoring circulation. Warm numb and painful feet immediately.

TREATMENT

Do not use snow, oil, rubbing, massage or pressure.

Surface. Serves as a warning. A frozen nose is the most common type of a surface frostbite. Most minor surface frostbite can usually be thawed using body heat. Place a warm palm against a frostbitten cheek or ear, and place frostbitten hands against your chest, between your thighs, or under your arm pits. Surface frostbite that produces blisters may require evacuation for medical attention.

Deep. Remove all constricting clothing such as boots, gloves or socks, without causing further damage to the frostbitten area. The frozen part should be placed against an unfrozen part of the body or exposed to warm air. Rapid thawing by the application of external heat is the safest way to relieve frostbite. Clean and dress the area to avoid infection. Do not exercise the injured person, or warm them in front of open fire. Do not allow the frostbitten part to become frozen again. Evacuate for medical attention.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are the two stages of frostbite?
- Q2. What layer of skin is frozen if you have surface frostbite?
- Q3. What is the most common body area affected by surface frostbite?

ANTICIPATED ANSWERS

- A1. Surface and deep.
- A2. Only the outer layer of the skin.
- A3. A frozen nose.

Teaching Point 4

Explain Hypothermia

Time: 10 min

Method: Interactive Lecture

SIGNS AND SYMPTOMS OF HYPOTHERMIA

Cold exposure, or hypothermia, is the cooling of the body's core temperature. Exposure can be divided into three levels – mild, moderate and severe. It is hard to tell where one level starts and the next stops without a special thermometer.

Signs and symptoms of hypothermia stages:

Mild Exposure. During mild exposure the casualty:

- is awake;
- shivering;
- can answer questions intelligently;
- may be slurring their speech;
- is losing interest in what they are doing; and
- is complaining that they are cold.

Moderate Exposure. During moderate exposure the casualty:

- is confused and illogical;

- does not want to move much, and may be sleepy;
- is clumsy and stumbles;
- stops shivering;
- shows signs of muscle stiffness;
- has slow breath and pulse rates;
- may have a fruity odour to breath;
- may have dilated pupils; and
- may urinate in clothing.

The casualty is in great danger and is close to severe hypothermia, unconsciousness and death.

Severe Exposure. Moderate exposure quickly becomes severe exposure. At this point the casualty is in a coma, and is close to death. In severe exposure, the casualty:

- is barely conscious;
- has slow, shallow breathing and a weak, slow, irregular or absent pulse; and
- has pale, very cold, perhaps bluish skin.

During this time, the casualty will appear dead. It is important to remember, that though they may look dead, there still may be an undetectable pulse, and some respiration. You can not determine if someone is dead until the body has warmed up and there is still no sign of life.

PREVENTION

There are a number of things a person can do to help prevent exposure.

- Prepare for the worst and take extra clothing.
- Avoid overheating and sweating. Wear loose, layered clothing that breathes. Cotton wets easily and dries slowly. Wool is warm, even when wet. Modern fabrics such as polypropylene and polyester are superior next to the skin.
- Avoid long term cooling. The effects of cold exposure are cumulative, making long term exposure dangerous. Take breaks for hot drinks, and try to get out of the wind. Do not continue on if you are getting seriously cold.
- Eat often to provide fuel for your body. It is important, in addition to the main meals provided to you during winter training activities, to have healthy, high-energy snacks for consumption between meals. Food items such as trail mix (nuts, fruits, grains) will burn longer in the body, providing a more sustainable energy level for cadets. Items like chocolate are metabolized too quickly, and will lead to a cadet “crashing”, or running out of energy too soon.
- Drink lots. Dehydration is a major contributor to exposure. Hot, sweet drinks are best, but you can also drink cold water. Do not eat snow if you are cold, as it may contribute to lowering your body’s temperature even farther.
- Keep your big muscles moving. This creates heat. Keep wiggling your toes and fingers if they are cold. Wiggling them will not warm you up too much, but moving the larger muscles of the arms and legs will. Swing your arms vigorously, stamp your feet, and place the hands in the armpits.

- Check your companions often. If they get clumsy, start to shiver, slur their speech, or act strangely, you can suspect exposure. Remember that people suffering from exposure do not always feel it.

TREATMENTS

Mild Exposure. If you think that your companion is suffering from mild exposure, you should:

- stop travelling;
- prevent any further loss of body heat;
- get them into shelter;
- replace any wet clothing;
- allow shivering to continue as it is the body trying to warm up; and
- give them food and hot drinks.

Re-warming with skin-to-skin contact or sleeping bags is the best way to help the person.

Moderate Exposure. If the casualty is suffering from moderate exposure, treat them for mild exposure, except:

- avoid rough handling and do not let them walk;
- do not give fluids to drink until they are awake, and understand what is going on. This will prevent choking; and
- seek medical attention.

Never handle anyone in moderate exposure roughly, or allow them to move much, as this affects the heart and can cause it to fail quickly.

Severe Exposure. There must be medical treatment at this time. There is some treatment that you can give to a casualty showing signs of severe exposure. They are:

If there is any breathing or a pulse, you should:

- handle the casualty very gently;
- prevent further heat loss; and
- move them gently to medical care.

If medical attention is not available, and you are far from help, you should:

- immediately and gently move them into warm shelter;
- apply heavily wrapped warm water bottles to sides of their neck, chest and groin. Do not put them anywhere else; and
- keep them warm and let them recover very slowly without moving them.

It is very important that the water bottles be only slightly warm, as too much heat will damage the skin. Do not rub the hands, feet or legs or move them if you do not have to. If the casualty recovers, the hearing is the first to return, then the sight. They may lose control of their bowels.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What are the three types of exposure?
- Q2. What are some things you can do to prevent exposure?
- Q3. What is the best way to re-warm someone with mild exposure?

ANTICIPATED ANSWERS

- A1. Mild, moderate and severe.
- A2. Any of the following: take extra clothing, avoid sweating and long term cooling, eat often, drink lots, keep active, and check each other often.
- A3. Skin-to-skin contact or a sleeping bag.



Though a person may look like they are dead, they may still be breathing, and need medical attention immediately.

Teaching Point 5**Discuss Winter Hygiene**

Time: 10 min

Method: Interactive Lecture

BODY CLEANLINESS

To stay healthy on cold weather exercises, it is important to keep clean. While the body tries to stay warm, perspiration can clog pores in the skin and the clothes, making you feel colder. It is not always easy to properly clean yourself, because of the lack of sanitary facilities, but there are some rules that will keep you healthier and feeling better longer.

Washing. Wash your face and hands daily. Though there are no baths around, you should try to wash your feet, crotch and armpits at least twice a week - and more often if possible. These are areas where most of the heat of the body is lost; therefore, there is more perspiration in these areas.

Shaving. Shave every day. It is best to do it before bed as the body is warmer and it should be easier. Shaving in the morning may also strip the skin of essential oils.

Teeth. Teeth should be cleaned daily. If you do not have a toothbrush, wrap gauze around your finger and rub over your teeth. Cleaning the teeth will help prevent germs from growing as well as make you feel better.

Changing Clothes. Underwear and shirts should be changed at least twice weekly. If not, then they should be crumpled, shaken out, and aired out for about two hours. As clothes become dirty, warm air is not able to circulate around the body, increasing your chances of overheating.

Foot Care. Socks should be changed and feet washed as often as possible, but at least twice a week. Boots and socks should be removed every night and the feet massaged and dried. Use foot powder if you have it.

BODY FLUIDS

In order to keep the body in the healthiest and cleanest state for winter camping, you must drink plenty of fluids. Dehydration is one of the largest contributors to cold-related illnesses such as exposure. The body loses a lot

of fluid through evaporation, conduction, respiration, radiation and convection. The fluid must be replaced so the body is able to function effectively in the cold weather.

The body needs to expunge bodily fluids such as urine, and waste, on a regular basis to maintain its healthy state.



Keeping clean will make you feel more comfortable and help motivate you to train and enjoy the activities associated with training in cold weather.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. How often should you wash your hands?
- Q2. Why must you drink plenty of fluids while in cold weather?
- Q3. True or false: Cadets will use the washroom less often in the winter.

ANTICIPATED ANSWERS

- A1. You should wash your hands daily.
- A2. You have to drink lots of fluids to replace the ones your body has lost.
- A3. False. A cadet will still need to go the bathroom as often as they normally would.

END OF LESSON CONFIRMATION



The instructor may chose to utilize an activity where the cadets will be given a card detailing a sign or symptom of an environmental injury or condition. The cadet will then, as a means of confirming understanding of the material, act out the illness associated with the sign or symptom on the card. This will demonstrate an understanding on the part of the cadet acting out the associated ailment, as well as gauge the understanding of the cadets required to guess the injury or condition.

Alternately, the following questions can be asked.

QUESTIONS

- Q1. What are some signs of shock?
- Q2. When do symptoms of snow blindness usually appear?
- Q3. What causes immersion foot?
- Q4. What are some serious injuries that will require medical attention?
- Q5. What layer is frozen when you have superficial frostbite?
- Q6. What is the most common body area affected by superficial frostbite?
- Q7. What are the three types of exposure?

- Q8. What are some things you can do to prevent exposure?
- Q9. What is the best way to re-warm someone with mild exposure?
- Q10. How often should you wash your hands?

ANTICIPATED ANSWERS

- A1. Any of the following: apprehension, sweating, thirst, pale skin, faint, rapid pulse, and cold, clammy skin.
- A2. Symptoms of snow blindness usually appear in six to eight hours.
- A3. Immersion foot is caused by exposure to temperatures near freezing.
- A4. Severe lacerations, respiratory difficulties, and broken limbs are some serious injuries.
- A5. Only the outer layer of the skin.
- A6. A frozen nose.
- A7. Mild, moderate and severe.
- A8. Any of the following: take extra clothing, avoid sweating and long term cooling, eat often, drink lots, keep active, and check each other often.
- A9. Skin-to-skin contact or a warm blanket.
- A10. You should wash your hands daily.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Every year people are injured, including dying of exposure, because they don't recognize the risk factors and the signs and symptoms of cold weather injuries in time to prevent the injury. Cadets can be proactive in the recognition of signs and symptoms and can protect their buddies from injury by being aware that anyone, even an officer, can suffer a cold weather injury.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-010 B-GG-302-002/FP-001 FMC. (1982). *Basic Cold Weather Training, Arctic and Sub Arctic Operations* (Vol. 2). Ottawa, ON: National Defence.
- C2-009 (ISBN 0-684-85909-2) Harvey, M. (1999). *The National Outdoor Leadership School's Wilderness Guide*. New York, NY: Fireside.

- C2-023 (ISBN 0-8117-2864-1) Schimelpfenig, T. (2000). *National Outdoor Leadership School Wilderness First Aid (3rd ed.)*. Mechanicsburg, PA: Stackpole Books.
- C2-030 (ISBN 0-7710-8250-9) Merry, W. (1994). *St. John Ambulance the Official First Aid Guide*. Toronto ON: McClelland & Stewart Inc.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 14

EO C121.05 – PARTICIPATE IN COLD WEATHER TRAINING

Total Time:

Weekend

No instructional guide is provided for this EO, refer to A-CR-CCP-107/PT-002, *Royal Canadian Army Cadets Course Training Plan*, *Corps Training Program*, *Winter Adventure Training Manual*, for activities.

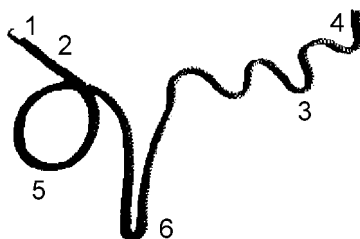
THIS PAGE INTENTIONALLY LEFT BLANK

HANDOUT – EO M121.03 GLOSSARY

Bight	Middle part of a length of rope. This term also refers to a loop of rope that does not cross over itself.
Chafe	Wear caused by abrasion.
Coil	Rope made up in a neat series of circles usually for storage purposes.
Cordage	General term to cover all sorts and sizes of rope.
Crossing Turn	A circle of rope made with the rope crossing over itself.
Eye	The hole inside a circle of rope; a permanent loop made at the end of a rope.
Mildew	Any fungus that attacks ropes when exposed to damp, resulting in a thin, furry, whitish coating or discoloration.
Standing End	The end of the rope not immediately being used in the tying of a knot.
Standing Part	Part of the rope that usually “stands still” during the knot tying process. Often it is the longer end that leads away from the loop, bight or knot.
To Tar	To cover a rope with a thick, sticky, brown to black liquid with a pungent odour, obtained by the destructive distillation of wood, coal, peat, shale, etc., to extend its life.
Working End	The very end of the rope that is used during the tying of the knot. Also called “running end.”
Working Part	The short length of rope that is manipulated to make the knot. Also called “running part.”

THIS PAGE INTENTIONALLY LEFT BLANK

HANDOUT – KNOTS, HITCHES AND LASHINGS



Pocket Guide to Knots and Splices, by Des Pawson, 1991

Figure 10B-1 Parts of a Rope

1. **Working End (running end).** The end of the rope that is used during the tying of the knot.
2. **Working Part (running part).** The short length of rope that is manipulated to make the knot.
3. **Standing Part.** Part of the rope that usually “stands still” during the knot tying process. Often it is the longer end that leads away from the loop, bight or knot.
4. **Standing End.** The end of the rope not immediately being used in the tying of a knot.
5. **Loop (crossing turn).** A circle created in the process of tying a knot.
6. **Bight.** Middle part of a length of rope. This term also refers to a loop of rope that does not cross over itself.

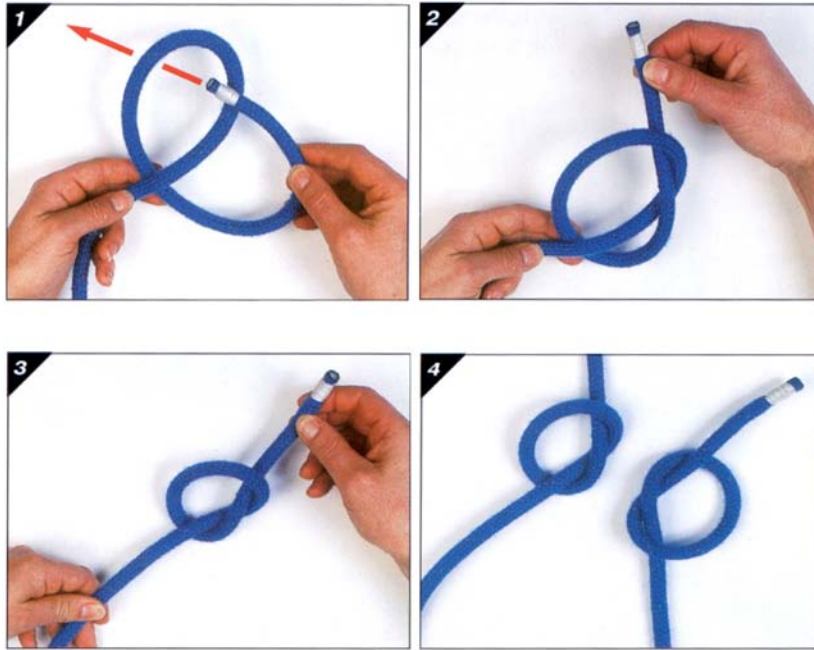


These web pages have some excellent animated knots:

- <http://www.mistral.co.uk/42brghtn/knots/42ktmenu.html>
- <http://www.korpegard.se>

THUMB KNOT

- **Other names:** Overhand knot, simple knot.
- **Uses:** Keep the end of a rope from unravelling or to stop a rope from passing through an eye.
- **Qualities:** Easy to make, stays in place.
- **Faults:** It is difficult to untie. An overhand knot in the middle of a length of rope will reduce the strength of the rope by about half.
- **Procedure:**
 1. Form a loop with the working end passing under the standing part of the rope (see Figure 10B-2, Step 1).
 2. Tuck the working end down through the middle of the loop formed by the crossing turn and out of the loop (see Figure 10B-2, Step 2).
 3. Pull both ends to tighten the knot. As it is being tightened the position of the knot can be moved nearer the end if so required (see Figure 10B-2, Step 3).



Pocket Guide to Knots and Splices, by Des Pawson, 1991

Figure 10B-2 Thumb Knot

REEF KNOT

- **Other names:** Square knot, opposite knot.
- **Uses:** Joining two ropes of equal thickness. Also used in first aid for tying bandages.
- **Qualities:** Lies flat, holds well and is easily untied.
- **Procedure:**
 1. Take the running ends of two different ropes and place the left-hand working end across the right working end (see Figure 10B-3, Step 1).
 2. Tuck the left-hand end under, and back up over the right end (see Figure 10B-3, Step 2).
 3. Bring the two ends together again and place the right-hand end over the left-hand end.
 4. (see Figure 10B-3, Step 3).
 5. Tuck the right-hand end under and back up over the left-hand end (see Figure 10B-3, Step 4).
 6. Dress the knot by pulling on both ends (see Figure 10B-3, Step 5).

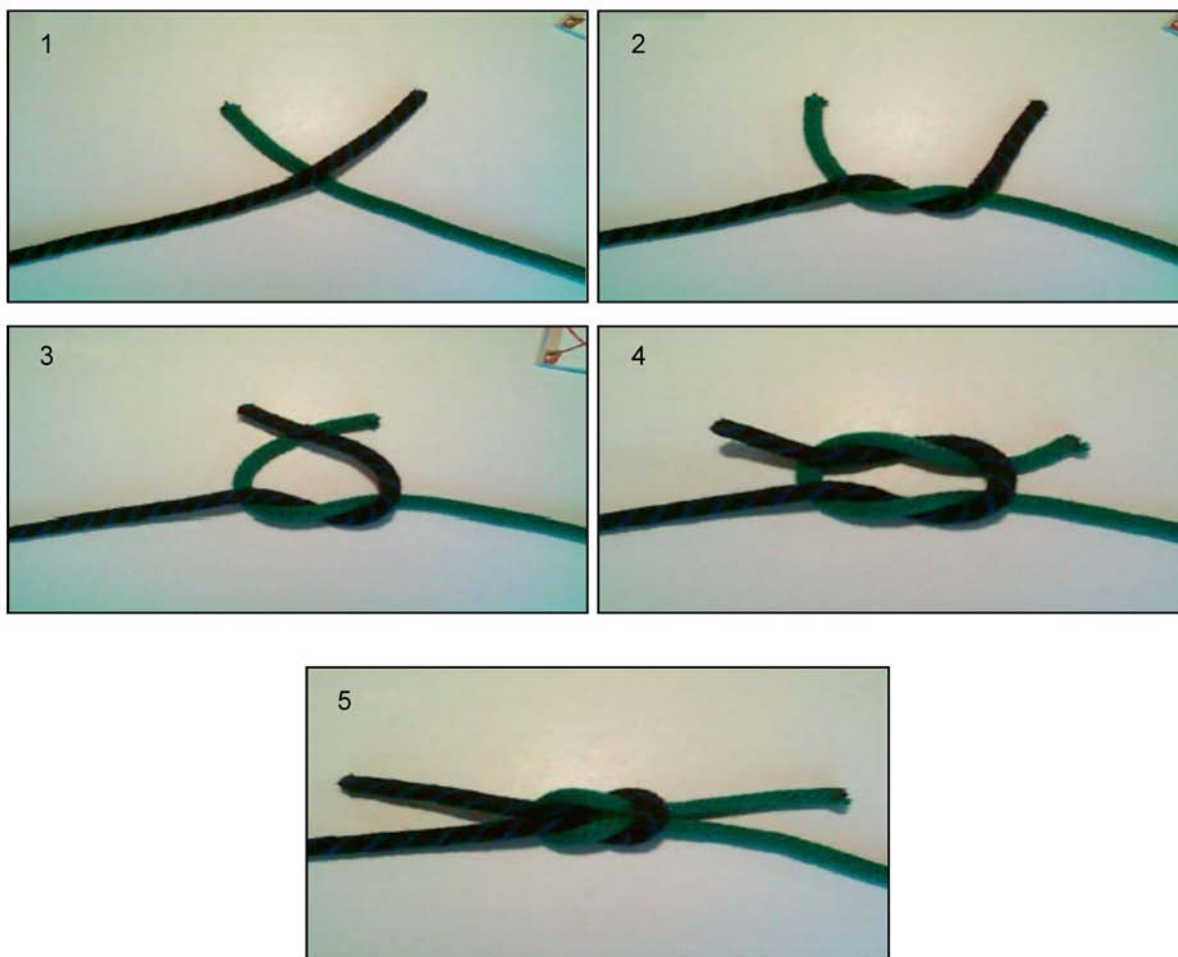


Figure 10B-3 Reef Knot



When done right, the running end and the standing end of one rope come out on the same side of the bight formed by the other rope. To tie this knot, a good trick is to say “left over right and right over left.”

FIGURE OF EIGHT KNOT

- **Uses:** Keep the end of a rope from unravelling or to stop a rope from passing through an eye.
- **Qualities:** Same uses as the thumb knot but bulkier and easier to undo.
- **Procedure:**
 1. Start by forming a loop with the running end passing under the standing end, and then make a bight in the running end (see Figure 10B-4, Step 1).
 2. Pass the running end in front of the standing end then thread it through the loop from the back (see Figure 10B-4, Step 2).
 3. The knot should now have the figure eight, which gives it its name (see Figure 10B-4, Step 3).



Figure 10B-4 Figure of Eight Knot

DOUBLE FIGURE OF EIGHT

- **Other name:** Figure of eight loop.
- **Uses:** To anchor a rope around a tree trunk, pole or such item.
- **Qualities:** Will not slip and is easy to undo.
- **Procedure:** There are two methods to do this knot. However, the first one is the one to use to anchor the rope to a tall or wide pole or trunk (see Figure 10B-5).

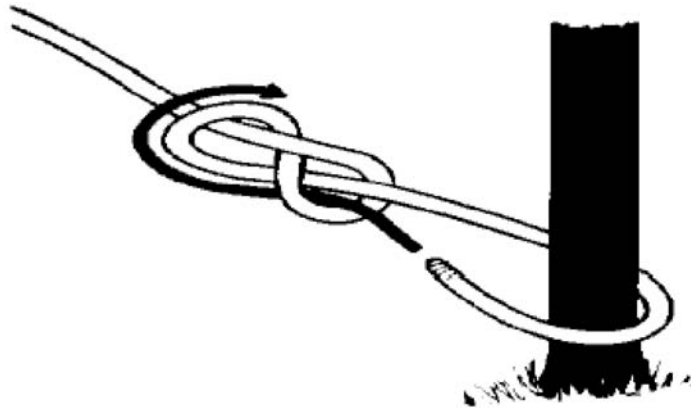
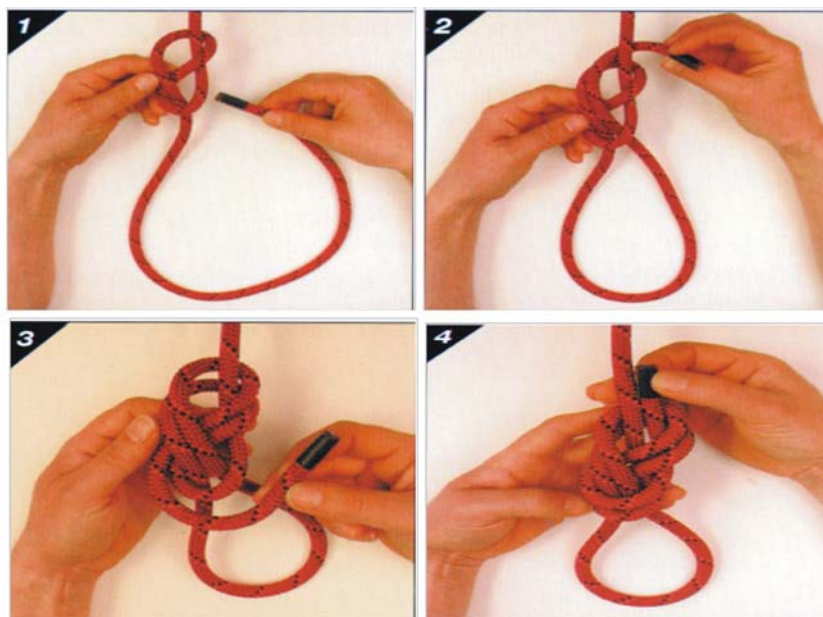


Figure 10B-5 Double Figure of Eight Knot

The steps for Method 1 are:

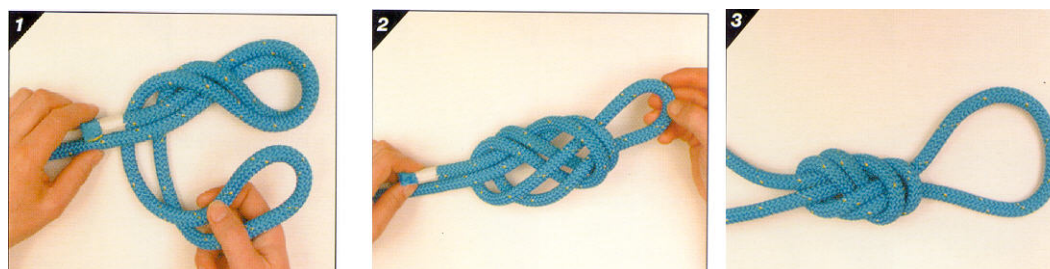
1. Begin with a loose figure of eight knot (see Figure 10B-6, Step 1);
2. Guide the running end back up through the loop it just came down through (see Figure 10B-6, Step 2);
3. Have the running end trace alongside the rope in the original figure of eight under the standing end. Have the running end follow the original figure of eight under the double rope (see Figure 10B-6, Step 3);
4. The running end follows the original figure of eight (see Figure 10B-6, Step 4); and
5. Pull tight, dress knot by flattening it and making sure the ropes are side by side.



Pocket Guide to Knots and Splices, by Des Pawson, 1991

Figure 10B-6 Double Figure of Eight Knot, Method 1

The steps for Method 2 are: Double the rope and follow the steps to make a figure of eight knot. (see Figure 10B-7).

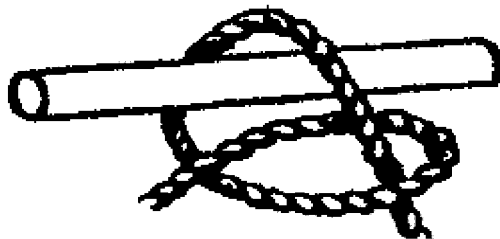


Pocket Guide to Knots and Splices, by Des Pawson, 1991

Figure 10B-7 Double Figure of Eight Knot, Method 2

HALF HITCH

- **Uses:** Make other knots stronger. Hang, tie or hook objects.
- **Quality:** Easy to make.
- **Fault:** Cannot support a lot of strain.
- **Procedure:** Pass the rope around the pole and then behind the standing part and into the eye of the loop.



Army Cadet Reference Handbook

Figure 10B-8 Half Hitch

CLOVE HITCH

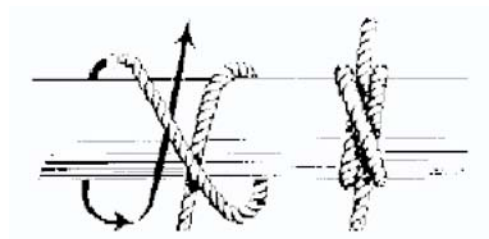
Uses: To finish off knots like the round turn and two half hitches and the various types of lashings. To secure a rope to a spar, rail or similar fitting.

Qualities: Quick and easy to tie. Can be made with the end or with the bight of the rope.

Procedure: There are two methods to tie a clove hitch; one using the end and the other using the bight.

The steps for tying a clove hitch using the end of the rope are:

1. pass the running end of rope over the rail from front towards the back;
2. bring the running end under the rail and over the standing end towards the left;
3. bring the running end over spar to the left;
4. bring the running end out under the rail and thread it up under the rope on the rail by the crossover;
5. work the hitch tight with the running end and the standing end sung against each other; and
6. be sure to leave enough rope on the end so that it does not unravel.



Army Cadet Reference Handbook

Figure 10B-9 Clove Hitch

The steps for tying a clove hitch using the bight are:

1. in the middle of the rope, make a crossing turn or half hitch, with the rope that comes from the left being on top;
2. to the right of the first crossing turn, make a half hitch with exactly the same configuration (see Figure 10B-10, Step 1);
3. put the right-hand half hitch on top of the left-hand half hitch (see Figure 10B-10, Step 2); and

4. the pair of hitches are now slipped over the top of the post (see Figure 10B-10, Step 3).

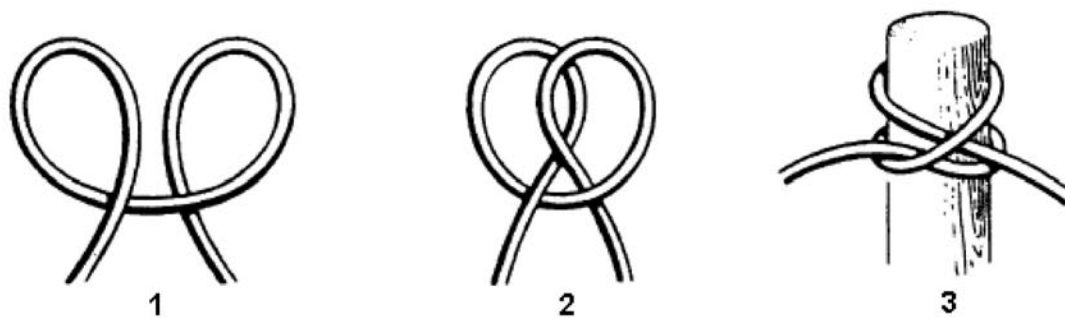


Figure 10B-10 Clove Hitch

THIS PAGE INTENTIONALLY LEFT BLANK

HANDOUT – EO M121.04 GLOSSARY

SURVIVAL KIT CONTENTS CHARACTERISTICS

- **Candle.** Invaluable for starting a fire as well as a light source. Shave square for packing. If made of tallow it is also fat to eat in an emergency or to use for frying – but be sure it is tallow; paraffin wax and some other candles are inedible. Tallow does not store well, especially in hot climates.
- **Compass.** A luminous button compass. Some small compasses can be confusing. Personnel should ensure they know how to read it before going into the field. A liquid filled type is best, but checks should be done to ensure that it does not leak, has no bubbles in it and is fully serviceable. The pointer is prone to rust. Personnel should ensure that it is on its pivot and swings freely.
- **Fishhooks and Line.** A selection of different hooks in a small tin or packet. A few split lead weights should be added to the hooks. Remember that a small hook will catch both large and small fish but a large hook will only catch big ones. As much line as possible should be included. It will also be useful for catching birds.
- **Flexible Wire Saw.** These usually come with large rings at the ends as handles. These take up too much room and should be removed; wooden toggles can replace them when needed. To protect from rust and breakage cover it in a film of grease. Flexible saws can be used to cut quite large trees or branches.
- **Flint.** Will work when wet and it will go on striking long after the matches run out. A processed flint with a saw striker works best in a survival situation.
- **Magnifying Glass.** Can start a fire from direct sunshine and is useful for searching for splinters and stings.
- **Matches.** Waterproof matches are useful but bulkier than ordinary non-safety, strike-anywhere matches, which can be made “shower-proof” by dipping the heads in melted candle wax. To save space, snap off half of each matchstick. It is easier to use matches than to make fire by other methods, matches should not be wasted and only used when improvised methods fail.
- **Mini Light.** Can be used at night to navigate. One set of spare batteries should be included as well.
- **Needles and Thread.** Several needles, including at least one with a very large eye that can be threaded with coarse threads. Strong thread should be chosen and wrapped it around the needles.
- **Pen and Paper.** Allows one to keep notes of injuries, leave a message etc.
- **Plastic Bags.** Two large orange garbage bags for shelter and signalling.
- **Signalling Mirror.** Will draw attention by reflecting sunlight, plastic mirrors two by three inches are sufficient (other items may include compass mirror, crystal watch or a piece of foil).
- **Snare Wire.** Preferably brass wire (60 to 90 cm [two to three feet] in length). This is used for snares, but could solve many survival problems (i.e. building tools, etc.).
- **Water Sterilizing Tablets.** For use where water is not safe to drink and boiling it is not an option.
- **Whistle.** A sound-signalling device. Effective to ward off animals and signal for help. Fox 40 whistle optimum.

MEDICAL KIT CHARACTERISTICS

- **Band-aids.** Sterile bandage helps control or stop bleeding of a small wound.
- **Mini First Aid Pocket Guide.** For any unknown treatments when in the field reference the guide.

- **Moleskin.** A sheeted adhesive tape developed especially for hands and feet. Made from highly breathable non-woven fabric with ability to stretch, conform and not sweat or bathe off. The protective nap helps reduce friction and reduce calluses and great for holding second skin dressing in place;
- **Second Skin.** Hydrogel dressing helps protect against blisters, pressure and friction. Helps bring cooling relief to stings, bites, poison ivy and blisters;

SURVIVAL KIT CONTENTS MATCHING ACTIVITY

Matches	1 <input type="checkbox"/>	A. Will work when wet and it will go on striking long after the _____ runs out.
Candle	2 <input type="checkbox"/>	B. Several, including at least one with a very large eye that can be threaded with coarse threads. Strong thread should be chosen and wrapped around it.
Flint	3 <input type="checkbox"/>	C. For treating acute and chronic diarrhea.
Magnifying Glass	4 <input type="checkbox"/>	D. A selection of different hooks in a small tin or packet. As much line as possible should be included.
Needles and Thread	5 <input type="checkbox"/>	E. Illuminates the dark.
Fishhooks and Line	6 <input type="checkbox"/>	F. Can be used to cut quite large trees or branches.
Compass	7 <input type="checkbox"/>	G. The protective nap helps reduce friction and reduce calluses. Great for holding second skin dressing in place.
Mini Light	8 <input type="checkbox"/>	H. Can start a fire from direct sunshine and is useful for searching for splinters and stings.
Analgesic	9 <input type="checkbox"/>	I. Allows one to keep notes of injuries, leave a message etc.
Flexible Wire Saw	10 <input type="checkbox"/>	J. Invaluable for starting a fire as well as a light source. Shave square for packing.
Antihistamine	11 <input type="checkbox"/>	K. For use where water is not safe to drink and boiling it is not an option.
Whistle	12 <input type="checkbox"/>	L. Personnel should ensure they know how to read it before going into the field. A liquid filled type is best.
Pen and Paper	13 <input type="checkbox"/>	M. A sound-signalling device.
Moleskin	14 <input type="checkbox"/>	N. For allergies, insect bites and stings.
Water Sterilizing Tablets	15 <input type="checkbox"/>	O. Waterproof and are useful but bulkier than ordinary non-safety, strike-anywhere types.

SURVIVAL KIT CONTENTS MATCHING ACTIVITY

ANSWER KEY

SURVIVAL KIT	
Matches	1. O
Candle	2. J
Flint	3. A
Magnifying Glass	4. H
Needles and Thread	5. B
Fishhooks and Line	6. D
Compass	7. L
Mini Light	8. E
Analgesic	9. C
Flexible WIRE saw	10. F
Antihistamine	11. N
Whistle	12. M
Pen and Paper	13. I
Moleskin	14. G
Water Sterilizing Tablets	15. K

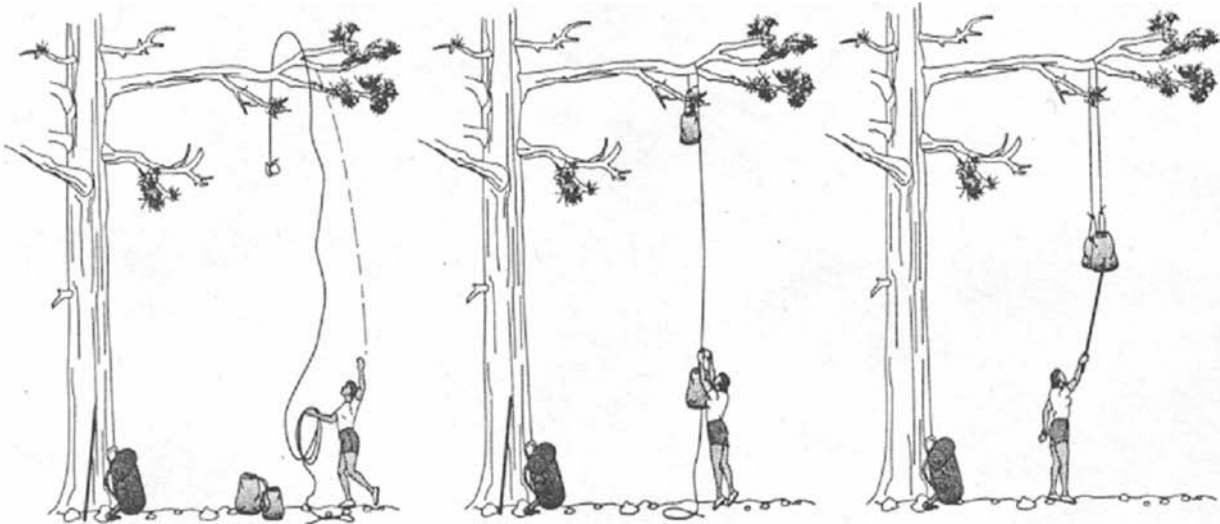
HANDOUT – THE PRINCIPLES OF LEAVE NO TRACE CAMPING

<p style="text-align: center;">Planning Ahead and Preparing</p>	<p style="text-align: center;">Travelling and Camping on Durable Surfaces</p>
<ul style="list-style-type: none"> • Know the regulations and special concerns for the areas visited. • Prepare for extreme weather, hazards and emergencies. • Carefully plan meals and repackage food to minimize waste. 	<ul style="list-style-type: none"> • Concentrate the trek on existing trails and campsites. • Walk in single file in the middle of the trail, even when wet or muddy. • Avoid taking short cuts off established trails. • Travel on rock, gravel, dry grasses or snow. • Camp 60 metres from lakes and streams.
<p style="text-align: center;">Dispose of Waste Properly</p>	<p style="text-align: center;">Leave What You Find</p>
<ul style="list-style-type: none"> • Pack it in, pack it out. • Dispose of human waste. • Pack out toilet paper and hygiene projects. • Wash body or dishes. 	<ul style="list-style-type: none"> • Preserve the past. • Leave flora and fauna. • Avoid the construction of structures.
<p style="text-align: center;">Minimizing Campfire Impacts</p>	<p style="text-align: center;">Respect WildLife</p>
<ul style="list-style-type: none"> • Build minimum impact fires by using an existing fire ring, pan or fire mound. • Burn only dead and downed wood. • Maintain a small fire by burning all the wood down to ash, then saturating the ash with water and scattering the ash broadly. • There should be no evidence of a fire. 	<ul style="list-style-type: none"> • Observe wildlife from a distance. • Never feed the animals. • Protect wildlife and food by storing rations and trash securely. • Control pets. • Avoid wildlife during sensitive times (i.e. mating, nesting, when raising young, or during the winter).
<p style="text-align: center;">Be Considerate to Other Visitors</p>	
<ul style="list-style-type: none"> • Respect visitors to protect the quality of their experience. • Yield to others on the trail. • Camp away from trails and other visitors. • Allow nature's sounds to prevail. Avoid creating loud noises. 	

THIS PAGE INTENTIONALLY LEFT BLANK

CONSTRUCT FIELD AMENITIES

BEAR HANG



Instructions:

1. Find a tree with a live branch. The branch should be at least 15 feet (five metres) from the ground with no object below that a bear could stand on. When you throw the rope it should be more than 10 feet (three metres) from the tree.
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 you can to the branch.
5. Attach the other bag to the rope as high up on the rope as you can. 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 then lower the first bag.

Safety:

- Make sure that no one is standing near when you are throwing or retrieving the bags.
- Do not place objects heavier than two pounds in each bag.
- Remember to distribute the weight of the two bags as best as you can.

Standard:

A proper bear hang should meet specifications above as close as possible. The instructor should be satisfied that the bag would be inaccessible to a bear. All knots and lashings will be assessed for neatness, proper appearance, and proper use for the knot.

FIRE WALL REFLECTOR



Instructions:

1. Cadets should find an area suitable for insulating heat, such as a rock in the diagram below.
2. If unable, there should be two walls to reflect the heat onto the people using it.
3. Attach two poles using a clove hitch, with about four to six inches in between to fill with smaller logs and wood found in the area.
4. As in the second diagram, the reflector wall may be on a slant and the logs lashed to the support beams also with a clove hitch.

Safety:

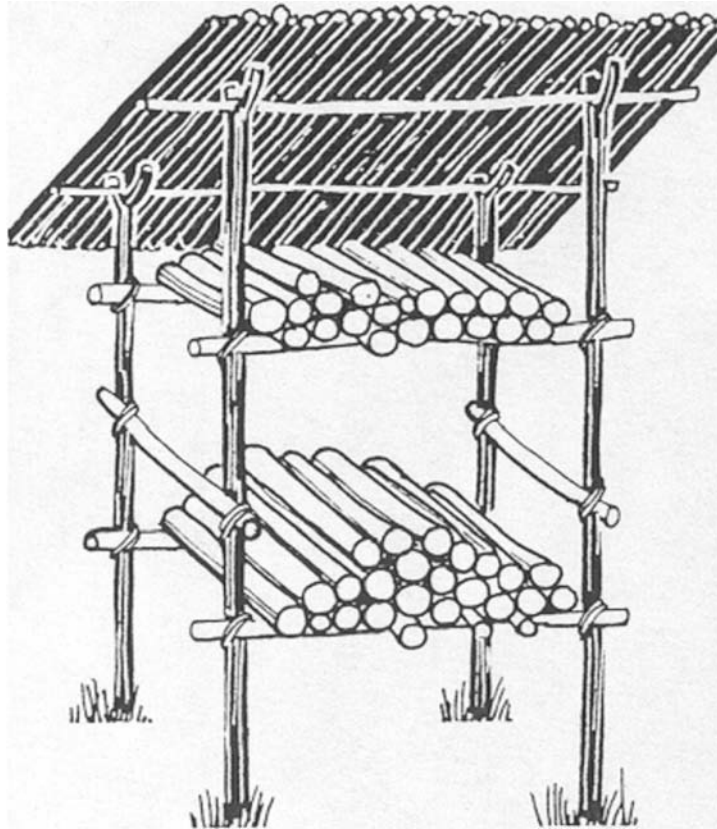
1. Cadets should be cautious moving through the woods, gathering materials to fill the walls. Make sure to utilize the buddy system.
2. Only use logs that you are physically able to carry.
3. Do not build anything high enough to fall on you if it topples.

Standard:

The reflector should be able to stand on its own without falling over, and must be built in a strategic place to reflect heat. All knots and lashings will be assessed for neatness, proper appearance, and proper use for the knot.



DRYING RACK



Instructions:

1. Find four sticks that have a branch close to the top so that it looks like a letter 'Y.'
2. Two of the sticks shall be shortened six inches. A bar will be placed between each set of sticks to hold a roof.
3. Use a half shelter or lash sticks of similar size, length, and thickness together to act as a roof for the wood shed. The roof will need to be as wide or wider than the base structure.
4. Lash a stick to each side of the structure and lay wood across to dry.
5. Add more sticks on the sides of the structure to add support or another shelf for wood.

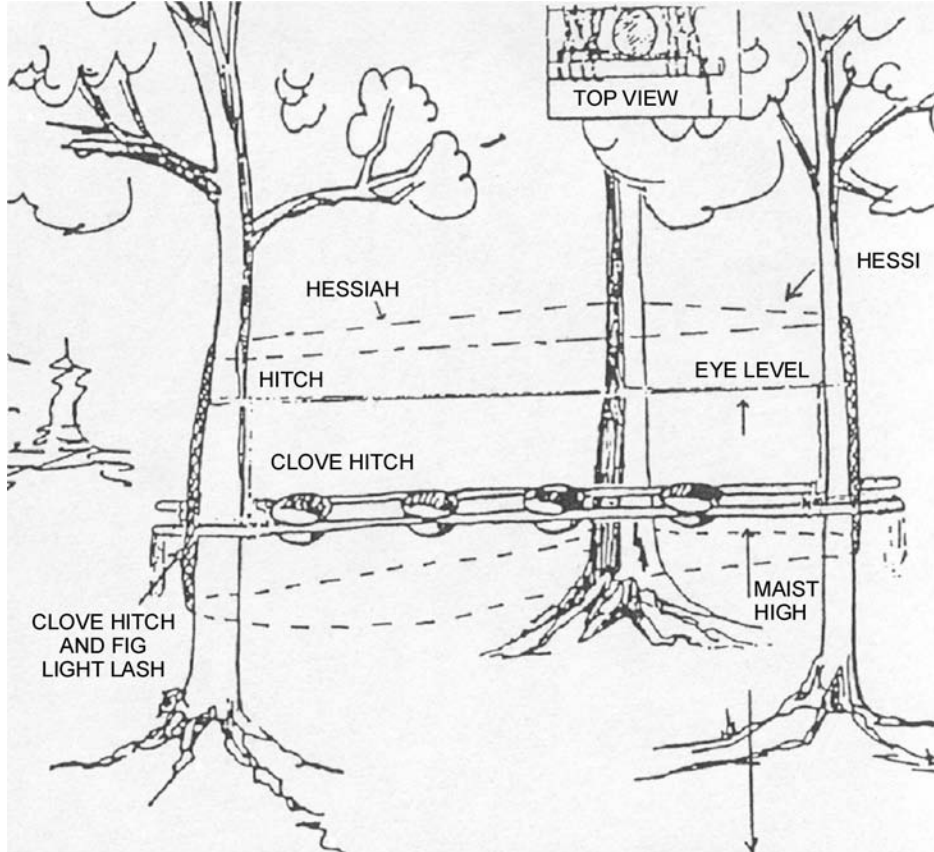
Safety:

Place the roof on first before trying to raise the structure so it is less likely to fall and hurt anyone.

Standard:

The structure should be free standing, and able to hold wood on one or two levels, depending on the sophistication of the structure. All knots and lashings will be assessed for neatness, proper appearance, and proper use for the knot.

ABLUTIONS STAND



Instructions:

1. Locate three trees approximately eight to ten feet apart in a triangular formation. If a third tree is not available, improvise with a picket (a tall, sturdy stick to be used as a post).
2. Locate two sticks long enough to extend slightly past two of the three trees. These sticks will need to support four wash basins.
3. Lash one stick on each side of the trees at waist height using a clove hitch.
4. Construct four wash basin holsters by tying figure eight weaves in pairs. The lashings should be close enough to slide a wash basin in between.

Note: Ground sheets may be lashed to the outside of the tree formation to provide privacy for someone using the abluitions stand.

Safety:

1. Make sure that you only use logs that you are able to lift safely.
2. Logs should be braced at both ends while being tied and lashed to trees.

Standard:

The wash area should be able to support wash basins, and at a level that is reachable by everyone. All knots and lashings will be assessed for neatness, proper appearance, and proper use for the knot.

CHAPTER 11

PO 122 – IDENTIFY LOCATION USING A MAP



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M122.01 – IDENTIFY TYPES OF MAPS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method for TP1 to TP3, and the demonstration and performance method for TP4. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

N/A.

OBJECTIVES

By the end of this period the cadet shall be expected to identify different types of maps, care for maps, and properly fold a topographical map sheet.

IMPORTANCE

It is important to know the different map types and their uses in order to select the correct map for the task. Also, knowing how to fold and maintain these maps properly will keep them serviceable and in good condition.

Teaching Point 1**Explain the Purpose of a Map**

Time: 2 min

Method: Interactive Lecture

PURPOSE OF A MAP

The purpose of a map is to pass on specific information. A map is a scale, or proportionately smaller, representation of the ground that uses internationally accepted symbols to represent both physical and man-made features found on the ground. They identify locations such as towns, lakes, and rivers by name. Map designs reflect the individual needs of the users (e.g. urban planners, travelers, education and cadets).



The art and science of making maps is called cartography. The oldest known maps are preserved on Babylonian clay tablets from about 2300 B.C.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

Q1. The purpose of a map is to present a picture of what?

ANTICIPATED ANSWERS

A1. The ground as it exists.

Teaching Point 2**Describe the Various Types of Maps**

Time: 6 min

Method: Interactive Lecture



During this lesson, the first four map types (denoted with an asterisk) are a must know, as they are the ones cadets will use most often. The remainder are additional maps to which a cadet may be exposed.

*** TOPOGRAPHICAL MAP**

This type of map is commonly used by the military. The purpose of a topographical map is to present a picture of the ground as it really exists. Topographical maps show as much detail as the scale allows, generally 1:25 000, 1:50 000, or 1:250 000.

- **Physical features** of the ground, such as **natural features** (i.e. rivers, woods, and hills with the heights and shapes) as well **man-made features** (i.e. roads, railways, towns, villages and buildings etc.) are shown.
- **The names of specific features** such as towns, villages, rivers, and descriptive names of general features such as railways, fords and post offices are also found on topographical maps.

*** ORIENTEERING MAP**

Through the International Orienteering Federation (IOF), specific rules and standards have been set for the production of orienteering maps, including colour, symbols, and scales. They are much more detailed than regular topographic maps, both with reference to vegetation and landforms.

*** STREET AND ROAD MAP**

Street and road maps are designed to assist commuters and tourists to locate key site such as roads and highways, police stations, fire halls, hospitals, schools, parks and more.

*** RELIEF MAP**

Relief maps are a three dimensional representation, usually of terrain. The terrain elevation is usually exaggerated by a factor between five and ten. This helps to visually recognise the terrain features.

DIGITAL MAP

Digital maps, such as those found on computer programs and when using a GPS, are useful as reference tools as they are updated regularly. This allows for a generally more accurate reference.

POLITICAL MAP

Political maps show countries, provinces or other political borders (e.g. globes and atlases).

STATISTICAL MAP

Statistical maps show statistical information such as the production levels of crops or minerals across a country.

OUTLINE MAP

Outline maps show only borders, rivers, coastlines, etc.

AIR PHOTO MAP

Air photomaps are actual pictures used in reconnaissance or to create many of the maps listed.



Where local resources are available, the instructor may show actual copies of the above listed types of maps to cadets.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What type of map is most commonly used by the military?
- Q2. Orienteering maps are similar to, though more detailed with references to vegetation and landforms than, what other type of map?
- Q3. What is a street and road map used for?

ANTICIPATED ANSWERS

- A1. Topographical maps.
- A2. Topographical maps.
- A3. Assist commuters and tourists to locate key sites.

Teaching Point 3**Describe the Care of a Topographical Map**

Time: 5 min

Method: Interactive Lecture

CARE OF THE MAP

Some maps being produced are already waterproof; however, most maps are printed on normal paper. Paper maps are expensive and easily damaged. You must take precautions to protect them from water, dirt and wind. Maps, when exposed to water, will become soggy, deteriorate and tear.

Waterproofing a Map. Preparing a map for the elements is a vital step to prolong the life of the map. Ways to prepare a map for waterproofing include:

- **Zipper Bag Method.** This method requires a large heavy weight zipper bag and waterproof tape (duct or packing tape). Cut enough tape to completely adhere to one edge of the bag from corner to corner. Stick one half of the tape from corner to corner. Flip the bag over and fold the tape down on itself and the other side of the bag. Perform each step twice more to the other sides of the bag.
- **Contact Paper (Map Tac).** Covering the map with contact paper will waterproof the map; however, it will become very stiff. A permanent marker or grease pencil will be required to write on the map. Use rubbing alcohol to remove permanent marker from the contact paper.
- **Chemical Coatings.** Chemical coatings will be effective in waterproofing maps; however, they must be handled carefully in a well-ventilated area. They are applied with a brush, to a map on a flat surface, and must be allowed to fully dry before attempting to use them.

Drying a Map. If a map gets wet, let it dry completely on a flat clean surface.

Opening a Map. A map should never be fully opened in a strong wind. It should be opened to the area you are using, and refolded along the original fold lines.

Writing on a Map. Use only pencil to mark your maps and erase all markings gently. Maps that are protected by plastic can be marked using grease pencils or fine tipped markers.

Storing a Map. Maps should be stored in a dry place, rolled, folded, or laid flat.



Instructors should demonstrate examples of waterproofed maps, as resources permit.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are three things we should protect maps from?
- Q2. What can we use to write on maps?
- Q3. How are maps to be stored?

ANTICIPATED ANSWERS

- A1. Water, dirt and wind.

- A2. Pencil, if protected with plastic, then grease, pencil or erasable marker.
- A3. Maps should be stored in a dry place, rolled, folded, or laid flat.

Teaching Point 4
Explain and Demonstrate How to Fold a Map

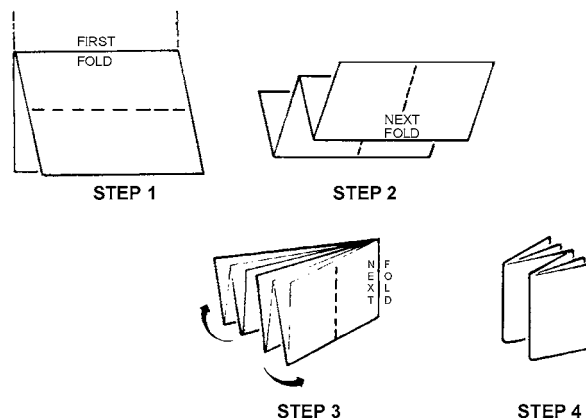
Time: 12 min

 Method: Demonstration and Performance

FOLDING A MAP

To properly fold a map, the following steps are to be followed:

1. Lay the map face up, then fold map in half by bringing the top (north) of the map sheet down to the bottom (south) of the map sheet. Crease where the bend in the map has occurred; this is the centre of the map (see Figure 11-1-1, Step 1).
2. Fold the top half of the map sheet into half again, then turn the map over and fold the bottom half to match the top half (see Figure 11-1-1, Step 2).
3. Fold the ends of the map into half from left to right (see Figure 11-1-1, Step 3).
4. Fold each of the open ends back into half again so that the map name and index to adjacent map sheet appears on the outside (the map should look like the letter M). (see Figure 11-1-1, Step 4).



A-CR-CCP-121/PT-001, Royal Canadian Army Cadets Reference Book

Figure 11-1-1 Folding of a Map

CONFIRMATION OF TEACHING POINT 4

Have each cadet practice folding the topographical map sheet (located in the Green Star Handbook) in the method described above. An easy way to remember how to fold a map is north to south, south to north, east to west and west to east.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What are some of the common maps discussed during this lesson?
- Q2. How do we dry a map when it gets wet?

Q3. Using a piece of paper, fold it as you would a map.

ANTICIPATED ANSWERS

A1. Topographical, orienteering, street and road, relief, political, statistical, outline and air photo.

A2. Lay flat on a dry clean surface, and let dry completely.

A3. Demonstrate.

CONCLUSION

HOMEWORK/READING/PRACTICE

The instructor shall have cadets' practice folding a piece of paper as they would a map.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important to know the different map types and their uses, so that cadets can select the correct map for their needs. Also, knowing how to fold and maintain maps properly will keep them in good condition for a long time.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A2-004 B-GL-382-005/FP-001 Canadian Forces. (1976). *Maps, Fields, Sketching, and Compasses* (Vol. 8). Ottawa, ON: National Defence.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M122.02 – IDENTIFY MARGINAL INFORMATION AND CONVENTIONAL SIGNS

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners. During TP2 to TP4, the instructor will have an opportunity to confirm the material through a practical exercise.

REVIEW

The pertinent review for this lesson, from EO M122.01 (Section 1), Identify Types of Maps, will include:

- Q1. What type of map is most commonly used by the military?
- Q2. What are three things we should protect maps from?
- Q3. How are maps to be stored?

ANTICIPATED ANSWERS

- A1. Topographical.
- A2. Water, dirt, and wind.
- A3. Maps should be stored in a dry place, and rolled, folded, or laid flat.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify map features to include: marginal information, and conventional signs found on a topographical map.

IMPORTANCE

Cadets shall be able to identify features on the map as they relate to objects on the ground. The cadets will apply this knowledge during training where any type of map is to be used.

Teaching Point 1

Identify Marginal Information Found on a Topographical Map

Time: 20 min

Method: Interactive Lecture

MARGINAL INFORMATION

The margins provide information important to the full understanding and use of the map. Before using any unfamiliar map, it is important to have a good look at the information contained in its margins. The layout and contents of the marginal information should be in relatively the same area for all topographical maps. This information includes:

- name of map sheet;
- number of the map and index of adjoining maps;
- date of map data;
- map scale;
- scale bars or graphic linear scales;
- contour interval,
- military index number, normally found at the top right corner of the map sheet, which is used for ordering additional maps;
- declination diagram;
- Universal Transverse Mercator Grid System (UTM); and
- legend of conventional signs.

Name of Map Sheet. For ease of reference the name of the map is usually a major community or district the map covers (you will find this at the bottom centre of the margin, as well as in the bottom right corner).



B-GL-382-005/FP-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-2-1 Name of Map Sheet

Number of the Map and Index of Adjoining Maps. A diagram showing the position of the map sheet in relation to adjoining sheets is shown near the lower right hand margin. The diagram shows the sheet numbers of the adjoining sheets and accentuates the sheet in hand.

94 A/2	94 A/1	84 D/4
93 P/15	93 P/16	83 M/13
93 P/10	93 P/9	83 M/12

B-GL-382-005/FP-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-2-2 Index of Adjoining Maps

Date of Map Data. Helps to indicate the amount of change that may have occurred since the map was printed (you will find it in the copyright information in the bottom left and right corners).

**PRODUCED BY THE CANADA CENTRE FOR MAPPING,
DEPARTMENT OF ENERGY, MINES AND RESOURCES.
FROM ARIAL PHOTOGRAPHS TAKEN IN 1981.
CULTURE CHECK 1984. PUBLISHED IN 1989.**

B-GL-382-005/FP-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-2-3 Date of Map Data

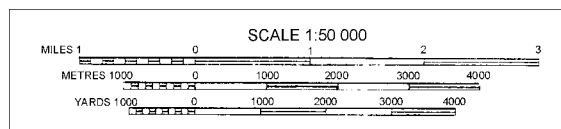
Map Scale. The scale of the map, e.g. 1:50 000, is shown prominently in the bottom margin.

Scale 1:50 000

B-GL-382-005/FP-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-2-4 Map Scale

Scale Bars. Used to help measure distance on the map (you will find them under the map scale, bottom centre). Notice how the left end of the scale bars is divided into tenths for measuring accurate distances.



B-GL-382-005/FP-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-2-5 Scale Bars

Contour Interval. Used to indicate a set distance between the contour lines. The contour interval could be in feet or metres (you will find this in the bottom margin, just right of the scale bars).

CONTOUR INTERVAL 10 METRES
ELEVATIONS IN METRES ABOVE MEAN SEA LEVEL
NORTH AMERICAN DATUM 1927
TRANSVERSE MERCATOR PROJECTION

B-GL-382-005/FP-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-2-6 Contour Interval

Military Index Number for Ordering This Map. The index is found in the top right corner of the map sheet; used for ordering additional maps, and includes the following information:

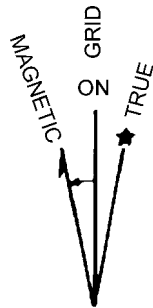
- Map series number, which identifies both the area and the scale of the map and the series number taken from the map catalogue.
- Sheet numbers or name to identify the map (identity by sheet name is rare).
- Edition designation (identifies the currency of the information shown on the map; the edition number will increase with each revision).

Military users, refer to this map as:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">SERIES</td> <td style="padding: 2px 5px;">A 751</td> </tr> <tr> <td style="padding: 2px 5px;">MAP</td> <td style="padding: 2px 5px;">31 D/2</td> </tr> <tr> <td style="padding: 2px 5px;">EDITION</td> <td style="padding: 2px 5px;">5 MCE</td> </tr> </table>	SERIES	A 751	MAP	31 D/2	EDITION	5 MCE
SERIES	A 751						
MAP	31 D/2						
EDITION	5 MCE						

B-GL-382-005/FP-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-2-7 Military Index Number

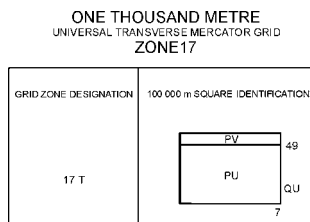
Declination Diagram. Each map contains the information necessary to relate the true, grid, and magnetic bearing of any line within the area covered by the map sheet. This information is given in the form of a diagram with explanatory notes. The diagram is in the right side margin.



B-GL-382-005/FP-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-2-8 Declination Diagram

Universal Transverse Mercator (UTM) Grid System. The UTM grid is divided into “zones”, each covering six degrees of longitude and eight degrees of latitude. The 60 longitude bands are numbered and the 20 latitude bands are lettered. Each grid zone is one rectangle of the grid pattern, established by the bands and designated by the figures of the longitude band followed by the letter of latitude band (e.g. 17T).



B-GL-382-005/FP-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-2-9 UTM Grid System

Conventional Signs. A table showing the conventional signs used on the sheet in their correct colours with their descriptions is shown in the bottom or side margin, plus in a more complete list on the back of the map.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Where are the map name, scale, and scale bar found?
- Q2. Where is the date of map data found?
- Q3. Where is the declination diagram found?

ANTICIPATED ANSWERS

- A1. At the bottom centre of the map sheet.
- A2. Bottom right and bottom left corner of the map sheet.
- A3. Right side of the map sheet.

Teaching Point 2

Identify Conventional Signs

Time: 31 min

Method: Activity

BACKGROUND INFORMATION

Conventional Signs

The information in this teaching point is presented to provide the instructor with background knowledge of conventional signs. The instructor may choose to review the information with the cadets prior to the commencement of the activity outlined below.

A number of symbols are used to indicate an object or item of detail that cannot be shown either by outline or by a line symbol. Most have been established through long usage and standardization agreements. The meaning of most symbols is obvious. If there is doubt however, consult the table of conventional symbols located on every map. Located on the back of most maps you will find many additional conventional signs.

Map reading not only involves the ability to interpret the symbols shown on the map and to understand the information given in pictorial or written form, but it also involves a true understanding of the ground portrayed and an appreciation of the reliability and value of the particular map being used.

Where the symbol may have more than one meaning, the sign or symbol will be accompanied by a descriptive word (e.g. tank or tower).

The use of different colours is a major means of showing and distinguishing detail of any or all types of detail.

Man-made Features by Colour









Red is used to identify paved roads and highway numbers. Red is also used to shade in areas of urban development.

Road paved surface 2 lane; 1 lane (red)	
--	--

Orange is used to represent unpaved roads.

Road loose surface 2 lane; 1 lane (orange)	
---	--

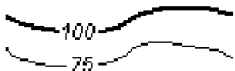


Black is used for cultural features, toponyms (place names), some symbols and precise elevations.

Tunnel	
Railway (single track)	
Railway (multiple track) with station	
Road/Track	
School	
Fire Department	
Police Station	<p>Police</p> 
Church	



Buildings	
-----------	--

Natural Features by Colour


Brown is used for contour lines, contour elevations, spot elevations, sand, cliffs, and other geological features.

Contours (dark)	
Cliff (dark)	
Sand (brown)	

Blue is used for water or permanent ice features (i.e., rivers, lakes, swamps and ice fields), names of water features and the grid lines.

River with arrow indicating direction of flow	
Rapids	

Green, which is used for vegetation features (i.e., woods, orchards and vineyards).

Orchard (green)	
-----------------	--

Additional Features by Colour

Grey is used for the legend of conventional signs on the back of the map.

Purple is used for updates that are made over top of the original map information.

ACTIVITY – BUILDING MAPVILLE

Time: 31 min

OBJECTIVE

- By the end of this lesson, the cadet shall be expected to identify and draw conventional signs.

RESOURCES

- Flipchart/whiteboard.
- Markers/dry erase markers.

ACTIVITY LAYOUT

This activity will be a participative exercise designed to involve the cadets, while teaching the various conventional signs found on a topographical map. The cadets will design and draw the map for a new town called Mapville.

Activity Instructions:

- The instructor will draw a large outline of a topographical map on the flipchart/whiteboard at the front of the room.
- The cadets will be asked to approach the front, one at a time, and draw a conventional sign on the developing map of Mapville.
- The cadets must explain what the sign is for and why they chose to put it where they did.
- No sign may be used more than once.
- The instructor may choose to take a photograph of the finished product, to display around the parade area.

SAFETY

- This is a supervised activity.

INSTRUCTOR GUIDELINES

- Instructors are to continuously supervise and monitor the activity to ensure the material being presented is being utilized correctly.
- In the event of misplaced or misused conventional signs, the instructor shall stop the cadets, correct the problem, and have the cadets return to their seats. Have the cadets attempt another sign at the end of the activity.
- The instructor is to observe carefully, as this activity will constitute the final confirmation of the lesson.

CONFIRMATION OF TEACHING POINT 2

The activity outlined above will serve as the confirmation of this teaching point.

END OF LESSON CONFIRMATION

The activity at the end of TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The cadet will be required to properly identify marginal information and conventional signs found on a topographical map.

CLOSING STATEMENT

The information presented in this lesson will enable the cadet to identify features on the map as they relate to objects on the ground. The cadets will apply this knowledge during any training where any type of map is to be used.

INSTRUCTOR NOTES/REMARKS

Instructors are encouraged to confirm material throughout this lesson with the use of interactive activities designed to encourage participation while gauging comprehension.

REFERENCES

A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, Fields, Sketching, and Compasses* (Vol. 8). Ottawa, ON: National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 3

EO M122.03 – INTERPRET CONTOUR LINES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson will include a review of EO M122.02 (Section 2).

- Q1. What kind of information is found in the margin of a map?
- Q2. What is a conventional sign?
- Q3. Which natural features are shown in brown on a map?

ANTICIPATED ANSWERS

- A1. Any from the list below:
 - name of map sheet;
 - number of the map and index of adjoining maps;
 - date of map data;
 - map scale;
 - scale bars or graphic linear scales;
 - contour interval;
 - military index number;

- declination diagram;
- Universal Transverse Mercator Grid System (UTM); and
- legend of conventional signs.

A2. A symbol used to indicate an object or item of detail that cannot be shown either by outline or by a line symbol.

A3. Brown is used for contour lines, contour elevations, spot elevations, sand, cliffs, and other geological features.

OBJECTIVES

By the end of this lesson the cadet shall be expected to interpret contour lines in order to identify the shape of the ground as depicted on a map.

IMPORTANCE

This information allows the cadet to be able to identify features on the map as they relate to the shape and elevation of the ground. Cadets will apply this knowledge during training where any type of map is to be used. Knowing the shape of the ground will allow cadets to identify major landforms that may be nearby, thereby helping to identify their position on the map.

Teaching Point 1

Explain and Demonstrate How Contour Lines Indicate the Shape of the Ground

Time: 26 min

Method: Demonstration and Performance



The teaching of relief on a blackboard or plane surface should be avoided if at all possible. The construction of simple three-dimensional models such as those made out of putty or soft earth can help, but there is no substitute for outdoor instruction.

DEFINITION OF RELIEF ON A MAP

“Relief,” or elevation, is the shape of the ground in a vertical plane. Relief on a map is the showing of the heights and shapes of the ground, above mean sea level, in feet or metres.

There are two distinct elements in the representation of relief. These are:

- **Representation of Height.** This is a fact-based representation of the height of the land and of landforms. Differences in appearance on the map will arise from the type, density and accuracy of the information provided.
- **Representation of Shape.** This may be largely artistic, and the methods used will vary between maps.

CONTOUR LINES AND INTERVALS

A contour is a line on the map joining points of equal elevation in relationship to sea level, and is the standard method of showing relief on topographical maps.

Contours are shown at a regular vertical interval (difference in height between contours lines) that is called the contour interval. The contour interval is always stated in the margin of the map, normally near the graphic scales.

Contours are normally drawn as continuous brown lines. Every fourth or fifth contour is called an “Index Contour” and is shown by a thicker brown line; this helps in reading and counting the contours to determine a height.

INTERPRETING CONTOUR LINES

Interpreting contour lines provides a visualization of the shape of the ground, which is shown on the map by contour lines and contour intervals. Correct interpretation of the shape of the ground from contour lines requires practice and practical experience on the ground. It is essential to study various features, comparing the map to the ground in each case.

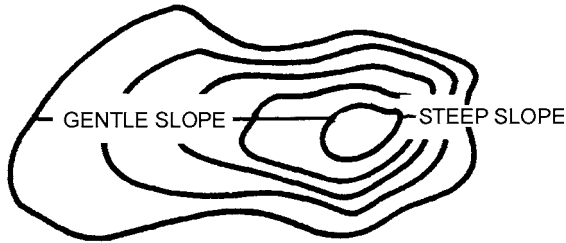
SLOPES



The instructor shall explain the following landforms by identifying the depiction on the map, followed by showing the landform in the field. In the event that models are being used in place of real ground, the model shall be introduced as the respective landform is presented. Where putty is used, fishing line can be used to slice through the landform model illustrating the concept of a contour line.

The distance between contour lines on the map will indicate to you the type of slope on the ground.

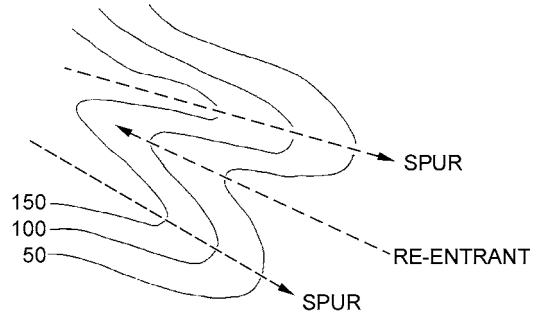
- **Steep Slope.** When the contour lines are spaced closely together there is less distance to travel to gain or lose elevation (see Figure 11-3-1).
- **Gentle Slope.** When the contour lines are further apart there is a greater distance to travel to gain or lose elevation (see Figure 11-3-1).
- **Uniform Slope.** When the contours are an equal distance apart. The slope remains constant in its decline, whether steep or gentle (see Figure 11-3-1).
- **Spurs.** A contour feature that extends out from a slope (see Figure 11-3-2).
- **Re-entrants.** A contour feature that cuts back into a slope (see Figure 11-3-2).
- **Concave Slope.** When the spacing of the contours gets further apart at the bottom. The middle of the slope seems to depress inward – appearing concave (see Figure 11-3-3).
- **Convex Slope.** When the spacing of contours down a slope gets close together at the bottom. The middle of the slope seems to bulge outward – appearing convex (see Figure 11-3-4).



Basic Map Using A-CR-CCP-108/PT-001

Figure 11-3-1 Gentle/Steep Slopes

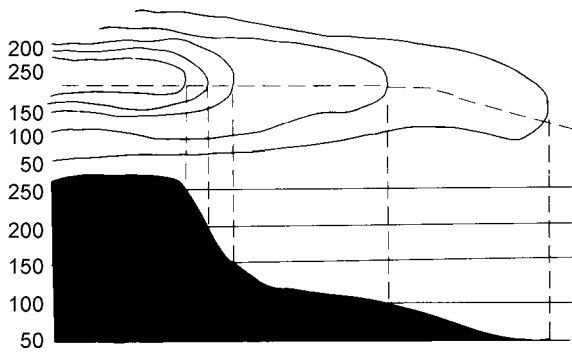
(C) SPURS WITH RE-ENTRANT



Map Field Sketch and Compass B-GL-382-005-FP-001

Figure 11-3-2 Spur and Re-entrant

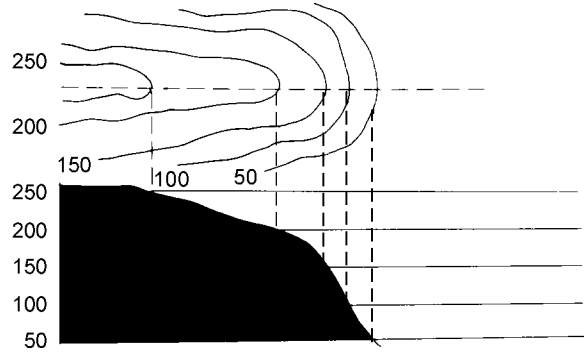
(E) CONCAVE SLOPE
(STEEPER AT TOP THAN LOWER DOWN)



Map Field Sketch and Compass B-GL-382-005-FP-001

Figure 11-3-3 Concave Slope

(F) CONVEX SLOPE
(STEEPER AT LOWER END)



Map Field Sketch and Compass B-GL-382-005-FP-001

Figure 11-3-4 Convex Slope

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. The relief on a map shows what two elements?
- Q2. What is the name given to the difference in height between contours lines?
- Q3. What are some of the different types of slopes identified on a map?

ANTICIPATED ANSWERS

- A1. The height and shape of the ground.
- A2. The contour interval.
- A3. Steep, gentle, uniform, concave and convex.

END OF LESSON CONFIRMATION

The information learned in this is EO can be practiced with the activity found at Annex A. Allow cadets to complete the activity found at Annex A, then have them switch sheets for correcting.

Alternately, the instructor may choose to have the cadets identify the respective features on a map of an area being used for an upcoming exercise.



A correctly labelled diagram is located at Page 11-A-2 of Annex A.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

During the confirmation activity for EO M122.CA, Follow a Route Led by a Section Commander (A-CR-CCP-701/PG-001, Chapter 4, Section 11), the cadets shall be expected to identify their positions by relating major landmarks in the immediate vicinity to what is portrayed on the map. Relief types and landforms are excellent points of reference for this task.

CLOSING STATEMENT

Knowing how to interpret contour lines allows cadets to visualize the shape of the ground by reading a map.

INSTRUCTOR NOTES/REMARKS

This skill is learned by practice, and is best taught in the outdoors.

REFERENCES

A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, Fields, Sketching, and Compasses* (Vol. 8). Ottawa, ON: National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 4

EO M122.04 – ORIENT A MAP BY INSPECTION

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content and become familiar with the material prior to instruction of the lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method for TP1 and the demonstration and performance method for TP2. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson from EO M122.03 (Section 3) will include:

QUESTIONS

- Q1. The relief on a map represents what two elements above mean sea level?
- Q2. What is the difference in height between contours lines called?

ANTICIPATED ANSWERS

- A1. The height and shape of the ground.
- A2. The contour interval.

OBJECTIVES

By the end of this lesson the cadet shall be expected to properly orient a map by inspection.

IMPORTANCE

Orienting a map by inspection makes it easy to relate information on the map to features on the ground. It is important to have the map oriented when moving over a complex route in order to reach your destination.

Teaching Point 1

Explain the Purpose of Orienting a Map by Inspection

Time: 3 min

Method: Interactive Lecture

ORIENT A MAP BY INSPECTION

Orienting a map by inspection means to turn the map so that, visually, the map directions and map detail correspond with that which is on the ground. This is the simplest and quickest way of orienting a map, provided you have a general idea of your own position.

Orienting the map does a number of things:

- it makes it easy to relate the map to the ground when direction and distance on the map corresponds to the ground;
- it helps you find your location or direction if you are in doubt; and
- when moving over a complex route, or when traveling over long distances, orienting the map will keep you on the right track.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What does “orienting a map” by inspection mean?
- Q2. What three things does orienting a map do?

ANTICIPATED ANSWERS

- A1. To turn the map so that visually the map directions and map detail corresponds with that which is on the ground.
- A2. Three things are:
- it makes it easy to relate the map to the ground when direction and distance on the map corresponds to the ground;
 - it helps you find your location or direction if you are in doubt; and
 - when moving over a complex route, or when traveling over long distances, orienting the map will keep you on the right track.

Teaching Point 2**Explain and Demonstrate How to Orient a Map**

Time: 22 min

Method: Demonstration and Performance

ORIENT A MAP

In order to orient your map by inspection the following steps should be followed:

1. identify your approximate location on the map;
2. identify two or three prominent objects or landmarks on the ground and find them on the map. Try to use landmarks in different directions;
3. rotate your map until all identified objects on the map line-up with the direction in which objects are located on the ground; and
4. check visually to ensure that all features to your front are in front of your position on the map.

CONFIRMATION OF TEACHING POINT 2



The cadets shall practice orienting their maps by inspection. In the event of inclement weather, a mock field environment can be simulated to practice this skill (e.g. placing pictures depicting prominent objects on the walls corresponding to their location on the map).

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What are the four steps to orienting a map by inspection?

ANTICIPATED ANSWERS

A1. In order to orient your map by inspection, you would:

1. identify your approximate location on the map;
2. identify two or three prominent objects or landmarks on the ground and find them on the map. Try to use landmarks in different directions;
3. rotate your map until all identified objects on the map line up with the direction in which objects are located on the ground; and
4. check visually to ensure that all features to your front are in front of your position on the map.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The cadet will be required to orient a map by inspection using a topographical map during a field navigation exercise.

CLOSING STATEMENT

Knowing how to visually set your map so that features on the map match those on the ground is important as it enables you to determine the location of an object, or oneself.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, Fields, Sketching, and Compasses* (Vol. 8). Ottawa, ON: National Defence.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 5

EO M122.05 – DETERMINE A GRID REFERENCE

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- pre-select grid references to be used in the practical components of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method for TP1 and TP3 and the demonstration and performance methods for TP2 and TP4 to TP6. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson from EO M122.04 (Section 4) will include:

- Q1. What are the vertical (X-axis) blue lines on a map called?
- Q2. What are the horizontal (Y-axis) blue lines on a map called?
- Q3. When the writing on a map is the right way up, where is north normally located?

ANTICIPATED ANSWERS

- A1. Eastings.
- A2. Northings.

A3. At the top of the map.

OBJECTIVES

By the end of this lesson the cadet shall be expected to determine four and six figure Grid Reference (GR) (within +/- 1000 and 100 metres accuracy, respectively), for a series of features on a topographical map.

IMPORTANCE

As an army cadet it is important to know how to use the grid system. Since the grid system is the basis of map reading, the concept of a four-figure and six-figure GR will be a stepping stone to becoming a strong map-reader. A GR details the location of a grid square on a map, and prevents confusion about location. Communication about exact locations over the radio is made possible with an understanding of a GR.

Teaching Point 1

Explain the Use of Grid Lines

Time: 5 min

Method: Interactive Lecture

USE OF GRID SYSTEM

The grid system is a rectangular network of intersecting vertical and horizontal blue lines superimposed on a topographical map. Maps are normally printed so that north is at the top of the sheet when the writing is the right way up. The lines of the grid system are drawn evenly spaced so that one set of lines run north to south (vertically) and the second set of lines run east to west (horizontally). These lines are assigned a sequential number starting in the bottom left corner. The intersecting grid lines at the lower left corner designate a grid square.

EASTINGS

Because the vertical lines are numbered from east to west, they are called **eastings**. Eastings are a series of parallel lines plotted as an overlay to the map sheet, with a two-digit number at the top and bottom end of each line in the margins.

NORTHINGS

Because the horizontal lines are numbered from the equator toward the north, they are called **northings**. Northings are a series of parallel lines plotted as an overlay to the map sheet, with a two-digit number at the left and right end of each line in the margins.



The most southerly point of Canada is Middle Island in Lake Erie, approximately 4 620 000 metres from the equator at latitude 41° 41' north.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. When the writing on a map is the right way up, where is north normally located?
- Q2. What are the vertical blue lines on a map called?
- Q3. What are the horizontal blue lines on a map called?

ANTICIPATED ANSWERS

- A1. At the top of the map.
 A2. Eastings.
 A3. Northings.

Teaching Point 2**Explain and Demonstrate a Four-figure GR**

Time: 12 min

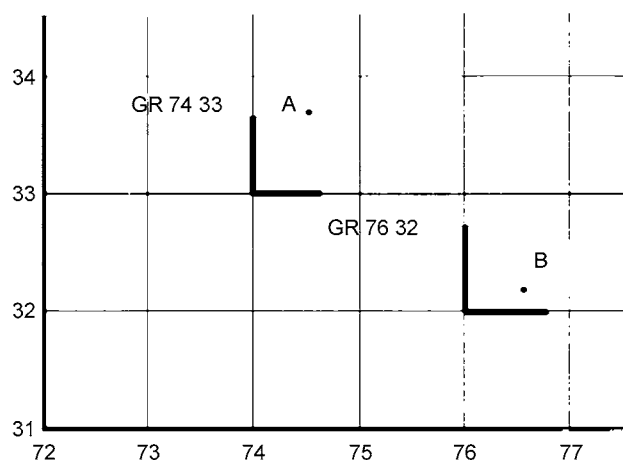
Method: Interactive Lecture

GRID REFERENCE

The military traditionally identify grid lines by stating the two-digit number of each grid line. When a location is identified using the grid system it is called a "Grid Reference" (GR). When giving a GR to a square, the reference is always to the southwest (bottom left) corner of the square. GRs are always given with the easting value first, followed by the northing value.

FOUR-FIGURE GR

A four-figure GR is used to identify a specific 1000 metre by 1000 metres grid square. It will have four numerical digits derived from the numbers assigned to the eastings on the X-axis, and the northings on the Y-axis, where the grid lines intersect at the bottom left corner of the grid square.



B-GL-382-005/PF-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-5-1 Four-figure GR



The instructor will provide a minimum of three practice points for the cadets to use in determining a four-figure GR. It is important for the cadet to be equally able to identify a location on a map when given the GR and to determine the GR for a location indicated on a map.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. When giving a GR, the reference is always to which corner of the square?

Q2. When giving a four-figure GR, in what order are the numbers given?

Q3. A four-figure GR identifies a grid square of what size?

ANTICIPATED ANSWERS

A1. Southwest or bottom left corner.

A2. Eastings then northings, or X-axis then Y-axis.

A3. 1000 metres by 1000 metres.

Teaching Point 3

Explain and Demonstrate How to Determine a Six-figure GR

Time: 12 min

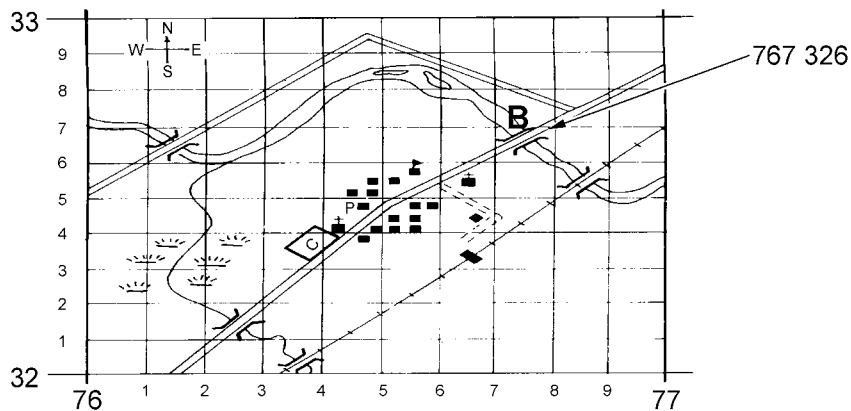
Method: Demonstration and Performance

ACCURACY OF A GRID REFERENCE

The accuracy of a four-figure GR on a map sheet with a 1:50 000 scale is 1000 metres. When a more precise location is required, a six-figure GR is used which is accurate to 100 metres.

SIX-FIGURE GR

A six-figure GR is used to determine a more accurate location within a specific grid square. It is necessary to break up the grid square shown on the map into 100 subdivisions (10 in each direction). By creating an imaginary grid inside a grid square, we can use the same principles of the four-figure grid reference to make a more accurate statement of location. Each small easting and northing is numbered 1 to 9, from west to east and from south to north respectively. This imaginary grid inside a square can be estimated, or you can measure accurately using a tool called a "romer".



B-GL-382-005/PF-001, Military Training, Volume 8, Maps, Field Sketching and Compasses

Figure 11-5-2 Six-figure GR



Figure 11-5-2 shows the detail within the square 7632, which contains Point "B", a bridge. The centre point of this bridge is in the small square whose southwest corner is 7/10 east of easting 76, and also 6/10 north of northing 32. Its easting is thus 76.7 and its northing 32.6 units. Omitting the decimal points, the GR is thus written as 767 326.



Using Figure 11-5-2, the instructor will provide three points for the cadets to use to estimate a six-figure GR and give three six-figure GR cadets can use to locate a point on the map.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Is a six-figure GR more accurate than a four-figure GR?
- Q2. To get a six-figure GR, the grid square is divided into how many smaller squares?
- Q3. In what order are the numbers given?

ANTICIPATED ANSWERS

- A1. Yes.
- A2. 100.
- A3. Eastings then northings.

Teaching Point 4

Define a Romer and its Use

Time: 8 min

Method: Demonstration and Performance

ROMER

A romer is used to accurately measure a six-figure GR. Using a romer provides a more accurate GR, and can be used in place of estimating.

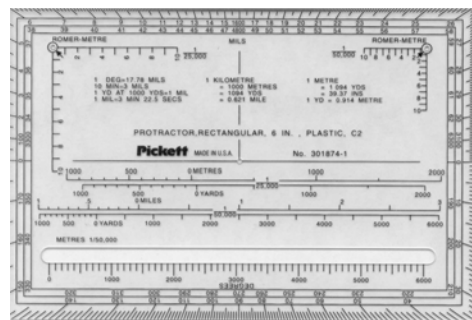
TYPES OF ROMERS

Romers for 1:25 000 and 1:50 000 scales in metres are included on the base plate of the compass and are also found on the Protractor C2. If these romers are not available, one can be easily made from a clean piece of paper with a square edge.



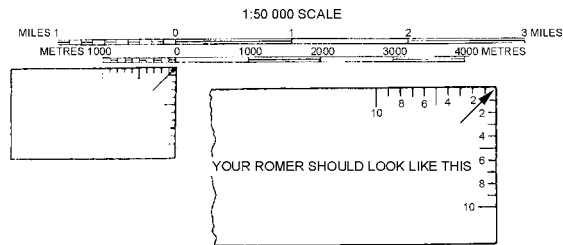
A-CR-CCP-121/PT-001

Figure 11-5-3 Compass



A-CR-CCP-121/PT-001

Figure 11-5-4 Protractor C2



A-CR-CCP-121/PT-001

Figure 11-5-5 Constructing a Romer

CONSTRUCT A ROMER

A romer can be easily constructed for determining a six-figure GR:

- select a clean piece of paper with a square edge;
- starting at the corner of the GR, place the paper along the 100 m map scale;
- mark off 10 equal sub-divisions, starting at the corner and working outward;
- number the markings from zero (at the corner of the paper) to 10; and
- repeat the first four steps on the adjacent edge of the corner of paper.



The instructor shall provide cadets with blank pieces of paper and ensure sharp pencils are available. Stress the importance of always using a sharp pencil when using a map.

CONFIRMATION OF TEACHING POINT 4



Have cadets construct a romer by following the process outlined above.

Teaching Point 5**Explain and Demonstrate How to Determine a Six-figure GR with a Constructed Romer**

Time: 14 min

Method: Demonstration and Performance

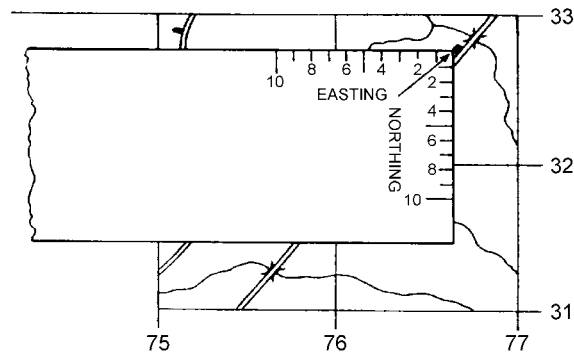
DETERMINE A SIX-FIGURE GR

Figure 11-5-6 Determining a Six-figure GR with a Romer

A six-figure grid reference can be determined using a constructed romer by following these steps:

- place the corner of the constructed romer on the grid square;
- move the constructed romer **IN** the number of tenths required to align the romer directly below the conventional sign, or the location for which the GR is being determined;
- move the constructed romer **UP** the number of tenths required for the corner of the romer to be positioned on the conventional sign, or location for which the GR is being determined;
- read the value along the X-axis of the romer where it crosses the easting of the grid square (the value at this intersection becomes the third digit of the six-figure GR); and
- read the value along the Y-axis of the romer where it crosses the northing of the grid square (the value at this intersection become the sixth digit if the six-figure GR).



When completing Point d and e above, ensure cadets are aware that they will always round down to the closest third digit. Grid references should be written in the format GR XXX/XXX to help illustrate how the first half of the GR relates to the Easting and the second half relates to the Northing.

CONFIRMATION OF TEACHING POINT 5

The instructor shall provide the cadet a minimum of three practice points to use in determining a six-figure GR and three GR to use to locate a prominent object.

END OF LESSON CONFIRMATION

1. The instructor shall provide two points for the cadets to use in determining four-figure GRs.
 2. The instructor shall provide two points to use in determining six-figure GRs.
-

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The cadet will be required to determine a four-figure GR and a six-figure GR using a constructed romer on a topographical map, as part of the confirmation activity for EO M122.CA, Follow a Route Led by a Section Commander (A-CR-CCP-701/PG-001, Chapter 4, Section 11).

CLOSING STATEMENT

Knowing how to determine a four-figure and a six-figure GR is essential for functioning safely in the field, for determining the accurate location of an object or oneself, and for communicating that position to others.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, Fields, Sketching, and Compasses* (Vol. 8). Ottawa, ON: National Defence.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 6

EO C122.01 – PRACTICE NAVIGATION AS A MEMBER OF A SMALL GROUP

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

The pertinent review for this lesson will include:

- a. A review of EO M122.01 (Section 1), Identify Types of Maps.
 - Q1. What are some common types of maps used?
 - Q2. What can we use to write on maps?
- b. A review of EO M122.02 (Section 2), Identify Marginal Information and Conventional Signs.
 - Q1. What is the purpose of marginal information?
 - Q2. What is the purpose of conventional signs?

ANTICIPATED ANSWERS

- a. Review of EO M122.01 (Section 1)
 - A1. Topographical, orienteering, street and road, relief, political, outline, and air photo.

- A2. Pencil (If protected with plastic, grease pencil or erasable marker).
- b. Review of EO M122.02 (Section 2)
 - A1. Marginal information gives information important to the understanding and use of the map.
 - A2. A symbol used to indicate an object or item of detail that cannot be shown either by outline or by a line symbol.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be better prepared to participate in a short navigation exercise under the supervision of a senior cadet.

IMPORTANCE

The experience of practicing the skills learned in previous lessons will help to enhance the cadets' navigation skills. Map reading is a skill, which must be learned by practice on the ground. This practice is essential to building up experience, and developing a "feel" for maps, which will allow map reading to become instinctive.

BACKGROUND KNOWLEDGE

ACTIVITY 1 – NAVIGATION USING A STREET MAP

The EO's covering the information required to conduct this exercise are EO M122.01 (Section 1), Identify Types of Maps, EO M122.02 (Section 2), Identify Marginal Information and Conventional Signs, and EO M122.05 (Section 5), Determine a Grid Reference. Refer to the specified Instructional Guides for further information.

ACTIVITY 2 – NAVIGATION SCAVENGER HUNT

The EO's covering the information required to conduct this exercise are EO M122.01 (Section 1), Identify Types of Maps, EO M122.02 (Section 2), Identify Marginal Information and Conventional Signs, and EO M122.04 (Section 4), Orient a Map by Inspection. Refer to the specified Instructional Guides for further information.

ACTIVITY 3 – PHOTO NAVIGATION HUNT

The EO's covering the information required to conduct this exercise are EO M122.01 (Section 1), Identify Types of Maps, EO M122.02 (Section 2), Identify Marginal information and Conventional Signs, and EO M122.04 (Section 4), Orient a Map by Inspection. Refer to the specified Instructional Guides for further information.

ACTIVITY 4 – TRAIL MAP NAVIGATION

The EO's covering the information required to conduct this exercise are EO M122.01 (Section 1), Identify Types of Maps, EO M122.03 (Section 3), Interpret Contour Lines, and EO M122.05 (Section 5), Determine a Grid Reference. Refer to the specified Instructional Guides for further information.

ACTIVITY 1 – NAVIGATION USING A STREET MAP

Time: 90 min

OBJECTIVE

By the end of this activity the cadet shall be expected to be able to navigate using a street map.

RESOURCES

- Localized street maps for an optimal group size of four to six cadets.

- Detailed task placard for each checkpoint.
- Compass.

ACTIVITY LAYOUT

Using a street map, groups of four to six cadets will navigate within a 2 km radius of the corps location. Predetermined checkpoints set out on prominent objects, located 150 to 250 m apart, will have detailed navigation tasks at each point (e.g. fold a map, identify conventional signs, identify landform, relief type indicated, ect.), allowing cadets to practice skills taught. This activity shall be conducted in three 30 minute periods, allowing for a 15 minute debrief session.

SAFETY

Some rules are to be put in place to ensure the safety of cadets in populated areas with vehicle traffic, as this exercise will be conducted during evening hours. They shall include; but not be limited to:

- have set boundaries determined so cadets do not get lost;
- cadets shall obey all local laws and respect personal property;
- a staff member shall be present at each checkpoint; and
- have a set end time to return for debrief.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- The instructor, with the assistance from senior cadets, shall supervise the cadets.
- A staff member shall be present at each checkpoint.
- Roaming advisor(s) shall move along the route to allow cadets to seek assistance if required.

ACTIVITY 2 – NAVIGATION SCAVENGER HUNT

Time: 90 min

OBJECTIVE

By the end of this activity the cadet should be more comfortable with navigating with a topographical map.

RESOURCES

- Topographical map.
- Compass.

ACTIVITY LAYOUT

Using a topographic map, groups of three to four cadets shall navigate to identified points on the map, and have the task of collecting items/information from these points (e.g. a napkin from a fast food location (with store's permission), river rock, phone number from a sign, etc.). Cadets are assigned points based on what

items/information they are able to obtain. This activity shall be conducted in three 30 minute periods, allowing for a 15 minute debrief session.

SAFETY

Some rules are to be put in place to ensure the safety of cadets in populated areas with vehicle traffic, as this exercise will be conducted during evening hours. They shall include but not be limited to:

- have set boundaries determined so cadets do not get lost;
- cadets shall obey all local laws and respect personal property;
- a staff member shall be present at each checkpoint; and
- have a set end time to return for debrief.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- The instructor, with the assistance from senior cadets, shall supervise the cadets.
- A staff member shall be present at each checkpoint.
- Roaming advisor(s) shall move along the route to allow cadets to seek assistance if required.

ACTIVITY 3 – PHOTO NAVIGATION HUNT

Time: 90 min

OBJECTIVE

By the end of this activity the cadet should be more comfortable navigating with a topographical map.

RESOURCES

- Topographical map.
- Compass.
- Romer.

ACTIVITY LAYOUT

Using a topographic map, groups of three to four cadets are given a handout showing a series of photos (e.g. sign, door, bridge, unique tree) taken in the local area. Cadets search out the location of the object in the photo, and record the six-figure grid reference of that location. Points are assigned based on difficulty of finding the object. This activity shall be conducted in three 30 minute periods, allowing for a 15 minute debrief session.

SAFETY

Some rules are to be put in place to ensure the safety of cadets in populated areas with vehicle traffic, as this exercise will be conducted during evening hours. They shall include but not be limited to:

- have set boundaries determined so cadets do not get lost;

- cadets shall obey all local laws and respect personal property;
- a staff member shall be present at each checkpoint; and
- have a set end time to return for debrief.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- The instructor, with the assistance from senior cadets, shall supervise the cadets.
- A staff member shall be present at each checkpoint.
- Roaming advisor(s) shall move along the route to allow cadets to seek assistance if required.

ACTIVITY 4 – TRAIL MAP NAVIGATION

Time: 90 min

OBJECTIVE

By the end of this activity the cadet shall be expected to understand the layout and use of trail maps.

RESOURCES

- Localized map showing an organized trail system.
- Compass.

ACTIVITY LAYOUT

Using a trail section of a map, groups of three to six cadets follow a route along an organized trail system. This activity shall be conducted in three 30 minute periods, allowing for a 15 minute debrief session.

SAFETY

Some rules are to be put in place to ensure the safety of cadets if in areas with hiking and cycling traffic, as this exercise may be conducted during evening hours. They shall include but not be limited to:

- have set boundaries determined so cadets do not get lost;
- have a set safety bearing;
- cadets shall obey all local laws and respect personal property;
- a staff member shall be present at each checkpoint; and
- have a set end time to return for debrief.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- The instructor, with the assistance from senior cadets, shall supervise the cadets.
- A staff member shall be present at each checkpoint.
- Roaming advisor(s) shall move along the route to allow cadets to seek assistance if required.

REFLECTION

Time: 15 min

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. What did this activity teach you about navigation?
- Q2. What did you enjoy most about this activity?
- Q3. What skills did you feel most comfortable using?
- Q4. What skills do you feel you require more practice with?



Other questions and answers will develop throughout the reflection stage. The discussion should not be limited to only those suggested. Cadets should be given sufficient time to tell stories of their adventures, and ask questions about any navigation issues that came up during the activity.

CONCLUSION

REVIEW

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

MAIN TEACHING POINTS

N/A.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

During these activities, the cadet will be required to use skills learned during PO 122 (Identify Location Using a Map), such as types of maps, orient a map by inspection, identify conventional signs, and four and six figure GR.

CLOSING STATEMENT

Map reading is a skill, and true proficiency will only be achieved by practice on the ground. The skills you have learned during this PO can be used in situations outside of the Cadet Program as well. Practice makes perfect!

INSTRUCTOR NOTES/REMARKS

The checkpoints shall be manned by staff and the cadets are to be asked to record exactly what they see when they get there. This will allow the accuracy of the routes to be checked once the activity has been conducted.

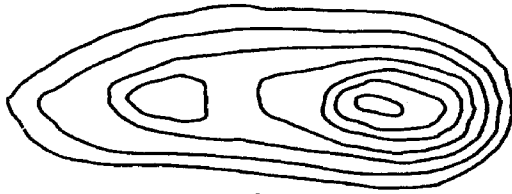
REFERENCES

A2-004 B-GL-382-005-FP-001 Canadian Forces. (1976). *Maps, Fields, Sketching, and Compasses* (Vol. 8). Ottawa, ON: National Defence.

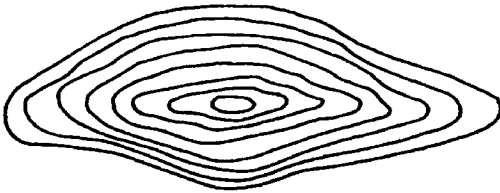
THIS PAGE INTENTIONALLY LEFT BLANK

INTERPRETING CONTOUR LINES

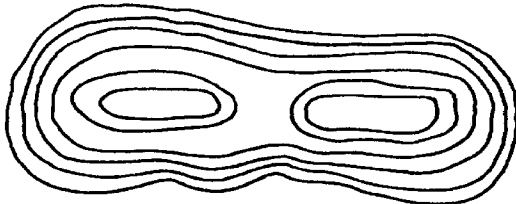
Match the contour diagram on the left to the applicable depiction of a landform on the right.



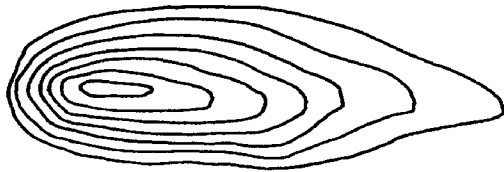
1



2



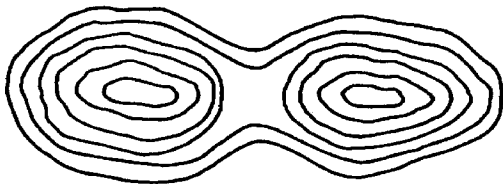
3



4



5



6



A



B



C



D



E



F

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

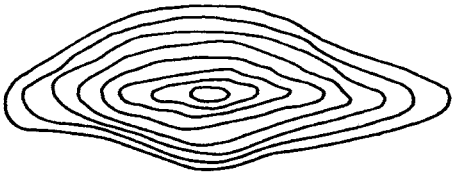
INTERPRETING CONTOUR LINES
ANSWER KEY



1



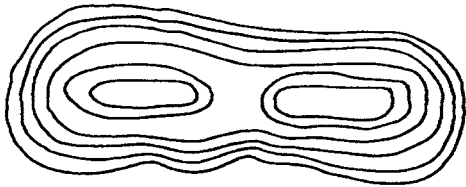
A



2



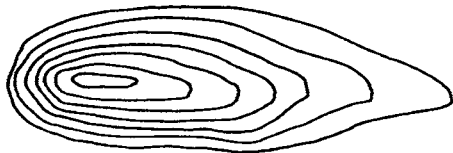
B



3



C



4



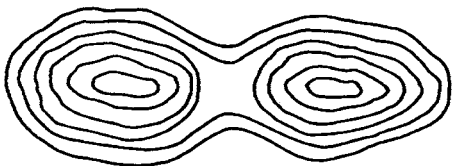
D



5



E



6



F

1. B

4. C

2. E

5. F

3. D

6. A

CHAPTER 12
PO 123 – PARTICIPATE IN A DAY HIKE



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M123.01 – SELECT TREKKING GEAR

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to select appropriate day packs, water bottles, optional trekking gear and footwear prior to participating in a day hike.

IMPORTANCE

Cadets will be required to take part in many exercises while involved with the Army Cadet Program. It is important that, early in their training, cadets learn the skill of preparing their personal equipment for use during a trek.

Teaching Point 1**Identify the Characteristics to Consider When Selecting a Day Pack**

Time: 8 min

Method: Interactive Lecture

TYPES OF DAY PACKS

There are many devices made to assist in carrying loads on a trek or expedition. For day trips a small pack is required. It should comfortably hold everything desired for the trek, with a little extra capacity for winter jaunts. Some of these packs are:

- fanny packs (small packs);
- day packs; and
- backpacks.

Fanny Pack

The smallest category of pack for short hikes or treks up to a few hours is a fanny pack. This pack is a small, unobtrusive pack that sits atop your buttocks, with a thin belt that clips around your waist. These are also known as waist, or lumbar, packs. The simplest of these packs consists of a pouch sewn to a piece of flat webbing, while the most elaborate ones hold upwards of 10 litres, and have padded belts and suspensions.

The fanny pack is lightweight, holds the load close to the spine, and to a person's centre of balance. When carrying articles with a fanny pack, the weight should be limited to 10 pounds.



www.mec.ca

Figure 12-1-1 Fanny Pack



www.abc-ofhiking.ca

Figure 12-1-2 Elaborate Fanny Pack

Day packs

Day packs are produced in numerous model types; however, all have shoulder straps and a waist belt. Most day packs have pockets for organizing your equipment and basic exterior features (i.e., axe loops and daisy chains).

Day packs may also come with an internal hydration system. This system provides a water bladder and hose exiting the top of the pack for easy access to water, or extra pockets for water bottles that are within easy reach when wearing the pack.

Models similar to those in Figures 12-1-3 and 12-1-4, allow for comfort while carrying loads up to 15 to 20 pounds.



www.mec.ca

Figure 12-1-3 Day Pack



www.mec.ca

Figure 12-1-4 Day Pack

IDEAL PACK PADDING

When properly adjusted, about two thirds of the pack's weight should ride on the hips, with the rest on your shoulders and upper back. Firm padding is mandatory for the following components:

- shoulder straps;
- waist belt; and
- back padding.

WAIST BAND

The waist band allows for the weight of a fanny pack, day pack, or backpack to rest on a person's hips and closer to the centre of gravity. The waist band, or hip belt, helps to make a pack's load more bearable. As the weight load increases, the effectiveness of the hip belt increases. Make sure the belt has soft, broad padding; heavier loads will cause the hip belt to slide down, so look for high-friction fabrics.

PACK CAPACITIES

As discussed, packs come in many different forms and sizes. The capacities of such packs differ with model type; however, there is a basic understanding that each type maintains a cubic inch capacity and weight association, as detailed in the following list:

1. fanny packs: Capacity of 10 litres; and
2. day pack: Capacity of 15 to 35 litres.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the three types of day packs available?
- Q2. Explain the difference between a fanny pack and a day pack.
- Q3. What is the ideal capacity of a fanny pack?

ANTICIPATED ANSWERS

- A1. Fanny packs (small packs), day packs, and backpacks.

- A2. A **day pack** has shoulder straps and a waist belt. Most day packs have pockets for organizing items and basic exterior features. A **fanny pack** is a small, unobtrusive pack that sits atop your buttocks, with a thin belt that clips around your waist.
- A3. Fanny packs: Capacity of 10 litres.

Teaching Point 2

Explain the Optimum Characteristics to Consider When Selecting Hiking Footwear

Time: 8 min

Method: Interactive Lecture

BOOTS

The most important factor to consider when selecting backpacking footgear is fit. The footgear should be sufficiently sturdy to hold together throughout a trip. It should provide protection for the feet, and a firm foundation for walking and scrambling. Today's boots are derived from athletic shoe technology. They are light, comfortable and functionally suited. Common characteristics to look for when selecting a hiking boot are:

Sturdy. The boot should support feet and ankles from twisting on uneven surfaces. Higher boots with stiff ankle support provide lateral rigidity. The boot should also support the foot from over bending when placing too much weight on the toe or heel.

Lightweight. The lighter the boots the easier walking will be. Every extra pound of footwear weight can be compared to five pounds of added backpack weight.

Comfortable Fit. When worn, boots shall fit snugly with the heel snug against the wall of the shoe and a small amount of space for the toes to move.

Correct Size. Proper fitting boots ensure comfort during hiking. A boot fits correctly when:

- it is wide enough so the boot matches the width of the foot with little extra room;
- the tongue rests comfortably along the top of the toe; and
- the toes have room to wiggle.

SOCKS

The boot is only one part of the footwear system; socks are the first line of defence for the feet. A two-sock system is common in many activities. Unless hiking regularly in hot, damp conditions, consider wearing one pair of heavy socks and one pair of light inner socks. Always ensure socks are properly sized for the foot.

Inner Socks. This is a thin layer that helps wick, or pull moisture away, from the foot. They are usually made of a polypropylene material.

Outer Sock. This layer is most often made of wool or wool blend, which can absorb moisture. This layer cushions the foot and provides insulation.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the most important factor to consider when selecting footwear?
- Q2. Socks play what part in the footwear system?
- Q3. What is meant by wicking?

ANTICIPATED ANSWERS

- A1. The footwear's fit.
- A2. Socks are the first line of defence. They help remove moisture from the feet, and provide essential cushioning.
- A3. Wicking is the ability to pull moisture from the feet.

Teaching Point 3

Explain Things to Take Into Consideration During the Selection of Water Bottles

Time: 5 min

Method: Interactive Lecture

WATER BOTTLES

One indispensable item in any wilderness traveler's kit is a water bottle. Depending on the wilderness to provide drinkable water is a risk not worth taking. Hikers either have to purify water to make it drinkable, or carry water with them.

Types of Water Bottles. Depending on a person's requirements when going on a trek or day hike, one must select a water bottle that most suits their personal choice, equipment no comma and capacity.

- **Canteen.** Simple water storage device, usually contains a litre of water.
- **Rectangular.** Rectangular wide mouth storage containers. Wide mouths are easy to fill, and allow easy mixing of water additives (purification tablets, juice crystals etc.).
- **Bottle Bag.** Water storage vessel, when empty can be rolled and stored using little space.
- **Water Bladder Pack.** Water is stored in a backpack bladder or just as a bladder pack. This bladder is capable of storing large amounts of water with ease ranging from ounces to litres.



www.abc-of-hiking.com

Figure 12-1-5 Canteen



www.mec.com

Figure 12-1-6 Rectangular Bottle



www.abc-of-hiking.com

Figure 12-1-7 Bottle Bag



www.outdooroutlet.com

Figure 12-1-8 Water Bladder Pack

Ideal Material Make Up. Water bottles can come in many forms, and be made of many materials. The optimum bottle is one that is easy to clean, does not pick up flavours easily, and is very durable. Of the many types of bottles available, Lexan and polycarbon bottles perform very well.

Wide Mouth Versus Narrow Mouth. The various constructions of water bottles have different advantages. The narrow mouth allows for slow pour and simple drinking. The wide mouth allows for fast pour and fill, mixing of additives, and allows for additional attachments (i.e., water purifier, mug mouth piece, drinking spouts, etc.).

Capacity Requirements. A hiker must plan water requirements, and determine what size of water storage vessel will be required for any hike. The absolute minimum amount of water a person needs under normal conditions is two litres per day. A person, when hiking, will require at least one litre every two hours. With increased exercise or temperature, fluid intake will increase.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are the four types of water storage vessels?
- Q2. What are the advantages of a wide mouth bottle?
- Q3. What considerations should be taken when selecting a water bottle?

ANTICIPATED ANSWERS

- A1. Canteen, rectangular, bottle bag and water bladder pack.
- A2. The wide mouth allows for fast pour and fill, the mixing of additives, and for additional attachments (i.e., water purifier, mug mouth piece, drinking spouts etc.).
- A3. Capacity and durability.

Teaching Point 4**Explain the Selection of Optional Trekking Gear**

Time: 4 min

Method: Interactive Lecture



This teaching point covers similar material cover in EO M121.04 (Chapter 10 [Section 4]), Assemble a Survival Kit. Many items one should bring on a trek can be contained in a survival kit. Some other points have also been discussed throughout field training. All points are relevant and should be reemphasized.

OPTIONAL TREKKING GEAR

When participating in a trek there will be many items that may be of use depending on the route, terrain, and season of travel. Preparation of additional items for trekking will ensure an enjoyable trip.

Raingear. A lightweight raincoat in case of unexpected weather.

Hat. A wide brimmed hat will protect the back of the neck, ears, and face from burning.

Extra Insulation layer. A light down vest, sweater, or fleece jacket will provide insulation should the weather be cooler than expected, and during breaks when sweat evaporates and the body cools.

Sunglasses. Protect your eyes against damage from the sun's light (i.e., ultraviolet, bright or intense light, and blue light).

Sunscreen. Blocks or prevents the skin's exposure to the sun, or ultraviolet light. The skin will burn when the amount of exposure to the sun, or ultraviolet light source, exceeds the ability of the body's protective pigment to protect the skin. According to the Canadian Dermatology Association a minimum of SPF 15 with UVA and UVB protection should be worn.

Insect Repellent. Apply insect repellents to ward off unwanted insects. The repellent should be applied to the exposed areas of the body. Many insect repellents rely on chemicals such as DEET to repel insects and have effective durations per application.

WARNING

DEET in high concentrations can be harmful to a person's health, specifically the nervous system.

NOTE

Health Canada recommends:

- children under 6 months are NOT to use insect repellents containing DEET;
- children aged 6 months to two years are NOT to use insect repellents containing DEET;
- children between 2 to 12 years: apply no more than three times a day using the lowest concentration of DEET (10 percent or less); and
- individuals 12 years or older: apply insect repellents containing no more than 30 percent DEET.

Camera and Film. Many treks into the wilderness will expose sites of pure beauty. Having a camera on hand to capture such moments will allow one to share, keep and record many moments.

Notebook and Pencil. Allows one to record trek details, route choice, memorable moments, injuries etc.

Bathing Suit and Towel. Many treks into the wilderness will cross paths with rivers and bodies of water. One may want to stop and go for a swim or wash. Packing a bathing suit allows for that option when with a group.

Binoculars. Provides the ability to see far off objects and routes. One may want to view wildlife from a distance. This can be a very practical item in the field.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. Name four optional trekking gear items.
- Q2. Why are sunglasses important?
- Q3. What is the minimum SPF number one should wear while exposed to sunlight?

ANTICIPATED ANSWERS

- A1. Any four of the following: Camera and film, notebook and pencil, bathing suit and towel, binoculars, sunglasses, sunscreen, and insect repellent.
- A2. Protect your eyes against damage from the sun's light.
- A3. A minimum of SPF number 15 with UVA and UVB protection should be worn.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is the most important factor to consider when selecting footwear?
- Q2. Socks play what part in the footwear system?
- Q3. What are the four types of water storage vessels?
- Q4. What are the advantages of a wide mouth bottle?
- Q5. Name four optional trekking gear items.
- Q6. Why are sunglasses important?

ANTICIPATED ANSWERS

- A1. The footwear's fit.
- A2. Socks are the first line of defence.
- A3. Canteen, rectangular, bottle bag and water bladder pack.
- A4. The wide mouth allows for fast pour and fill, mixing of additives, and for additional attachments (i.e. water purifier, mug mouth piece, drinking spouts, etc.).
- A5. Any four of the following: Camera and film, notebook and pencil, bathing suit and towel, binoculars, sunglasses, sunscreen, and insect repellent.
- A6. Protects your eyes against damage from the sun's light.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Participating in trekking activities will be commonplace for Army Cadets. The ability to knowledgeably forecast required materials and items for a trek is important when cadets are required to prepare their own personal equipment for a trek.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C2-012 (ISBN 0-89886-643-X) Weiss, H. (1988). *Secrets of Warmth for Comfort or Survival*. Seattle, WA: The Mountaineers.
- C2-017 (ISBN 0-7627-0476-4) Roberts, H. (1999). *Basic Essentials, Backpacking*. Guilford, CT: The Globe Pequot Press.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M123.02 – PARTICIPATE IN A DAY HIKE

Total Time:

270 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

This lesson is to be presented during breaks on a Green Star Hike on Class 1 terrain. The hike is not to exceed 8 km in distance. Direction on conducting hiking activities is provided in A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Standards*, Chapter 7.

PRE-LESSON ASSIGNMENT

Cadets are required to plan their individual snacks as detailed by the instructor prior to the trek.

APPROACH

This lesson will be presented using the interactive lecture, demonstration and performance, and group discussion methods.

The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill.

This method appeals to all learning styles. The group discussion method was chosen to allow the cadets to share their experiences, knowledge, opinions, and feelings about the subject matter while allowing the instructor to focus and direct the discussion to meet a broad framework of anticipated outcomes. While exploring individual and peer experiences, teaching points are identified and summarized by the instructor. This method appeals to auditory learners.

REVIEW

The pertinent review for this lesson will include EO M123.01 (Section 1), Select Trekking Gear.

QUESTIONS

- Q1. What is the most important factor to consider when selecting footwear?
- Q2. What are the four types of water storage vessels?
- Q3. Why are sunglasses important?

ANTICIPATED ANSWERS

- A1. The footwear's fit.
- A2. Canteen, rectangular, bottle bag and water bladder pack.
- A3. Protects your eyes against damage from the sun's light.

OBJECTIVES

By the end of this lesson, the cadet shall be expected to participate in a day hike, where they will determine personal food requirements and follow a leader during a day hike.

IMPORTANCE

The day hike allows the cadet to participate in physical fitness while challenging themselves and having fun. It introduces the Green Star Cadet to the necessary skills required for progressing through the hiking aspect of the Army Cadet Program.

Teaching Point 1

Describe Trail Etiquette Methods That Accomplish the "Leave No Trace" Ideologies While Hiking

Time: 8 min

Method: Group Discussion



This teaching point is to be presented as a group discussion during a break in the trek. All material and information is provided for the purpose of educating the instructors. The instructor will be required to review the information and in a group environment, discuss the points presented and ensure comprehension of material.

Trekkers have always known, that proper planning before entering an outdoor environment serves as one of the key elements in having a safe and successful trip. No trace camping also involves avoiding or reducing the damage caused by humans frequenting the environment. Preparing for an environmentally sound outdoor experience includes following the "leave no trace" guidelines that are listed in the following paragraphs.

Repackaging Food Before Leaving on a trek will greatly reduce weight and the likelihood of litter, broken glass, and surprise openings and spillage in your pack. Repackaging food requires the removal of food from cardboard boxes and placing it in reusable zipper bags, and emptying contents from glass containers and placing them into reusable plastic containers.

If you have something that has special instructions for its preparation, clip it out and put it in the plastic bag. Be sure the plastic bags are of at least two-ply strength. For liquids like soy sauce, cooking oil and vinegar, plastic Lexan or polycarbon bottles with screw tops work well.

Staying on Established Trails helps limit the amount of overall erosion caused by constant trampling and travel over environmental surfaces. Avoid taking shortcuts and, when travelling cross-country where no trails exist, try and remain on the most durable surfaces.

Walking on Durable Surfaces will help maintain the natural beauty of the area. Surfaces vary from soft marshes to solid rock, and trekkers will continuously cross many different types of terrain. It is imperative to take the time to travel on surfaces that will not be significantly affected, rather than taking the straightest line to get to a destination, trampling whatever lies in the way.

Travel in Small Groups as increased group numbers can have a greater impact than smaller ones. Stick to appropriate group sizes of 10 or less. Understand that every action has the potential to impact the natural environment. Take the necessary precautions to protect the environment when travelling in a group.

Avoid Making Loud Noise and allow nature's sounds to prevail when travelling through the wilderness. Avoid using loud voices and making loud noises, secure all pots and pans on the backpack and only use the whistle in emergency situations.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Why should a trekker repackage food before going on a hike?
- Q2. What surfaces should one walk on while travelling in the field?
- Q3. Why should trekkers stay on established trails?

ANTICIPATED ANSWERS

- A1. To greatly reduce weight and the likelihood of litter, broken glass, and "surprise openings and spillage" in ones pack.
- A2. Durable surfaces.
- A3. Remaining on established trails helps limit the amount of overall erosion caused by constant trampling and travel over environmental surfaces.

Teaching Point 2

Describe Preventative Action That Should be Taken for Physical Conditions That May Develop When Hiking

Time: 8 min

Method: Interactive Lecture



This teaching point is to be presented as a group discussion during breaks in the trek. The following material and information is provided for the purpose of educating the instructors. The instructor will be required to review the information and, in a group environment, discuss the points presented and ensure comprehension of material.

BLISTERS

A blister is a small bubble on the skin filled with fluid caused by friction (see Figure 12-2-1 and 12-2-2). It is basically the body's way of saying the boots don't fit, they are not broken in, or the feet are still too tender for the miles being covered.



www.bannoy.com/images/blog/heel_blister.jpg

Figure 12-2-1 Heel Blister



www.windspirit.co.za/images/blisters/

Figure 12-2-2 Heel Arch Blister

Preventing Blisters. To prevent blisters a hiker must ensure:

- proper boot fit;
- multiple sock layers (multiple layers wick moisture and minimize direct rubbing on the skin);
- foot powder is applied prior to and during hiking; and
- to address hot spots as they arise.



It is especially important to stop and take care of feet early in the trip when feet become tender. By taking boots and socks off at rest breaks, the hiker will have an opportunity to cool feet, apply foot powder and look for red areas which may indicate oncoming hotspots.

Treating Blisters. If a blister develops there are two solutions to help relieve the pressure:

1. Cut a piece of moleskin that generously covers the blister. Cut a smaller hole in the moleskin, making a little donut shape. The donut should fit around the blister, the idea being that the moleskin relieves the pressure from the injury. Fill the moleskin donut with an antibiotic cream and cover the whole donut with athletic tape.
2. Use 2nd skin directly over the blister, followed by a layer of moleskin to keep the second skin in place. Second skin is a padding that has high water content and has a slimy feel, giving it a lubricating quality.



If a blister develops into a full bubble it may be necessary to lance the blister. Determining whether to lance a blister is complicated; a drained blister increases the chance of infection. The rule of thumb to follow is if a blister is smaller than a nickel do not drain it and follow the steps above; however, if it is bigger than a nickel it will have to be drained as it will most likely pop anyways. Once drained ensure to apply an antibiotic cream/ointment to the area to ward off infection and then follow the steps above.

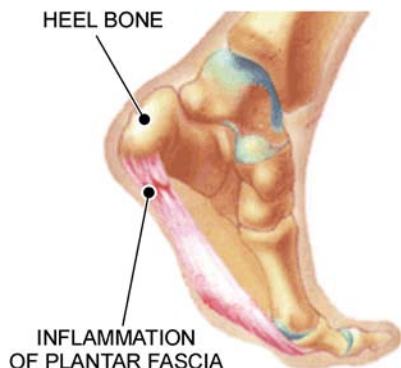
HOT SPOTS

Hot spots are the precursor to blisters. The slight reddening of the skin and early hints of pain are telling signs of an impending blister (a hot spot). This reddening is the result of friction, between the skin and the sock or boot/liner. To avoid blisters, stop and address hot spot(s). The best action is to tape the spot with moleskin or athletic tape. Use a tincture of benzoin, if available, and place the tape carefully over the area.

Prevention. Same as blisters, as hot spots will lead to a blister.

PLANTAR FASCIITIS

Plantar fasciitis (fashee-EYE-tiss) is an overuse injury affecting the sole or flexor surface (plantar) of the foot. A diagnosis of plantar fasciitis means one has inflamed the tough, fibrous band of tissue connecting the heel bone to the base of the toes. This condition occurs in people who excessively run or walk, stand on hard surfaces for prolonged times, or people with very flat feet or very high arches. This condition starts gradually with mild pain at the heel bone. One is more likely to feel it after exercise.



www.posetech.com/training/images/plantar-faciitis-smi.gif

Figure 12-2-3 Plantar Fasciitis-A



www.patient.co.uk/showdoc/pilsin/017.jpg

Figure 12-2-4 Plantar Fasciitis-B



IF YOUR FOOT FLATTENS TOO MUCH, THE PLANTAR FASCIA MAY OVERSTRETCH AND BECOME INFLAMED.



IF YOUR FOOT DOESN'T FLATTEN, THE PLANTAR FASCIA MAY BE PULLED TOO TIGHT, EVENTUALLY CAUSING PAIN.

www.patient.co.uk/showdoc/pilsin/017.jpg

Figure 12-2-5 Flat Foot/High Arch Foot

Prevention. There are several things you can do to prevent plantar fasciitis including:

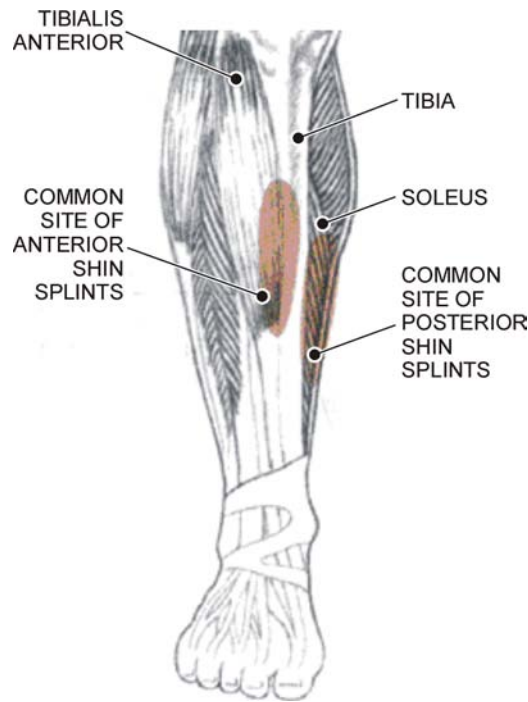
- wear proper footwear for the activity;
- stretch (tight and cold muscles are prone to injury); and
- condition the body in a progressive manner when preparing for activities that will see the trekker covering great distances on foot.

Treatment. Rest and keep weight off the foot until inflammation goes away, and apply ice to the area for 20 min three or four times daily. Stretching your Achilles tendon and plantar fascia are the mainstay of treating the condition.

SHIN SPLINTS

Excess training with inadequate recovery causes shin splints; over running is most often the culprit. Shin splint occurs when the foot strikes the ground, followed by a loading/energy transfer phase, and finally a push off with the forefoot. Each foot strike delivers a shockwave that travels up the leg. This energy is absorbed by the musculoskeletal system. The harder the running surface the greater the shockwave (i.e., soft grass, smooth dirt, asphalt, and concrete represent increasing hardness, concrete being the hardest).

Symptoms. In the early stages of shin splints a runner will describe a pain that is present when the training run first begins, then disappears as running continues. The pain will often return after exercise or the following morning. Eventually, if ignored and training continues, the pain may become quite sharp and may focus on a very small area of the bone. If this happens a stress fracture may be present.



www.athleticadvisor.com/images/LE_images/shin-splints.gif

Figure 12-2-6 Shin Splints

Prevention. There are several things you can do to prevent shin splints:

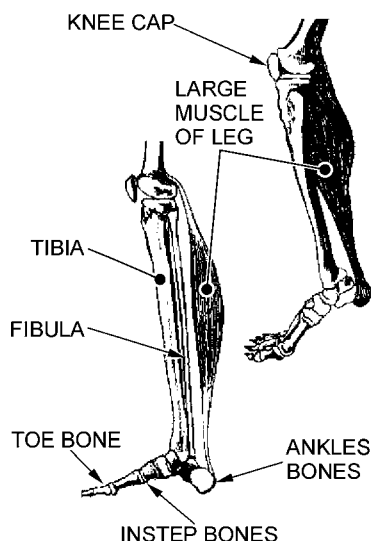
- overstriding when hiking occurs when a person throws the leg out too far in front, unnaturally lengthening the stride. To correct, slow down and try to push off with back foot rather than extending the front leg. The lead leg should strike closer to the body, roll through the step, and push off with the toe. Note the extension should be in the back, not in the front;
- avoid wearing footwear with a high heel;
- wear proper footwear for activity – over-pronation rolls the foot inward on each step. Get fitted with motion control running shoes;
- stretch (tight and cold muscles are prone to injury); and
- condition the body by beginning with activities that cover distance in a progressive manner. If hiking, beginning training with short distance hikes progressing to longer distances over time.

Treatment. Rest, and depending on the severity, it is often necessary to completely stop running for a period of time. When running is resumed, a significant change in routine must be adhered to or else the injury will return. Lengthen the time between training and decrease the volume and intensity of training.

MUSCLE CRAMPS

A cramp is a muscle spasm that occurs when the blood circulation is impaired or if the muscle is over exerted. It usually occurs in the leg and may develop when swimming in cold water. It can happen when a person is immobile in a “cramped” position. This commonly occurs while sleeping.

Heat Cramps are caused by the loss of salt when there is excessive sweating. The lack of salt causes cramps that are spasmodic, painful contractions of muscles, usually in the leg.



Camping & Wilderness Survival, The Ultimate Outdoors Book, p.311

Figure 12-2-7 Muscle Cramps

Prevention. To reduce the probability of these cramps:

- eat well-balanced meals rich in potassium and sodium (i.e., eggs, liver, chicken, milk, citrus fruits, bananas and dark green leafy vegetables); and
- stay well hydrated.

Treatment. A victim of an attack should rest in a cool area and drink a saline solution or lemonade. Avoid cramps by warming up before strenuous activity. During an attack stretch out the muscle while massaging above the painful area to increase the flow of blood.

SPRAINS

A sprain is the ligament of a joint that is torn by a sudden twist or wrench. The joint is very painful when moved, and there can be considerable swelling. A deep bruise may gradually appear. A bad sprain is hard to distinguish from a fracture. To treat a sprain, wrap the sprained joint in a heavy bandage. Rest the limb in a comfortable elevated position.

Prevention. To reduce the probability of sprains:

- stretch before and after exercising. Tight muscles pull on the Achilles tendon and can reduce the range of motion of the foot;
- select footwear with good ankle support – wear snugly laced, high-topped shoes; and
- select footing carefully while on uneven surfaces.

Treatment. RICE (Rest, Ice, Compression, and Elevation) is key to rapid healing.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is a blister?
- Q2. How should shin splints be treated?
- Q3. What causes muscle cramps?

ANTICIPATED ANSWERS

- A1. A blister is a small bubble on the skin, filled with fluid and caused by friction.
- A2. Rest, and depending on the severity, it is often necessary to completely stop running for a period of time. When running is resumed, a significant change in routine must be adhered to or else the injury will return. Lengthen the time between training and decrease the volume and intensity of training.
- A3. A cramp is a muscle spasm which occurs when the blood circulation is impaired or if the muscle is over exerted.

Teaching Point 3

Explain and Demonstrate how to Develop a Personal Hiking Rhythm That Will Increase Performance and Endurance

Time: 8 min

Method: Demonstration and Performance



The instructor will, during a hike, choose appropriate times to show the cadets how to develop a personal rhythm when hiking, keeping in mind the whole purpose of the teaching point is for the cadets to learn how to develop and maintain a personal rhythm.

Sample method: The instructor may want to briefly discuss keeping a hiking rhythm that is conducive to the group prior to the hike. For the first hour, hike a little slower than normal, allowing cadets to get used to the trail with a slower pace. During the first break, discuss determining rhythm. During the second leg, intentionally increase the pace to the point of tiring the cadets. During the second rest, discuss the differences in both legs and determine a pace that will maintain a good rhythm for the duration of the hike, employing the guidelines of establishing a rhythm.

An average day of hiking will consist of periods of hiking and periods of rest. The combination of good hiking rhythm, good walking speed, and fixed rest intervals are things that separate hiking beginners from good hikers. Enthusiasm often tends to cause one to start too fast, get tired quickly, take an early rest, and start off too fast again.

DETERMINING STRIDE RHYTHM AND SPEED

A steady hiking rhythm is generally more enjoyable as one over exerts themselves less and generally keeps the physical strain at enjoyable levels. Having a steady rhythm will enable a hiker to stick to a fixed schedule and lessen the strain put on the feet, legs, lungs and overall body. This allows a hiker to travel while being less fatigued.

Developing a Hiking Rhythm. A hiking rhythm is very personal and is developed over the course of many hikes. To develop a rhythm there are some guidelines to follow:

- choose a specific stride rhythm and speed and keep to it. A good rhythm is one that allows a hiker to hike at the same intensity level for at least one hour without having to take a break;
- adjust rhythm to terrain, weather and weight. The point where a person can no longer carry on a conversation indicates the hiker has gone beyond a comfortable tempo;
- make the rhythm a full body movement where breathing and the swing of the arms happen in harmony with the body; and
- uneven surfaces like uphill and downhill slopes of varying incline can make it difficult to maintain a steady hiking rhythm.

CONTROLLING FATIGUE

The purpose of resting is to slow down the heart rate and breathing, thereby allowing the heart and lungs to rest. Resting gives the body time to get rid of the lactic acids built up in muscles, and to recover from hot spots or sores.

Resting guidelines:

- rest in regular intervals; try 10 minutes for every hour hiked (make them part of the rhythm);
- stick to 10 minutes rest breaks. Use only lunch and dinner (supper) breaks as extended rest periods;
- 10 minutes is the most effective rest duration for body recovery;
- ensure to take off backpacks, rest in the shade, and sit down during rests; and
- during the extended rest breaks, allow feet to rest and dry by removing shoes, and airing out footwear.

ADJUSTING RHYTHM

Generally, hiking rhythm on a flat surface can be maintained easily; however, when weather and additional weight are included, hiking becomes more difficult. How fast travel is depends on the fitness level of the entire group, the terrain, the altitude and pack weight. One of the best ways to measure and regulate pace is to pay close attention to the tempo of breathing.

If breathing determines pace then, for example, on level ground one takes three steps per inhalation, and three steps per exhalation. Climbing a hill, while maintaining the same breathing rate, the steps per inhalation fall to two steps. A good rule of thumb to follow is to walk at a pace where one can still carry on a conversation.

When travelling in different conditions ones pace will change, according to:

- **Weather.** Poor weather will reduce pace and force the hiker to reduce step size for safety.
- **Weight.** Weight will affect pace size as the more weight one carries the more energy must be expelled.
- **Terrain.** Travelling up hill will reduce pace size and distance traveled.

EMPLOYING FULL BODY SYNCHRONIZATION

Hiking rhythm is a full body affair. Just like marching, hiking requires coordinated movements where every action has a reaction. The swing of arms provides momentum, breathing controls pace etc. To properly control rhythm, one must first learn what body parts work in unison with each other.

To employ full body synchronization during movement, the arms should be in motion at a natural swing opposite to the forward foot. The swing of the arms provides momentum to help carry the body forward for the next step. Breathing will control pace (keeping in mind a good rhythm is when a person can carry on a conversation while hiking).

CONFIRMATION OF TEACHING POINT 3

This teaching point will be confirmed throughout the duration of the trek. The instructor will constantly be supervising and providing advice to cadets who experience difficulty.

Teaching Point 4

Discuss the Purpose of Resting Intervals During Heavy Hiking Periods

Time: 10 min

Method: Interactive Lecture



This teaching point is to be presented as a group discussion during breaks in the trek. The following material and information is provided solely for the purpose of educating instructors. The instructor will be required to review the information, and in a group environment, discuss the points presented and ensure comprehension of material.

RESTING INTERVALS

An average day of hiking consists of periods of hiking and of resting. Resting intervals should occur once every hour, for a duration of 10 minutes, in an area that is conveniently shaded and possibly near a water source. During the first 5 to 7 minutes of resting, the body flushes out about 30 percent of the lactic acid build-up in the muscles, but only five percent in the next 15 minutes (be cautious rest does not extend beyond 10 minutes).

Rests also provide the body with much needed breaks. In addition to lactic acid build-up in the muscles, the body works in unison and other areas may become fatigued. By resting:

- the heart rate slows and beats at a reduced rate;
- the lungs supply less oxygen to the body;
- the body and mind rest; and
- feet and footwear can be aired out, reducing the chance of blisters.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. How long should rest intervals be?
- Q2. How much lactic acid is flushed from the muscles during the first five to seven min of a break/rest?
- Q3. What other parts of the body are provided with a rest during a break?

ANTICIPATED ANSWERS

- A1. 10 min.
- A2. 30 percent.
- A3. The heart, lungs, feet and mind.

Teaching Point 5**Explain the Selection of Food Rations That Can Be Consumed During a Day Hike**

Time: 5 min

Method: Interactive Lecture



This teaching point is to be presented as a group discussion during breaks in the trek. The following material and information provided is for the purpose of educating instructors. The instructor will be required to review the information and, in a group environment, discuss the points presented and ensure comprehension of material.

TYPES OF RATIONS

Staple Foods. This type of meal is made up of food such as pastas, flour, dried beans, rice, sugar, potatoes etc. This type of food in comparison to others is:

- cheaper than freeze-dried meals;
- easier to find as it is available at any grocer; and
- more flexible as it allows one to pick and choose ingredients when preparing a meal.

Freeze Dried. This is a preserved food that has gone through a process that freezes and dries the food before it is packaged. To prepare such a food, just add hot water. This form of meal in comparison to others is:

- expensive;
- light in weight;
- non-perishable; and
- convenient to prepare.

Trail Food. This is a quick snacking food which is easy to eat while on the trail. Providing a quick fix for hunger prior to a main mealtime, trail food consists of nuts and seeds, dried fruits, energy bars and fruit bars, breadstuffs, trail mixes, etc. This form of meal, in comparison to others, is:

- easily accessible;
- small and snackable; and
- requires no preparation.

EATING FREQUENCY

The average person in the field eats between 1.5 and 2.5 lb of food each day, or between 2500 and 4500 calories. Planning the amount of food to bring can be a daunting task; if one packs too much it will have to be carried, if one brings too little one may be forced to find alternate food sources.

How much food is required depends on how strenuous of a trip is planned. A person will eat less while hiking on light days in the summer than when skiing in the winter. One would also eat more on a climbing trip than on a fishing trip. To determine the amount of food reference the table provided below.

Ration Table	Average Wilderness Activities (Backpacking or Kayaking)	Strenuous Wilderness Activities (Snow Camping)	Very Strenuous Activities (Extreme Mountaineering)
Pounds per Person per Day	1.5 to 2 lb	2 to 2.25 lb	2.25 to 2.5 lb
Calories per Person per Day	2500 to 3000 calories	3000 to 3700 calories	3700 to 4500 calories

Keeping in mind the weight in food should be split between trail foods and stable foods. Plan meals individually, and carefully, to determine what will be required on the trip.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. How many calories can a person burn a day when participating in strenuous wilderness activities?
- Q2. How many pounds of food does one consume per day of backpacking?
- Q3. How should you plan your meals for the trip?

ANTICIPATED ANSWERS

- A1. 2500 to 3000.
- A2. 1.5 to 2 lb.
- A3. Individually.


Teaching Point 6

Explain Potable Water Requirements for Consumption During a Day Hike

Time: 15 min

Method: Interactive Lecture

DAILY WATER REQUIREMENTS



The instructor shall ask the following lead in question: What are some ways we lose water from our bodies?

The instructor should draw the following information from the group. The instructor should then present anything not provided by the group.

The human body constantly loses water from sweating, urinating, breathing and defecating. When the body is working hard and sweating heavily, we can lose up to a litre of water per hour. At high altitudes where the air is dry, a person can dehydrate by merely breathing at rest.

Performance Related Water Loss. Dehydration impairs humans both physically and mentally. As a person becomes dehydrated, the blood plasma level lowers (blood becomes thicker) and consequently, the heart has to work harder to pump blood. As the body becomes increasingly dehydrated, complications occur, such as:

- a decrease in cardiovascular performance (person finds it harder to catch their breath);

- the body is less able to dissipate heat through sweat;
- the ability to digest and metabolize food is impaired; and
- physical performance declines.

Pre-hydration is the key to staying hydrated. When a person becomes thirsty the body is already showing signs of dehydration. Drinking extra water before strenuous activities will also help performance. The best fluid to maintain hydration is water.

Note: Caffeine and carbonated drinks accelerate dehydration.

Daily Water Intake by Weight. To stay hydrated, daily intake levels have been produced based on body weight. Reference the chart below.

RECOMMENDED DAILY WATER INTAKE ACCORDING TO WEIGHT

Body Weight (lb)	Litres of Water at Rest
100	3
120	3.6
140	4.2
160	4.8
180	5.4
200	6

MAINTAINING SAFE HYDRATION LEVELS

Motorized cars require oil to lubricate a combustion engine. Just like a car, the human body requires lubricant in the form of **WATER** to run its engine. To keep this engine running effectively a person must maintain a safe hydration level by:

- **Pre-hydrating.** Drinking extra water before you start activity.
- **Drinking Small Amounts Often.** Small amounts will effectively feed the engine constantly.
- **Drinking Cool Water.** The intestines absorb cool water more easily.
- **Avoiding Sugary Drinks.** Sugar impedes the body's ability to absorb fluid.
- **Making Drinking Water a Habit.** A good habit is never forgotten.
- **Drinking at Least 8 oz of Water.** For every half hour of strenuous activity.

LOCATING WATER SOURCES FROM WHICH WATER CAN BE DRAWN AND PURIFIED



The instructor shall ask the following lead in question: What are some sources of water found in nature?

The instructor should draw the following information from the group. The instructor should then present anything not provided by the group.

Water is essential to life. All life depends upon it and all living things contain it. The average person can survive for three weeks without food, but only three days without water. It is the number one priority. When in the field, one must know where to locate water in the case of emergency.

The first place to look is:

- **Rivers.** A common source of water, one should draw the water from flowing water away from the banks.
- **Streams.** A common source of water, one should draw the water from flowing water away from the banks.
- **Lakes/Ponds.** A common source of water, one should draw from deeper areas of the source.
- **Valley Bottoms.** Water naturally drains into these areas from surrounding heights.
- **Patches of Green Vegetation.** These indicate a water source. One can dig below the surface to locate water if it is not visible on the surface.
- **Dry Streams or Riverbeds.** Even though a stream might be dry on the surface water may still be flowing below the surface in a spring. Dig down to locate water.



When collecting water from the natural environment for consumption, it is important to ensure the water is safe to drink. Be sure to boil or filter water through a water purifier, or use water purification tablets.

CONFIRMATION OF TEACHING POINT 6

QUESTIONS

- Q1. If a person weighed 140 lb, how much water would be required to maintain daily hydration levels at rest?
- Q2. How does the human body lose water?
- Q3. During a hike you drop your water bottle. You are becoming thirsty and see no lakes or streams in sight. Where may you locate water?

ANTICIPATED ANSWERS

- A1. 4.2 litres.
- A2. The human body constantly loses water from sweating, urinating, breathing, and defecating.
- A3. Valley bottoms, patches of green vegetation, dry streams or riverbeds under the surface.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Why should a trekker repackage food before going on a hike?
- Q2. What surfaces should one walk on while travelling in the field?
- Q3. How many calories can a person burn a day when backpacking through the wilderness?
- Q4. How many pounds of food does one eat per day in the field?
- Q5. How should shin splints be treated?

ANTICIPATED ANSWERS

- A1. To greatly reduce weight and the likelihood of litter, broken glass, and “surprise openings and spillage” in ones pack.
- A2. Durable surfaces.
- A3. 2500 to 3000.
- A4. 1.5 to 2 lb.
- A5. Rest and depending on the severity, it is often necessary to completely stop running for a period of time. When running is resumed a significant change in routine must be adhered to or else the injury will return. Lengthen the time between training and decrease the volume and intensity of training.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets will be required to develop, and practice a personal hiking rhythm on subsequent treks.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

This activity has provided the cadets with an opportunity to participate in physical fitness, while challenging them to develop the necessary skills required to progress through the Army Cadet Trekking Program.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C2-009 (ISBN 0-684-85909-2) Harvey, M. (1999). *The National Outdoor Leadership School's Wilderness Guide*. New York, NY: Fireside.
- C2-010 (ISBN 0-375-70323-3) Rawlins, C., and Fletcher, C. (2004). *The Complete Walker IV*. New York, NY: Alfred A. Knopf.
- C2-034 (ISBN 0-87322-637-2) Priest, S., and Gass, M. (2005). *Effective Leadership in Adventure Programming* (2nd ed.). Windsor ON: Human Kinetics Publishing Inc.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 3

EO C123.01 – PARTICIPATE IN ADVENTURE TRAINING

Total Time:

Weekend

No instructional guide is provided for this EO, refer to A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, for activities.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 4

EO C123.02 – ADHERE TO SNOWSHOE MARCH DISCIPLINE

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

Nil.



EO C121.03 (Chapter 10 [Section 12]) Select Cold Weather Clothing and EO C121.04 (Chapter 10 [Section 13]) Recognize the Effects of Cold Weather supplement the mandatory lessons listed above. They also provide additional detail to help the cadets better prepare for a winter trek.

OBJECTIVES

By the end of this lesson the cadet shall be expected to adhere to the principles of march discipline.

IMPORTANCE

Cadets need to know how to adhere to the rules and principles of march discipline while participating in a march on a winter FTX in order to remain comfortable, safe and effective during cold weather training.

Teaching Point 1**Discuss Points to Consider Before Embarking on a Winter Trek**

Time: 10 min

Method: Interactive Lecture

POINTS TO CONSIDER BEFORE EMBARKING ON A WINTER TREK

March discipline is the observance of the drills and precautions taken before, during, and after a march to ensure that a group of cadets arrives at a destination fully equipped, and capable of carrying out further training. It involves a number of things such as adequate march control, care of equipment, obedience to march instructions, proper conduct and performance of duty, suitable formations, suitable rate of march, correct distances and effective use of cover and concealment.

March discipline in the winter is basically the same as it is in warm weather, but severe cold and snow are factors that must be taken into consideration.

Dress. Dress should be as light as possible, and consistent with the weather. Choice of footwear will vary depending on the temperature. When temperatures are likely to go above the freezing point, a boot appropriate for wet-cold conditions should be worn instead of mukluks.

Trek Route. Before the march begins, the route must be planned in detail. The easiest route, consistent with training required, should be chosen. Obstacles such as open water, rocky or hilly terrain, soft snow etc., should be avoided when possible. Route cards may be passed out to cadets. Cadets should be given the route in a briefing before the winter trek begins.

Trail Breakers. The purpose of trail breaking is to make the march of the main body as easy and quick as possible. It is a difficult and time-consuming job. Arrangements for a system of relief of tasks - or trading up of tasks - should be made in advance. The progress of trail breaking depends on such things as terrain, weather, snow conditions, vegetation, and physical condition of the trail breaking party.



Instructors and supervisors should be aware of any medical or physical conditions of their cadets that will require extra supervision or attention before beginning any hike or march.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is march discipline?
- Q2. What kind of obstacles should be avoided while on a winter march?
- Q3. What is the purpose of trailbreakers?

ANTICIPATED ANSWERS

- A1. March discipline is the observance of the drills and precautions taken before, during, and after a march to ensure that a body of cadets arrives at a destination fully equipped, capable of carrying out further tasks.
- A2. Obstacles such as open water, rocky or hilly terrain, and soft snow should be avoided on a winter march.
- A3. The purpose of trail breaking is to make the march of the main body as easy and as fast as possible.

Teaching Point 2**Discuss Points to Consider When on a Winter Trek**

Time: 10 min

Method: Interactive Lecture

REST PERIODS

There is a requirement for multiple rest stops while on any hike. This need is amplified by the special factors brought about by the cold.

Equipment and Clothing Checks. Ten to 15 min after the march begins, a rest must be taken to adjust equipment and clothing.

Physical Breaks. Subsequent halts should be taken often but should be short, merely long enough to allow a short rest or change of duties, but not long enough to get chilled. Two to three minute breaks every 15 to 20 min should be taken.

Refreshments. Hot drinks should be prepared before the march, and taken in thermos bottles. Cadets should be encouraged to drink them during rest periods.

Frostbite Checks. These need to be carried out day and night. During the day, the “buddy” system should be used to check for frostbite during the march and during rests. At night, it is mostly the individual’s responsibility to check if there is no light. If there is an adequate light source, then the “buddy” system should be used as well.

Windbreaks. If trekking in the wind, rests can be taken and the backpack used as a windbreak. During long rests, windbreaks can be constructed by snow blocks, trees, etc.

MARCH FORMATIONS

These will vary and change depending on what the cadets are doing.

Single File. Normally during marches, the best formation to adopt is single file since it maintains track discipline, reduces the number of trailbreakers, and makes pulling a toboggan on a broken trail easier.

Parallel Columns. On firmly packed snow where there is no need to break a trail, you will probably find it better to travel in parallel columns as it lets you travel faster.

To keep a group together in single file it is a good policy to make each person responsible for the person directly behind them. This way a cadet stopping in the rear of the group will automatically stop the entire group.



Cadets should know that they should not wait until the next scheduled rest to inform a supervisor that they are extremely cold, sick, or that they may be injured.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. When should the first clothing and equipment check be made?
- Q2. How long should physical breaks be?
- Q3. What is the best system for checking for frostbite?

ANTICIPATED ANSWERS

- A1. 15 to 20 min after the march begins.

A2. 2 to 3 min.

A3. The buddy system.

Teaching Point 3**Discuss Considerations to Take When Finished a Winter Trek**

Time: 5 min

Method: Interactive Lecture

MEDICAL INSPECTIONS

When the march is completed and the destination is reached, march discipline must continue. Like the rest periods during the march, there are checks that should be done at the end.

Frostbite Checks. Checks for frostbite should be performed using the “buddy” system, first to all skin that is visible. An individual check should be done after to ensure that there is no frostbite in other parts of the body not visible to your buddy on the march.

Body Injuries. Instructors and supervisors will check the cadets for any injuries that may have occurred during the course of the march. These injuries include things such as blisters, sore feet, sprains, extreme fatigue, etc.

Cold and Flu Symptoms. Instructors and supervisors will check cadets to see if there are any cadets who have signs and symptoms of the cold and flu such as coughing, wheezing, sneezing, runny nose, congestion, etc.



Instructors and supervisors should physically check cadets' feet, hands, etc., for frostbite and injuries because cadets do not always report sickness and injuries when they feel them.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. True or false: When the march is finished, march discipline is also finished?
- Q2. What are some injuries that instructors should look for on cadets?
- Q3. What are some of the signs and symptoms of a cold or flu that supervisors should look for?

ANTICIPATED ANSWERS

- A1. No, even when the march is over, march discipline must continue.
- A2. Blisters, sore feet, sprains, extreme fatigue, etc.
- A3. Supervisors should look for coughing, wheezing, sneezing, runny nose, congestion, etc.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

Instructors will confirm the cadets' ability to adhere to march discipline while participating in a winter march.

CLOSING STATEMENT

During winter field training, as with any cadet activity, safety is of paramount importance. Following pre-established rules for march discipline, and reacting to additional orders in a timely fashion, will allow for a more enjoyable, safer training experience for all.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A2-009 A-CR-CCP-107/PT-002 DCdts. (1978). *Royal Canadian Army Cadets Course Training Plan Corps Training Program Winter Adventure Training Manual*. Ottawa, ON: The Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 5

EO C123.03 – PARTICIPATE IN SNOWSHOEING

Total Time:

270 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a course of approximately 40 min in duration to be used during the confirmation phase of this lesson. The route shall cover different types of terrain, allowing cadets a full snowshoeing experience.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using a combination of the interactive lecture and demonstration and performance methods.

The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson, the cadets shall be expected to know the basic principles and techniques for snowshoeing.

IMPORTANCE

Snowshoeing enhances winter camping and trekking by providing a mode of personal transportation to use in the winter. It also provides fun, physically challenging exposure to a new sport.

Teaching Point 1**Discuss Snow**

Time: 15 min

Method: Interactive Lecture

CONDITIONS OF TEMPERATURE

Newly fallen snow undergoes many alterations on the ground. As the snow on the ground becomes denser, snowflakes consolidate and trapped air is expelled. These changes are affected by conditions of temperature that are caused by sunlight and wind.

Sunlight. In the springtime, the sun may melt the surface of the snow even though the air temperature is below freezing. This will usually cause dry, powdery snow in shaded areas, and wetter snow in sunny areas. Low temperatures at night can cause the wet snow to form a crust over the surface during the night.

Wind. Wind can pack and drift snow. The more constant the wind is, the harder the snow will be packed. Activities such as snowshoeing, skiing and walking will make no impression on the surface. Changes in temperature between warm wind, and those below freezing, will cause an ice crust to form. Movement under such conditions can be quite difficult. Loose snow will drift in the wind causing a wavy surface.

MAIN CHARACTERISTICS OF SNOW

There are three main characteristics of snow that are of interest:

Carrying Capacity. The harder the snow is packed, the greater the amount of weight it will be able to support. An ice crust may have a good carrying capacity, but be difficult to move across because it is too slippery.

Sliding Characteristics. Generally dry snow, packed snow and crusted snow provide better sliding characteristics than wet snow, falling snow and newly fallen snow.

Holding Capacity. This is of interest mainly to skiers, not to snowshoers. It is the ability of the snow to hold the ski and prevent it from sliding backward.

CATEGORIES OF SNOW

Wet Snow. Wet snow is most common in springtime, but can be found in autumn or late winter. It can be made into a solid snowball.

Moist Snow. Moist snow is usually found in early winter, but may occur later in the winter during warm periods. It can be made into a snowball, but has a tendency to fall apart.

Dry Snow. Generally found in mid-winter but can occur at any time when the temperatures are low. It may be packed from the wind, or powdered. At very low temperatures, this snow is more like sand, and has poor qualities for sliding.

New Snow. It may be wet, moist or dry depending on the conditions in which it falls.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are two factors that contribute to the effect on temperature?
- Q2. What is carrying capacity?
- Q3. What are the four categories of snow?

ANTICIPATED ANSWERS

- A1. Sunlight and wind.
- A2. Carrying capacity means that the harder the snow is packed, the more weight it can endure.
- A3. Wet, moist, dry, and new.

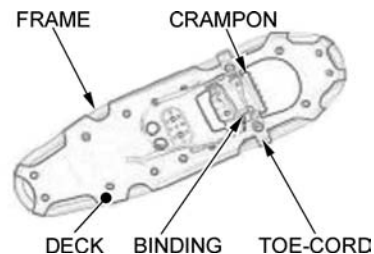
Teaching Point 2**Describe Snowshoe Components**

Time: 10 min

Method: Interactive Lecture



The instructor is to use the actual snowshoe being utilized during the activity portion of the period as the model for identifying parts.



www.mec.ca

Figure 12-5-1 Parts of the Snowshoe

FRAMES

The frame is the skeleton. It usually, but not always, includes both an outside framework and crosspieces that provide stability within. Most snowshoes have either a traditional steamed and bent wood frame, or an aluminum alloy frame that is welded or riveted together.

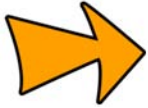
Wood Frame. Wood frames must be made from wood that has straight grain and no knots or other flaws that may weaken it. Common woods for snowshoes are white ash, sugar maple or yellow birch.

Aluminum Frame. Some aluminum alloy frames are anodized with an electrostatic coating that protects the aluminum from corrosion. Others are painted using an etching preparation to prevent chipping. Some snowshoes, particularly military-issue snowshoes, are made with frames made of high-strength, aircraft-grade magnesium alloy.

Plastic Frame. Some interjected snowshoes have a frame and deck that are constructed to be one solid piece of plastic.

DECKING

Decking (or lacing), is also known as the carrying surface, is the surface that effectively makes our feet bigger. It may be webbed, as are traditional rawhide-laced snowshoes, or it may be solid or nearly solid, as are many new design snowshoes with neoprene or other synthetic decks. These new style decks give better flotation using a solid decking than those with more traditional webbing. As a result, a smaller snowshoe can be worn if it is decked.



Neoprene is a rubber-like material. It is the same material used to make wet suits.

BINDINGS

The binding attaches the foot to the snowshoe. Bindings come in a bewildering array of styles, from an impromptu harness fashioned of cord, to a snap-in binding similar to those used for cross-country skis or snowboards, designed so the wearer can switch from one to another in a matter of seconds. Between those two extremes are the A-type and the H-type bindings, named for the approximate shapes their straps form. The binding may also have a crampon, or metal cleat, used to dig in on icy routes.



The instructor is to concentrate on the type of snowshoe and binding being used by the cadets on the FTX; however, the other designs are worthy of mention, in the event the cadets encounter them on future training.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the three types of frames?
- Q2. What is the decking?
- Q3. What does the binding attach the foot to?

ANTICIPATED ANSWERS

- A1. Wood, aluminum and plastic.
- A2. Decking is known as the carrying surface. It effectively makes the foot bigger.
- A3. The binding attaches the foot to the snowshoe.

Teaching Point 3

Explain and Demonstrate Snowshoeing Techniques

Time: 85 min

Method: Demonstration and Performance



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

WALKING

Simply place one foot in front of the other, sliding it if the binding provides free rotation, stepping if fixed. Make sure one snowshoe does not land on the other, or you will tumble. If you fall, roll your weight back on to the snowshoes while tucked, and then rise. Once you are able to walk, try finding a pace that is comfortable for you.

BACKING UP

Backing up is a little more difficult. The easiest way to reverse direction is to make a sweeping U-turn, but it is not often possible. While stepping in reverse, it helps to watch your feet. Fixed-rotation snowshoes and free-rotation snowshoes without tails make it easier to move backward.

EDGING

To move across a hillside, kick the uphill edge of the snowshoe into the hillside, to create a horizontal step. Poles will help you balance as you move.

TRAVERSING

Traversing is probably the most practical climb and descent manoeuvre. In this switchback edging technique, you move diagonally back and forth across a hill, creating a zigzag track up or down the hill.

DOWNHILL

Going downhill can be one of the most difficult snowshoe manoeuvres. The snowshoe will tend to slide. When going downhill a snowshoe with heel traction is useful. Keep your knees bent, leaning back slightly to place as much weight as possible on the heels, providing additional traction. No matter where you are walking, try not to walk too close to rocks, trees, or shrubs, especially if they are partially covered with snow. The wind may have left snow less pockets near these objects into which you might drop.

USING POLES

Poles can be a great aid in helping you balance on top of your snowshoes. You can also push against poles for some forward momentum, taking some of the weight off your legs and giving more of the work to your upper body and arms. Poles can also be used to prod the snow in search of avalanche victims.



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What do you do when you fall?
- Q2. What should you try to avoid when walking on snowshoes?
- Q3. When using poles, which part of the body will get more of a workout?

ANTICIPATED ANSWERS

- A1. Roll your weight onto your snowshoes and then rise.
- A2. You should avoid walking near rocks, trees and shrubs.
- A3. The upper body and arms will get more of a workout if you are using your poles.

END OF LESSON CONFIRMATION

Cadets will participate in a pre-planned route determined by the instructor. The route shall cover different types of terrain, allowing cadets a full snowshoeing experience. Once the cadets have had suitable time to practice, they should participate in a winter trek lasting approximately 40 min.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets should practice snowshoeing techniques until they are more comfortable with the various techniques and manoeuvres.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Snowshoeing can be a fun activity during a winter FTX. It allows cadets to remain active and they will learn a new trekking skill.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-009 A-CR-CCP-107/PT-002 D Cdts. (1978). *Royal Canadian Army Cadets Course Training Plan Corps Training Program Winter Adventure Training Manual*. Ottawa, ON: The Department of National Defence.
- C2-013 (ISBN 0-8117-2928-1) Griffin, S.A. (1998). *Snowshoeing*. Mechanicsburg, PA: Stackpole Books.