



**COMMON TRAINING**  
**SILVER STAR**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

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

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Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

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

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

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

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadets to the leadership team model, core leadership competencies and leadership opportunities for a Silver Star cadet.

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**INTRODUCTION**

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**REVIEW**

N/A.

**OBJECTIVES**

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

**IMPORTANCE**

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

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

Time: 10 min

Method: Interactive Lecture



Distribute the Leadership Team Model handout located at Annex A.

**LEADERSHIP TEAM MODEL**

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



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

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

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

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

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

**THE LEADERSHIP TEAM MODEL**

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

Figure 3-1-1 Leadership Team Model

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## CONFIRMATION OF TEACHING POINT 1

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**QUESTIONS**

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

**ANTICIPATED ANSWERS**

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

**Teaching Point 2****Describe Core Leadership Competencies**

Time: 5 min

Method: Interactive Lecture



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

**CORE LEADERSHIP COMPETENCIES**

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

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

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## CONFIRMATION OF TEACHING POINT 2

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**QUESTIONS**

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

**ANTICIPATED ANSWERS**

- A1. Core leadership competencies.

A2. The six core leadership competencies are:

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

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### Teaching Point 3

### Explain the Components of Intrapersonal Management

Time: 5 min

Method: Interactive Lecture

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

### COMPONENTS OF INTRAPERSONAL MANAGEMENT

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

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

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

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

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

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

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### CONFIRMATION OF TEACHING POINT 3

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### QUESTIONS

Q1. What is intrapersonal management?

Q2. What are the five components of intrapersonal management?

Q3. How may cadets exercise self-management?

### ANTICIPATED ANSWERS

A1. Intrapersonal management is how cadets control themselves.

A2. The five components of intrapersonal management are:

- identifying and satisfying personal needs;
- exercising self-control;
- exercising self-management;
- pursuing self-improvement; and
- establishing a positive identity.

A3. Cadets may exercise self-management by taking charge of their own lives.

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### Teaching Point 4

### Explain the Components of Interpersonal Management

Time: 5 min

Method: Interactive Lecture

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### COMPONENTS OF INTERPERSONAL MANAGEMENT

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

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

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

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

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### CONFIRMATION OF TEACHING POINT 4

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### QUESTIONS

Q1. What is interpersonal management?

Q2. What are the three components of interpersonal management?

Q3. How should cadets resolve disagreements?

### ANTICIPATED ANSWERS

A1. Interpersonal management is how cadets behave and get along with others.

A2. The three components of interpersonal management are:

- interacting positively within the cadet community;
- interacting positively with others; and
- dealing with interpersonal conflict in a respectful way.

- A3. Cadets should resolve disagreements with others at the lowest possible level and come up with a mutually satisfactory solution where a “win-win” outcome is achieved.

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**Teaching Point 5****Explain the Components of Teamwork**

Time: 5 min

Method: Interactive Lecture

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**COMPONENTS OF TEAMWORK**

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

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

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

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

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**CONFIRMATION OF TEACHING POINT 5**

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**QUESTIONS**

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

**ANTICIPATED ANSWERS**

- A1. Teamwork is how cadets create effective and efficient action in a group of people.
- A2. The three components of teamwork are:
- participating in the stages of team development;
  - displaying positive team dynamics; and
  - participating in team-building activities.
- A3. Cadets may display positive team dynamics by following the team leader, including all participants, encouraging team members, contributing to team morale and esprit de corps, contributing to the accomplishment of team goals, contributing to group decisions, trusting the team, supporting team members, appreciating team members, and celebrating team successes.

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**Teaching Point 6****Explain the Components of Effective Communication**

Time: 5 min

Method: Interactive Lecture

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**COMPONENTS OF EFFECTIVE COMMUNICATION**

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

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

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

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

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**CONFIRMATION OF TEACHING POINT 6**

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**QUESTIONS**

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

**ANTICIPATED ANSWERS**

- A1. Effective communication is how cadets relay information successfully.
- A2. The three components of effective communication are:
- receiving information;
  - interpreting information; and
  - responding to information.
- A3. Information may be received verbally or in writing.
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**Teaching Point 7****Explain the Components of Applied Leadership**

Time: 5 min

Method: Interactive Lecture

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**COMPONENTS OF APPLIED LEADERSHIP**

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

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

**Participating in Leadership Assignments.** Cadets will take part in given tasks or jobs. This gives cadets chances to practice influencing and managing others. Some of these tasks or jobs will be evaluated by the

staff and some will not be evaluated. Cadets should practice reflection and self-assessment after leading each assignment.

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

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

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

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

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### CONFIRMATION OF TEACHING POINT 7

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#### QUESTIONS

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

#### ANTICIPATED ANSWERS

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

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#### Teaching Point 8

#### Explain the Components of Mentorship

Time: 5 min

Method: Interactive Lecture

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#### COMPONENTS OF MENTORSHIP

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



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

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

### CONFIRMATION OF TEACHING POINT 8

#### QUESTIONS

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

#### ANTICIPATED ANSWERS

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

#### Teaching Point 9

#### Identify the Silver Star Team Leader Opportunities

Time: 5 min

Method: Interactive Lecture

#### SILVER STAR TEAM LEADER OPPORTUNITIES

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

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

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

### CONFIRMATION OF TEACHING POINT 9

#### QUESTIONS

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

## **ANTICIPATED ANSWERS**

A1. The Silver Star training opportunities include:

- performing the role of a mentor; and
- completing a leadership assignment.

A2. One simple way to perform the role of a mentor is to use the buddy system.

A3. Some examples of leadership assignments include classroom set up, ensuring building clean up, or assisting with an expedition day.

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## **END OF LESSON CONFIRMATION**

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## **QUESTIONS**

Q1. What position does a Silver Star cadet hold in the leadership team model?

Q2. List the six core leadership competencies.

Q3. What are the Silver Star training opportunities?

## **ANTICIPATED ANSWERS**

A1. The Silver Star cadet holds the position of team leader.

A2. The six core leadership competencies are:

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

A3. The Silver Star training opportunities include:

- performing the role of a mentor; and
- completing a leadership assignment.

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## **CONCLUSION**

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## **HOMEWORK/READING/PRACTICE**

N/A.

## **METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

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

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**


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**COMMON TRAINING**  
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**SECTION 2**

**EO M303.02 – PARTICIPATE IN A MENTORING RELATIONSHIP**

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

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

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

Prepare questions for the group discussion.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

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

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the mentoring relationship.

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**INTRODUCTION**

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**REVIEW**

N/A.

**OBJECTIVES**

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

**IMPORTANCE**

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

**Teaching Point 1****Explain the Mentoring Relationship**

Time: 15 min

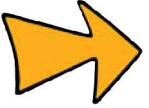
Method: Interactive Lecture



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

**THE MENTORING RELATIONSHIP**

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



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

**Recognizing the Purpose of a Mentoring Relationship**

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

**Identifying the Benefits of Participating in a Mentoring Relationship**

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

**Contributing to a Mentoring Match**

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

**Being Open to New Things**

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

**Being Responsive to Suggestions and Constructive Criticism**

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

## Providing Feedback to the Mentor

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

## Learning From the Mentor's Example

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



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

## Participating in Mentoring Activities

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

## Appreciating the Mentoring Relationship

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

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### CONFIRMATION OF TEACHING POINT 1

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#### QUESTIONS

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

#### ANTICIPATED ANSWERS

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

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

Time: 10 min

Method: Group Discussion

**BACKGROUND KNOWLEDGE**

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



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

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

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

**SUGGESTED QUESTIONS**

Q1. What is self-reflection?

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

Q3. What is self-assessment?



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



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



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

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### CONFIRMATION OF TEACHING POINT 2

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

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### END OF LESSON CONFIRMATION

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

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### CONCLUSION

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### HOMEWORK/READING/PRACTICE

N/A.

### METHOD OF EVALUATION

N/A.

### CLOSING STATEMENT

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

### INSTRUCTOR NOTES/REMARKS

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

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### REFERENCES

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**SECTION 3**  
**EO M303.03 – PRACTICE SELF-ASSESSMENT**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

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

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

Photocopy handout located at Annex C for each cadet.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

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

An in-class activity was chosen for TP 2 as an interactive way to provoke thought, to stimulate an interest among cadets and to conduct self-assessments.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the benefits of seeking feedback and assistance.

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**INTRODUCTION**

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**REVIEW**

N/A.

**OBJECTIVES**

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

**IMPORTANCE**

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

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

Time: 5 min

Method: Interactive Lecture



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

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

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

**CONFIRMATION OF TEACHING POINT 1****QUESTIONS**

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

**ANTICIPATED ANSWERS**

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

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

Time: 10 min

Method: In-Class Activity



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

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

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

**ACTIVITY****OBJECTIVE**

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

**RESOURCES**

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

**ACTIVITY LAYOUT**

N/A.

**ACTIVITY INSTRUCTIONS**

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

**SAFETY**

N/A.

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**CONFIRMATION OF TEACHING POINT 2**


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

---

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

Time: 10 min

Method: Group Discussion

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**BACKGROUND KNOWLEDGE**


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

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

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

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

---

## GROUP DISCUSSION

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### TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

### SUGGESTED QUESTIONS

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



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



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

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### CONFIRMATION OF TEACHING POINT 3

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

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## END OF LESSON CONFIRMATION

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



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

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## CONCLUSION

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### HOMEWORK/READING/PRACTICE

N/A.

### METHOD OF EVALUATION

N/A.

### CLOSING STATEMENT

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

### INSTRUCTOR NOTES/REMARKS

N/A.

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**COMMON TRAINING**  
**SILVER STAR**  
**INSTRUCTIONAL GUIDE**



**SECTION 4**

**EO M303.04 – COMMUNICATE AS A TEAM LEADER**

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Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

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

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

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

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An interactive lecture was chosen for TPs 1–4 to orient the cadets to communicating as a team leader.

An in-class activity was chosen for TP 5 as an interactive way to provoke thought and stimulate interest among cadets about the process of communication and the barriers to communication.

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**INTRODUCTION**

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**REVIEW**

N/A.

**OBJECTIVES**

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

**IMPORTANCE**

It is important for cadets to understand the process of communication. People communicate everyday as a way to share knowledge, interests, attitudes, opinions, feelings and ideas with others. After understanding ways to communicate, cadets must become familiar with the process of communication and when and how to use

it. Communication skills are a fundamental part of leadership because they permit the flow of ideas from one individual to another or to a group, and vice versa. Effective communication helps people break down barriers between themselves and others.

---

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

Time: 5 min

Method: Interactive Lecture

---

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

**VERBAL COMMUNICATION**

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

**NON-VERBAL COMMUNICATION**

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



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

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

---

**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS**

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

**ANTICIPATED ANSWERS**

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

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

Time: 15 min

Method: Interactive Lecture



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

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

**THE DEFINITION OF HEARING**

Oxford dictionary defines “hear” as:

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

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

**THE DEFINITION OF LISTENING**

Oxford dictionary defines “listen” as:

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

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

**ACTIVE LISTENING**

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

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



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

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

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

Figure 3-4-1 Active Listening Examples

## POOR LISTENING HABITS

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

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

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



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



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

Figure 3-4-2 Chinese Listen Character

### THE IMPACT THAT LISTENING AND HEARING HAVE ON COMMUNICATION

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



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

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

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

---

### CONFIRMATION OF TEACHING POINT 2

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#### QUESTIONS

- Q1. What is the definition of "listen"?
- Q2. List some examples of poor listening habits.
- Q3. In what ways should listeners involve themselves in communication?

## ANTICIPATED ANSWERS

A1. Oxford dictionary defines “listen” as:

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

A2. The following are examples of poor listening habits:

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

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

---

### Teaching Point 3

### Describe the Process of Communication

Time: 5 min

Method: Interactive Lecture

---

## PROCESS OF COMMUNICATION

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

The process of communication consists of three steps:

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

### Receiving Information

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

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

### Interpreting Information

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

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

### Responding To Information

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

## CONFIRMATION OF TEACHING POINT 3

### QUESTIONS

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

### ANTICIPATED ANSWERS

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

### Teaching Point 4

### Identify the Barriers to Effective Communication

Time: 10 min

Method: Interactive Lecture

### BARRIERS TO COMMUNICATION

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

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

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

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

## Intrapersonal Factors

The following barriers to communication are intrapersonal factors:

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

## Distraction Factors

The following barriers to communication are distraction factors:

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

## Delivery

The following barriers to communication are delivery factors:

- **Language.** The language a person speaks may have a significant affect on the effectiveness of a message. Trying to understand a message that is being sent in another language is extremely difficult. Also, when a person uses complex wording to explain a concept, meaning can be lost. Using simple language to explain concepts will ensure that everyone understands the message and will avoid possible confusion.
- **Mixed Messages.** Mixed messages occur when the sender sends a variety of messages, all indicating different ideas or meanings. Mixed messages may be interpreted through body language and tone of voice used by the sender. If the receiver interprets mixed messages, the intent of the message may become lost.
- **Overload.** When bombarded with information, understanding a message is difficult. When given extra information, the receiver has to sort through and pick out the key pieces. Being overloaded may cause a person to hear only part of a message or distort a message. As a sender, only send the information that the receiver needs to know.



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

Time: 15 min

Method: In-Class Activity

**ACTIVITY****OBJECTIVE**

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

**RESOURCES**

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

**ACTIVITY LAYOUT**

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

**ACTIVITY INSTRUCTIONS**

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



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

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



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

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

### **SAFETY**

N/A.

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### **CONFIRMATION OF TEACHING POINT 5**

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

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### **END OF LESSON CONFIRMATION**

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

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### **CONCLUSION**

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### **HOMEWORK/READING/PRACTICE**

N/A.

### **METHOD OF EVALUATION**

N/A.

### **CLOSING STATEMENT**

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

### **INSTRUCTOR NOTES/REMARKS**

N/A.

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### **REFERENCES**

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**COMMON TRAINING**  
**SILVER STAR**  
**INSTRUCTIONAL GUIDE**



**SECTION 5**

**EO M303.05 – SUPERVISE CADETS**

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Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

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

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

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

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

A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about supervision.

---

**INTRODUCTION**

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**REVIEW**

N/A.

**OBJECTIVES**

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

**IMPORTANCE**

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

---

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

Time: 10 min

Method: Interactive Lecture

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**THE PURPOSES OF SUPERVISION**

There are three main purposes of supervision.

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



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



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

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

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



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

---

**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS**

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

**ANTICIPATED ANSWERS**

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

---

**Teaching Point 2****Explain How to Supervise**

Time: 10 min

Method: Interactive Lecture

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**HOW TO SUPERVISE**

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

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

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

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

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

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

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

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

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



Successful supervisors are usually successful leaders.

---

**CONFIRMATION OF TEACHING POINT 2**

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**QUESTIONS**

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

**ANTICIPATED ANSWERS**

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

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

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

---

**Teaching Point 3****Conduct a Group Discussion on Supervision**

Time: 15 min

Method: Group Discussion

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---

**GROUP DISCUSSION**

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**TIPS FOR ANSWERING/FACILITATING DISCUSSION**

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

**SUGGESTED QUESTIONS**

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





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



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

---

### CONFIRMATION OF TEACHING POINT 3

---

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

#### Teaching Point 4

#### Discuss the Supervision Requirements at the Corps

Time: 15 min

Method: Group Discussion



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

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

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### GROUP DISCUSSION

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#### TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

- Additional questions should be prepared ahead of time.

### **SUGGESTED QUESTIONS**

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



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



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

---

### **CONFIRMATION OF TEACHING POINT 4**

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

---

### **END OF LESSON CONFIRMATION**

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

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### **CONCLUSION**

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### **HOMEWORK/READING/PRACTICE**

N/A.

### **METHOD OF EVALUATION**

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

### **CLOSING STATEMENT**

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

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**COMMON TRAINING**  
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**SECTION 6**  
**EO M303.06 – SOLVE PROBLEMS**

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Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

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

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

Photocopy the problem-solving scenarios located at Annex E.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An interactive lecture was chosen for TPs 1–3 to review logical analysis and orient the cadets to additional problem-solving methods.

An in-class activity was chosen for TP 4 as an interactive way to provoke thought and stimulate interest among cadets about problem solving.

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**INTRODUCTION**

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**REVIEW**

N/A.

**OBJECTIVES**

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

**IMPORTANCE**

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

---

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

Time: 5 min

Method: Interactive Lecture

---

**LOGICAL ANALYSIS**

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

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

**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS**

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

**ANTICIPATED ANSWERS**

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

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

Time: 10 min

Method: Interactive Lecture

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

The IRISE method of problem solving was developed for adolescents.

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

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

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

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## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS

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

### ANTICIPATED ANSWERS

- A1. For adolescents.
- A2. Logical analysis.
- A3. The steps in the IRISE method of problem solving are:

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

---

**Teaching Point 3**

**Explain the Steps in the TEACH Method of Problem Solving**

Time: 10 min

Method: Interactive Lecture

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

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

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

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

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**CONFIRMATION OF TEACHING POINT 3**

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**QUESTIONS**

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



**ANTICIPATED ANSWERS**

A1. For a team approach.

A2. The IRISE method.

A3. The five steps to the TEACH method of problem solving are:

- time,
- exposure,
- assistance,
- creativity, and
- hit it.

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

Time: 25 min

Method: In-Class Activity



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

**ACTIVITY****OBJECTIVE**

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

**RESOURCES**

- Scenario, and
- Pen/pencil.

**ACTIVITY LAYOUT**

N/A.

**ACTIVITY INSTRUCTIONS**

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



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

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

**SAFETY**

N/A.

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**CONFIRMATION OF TEACHING POINT 4**

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

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**END OF LESSON CONFIRMATION**

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

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

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

**CLOSING STATEMENT**

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

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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**COMMON TRAINING**  
**SILVER STAR**  
**INSTRUCTIONAL GUIDE**



**SECTION 7**

**EO M303.07 – LEAD CADETS THROUGH A LEADERSHIP ASSIGNMENT**

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Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

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

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

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

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

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

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

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

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

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

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

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

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

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

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

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## INTRODUCTION

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### REVIEW

N/A.

### OBJECTIVES

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

### IMPORTANCE

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



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

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### Teaching Point 1

### Discuss and Demonstrate the Process of Preparing for a Leadership Assignment

Time: 10 min

Method: Demonstration



Discuss the aspects of preparing for a leadership assignment.

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

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

## PREPARE FOR A LEADERSHIP ASSIGNMENT

### Ensure the Goal is Understood

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

### **Ensure the Required Resources are Available**

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

### **Complete a Time Appreciation**

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

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

### **Make a Plan**

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

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

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



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



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



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

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

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### CONFIRMATION OF TEACHING POINT 1

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#### QUESTIONS

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

#### ANTICIPATED ANSWERS

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

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

Time: 10 min

Method: Demonstration



Discuss the aspects for introducing a leadership assignment.

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

**INTRODUCE A LEADERSHIP ASSIGNMENT**

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

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

**State the Assignment to be Completed**

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



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

**State the Goal of the Assignment**

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

**Identify the Resources Required for the Assignment**

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

**Communicate the Overall Plan**

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

**Assign Tasks to Team Members as Applicable**

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

## Ensure the Team Members Understand the Assignment

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



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

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



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



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

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

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## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS

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

### ANTICIPATED ANSWERS

- A1. The steps are:
- state the assignment to be completed;



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

A2. The end state.

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

---

### Teaching Point 3

### Discuss and Demonstrate the Process of Conducting a Leadership Assignment

Time: 10 min

Method: Demonstration

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Discuss the aspects of conducting a leadership assignment.

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

## CONDUCT A LEADERSHIP ASSIGNMENT

### Supervise Peers

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

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

### Maintain Team Control

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

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

### Ensure the Assignment is Progressing According to the Time Allotted

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

### Modify the Plan as Required

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



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

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

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### CONFIRMATION OF TEACHING POINT 3

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#### QUESTIONS

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

#### ANTICIPATED ANSWERS

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

---

#### Teaching Point 4

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

Time: 10 min

Method: Demonstration

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

#### DEBRIEF A TEAM FOLLOWING A LEADERSHIP ASSIGNMENT

##### Review the Goal

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

## Provide Feedback

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

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



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

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

## Re-Motivate the Team

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



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

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

---

## CONFIRMATION OF TEACHING POINT 4

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## QUESTIONS

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

## ANTICIPATED ANSWERS

A1. The three steps of a leadership assignment debriefing:

- reviewing the goal;
- providing feedback; and
- re-motivating the team.

A2. Some questions could include:

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

A3. The cadets need to be reminded of the importance of working together to accomplish an assignment.

---

### Teaching Point 5

### Explain the After-Assignment Report

Time: 5 min

Method: Interactive Lecture

---



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

## AFTER-ASSIGNMENT REPORT

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

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

## LEADERSHIP ASSIGNMENT ASSESSMENT RUBRIC

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

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



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

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## CONFIRMATION OF TEACHING POINT 5

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**QUESTIONS**

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

**ANTICIPATED ANSWERS**

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

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**Teaching Point 6**
**Discuss How to Plan for a Leadership Assignment**

Time: 5 min

Method: In-Class Activity

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### ACTIVITY

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**OBJECTIVE**

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

**RESOURCES**

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

**ACTIVITY LAYOUT**

N/A.

**ACTIVITY INSTRUCTIONS**

1. Explain that this step is normally completed directly before the leadership assignment is to be conducted. Time will be given to develop a plan for the leadership assignment when each assignment is given. Both leadership assignments will be conducted at a later time.
2. Distribute a leadership assignment to each cadet.
3. Encourage the cadets to ask questions if the goal is not understood.
4. Tell the cadets to assume that all required resources are available.
5. Ensure the cadets are aware that there are aspects of planning that must still be completed when leading a team through the leadership assignment. For example, questions must still be asked to make sure the goal is understood, resources must still be checked and a time appreciation must still be completed. At

this point during the actual leadership assignment, some cadets may wish to revisit/reanalyze the plan developed during this activity.

6. Have the cadets develop a plan to conduct their leadership assignment. The cadets may work in small teams if desired for answering questions and assisting with planning.

### **SAFETY**

N/A.

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### **CONFIRMATION OF TEACHING POINT 6**

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

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### **END OF LESSON CONFIRMATION**

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### **QUESTIONS**

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

### **ANTICIPATED ANSWERS**

- A1. The five main steps are:
  - preparing for the assignment;
  - introducing the assignment;
  - conducting the assignment;
  - debriefing the team; and
  - presenting an after-assignment report.
- A2. A way to maintain team control is to motivate throughout the assignment and encourage team members to motivate each other. This will help create a positive environment.
- A3. The after-assignment report is a tool for cadets to use to reflect on their performance after completing a leadership assignment. It is used by the cadet (the leader) during the debriefing with the directing staff to help guide the discussion.

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### **CONCLUSION**

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### **HOMEWORK/READING/PRACTICE**

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

### **METHOD OF EVALUATION**

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

### **CLOSING STATEMENT**

Leadership assignments will occur many times throughout cadet training. When given an assignment, all cadets must know and be comfortable performing the steps involved for successful completion. Being able to combine

all of the segments of leadership training such as solving problems and supervising, into one cohesive unit in order to lead a team through an assignment is a special achievement for which all cadets should strive.

#### INSTRUCTOR NOTES/REMARKS

N/A.

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**COMMON TRAINING**  
**SILVER STAR**  
**INSTRUCTIONAL GUIDE**



**SECTION 8**

**EO C303.01 – LEAD A TEAM-BUILDING ACTIVITY**

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Total Time:

90 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

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

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

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

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

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

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

Prepare the activity for TP 3 by:

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

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

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An in-class activity was chosen for TPs 1, 3 and 5 as it is an interactive way to provoke thought and stimulate interest among cadets.

A group discussion was chosen for TPs 2, 4 and 6 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the components of team-building activities.

A practical activity was chosen for TP 7 as it is an interactive way to allow the cadets to experience team-building activities in a safe and controlled environment.

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## **INTRODUCTION**

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### **REVIEW**

N/A.

### **OBJECTIVES**

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

### **IMPORTANCE**

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



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

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

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

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

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

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### Teaching Point 1

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

Time: 5 min

Method: In-Class Activity

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## ACTIVITY

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### OBJECTIVE

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

### RESOURCES

N/A.

### ACTIVITY LAYOUT

N/A.

### ACTIVITY INSTRUCTIONS

1. Get the attention of the cadets. Inform the cadets that they will be participating in an activity called “Alphabet Soup” (*Get the Team’s Attention*).

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

## SAFETY

N/A.

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### CONFIRMATION OF TEACHING POINT 1

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

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## Teaching Point 2

## Have the Cadets Analyze the Elements of an Introduction

Time: 10 min

Method: Group Discussion

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### BACKGROUND KNOWLEDGE

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

## ELEMENTS OF AN INTRODUCTION

### Getting the Team's Attention

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

### Explaining the Goal of the Activity

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

### Explaining the Activity

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

### Assigning Tasks as Necessary

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

### Setting Time Limits

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

### Relaying Safety Concerns as Necessary

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

### Motivating the Team

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

## GROUP DISCUSSION



### TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

### SUGGESTED QUESTIONS

- Q1. What was the first thing that was done in the introduction to "Alphabet Soup"? Are there different ways to start a team-building activity? What is the first thing you should do?
- Q2. Should the goal of the activity be explained prior to commencing the activity? Why or why not? Will the activity be as successful if the goal is not explained?
- Q3. Why is it important to inform the cadets how much time they have to complete the activity? When would you tell them how much time they have?

Q4. During the introduction to “Alphabet Soup” were you motivated to begin the activity? What effect did this have on you? Did it make you more interested in completing the activity?

Q5. What other considerations should be passed on during an introduction? Should safety concerns be passed on to the team or should they be left to figure them out as they proceed through the activity?



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



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

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### CONFIRMATION OF TEACHING POINT 2

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

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#### Teaching Point 3

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

Time: 10 min

Method: In-Class Activity

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### ACTIVITY

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#### OBJECTIVE

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

#### RESOURCES

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

#### ACTIVITY LAYOUT

N/A.

#### ACTIVITY INSTRUCTIONS

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

5. Give the cadets approximately five minutes to form longer words or small sentences.

### SAFETY

N/A.

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### CONFIRMATION OF TEACHING POINT 3

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

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### Teaching Point 4

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

Time: 10 min

Method: Group Discussion

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### BACKGROUND KNOWLEDGE

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

### RESPONSIBILITIES OF THE LEADER WHILE CONDUCTING THE ACTIVITY

#### Start the Activity

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

#### Supervise the Team

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

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

#### Ensure the Goal is Achieved

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

- refocus the cadets by clarifying the goal of the activity; or
- redirect the activity by modifying the activity to better suit the group.

#### Stop the Activity if Required

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

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

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

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

### **End the Activity Within the Time Limit**

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

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## **GROUP DISCUSSION**

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### **TIPS FOR ANSWERING/FACILITATING DISCUSSION**

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

### **SUGGESTED QUESTIONS**

- Q1. As the leader of a team-building activity, what do you think some of your responsibilities will be?
- Q2. Throughout the duration of the activity, what do you think is the one thing that every leader must do to ensure safety and progression of the activity?
- Q3. Under what circumstances would an activity have to be stopped? If an activity is stopped prior to its completion, can it be revisited?





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



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

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### CONFIRMATION OF TEACHING POINT 4

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

#### Teaching Point 5

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

Time: 5 min

Method: In-Class Activity

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### ACTIVITY

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#### OBJECTIVE

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

#### RESOURCES

N/A.

#### ACTIVITY LAYOUT

N/A.

#### ACTIVITY INSTRUCTIONS

1. Have the cadets gather and refocus their attention after the completion of the activity.
2. Review that the goal of "Alphabet Soup" was to energize the cadets and get them moving.
3. Provide feedback on the activity such as:
  - (a) how the cadets felt about the activity;
  - (b) what the cadets felt they learned from the activity;
  - (c) if the goal was met;
  - (d) if the activity was completed;
  - (e) how the activity could have been conducted differently;

- (f) how the cadets interacted during the activity; and
- (g) what behaviours helped and/or hindered the activity.

4. Re-motivate the team by:

- (a) discussing the meaning of the activity;
- (b) discussing how the activity and its outcomes relate to the team's everyday interactions; and
- (c) discussing how the learning can affect the team on a daily basis.

**SAFETY**

N/A.

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**CONFIRMATION OF TEACHING POINT 5**

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

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**Teaching Point 6**

**Discuss the Elements of a Debriefing**

Time: 10 min

Method: Group Discussion

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**BACKGROUND KNOWLEDGE**

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

**ELEMENTS OF A DEBRIEFING**



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

**Reviewing the Goal**

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

**Providing Feedback**

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

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

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

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

### Re-Motivating the Team

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

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

### SUGGESTED QUESTIONS

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



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



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

---

### CONFIRMATION OF TEACHING POINT 6

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

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#### Teaching Point 7

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

Time: 30 min

Method: Practical Activity

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### ACTIVITY

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#### OBJECTIVE

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

#### RESOURCES

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

#### ACTIVITY LAYOUT

N/A.

#### ACTIVITY INSTRUCTIONS



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

1. Divide the cadets into an even number of groups (eg, four groups for 24 cadets or less, six groups for 30 cadets).
2. Distribute a team-building activity and a Team-Building Planning Guide to each group.

3. Allow each group approximately 10 minutes to prepare their activity. Ensure that each cadet has a role to play in conducting their activity.
4. Have each group partner with another group for the presentation of their activity (eg, Group 1 will conduct their activity with Group 3 and vice versa).
5. Within the partnered groups, have one group conduct their activity with their partnered group. Allow approximately 15 minutes to conduct the activity. Observe and offer feedback on completion.
6. Within the partnered groups, have the second group conduct their activity with their partnered group. Allow approximately 15 minutes to conduct the activity. Observe and offer feedback on completion.

### **SAFETY**

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

---

### **CONFIRMATION OF TEACHING POINT 7**

---

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

---

### **END OF LESSON CONFIRMATION**

---

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

---

### **CONCLUSION**

---

### **HOMEWORK/READING/PRACTICE**

N/A.

### **METHOD OF EVALUATION**

N/A.

### **CLOSING STATEMENT**

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

### **INSTRUCTOR NOTES/REMARKS**

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

---

### **REFERENCES**

---

- C0-028 (ISBN 0-07-046513-4) Newstrom, J., & Scannell, E. (1998). *The Big Book of Team Building Games*. New York, NY: McGraw-Hill.

- C0-238 (ISBN 0-7879-4835-7) Sugar, S., & Takacs, G. (2000). *Games That Teach Teams: 21 Activities to Super-Charge Your Group!*, San Francisco, CA: Jossey-Bass/Pfeiffer.
- C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- C0-268 (ISBN 1-57542-265-4) MacGregor, M. G. (2008). *Teambuilding With Teens*. Minneapolis, MN: Free Spirit Publishing Inc.



**COMMON TRAINING**  
**SILVER STAR**  
**INSTRUCTIONAL GUIDE**



**SECTION 9**

**EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER**

Total Time:

60 min

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**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

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

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

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

**PRE-LESSON ASSIGNMENT**

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

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

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

**APPROACH**

A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience giving a presentation in a safe and controlled environment. This activity contributes to the development of leadership skills and knowledge in fun and challenging setting.

---

**INTRODUCTION**

---

**REVIEW**

N/A.

## OBJECTIVES

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

## IMPORTANCE

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

---

### Teaching Point 1

### Supervise Cadets Delivering a Presentation About a Leader

Time: 50 min

Method: Practical Activity

---



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

---

## ACTIVITY

---

### OBJECTIVE

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

### RESOURCES

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

### ACTIVITY LAYOUT

N/A.

### ACTIVITY INSTRUCTIONS

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

### SAFETY

N/A.



---

**CONFIRMATION OF TEACHING POINT 1**

---

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

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

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

**INSTRUCTOR NOTES/REMARKS**

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

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

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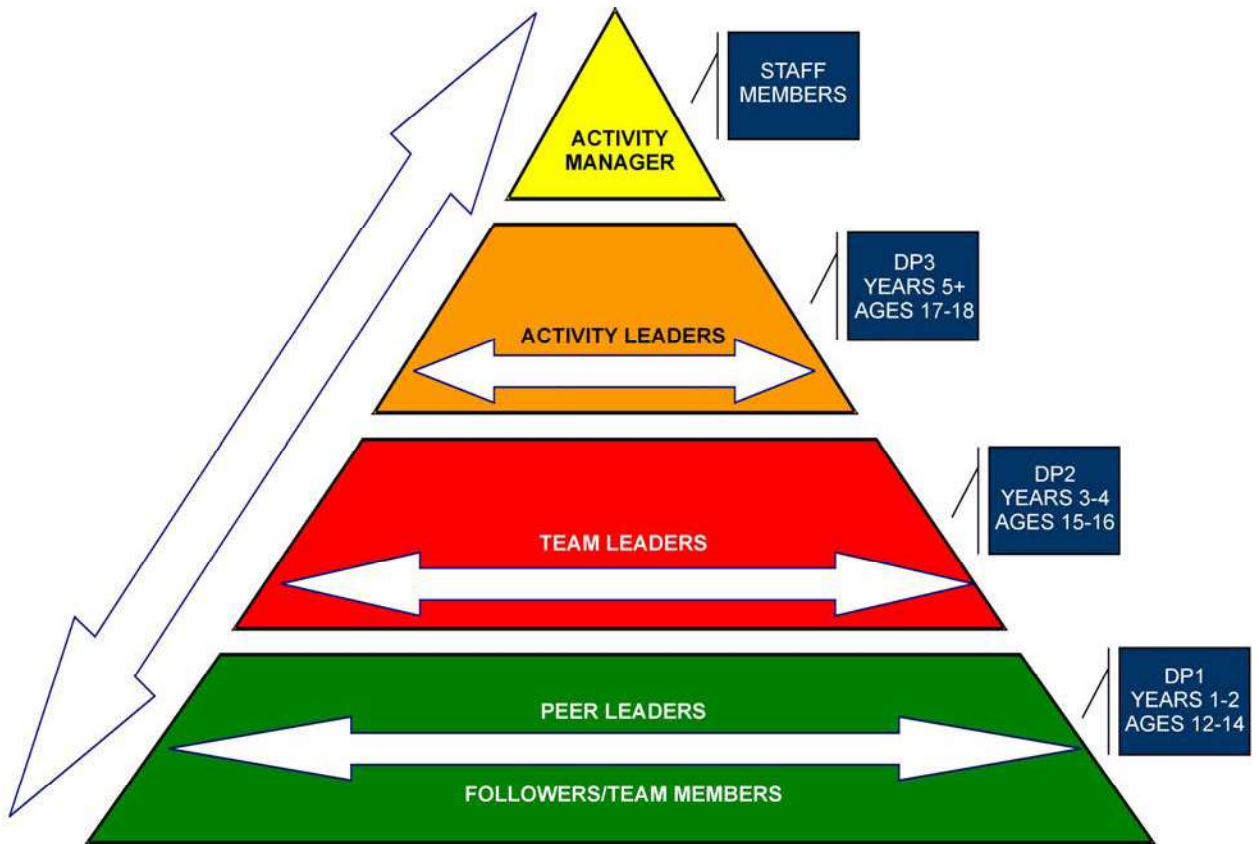
**REFERENCES**

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### LEADERSHIP TEAM MODEL



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

Figure 3A-1 Leadership Team Model

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**EXPECTATIONS OF A SILVER STAR CADET**

***Core Leadership Competencies***

Intrapersonal Management

Interpersonal Management

Teamwork

Effective Communication

Applied Leadership

Mentorship

<b>Components of Intrapersonal Management</b>	<ul style="list-style-type: none"> <li>• identifying and satisfying personal needs;</li> <li>• exercising self-control;</li> <li>• exercising self-management;</li> <li>• pursuing self-improvement; and</li> <li>• establishing a positive identity.</li> </ul>
<b>Components of Interpersonal Management</b>	<ul style="list-style-type: none"> <li>• interacting positively within the cadet community;</li> <li>• interacting positively with others; and</li> <li>• dealing with interpersonal conflict in a respectful way.</li> </ul>
<b>Components of Teamwork</b>	<ul style="list-style-type: none"> <li>• participating in the stages of team development;</li> <li>• displaying positive team dynamics; and</li> <li>• participating in team-building activities.</li> </ul>
<b>Components of Effective Communication</b>	<ul style="list-style-type: none"> <li>• receiving information;</li> <li>• interpreting information; and</li> <li>• responding to information.</li> </ul>
<b>Components of Applied Leadership</b>	<ul style="list-style-type: none"> <li>• setting an example for others to follow;</li> <li>• participating in leadership assignments;</li> <li>• conducting the leadership assignment while supervising the team;</li> <li>• leading team-building activities;</li> <li>• debriefing the team; and</li> <li>• presenting an after-assignment report to their leader.</li> </ul>
<b>Components of Mentorship</b>	<ul style="list-style-type: none"> <li>• fulfilling the role of a mentored cadet; and</li> <li>• fulfilling the role of a mentor.</li> </ul>

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**SELF-ASSESSMENT RUBRICS**

**SELF-ASSESSMENT FOR CORE LEADERSHIP QUALITIES OF A CADET**

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

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

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

### SELF-ASSESSMENT FOR POSITIVE TEAM DYNAMICS

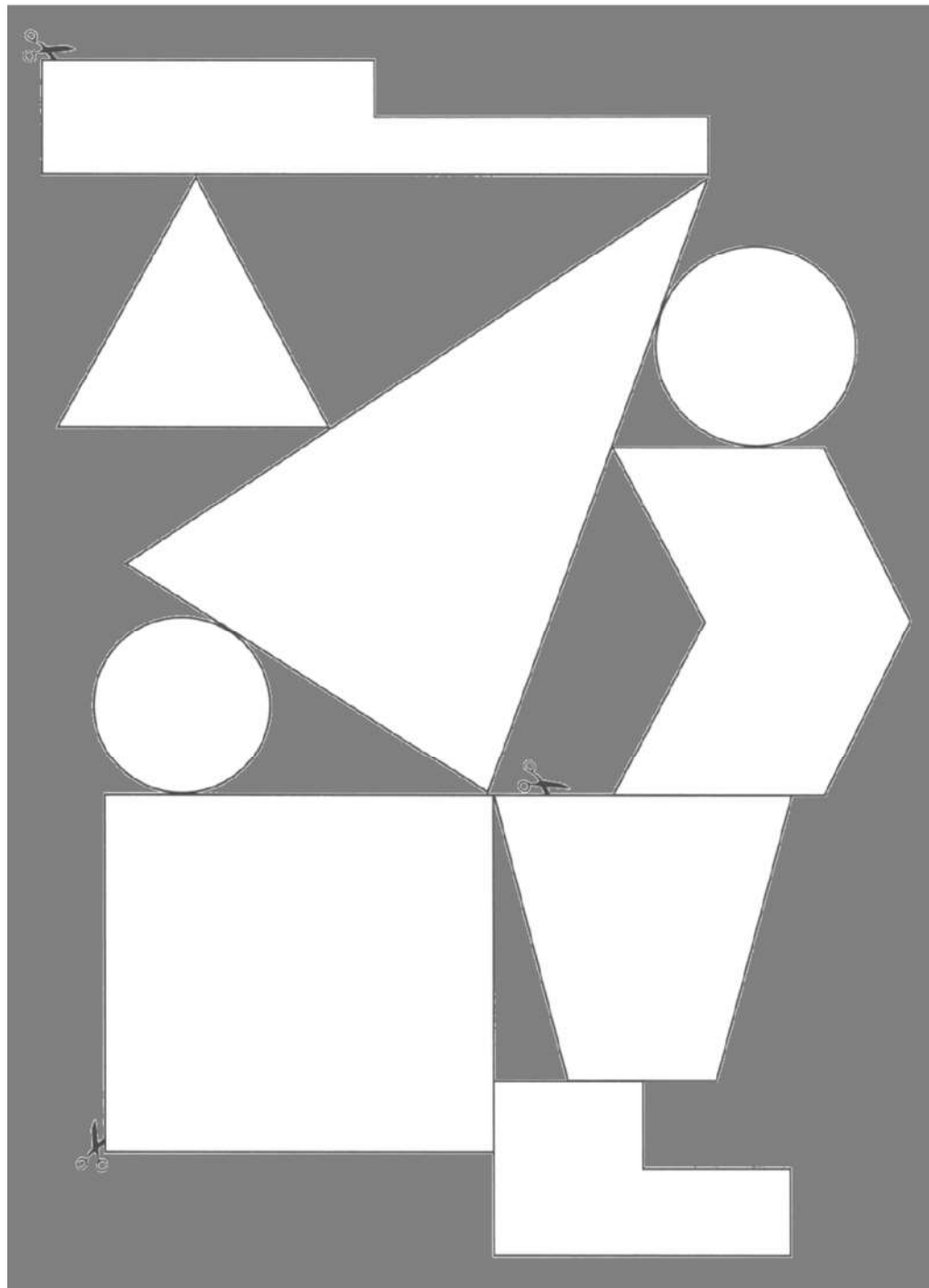
Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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



### COMMUNICATION PUZZLE



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

Figure 3D-1 Communication Puzzle

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## **PROBLEM-SOLVING SCENARIOS**

### **PROBLEM-SOLVING SCENARIO 1**

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

What do you do?

## **PROBLEM-SOLVING SCENARIO 2**

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

What do you do?

**PROBLEM-SOLVING SCENARIO 3**

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

What do you do?

**PROBLEM-SOLVING SCENARIO 4**

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

What do you do?

## **POSSIBLE YEAR THREE COMMON LEADERSHIP ASSIGNMENTS**

### **RECREATIONAL MARKSMANSHIP ASSIGNMENTS**

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

### **SUMMER BIATHLON ASSIGNMENTS**

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

### **RECREATIONAL SPORTS ASSIGNMENTS**

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

### **WEEKLY PARADE CADET NIGHT ASSIGNMENTS**

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

### **WEEKLY CADET NIGHT ASSIGNMENTS**

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff the canteen.

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

#### **COMMUNITY SERVICE LEADERSHIP ASSIGNMENTS**

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

#### **OTHER LEADERSHIP ASSIGNMENT POSSIBILITIES**

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

#### **ARMY CADET FIELD TRAINING LEADERSHIP ASSIGNMENTS**

##### **Prior to an FTX**

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

##### **Setting Up the Bivouac Site**

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

##### **Routine Tasks That Will Occur Throughout the FTX**

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



### **Tearing Down the Bivouac Site**

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

### **After the FTX**

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

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## SAMPLE LEADERSHIP ASSIGNMENT

<b>LEADERSHIP ASSIGNMENT</b> Rearrange Classroom Space
<b>ASSIGNMENT DESCRIPTION</b> Organize a team of cadets to rearrange a classroom as required. Move the chairs and desks/tables to match the diagram (if provided) or as directed.
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Chairs,</li><li>• Diagram of placement of chairs (if required),</li><li>• Desks/tables,</li><li>• Electronic equipment (if required),</li><li>• Whiteboards (if required), and</li><li>• A minimum of four cadets.</li></ul>
<b>TIME</b> A maximum of 10 minutes.
<b>SAFETY CONSIDERATIONS</b> N/A.

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## LEADERSHIP ASSIGNMENT FORMAT

1. Prepare for the leadership assignment by:
  - a. ensuring the goal is understood;
  - b. ensuring the required resources are available;
  - c. completing a time appreciation; and
  - d. making a plan.
  
2. Introduce the leadership assignment by:
  - a. stating the assignment to be completed;
  - b. stating the goal of the assignment;
  - c. identifying the resources required for the assignment;
  - d. communicating the overall plan;
  - e. assigning tasks to team members as applicable; and
  - f. ensuring the team members understand the assignment.
  
3. Conduct the leadership assignment by:
  - a. supervising peers;
  - b. maintaining team control;
  - c. ensuring the assignment is progressing according to the time allotted; and
  - d. modifying the plan as required.
  
4. Debrief the team following the leadership assignment by:
  - a. reviewing the goal;
  - b. providing feedback; and
  - c. re-motivating the team.
  
5. Complete an after-assignment report and a self-assessment.
  
6. Attend a debriefing with the directing staff.

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**AFTER-ASSIGNMENT REPORT AND ASSESSMENT RUBRIC**

**AFTER-ASSIGNMENT REPORT**

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

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

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3. What aspects of the leadership assignment went well?

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

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**303 PC ASSESSMENT RUBRIC**

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

Platoon: \_\_\_\_\_

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

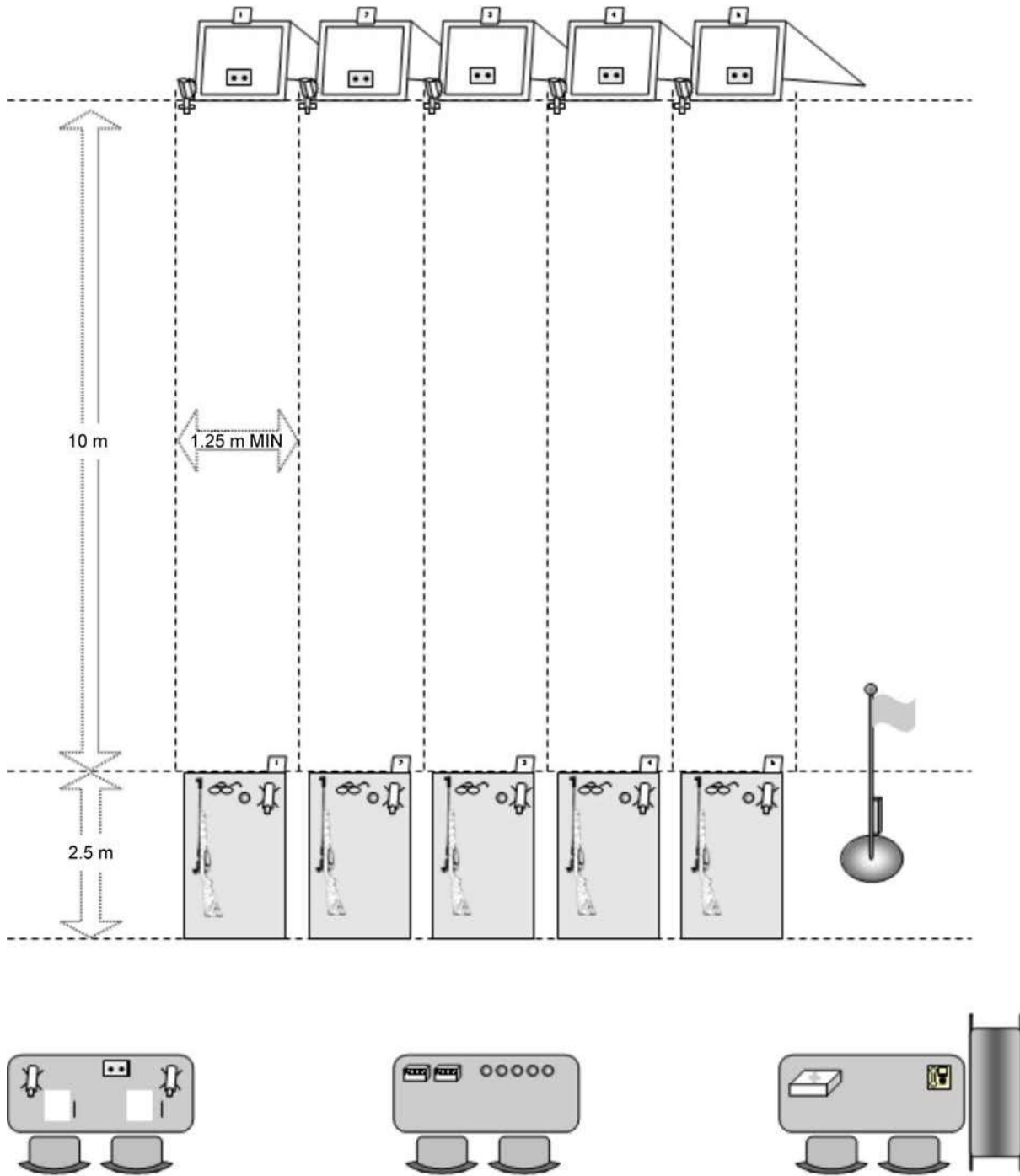
	<b>Incomplete</b>	<b>Completed With Difficulty</b>	<b>Completed Without Difficulty</b>	<b>Exceeded the Standard</b>
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with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

*This form shall be reproduced locally.*



## LEADERSHIP ASSIGNMENTS

<b>LEADERSHIP ASSIGNMENT</b>
<p style="text-align: center;">Set Up a Range for Recreational Marksmanship</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Organize a team of cadets to set up a range for recreational marksmanship. Determine the equipment required according to the number of firing lanes. Set up the area as per the diagram provided.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Range area,</li><li>• Air rifle targets,</li><li>• Target frames,</li><li>• Flags (red and green),</li><li>• First aid kit,</li><li>• Stretcher,</li><li>• Shooting mats,</li><li>• Safety glasses/goggles,</li><li>• Cadet air rifles,</li><li>• Cadet air rifle slings,</li><li>• Diagram of placement for all resources, and</li><li>• A minimum of six cadets.</li></ul>
<p><b>TIME</b></p> <p>A maximum of 20 minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>Ensure safety precautions are being obeyed at all times when handling cadet air rifles.</p>



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

Figure 3J-1 Sample Range Layout

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

**LEADERSHIP ASSIGNMENT**

Control Pellets and Issue Targets for Recreational Marksmanship

**ASSIGNMENT DESCRIPTION**

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

**RESOURCES**

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

**TIME**

One relay, approximately 10 minutes.

**SAFETY CONSIDERATIONS**

Ensure all cadets wash their hands after handling pellets.

<b>LEADERSHIP ASSIGNMENT</b>	
Conduct a Concurrent Activity During Recreational Marksmanship	
<b>ASSIGNMENT DESCRIPTION</b>	Organize and conduct a concurrent activity during recreational marksmanship (eg, ground sweep, team-building activity, etc) for a small team of cadets. Ensure maximum participation of all cadets.
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• As directed by the directing staff based on the concurrent activity, and</li><li>• A small team of cadets.</li></ul>
<b>TIME</b>	A maximum of 20 minutes.
<b>SAFETY CONSIDERATIONS</b>	N/A.

**LEADERSHIP ASSIGNMENT**

Tear Down a Range After Recreational Marksmanship

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to tear down a range after recreational marksmanship. Return all equipment to the supply area. Count all equipment and report numbers to the directing staff after completing the assignment.

**RESOURCES**

- Resource checklist, and
- A minimum of six cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

- Ensure safety precautions are being obeyed at all times when handling cadet air rifles.
- Ensure all cadets wash their hands after handling pellets.

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

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

Figure 3J-2 Sample Resource Checklist

**LEADERSHIP ASSIGNMENT**

Set up a Range for Summer Biathlon

**ASSIGNMENT DESCRIPTION**

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

**RESOURCES**

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

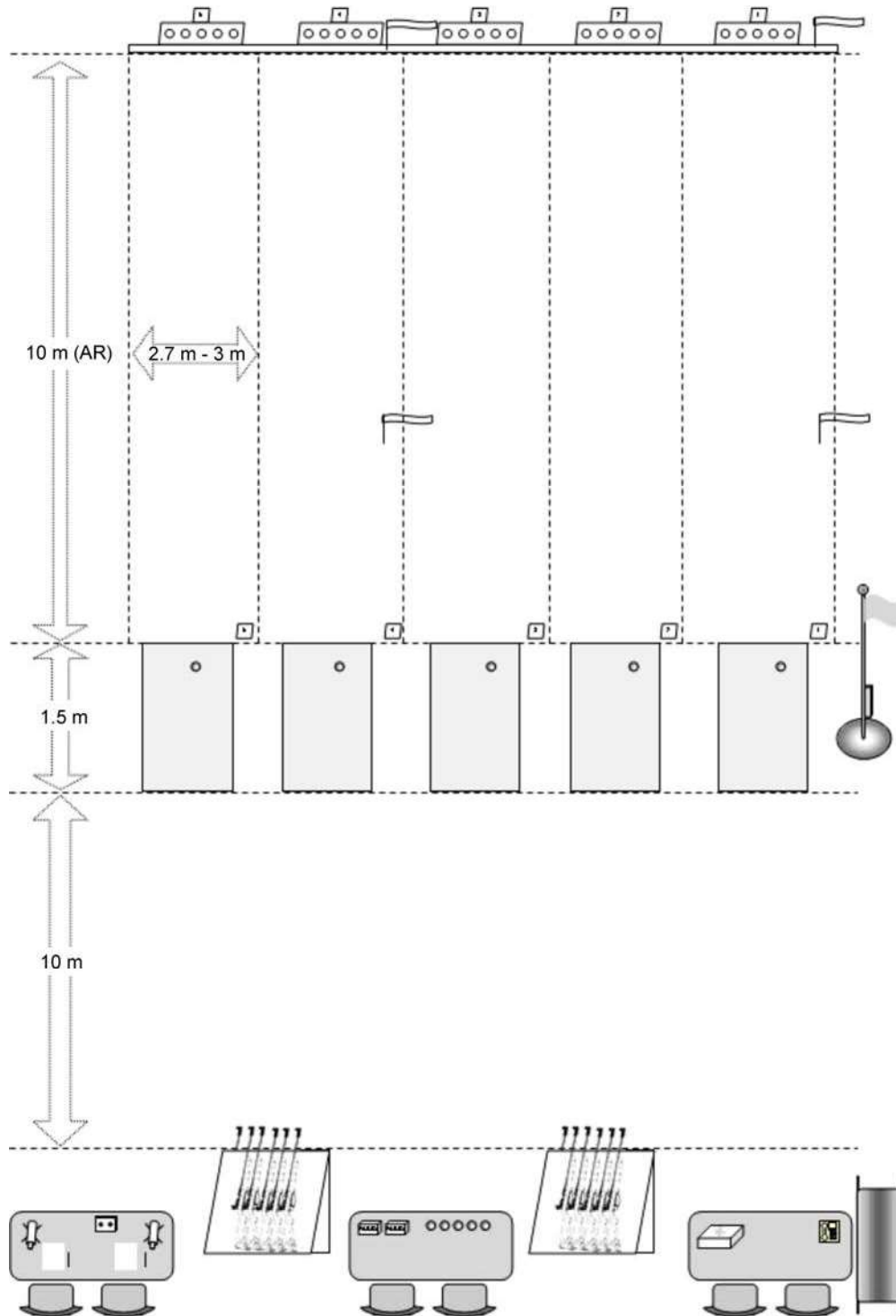
**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

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





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

Figure 3J-3 Sample Biathlon Range Layout

**LEADERSHIP ASSIGNMENT**

Conduct a Warm-Up Activity Prior to Participating in Summer Biathlon

**ASSIGNMENT DESCRIPTION**

Organize and conduct a warm-up activity for a small team of cadets prior to participating in summer biathlon. Ensure maximum participation of all cadets.

**RESOURCES**

- Handout of sample stretches (located at Annex K), and
- A small team of cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

<b>LEADERSHIP ASSIGNMENT</b>
<p>Control Pellets for Summer Biathlon</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Organize a team of cadets to control and distribute pellets for summer biathlon. Allocate the pellets required, for each firing bout, according to the number of firing lanes.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Air rifle pellets,</li><li>• Containers to hold pellets, and</li><li>• A minimum of two cadets.</li></ul>
<p><b>TIME</b></p> <p>As per activity.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>Ensure all cadets wash their hands after handling pellets.</p>

**LEADERSHIP ASSIGNMENT**

Conduct a Cool-Down Activity After Participating in Summer Biathlon

**ASSIGNMENT DESCRIPTION**

Organize and conduct a cool-down activity for a team of cadets after participating in summer biathlon. Ensure maximum participation of all cadets in the team.

**RESOURCES**

- Handout of sample stretches (located at Annex K), and
- A team of cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

**LEADERSHIP ASSIGNMENT**

Tear Down a Range After Summer Biathlon

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to tear down a range after summer biathlon. Return all equipment to supply area. Count all equipment and report numbers to the directing staff after completing the assignment.

**RESOURCES**

- Resource checklist, and
- A minimum of six cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

- Ensure safety precautions are being obeyed at all times when handling cadet air rifles.
- Ensure all cadets wash their hands after handling pellets.

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

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

Figure 3J-4 Sample Resource Checklist

<p style="text-align: center;"><b>LEADERSHIP ASSIGNMENT</b></p> <p style="text-align: center;">Set up a Recreational Sports Activity</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Organize a team of cadets to set up a recreational sports activity as required. Move the scoring tables, stopwatch and any other sports equipment as directed.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Scoring tables,</li><li>• Stopwatch,</li><li>• Sports equipment (as required), and</li><li>• A minimum of four cadets.</li></ul>
<p><b>TIME</b></p> <p>A maximum of 10 minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>N/A.</p>

**LEADERSHIP ASSIGNMENT**

Tear Down a Recreational Sports Activity

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to set up a recreational sports activity as required. Remove the scoring tables, stopwatch and any other sports equipment as directed.

**RESOURCES**

- Scoring tables,
- Stopwatch,
- Sports equipment (as required), and
- A minimum of four cadets.

**TIME**

A maximum of 10 minutes.

**SAFETY CONSIDERATIONS**

N/A.



<b>LEADERSHIP ASSIGNMENT</b>
Organize a Team for Recreational Sports
<b>ASSIGNMENT DESCRIPTION</b> Organize the cadets into teams for recreational sports as directed (eg, teams, scorekeepers, timekeepers, etc).
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Stopwatches,</li><li>• Pens/pencils, and</li><li>• All participating cadets.</li></ul>
<b>TIME</b> A maximum of 10 minutes.
<b>SAFETY CONSIDERATIONS</b> N/A.

**LEADERSHIP ASSIGNMENT**

Conduct a Warm-Up Activity Prior to Participating in Recreational Sports

**ASSIGNMENT DESCRIPTION**

Conduct a warm-up activity for a team of cadets prior to participating in recreational sports. Ensure maximum participation of all cadets in the team.

**RESOURCES**

- Handout of sample stretches (located at Annex K), and
- A team of cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

<b>LEADERSHIP ASSIGNMENT</b>
<p>Conduct a Concurrent Activity During Recreational Sports</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Conduct a concurrent activity during recreational sports (eg, team-building activity, cheering, etc) for a team of cadets. Ensure maximum participation of all cadets in the team.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• As directed by the directing staff based on the concurrent activity, and</li><li>• A team of cadets.</li></ul>
<p><b>TIME</b></p> <p>A maximum of 20 minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>N/A.</p>

**LEADERSHIP ASSIGNMENT**

Conduct a Cool-Down Activity After Participating in Recreational Sports

**ASSIGNMENT DESCRIPTION**

Conduct a cool-down activity for a team of cadets after participating in recreational sports. Ensure maximum participation of all cadets in the team.

**RESOURCES**

- Handout of sample stretches (located at Annex K), and
- A team of cadets.

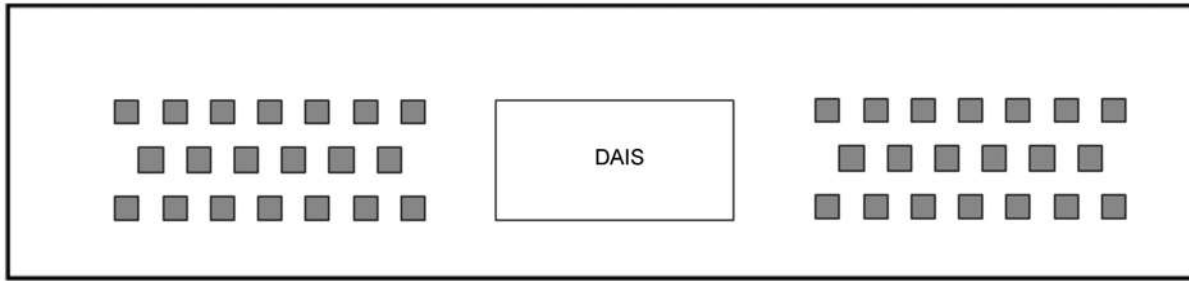
**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

<b>LEADERSHIP ASSIGNMENT</b> Set up Chairs for a Parade
<b>ASSIGNMENT DESCRIPTION</b> Organize a team to set up chairs for guests of a parade. Count the chairs, which will already be on-site, then set them up as illustrated in the diagram or as directed.
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Chairs,</li><li>• Diagram of placement of chairs (if required), and</li><li>• A minimum of four cadets.</li></ul>
<b>TIME</b> A maximum of 10 minutes.
<b>SAFETY CONSIDERATIONS</b> N/A.

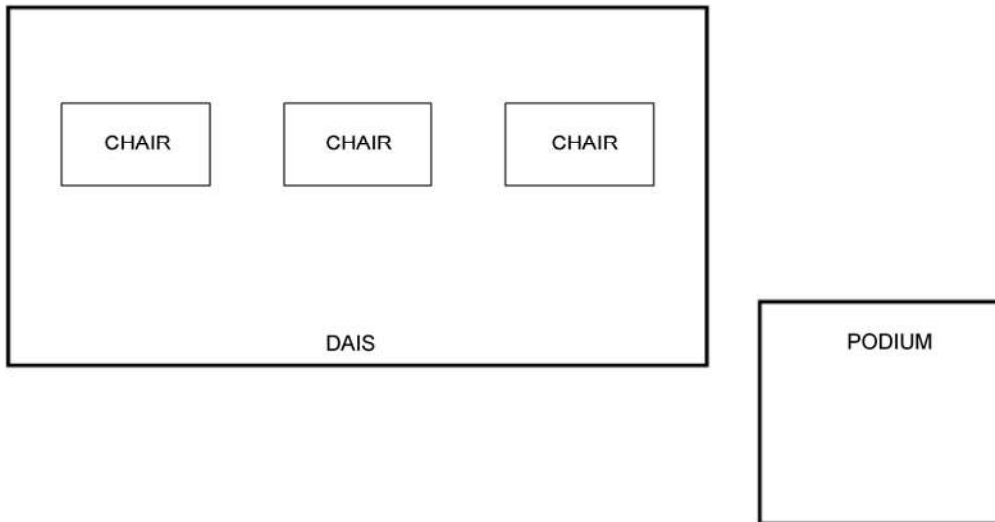


■ Chair

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

Figure 3J-5 Sample Placement of Chairs

<b>LEADERSHIP ASSIGNMENT</b> Set up the Dais Area for a Parade
<b>ASSIGNMENT DESCRIPTION</b> Organize a team to set up the dais area for dignitaries attending a parade. Using the resources provided, set up the dais area as illustrated in the diagram or as directed.
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Dais,</li><li>• Podium (if required),</li><li>• Chairs (if required),</li><li>• Diagram of dais area (if required), and</li><li>• A minimum of four cadets.</li></ul>
<b>TIME</b> A maximum of 10 minutes.
<b>SAFETY CONSIDERATIONS</b> N/A.



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

Figure 3J-6 Sample Dais Area



**LEADERSHIP ASSIGNMENT**

Set up Flags and Parade Markers for a Parade

**ASSIGNMENT DESCRIPTION**

Organize a team to set up flags and parade markers for a parade. Set them up as illustrated in the diagram or as directed.

**RESOURCES**

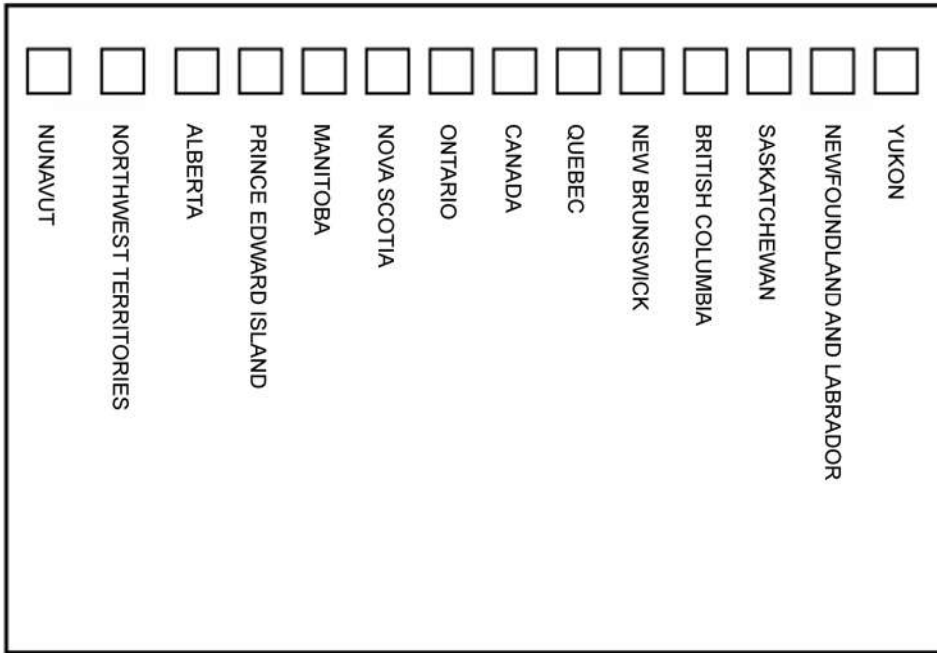
- Provincial and territorial flags,
- Parade markers,
- Diagram of placement of flags and parade markers (if required), and
- A minimum of four cadets.

**TIME**

A maximum of 15 minutes.

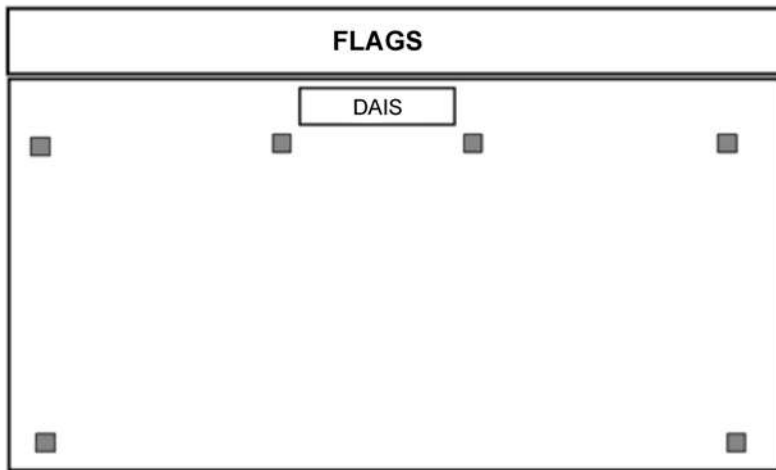
**SAFETY CONSIDERATIONS**

N/A.



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

Figure 3J-7 Sample Placement of Flags



■ Parade Marker

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

Figure 3J-8 Sample Placement of Parade Markers

<b>LEADERSHIP ASSIGNMENT</b> Tear Down Chairs After a Parade
<b>ASSIGNMENT DESCRIPTION</b> Organize a team to tear down chairs after a parade. Move the chairs to the designated supply area. Count all equipment and report numbers to the directing staff after completing the assignment.
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Paper,</li><li>• Pen/pencil, and</li><li>• A minimum of four cadets.</li></ul>
<b>TIME</b> A maximum of 15 minutes.
<b>SAFETY CONSIDERATIONS</b> N/A.

**LEADERSHIP ASSIGNMENT**

Tear Down the Dais Area After a Parade

**ASSIGNMENT DESCRIPTION**

Organize a team to tear down the dais area after a parade. Return all equipment to the designated supply area. Count all equipment and report numbers to the directing staff after completing the assignment.

**RESOURCES**

- Paper,
- Pen/pencil, and
- A minimum of four cadets.

**TIME**

A maximum of 15 minutes.

**SAFETY CONSIDERATIONS**

N/A.

**LEADERSHIP ASSIGNMENT**

Tear Down Flags and Parade Markers After a Parade

**ASSIGNMENT DESCRIPTION**

Organize a team to tear down flags and parade markers after a parade. Return all equipment to the designated supply area. Count all equipment and report numbers to the directing staff after completing the assignment.

**RESOURCES**

- Paper,
- Pen/pencil, and
- A minimum of four cadets.

**TIME**

A maximum of 15 minutes.

**SAFETY CONSIDERATIONS**

N/A.

**LEADERSHIP ASSIGNMENT**

Set Up Classroom Space

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to set up a classroom as required. Move the chairs, desks/tables and any other equipment as directed.

**RESOURCES**

- Chairs,
- Desks/tables,
- Electronic equipment (if required),
- Whiteboards (if required), and
- A minimum of four cadets.

**TIME**

A maximum of 10 minutes.

**SAFETY CONSIDERATIONS**

N/A.

<b>LEADERSHIP ASSIGNMENT</b> Rearrange Classroom Space
<b>ASSIGNMENT DESCRIPTION</b> Organize a team of cadets to rearrange a classroom as required. Move the chairs and desks/tables to match the diagram (if provided) or as directed.
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Chairs,</li><li>• Diagram of placement of chairs (if required),</li><li>• Desks/tables,</li><li>• Electronic equipment (if required),</li><li>• Whiteboards (if required), and</li><li>• A minimum of four cadets.</li></ul>
<b>TIME</b> A maximum of 10 minutes.
<b>SAFETY CONSIDERATIONS</b> N/A.

**LEADERSHIP ASSIGNMENT**

Tear Down Classroom Space

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to tear down a classroom as required. Remove the chairs and desks/tables to match the diagram (if provided) or as directed.

**RESOURCES**

- Chairs,
- Diagram of placement of chairs (if required),
- Desks/tables,
- Electronic equipment (if required),
- Whiteboards (if required), and
- A minimum of four cadets.

**TIME**

A maximum of 10 minutes.

**SAFETY CONSIDERATIONS**

N/A.



<b>LEADERSHIP ASSIGNMENT</b>	
Set up a Canteen	
<b>ASSIGNMENT DESCRIPTION</b>	
Organize a team of cadets to set up a canteen. Move the tables/counters, chairs, stock, cashbox and any other equipment as directed.	
<b>RESOURCES</b>	
<ul style="list-style-type: none"><li>• Chairs,</li><li>• Tables/counter,</li><li>• Stock,</li><li>• Cashbox, and</li><li>• A minimum of four cadets.</li></ul>	
<b>TIME</b>	
A maximum of 10 minutes.	
<b>SAFETY CONSIDERATIONS</b>	
N/A.	

**LEADERSHIP ASSIGNMENT**

Staff a Canteen

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to staff a canteen. Ensure team know the price of each item to be sold.

**RESOURCES**

- Chairs,
- Tables/counter,
- Stock,
- Cashbox, and
- A minimum of four cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

<p style="text-align: center;"><b>LEADERSHIP ASSIGNMENT</b></p> <p style="text-align: center;">Tear Down a Canteen</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Organize a team of cadets to tear down a canteen. Remove the tables/counters, chairs, stock, cashbox and any other equipment as directed. Ensure cashbox is returned to an area that is secured.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Chairs,</li><li>• Tables/counter,</li><li>• Stock,</li><li>• Cashbox, and</li><li>• A minimum of four cadets.</li></ul>
<p><b>TIME</b></p> <p>A maximum of 10 minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>N/A.</p>

**LEADERSHIP ASSIGNMENT**

Set up a Presentation Area for a Guest Speaker

**ASSIGNMENT DESCRIPTION**

Organize a team to set up a presentation area for a guest speaker. Set up the podium, chairs and electronic equipment (if required) as directed.

**RESOURCES**

- Podium,
- Chairs,
- Electronic equipment (if required), and
- A minimum of two cadets.

**TIME**

A maximum of 15 minutes.

**SAFETY CONSIDERATIONS**

N/A.

**LEADERSHIP ASSIGNMENT**

Tear Down a Presentation Area After a Guest Speaker

**ASSIGNMENT DESCRIPTION**

Organize a team to tear down a presentation area after a guest speaker. Return all equipment to supply area. Count all equipment and report numbers to the directing staff after completing the assignment.

**RESOURCES**

- Paper,
- Pen/pencil, and
- A minimum of two cadets.

**TIME**

A maximum of 10 minutes.

**SAFETY CONSIDERATIONS**

N/A.

**LEADERSHIP ASSIGNMENT**

Set Up for an Extracurricular Activity

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to set up for an extracurricular activity (eg, recreational sports, tour of a facility, field trip, summer biathlon, etc).

**RESOURCES**

As provided by directing staff.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

<p style="text-align: center;"><b>LEADERSHIP ASSIGNMENT</b></p> <p style="text-align: center;">Conduct a Concurrent Activity</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Conduct a concurrent activity (eg, ground sweep, team-building activity, singing, etc) for a team of cadets who are awaiting further direction. Ensure maximum participation of all cadets in the team.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• As directed by the directing staff based on the concurrent activity, and</li><li>• A team of cadets.</li></ul>
<p><b>TIME</b></p> <p>A maximum of 20 minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>Cadets should be kept out of high-traffic areas.</p>

**LEADERSHIP ASSIGNMENT**

Organize a Team During a Community Service Activity

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets during a community service activity. Move people and equipment as directed.

**RESOURCES**

A team of cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

Cadets should be kept out of high-traffic areas.



**LEADERSHIP ASSIGNMENT**

Conduct a Concurrent Activity During a Community Service Activity

**ASSIGNMENT DESCRIPTION**

Conduct a concurrent activity during a community service activity (eg, ground sweep, team-building activity, singing, etc) for a team of cadets who are awaiting further direction. Ensure maximum participation of all cadets in the team.

**RESOURCES**

- As directed by the directing staff based on the concurrent activity, and
- A team of cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

Cadets should be kept out of high-traffic areas.

**LEADERSHIP ASSIGNMENT**

Complete a Final Garbage Sweep After a Community Service Activity

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to complete a final garbage sweep after a community service activity and ensure all areas used are free of garbage.

**RESOURCES**

- Garbage bags, and
- A minimum of 10 cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

**LEADERSHIP ASSIGNMENT**

Embark and Disembark Personnel on Vehicles During Transportation

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to ensure all personnel embark and disembark vehicles in a safe manner. Count all personnel when embarking and disembarking the vehicle. Assist in supervision while personnel are being transported.

**RESOURCES**

- Vehicle, and
- A minimum of seven cadets.

**TIME**

Travel time.

**SAFETY CONSIDERATIONS**

Cadets must sit facing the front of the vehicle and must use seat belts.

**LEADERSHIP ASSIGNMENT**

Conduct Uniform Inspections of Year One Cadets

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to conduct uniform inspections of year one cadets.

**RESOURCES**

- Uniform inspection rubrics,
- Year one cadets, and
- A team of cadets.

**TIME**

A maximum of 15 minutes.

**SAFETY CONSIDERATIONS**

N/A

**UNIFORM INSPECTION RUBRICS**

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

**UNIFORM INSPECTION CHECKLIST**

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

<b>LEADERSHIP ASSIGNMENT</b>	
Collect and Dispose of Garbage After Weekly Parade	
<b>ASSIGNMENT DESCRIPTION</b>	Organize a team of cadets to collect and dispose of garbage and ensure all areas used are free of garbage.
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• Garbage bags, and</li><li>• A minimum of five cadets.</li></ul>
<b>TIME</b>	A maximum of 10 minutes.
<b>SAFETY CONSIDERATIONS</b>	N/A.

**LEADERSHIP ASSIGNMENT**

Collect, Sort and Dispose of Recycling After Weekly Parade

**ASSIGNMENT DESCRIPTION**

Organize a team of cadets to collect, sort and dispose of material to be recycled. Ensure all areas used are free of material to be recycled.

**RESOURCES**

- Garbage bags,
- Recycling containers or bags (as required), and
- A minimum of five cadets.

**TIME**

A maximum of 10 minutes.

**SAFETY CONSIDERATIONS**

N/A.

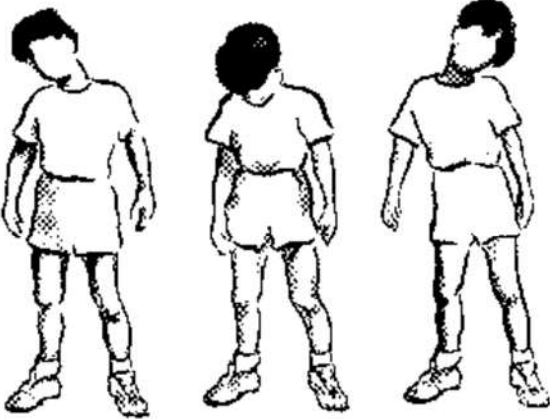


<p style="text-align: center;"><b>LEADERSHIP ASSIGNMENT</b></p> <p style="text-align: center;">Turn Off Lights and Close Windows After Weekly Parade</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Organize a team of cadets to turn off lights and close windows after weekly parade.</p>
<p><b>RESOURCES</b></p> <p>A minimum of five cadets.</p>
<p><b>TIME</b></p> <p>A maximum of five minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>N/A.</p>


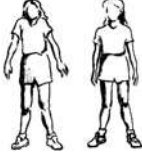


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## SAMPLE STRETCHES

a. Neck:

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

 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <a href="http://www.lin.ca/resource/html/dn3.htm#1">http://www.lin.ca/resource/html/dn3.htm#1</a></i></p> <p><b>Figure 3K-2 Shoulder Push</b></p>	<p>Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders.</p> <p>Hold this position for a minimum of 10 seconds.</p>
 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <a href="http://www.lin.ca/resource/html/dn3.htm#1">http://www.lin.ca/resource/html/dn3.htm#1</a></i></p> <p><b>Figure 3K-3 Shoulder Shrug</b></p>	<p>Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up.</p> <p>Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible.</p> <p>Hold each position for a minimum of 10 seconds.</p>
 <p><i>Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from <a href="http://www.marthajefferson.org/warmup.php">http://www.marthajefferson.org/warmup.php</a></i></p> <p><b>Figure 3K-4 Arm Circles</b></p>	<p>Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.</p> <p>Reverse the direction of your circles.</p>
 <p><i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <a href="http://www.in-motion.ca/walkingworkout/plan/flexibility">http://www.in-motion.ca/walkingworkout/plan/flexibility</a></i></p> <p><b>Figure 3K-5 Shoulder Stretch</b></p>	<p>Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull lightly on the elbow towards your chest. You should feel the stretch in your right shoulder.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>

c. Arms:



*Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from <http://www.2protect.com/home.htm>*

Figure 3K-6 Wrist Rotations

Rotate your hands in circular motions at the wrist.  
Change direction and repeat on both sides.



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

Figure 3K-7 Triceps Stretch

Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down.  
Hold this position for a minimum of 10 seconds and repeat on the opposite side.



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

Figure 3K-8 Forearm Stretch

In a kneeling position, place your hands on the floor in front of you turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back.  
Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:



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

Figure 3K-9 Chest Stretch

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

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



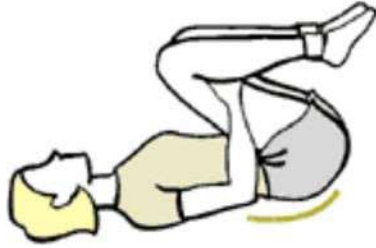
*Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>*

Figure 3K-10 Side Stretch

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

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

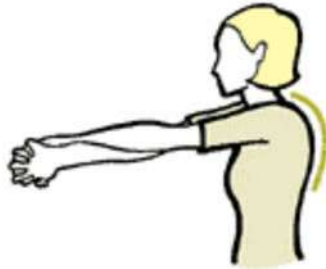
e. Back:



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

Figure 3K-11 Lower Back Stretch

Lie on your back and bring your knees toward your chest. Grasp the back of your knees.  
Hold this position for a minimum of 10 seconds.



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

Figure 3K-12 Upper Back Stretch

Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back.

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

f. Legs:



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

Figure 3K-13 Hamstring Stretch

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands.

Hold this position for a minimum of 10 seconds.



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

Figure 3K-14 Inner Thigh Stretch

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

Hold this position for a minimum of 10 seconds.

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

Hold this position for a minimum of 10 seconds.



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

Figure 3K-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

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



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

Figure 3K-16 Ankle Rotations

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

Switch and repeat on the opposite side.





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

Figure 3K-17 Calf Stretch

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

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



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

Figure 3K-18 Quadriceps Stretch

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

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

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## LEADERSHIP ASSIGNMENTS

<p style="text-align: center;"><b>LEADERSHIP ASSIGNMENT</b></p> <p style="text-align: center;">Distribute Personal Equipment</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Organize a team to distribute personal equipment required for a bivouac exercise to the members of their squad.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Field pack (one per cadet),</li><li>• Sleeping bag (one per cadet),</li><li>• Air mattress (one per cadet), and</li><li>• A minimum of three cadets.</li></ul>
<p><b>TIME</b></p> <p>A maximum of 15 minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>N/A.</p>

**LEADERSHIP ASSIGNMENT**

Label Personal Equipment

**ASSIGNMENT DESCRIPTION**

Organize the cadets to label their personal equipment that was distributed for the survival exercise.

**RESOURCES**

- Field pack (one per cadet),
- Sleeping bag (one per cadet),
- Air mattress (one per cadet),
- Masking tape,
- Markers, and
- A minimum of eight cadets.

**TIME**

A maximum of 15 minutes.

**SAFETY CONSIDERATIONS**

N/A.

**LEADERSHIP ASSIGNMENT**

Load Team Equipment and Supplies for a Survival Exercise.

**ASSIGNMENT DESCRIPTION**

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

## RESOURCES

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

**TIME**

A maximum of 30 minutes.

**SAFETY CONSIDERATIONS**

- Cadets should be kept out of high-traffic areas.
- Field tools must be safely handled.

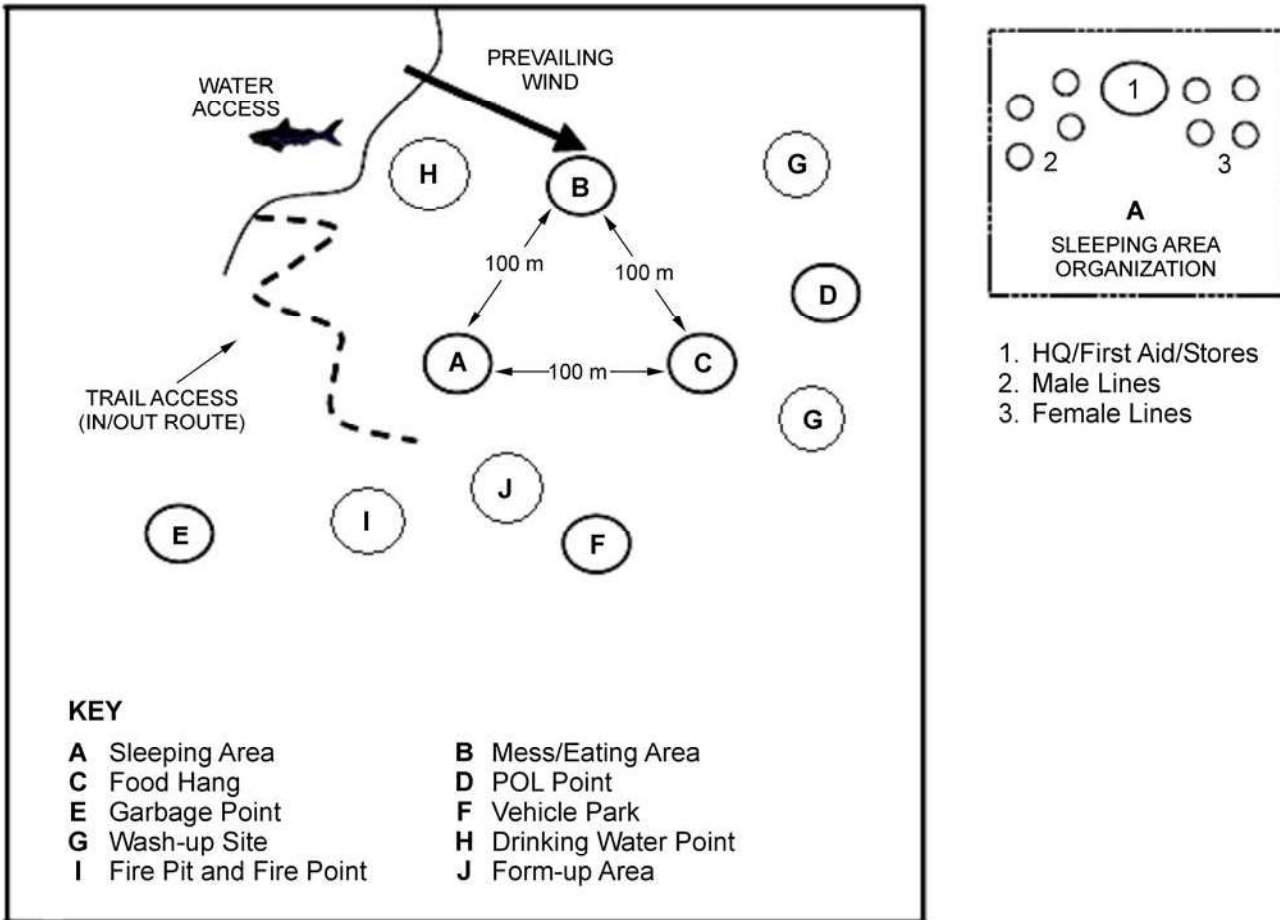
Equipment and Supplies	Quantity Loaded
Two-Person Tents	
Mallets	
Coleman Two-Burner Stoves	
Coleman Lanterns	
Matches	
Funnel	
Lantern Mantels	
Stove and Lantern Fuel	
Pot Sets	
Wash Basins	
First Aid Kits	
Stretcher	
Fire Extinguishers	
Environmental Spill Kit	
Axes	
Shovels	
Water Jerry Cans	
Garbage Bags	
Glow Sticks	
Flashlights	
Flashlight Batteries	
Radios	
Radio Batteries	
Rope	
Meals for the Survival Exercise	
Paper	
Markers	
Masking Tape	
Pens/Pencils	

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

Figure 3L-1 Sample Resource Checklist



<p style="text-align: center;"><b>LEADERSHIP ASSIGNMENT</b></p> <p style="text-align: center;">Create the Bivouac Layout Plan</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Create and sketch the bivouac layout plan. Upon completion, communicate the plan to the team members. The plan will be carried out by other peer leaders as leadership assignments.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Handout of sample bivouac site layout,</li><li>• Paper, and</li><li>• Pen/pencil.</li></ul>
<p><b>TIME</b></p> <p>A maximum of 15 minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>N/A.</p>



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

Figure 3L-2 Sample Bivouac Site Layout

## LEADERSHIP ASSIGNMENT

Unload Team Equipment and Supplies for a Survival Exercise

### ASSIGNMENT DESCRIPTION

Organize a team to unload team equipment and supplies from the supply vehicle (eg, equipment required for fire point, equipment required for petroleum, oils and lubricants [POL] point, etc). Place the equipment in an area easily accessible but do not store the equipment and supplies as they will be required to set up the bivouac site.

### RESOURCES

- Team equipment and supplies,
- Supply vehicle, and
- A minimum of four cadets.

### TIME

A maximum of 20 minutes.

### SAFETY CONSIDERATIONS

- Equipment should be kept out of high-traffic areas.
- Field tools must be safely handled.

**LEADERSHIP ASSIGNMENT**

Construct a Food Hang

**ASSIGNMENT DESCRIPTION**

Organize a team to construct a food hang as per the given bivouac site layout.

**RESOURCES**

- Area for the food hang,
- Diagram and instructions for the construction,
- Garbage bags,
- 15 m (50 feet) of rope, and
- A minimum of two cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

### CONSTRUCTING A FOOD HANG

1. Find a tree with a live branch. The branch should be at least 5 m (15 ft) from the ground with no object below that a bear could stand on.
2. Separate food from other items and store them into two equal bags.
3. Throw the rope over the branch. Attach one end of the rope to one of the bags with a slipped overhand knot.
4. Raise the bag as close as possible to the branch.
5. Attach the other bag to the rope as high up on the rope as possible. Leave a loop of rope near the bag for retrieval.
6. Push the second bag up to the level of the other bag with a long stick.
7. To retrieve the bags, hook the loop of the rope with the stick and pull it down. Remove the bag and lower the first bag.



*R. Curtis, The Backpackers Field Manual: A Comprehensive Guide to Mastering Backcountry Skills, Three Rivers Press (p. 186)*

Figure 3L-3 Food Hang

**LEADERSHIP ASSIGNMENT**

Set Up POL, First Aid and Fire Points

**ASSIGNMENT DESCRIPTION**

Organize a team to set up POL, first aid and fire points as per the given bivouac site layout.

**RESOURCES**

- Areas for the points,
- POL supplies,
- First aid equipment,
- Fire point equipment, and
- A minimum of six cadets.

**TIME**

A maximum of 15 minutes.

**SAFETY CONSIDERATIONS**

Equipment and supplies must be safely handled.

<b>LEADERSHIP ASSIGNMENT</b> Set Up the Female Sleeping Area
<b>ASSIGNMENT DESCRIPTION</b> Organize the female cadets into tent teams. Ensure they are aware of the female sleeping area boundaries. Supervise the cadets as they set up their tents in the female sleeping area. Ensure personal equipment is stored.
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Tents (one per two cadets),</li><li>• Mallets, and</li><li>• All female cadets.</li></ul>
<b>TIME</b> A maximum of 30 minutes.
<b>SAFETY CONSIDERATIONS</b> <ul style="list-style-type: none"><li>• Tents should be placed approximately 2 m apart.</li><li>• Consideration must be given to placement of guy lines.</li></ul>

**LEADERSHIP ASSIGNMENT**

Set Up the Male Sleeping Area

**ASSIGNMENT DESCRIPTION**

Organize the male cadets into tent teams. Ensure they are aware of the male sleeping area boundaries. Supervise the cadets as they set up their tents in the male sleeping area. Ensure personal equipment is stored.

**RESOURCES**

- Tents (one per two cadets),
- Mallets, and
- All male cadets.

**TIME**

A maximum of 30 minutes.

**SAFETY CONSIDERATIONS**

- Tents should be placed approximately 2 m apart.
- Consideration must be given to placement of guy lines.



## LEADERSHIP ASSIGNMENT

Mark the Components of the Bivouac Site

### ASSIGNMENT DESCRIPTION

Organize a team to mark the following components of the bivouac site:

- headquarters,
- first aid point,
- supply,
- wash station,
- mess/eating area,
- fire point,
- in/out route for the safety vehicle,
- form-up area,
- food hang,
- parking area,
- drinking water point,
- POL point,
- female/male sleeping areas,
- garbage point, and
- washrooms.

Glow Sticks or other lights will be used to mark areas that will be accessed at night.

### RESOURCES

- Paper,
- Markers,
- Tape,
- Glow Sticks or lights, and
- A minimum of three cadets.

### TIME

A maximum of 20 minutes.

### SAFETY CONSIDERATIONS

N/A.

**LEADERSHIP ASSIGNMENT**

Prepare a Meal for a Section

**ASSIGNMENT DESCRIPTION**

Organize a team to prepare a meal for a section during a Bivouac Exercise. When using individual meal packages (IMPs), field strip as required.

**RESOURCES**

- IMPs (if required),
- Water,
- Pots,
- Fuelled stove,
- Matches, and
- A minimum of two cadets.

**TIME**

A maximum of 30 minutes.

**SAFETY CONSIDERATIONS**

Stoves must be safely handled and monitored at all times when lit.

<b>LEADERSHIP ASSIGNMENT</b>
<p>Clean Up the Eating Area After a Meal</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Organize a team to clean up the bivouac site after a meal. Ensure all equipment is stored, all garbage is disposed of and that drinking water has been replenished.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Garbage bags,</li><li>• Water, and</li><li>• A minimum of four cadets.</li></ul>
<p><b>TIME</b></p> <p>A maximum of 20 minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>N/A.</p>

**LEADERSHIP ASSIGNMENT**

Prepare the Bivouac Site for the Night

**ASSIGNMENT DESCRIPTION**

Organize a team to prepare the bivouac site for night. Ensure all equipment is stored, all garbage is disposed of and that lanterns are fuelled and accessible.

**RESOURCES**

- Garbage bags,
- Lanterns,
- Naphtha,
- Funnel,
- Matches, and
- A minimum of four cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

<b>LEADERSHIP ASSIGNMENT</b>	
	Organize Lights Out for the Female Cadets
<b>ASSIGNMENT DESCRIPTION</b>	Organize lights out for the female cadets. Ensure that all female cadets are accounted for and that all personal equipment is stored inside the tents.
<b>RESOURCES</b>	A minimum of two cadets.
<b>TIME</b>	A maximum of 20 minutes.
<b>SAFETY CONSIDERATIONS</b>	N/A.

**LEADERSHIP ASSIGNMENT**

Organize Lights Out for the Male Cadets

**ASSIGNMENT DESCRIPTION**

Organize lights out for the male cadets. Ensure that all male cadets are accounted for and that all personal equipment is stored inside the tents.

**RESOURCES**

A minimum of two cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

<b>LEADERSHIP ASSIGNMENT</b>
<p style="text-align: center;">Tear Down the Female Sleeping Area</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Organize a team to tear down the female sleeping area. Have the cadets strike, fold and store their tents in tent bags. Ensure all personal kit is organized and packed. Ensure all team equipment is returned to the supply area and all personal equipment is placed in the form-up area. Count all equipment and report numbers to the directing staff after completing the assignment.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Bivouac site layout, and</li><li>• All female cadets.</li></ul>
<p><b>TIME</b></p> <p>A maximum of 40 minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>N/A.</p>

**LEADERSHIP ASSIGNMENT**

Tear Down the Male Sleeping Area

**ASSIGNMENT DESCRIPTION**

Organize a team to tear down the male sleeping area. Have the cadets strike, fold and store their tents in tent bags. Ensure all personal kit is organized and packed. Ensure all team equipment is returned to the supply area and all personal equipment is placed in the form-up area. Count all equipment and report numbers to the directing staff after completing the assignment.

**RESOURCES**

- Bivouac site layout,
- Paper,
- Pen/pencil, and
- All male cadets.

**TIME**

A maximum of 40 minutes.

**SAFETY CONSIDERATIONS**

N/A.



<p style="text-align: center;"><b>LEADERSHIP ASSIGNMENT</b></p> <p style="text-align: center;">Dismantle the POL, First Aid and Fire Points</p>
<p><b>ASSIGNMENT DESCRIPTION</b></p> <p>Organize a team to dismantle the POL, first aid and fire points. Return resources to the supply area as required.</p>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Areas for the points, and</li><li>• A minimum of six cadets.</li></ul>
<p><b>TIME</b></p> <p>A maximum of 15 minutes.</p>
<p><b>SAFETY CONSIDERATIONS</b></p> <p>Equipment and supplies must be safely handled.</p>

**LEADERSHIP ASSIGNMENT**

Dismantle the Food Hang and Dispose of Garbage

**ASSIGNMENT DESCRIPTION**

Organize a team to dismantle the food hang and dispose of garbage to a given location. Return resources to the supply area as required.

**RESOURCES**

- Area for the food hang, and
- A minimum of two cadets.

**TIME**

A maximum of 15 minutes.

**SAFETY CONSIDERATIONS**

- Ensure no cadets are standing under the food hang when it is being taken down.
- Watch out for rope burns.

**LEADERSHIP ASSIGNMENT**

Load Team Equipment and Supplies After a Survival Exercise

**ASSIGNMENT DESCRIPTION**

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

**RESOURCES**

- Resources as detailed by the instructional staff,
- Supply vehicle, and
- A minimum of four cadets.

**TIME**

A maximum of 30 minutes.

**SAFETY CONSIDERATIONS**

- Cadets should be kept out of high-traffic areas.
- Field tools must be safely handled.

**LEADERSHIP ASSIGNMENT**

Erase Signs of Occupancy and Complete a Final Garbage Sweep

**ASSIGNMENT DESCRIPTION**

Organize a team to erase signs of occupancy and complete a final garbage sweep. If a fire pit was used, ensure rocks and other materials are dispersed. Ensure the cadets fill in any tent peg holes with dirt. Conduct a final garbage sweep, ensuring all areas used are free of garbage.

**RESOURCES**

- Garbage bags, and
- A minimum of 10 cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

**LEADERSHIP ASSIGNMENT**

Unload Equipment and Supplies After a Bivouac Exercise

**ASSIGNMENT DESCRIPTION**

Organize a team to unload team equipment and supplies from the supply vehicle (eg, equipment required for POL point, equipment required for fire point). Place the equipment in a designated area.

**RESOURCES**

- Supply vehicle, and
- A minimum of four cadets.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

- Equipment should be kept out of high traffic areas.
- Field tools must be safely handled.

**LEADERSHIP ASSIGNMENT**

Collect Personal Equipment

**ASSIGNMENT DESCRIPTION**

Organize a team to collect personal equipment (eg, field packs, sleeping bags and air mattresses) after completing a Survival Exercise. Count all equipment and report numbers to the directing staff after completing the assignment.

**RESOURCES**

- Paper,
- Pen/pencil,
- Cadets with personal equipment to return, and
- A minimum of three cadets for collection.

**TIME**

A maximum of 20 minutes.

**SAFETY CONSIDERATIONS**

N/A.

## LEADERSHIP ASSIGNMENT PLANNING GUIDE

### **ENSURE GOAL**

Questions to the directing staff (eg, time to complete the task, etc)

### **REQUIRED RESOURCES**

Task assignment to peers/allocating resources (eg, are all tasks accomplished, etc)

### **MAKE A PLAN**

Reconnaissance of area, etc

### **COMPLETE THE TIME APPRECIATION**

### **DIAGRAMS**

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## LESSON ACTIVITIES

### LIST OF ACTIVITIES FOR ANNEX N

Title	Page Number	
<b>ENERGIZERS</b>	Toe to Toe	<a href="#">3N-2</a>
	Pass the Buck	<a href="#">3N-3</a>
	Toe Tag	<a href="#">3N-4</a>
	Triangle Tag	<a href="#">3N-5</a>
	What Can You Do With This?	<a href="#">3N-6</a>
<b>ICEBREAKERS</b>	Personal Trivia	<a href="#">3N-7</a>
	ESP	<a href="#">3N-8</a>
	One Common Goal	<a href="#">3N-9</a>

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>TOE TO TOE</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Masking tape.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Place the masking tape in a straight line approximately 4.5 m (15 feet) long on the ground.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into pairs.</li><li>2. Have each pair stand facing each other as if they were standing on a tight rope (on the masking tape line). The cadets are to stand with their right foot in front of the left, with the left foot directly in line with the right and about one foot length behind.</li><li>3. Have the cadets move toward each other so the toes of their right feet are touching.</li><li>4. Have the cadets grasp right hands in a handshake.</li><li>5. Explain the following to the cadets:<ol style="list-style-type: none"><li>(a) The objective of the activity is to try to bring their partner off balance and try to get them to fall off the tight rope (masking tape).</li><li>(b) At no time may the cadets let go of their partners' hand.</li><li>(c) They are not permitted to use their feet to try to knock their partner off balance. Feet must remain positioned on the line at all times.</li><li>(d) All movements must be made in slow motion. They are not permitted to push or shove their partner. There is to be no sharp, thrusting movements or any sudden shifts in movement.</li></ol></li><li>6. On the start signal, have the cadets try to knock their partner off balance and step off the tight rope (masking tape).</li><li>7. As time permits, have the cadets switch partners and attempt the activity again.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i>. (pp. 77–78). Beverly, MA: Project Adventure, Inc.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>PASS THE BUCK</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Stopwatch,</li><li>• First set of objects for passing (eg, bag of potato chips, air-filled balloon, roll of masking tape, mug, small ball, newspaper, etc), and</li><li>• Second set of objects for passing (eg, bag of potatoes, mug full of water, water-filled balloon, pillow, rolled sleeping bag, large ball, large textbook, etc).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets stand in a circle, facing the centre.</li><li>2. Assign one cadet as the “point”. This cadet will indicate the beginning and end of each cycle.</li><li>3. Explain the following to the cadets:<ol style="list-style-type: none"><li>(a) The objective of the activity is to pass the set of objects around the circle three times.</li><li>(b) Each time the last object passes the “point” a cycle is complete.</li><li>(c) If an object is dropped, all objects must go back to the “point” to begin again.</li><li>(d) If the objects are successfully passed around the circle three times in one minute, 15 points are awarded. Each additional item that completes a cycle, earns the group one point.</li></ol></li><li>4. Start the activity by passing the objects to the “point” one at a time. At this time, start the stopwatch for one minute.</li><li>5. Continue this activity until time has lapsed or the cadets understand the objective of the activity.</li><li>6. As time allows, have the cadets follow the directions for the second set of objects.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-7879-4835-7) Sugar, S., &amp; Takacs, G. (2000). <i>Games That Teach Teams</i>. (pp. 139–142). San Francisco, CA: Jossey-Bass/Pfeiffer.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>TOE TAG</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into partners.</li><li>2. Have each set of partners stand apart from the other cadets.</li><li>3. Have the partners stand with their backs to one another.</li><li>4. On a start signal, have the cadets spin around in a 180-degree circle and try to “tag” the toe of their partner before they get tagged.</li><li>5. Each set of partners should attempt this two to three times.</li><li>6. Have the cadets switch partners and try the activity again.</li></ol>	
<b>SAFETY</b> Ensure the cadets remember the name of the game is “tag”, not “stomp”.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 97). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>TRIANGLE TAG</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have one cadet volunteer to be “it”.</li><li>2. Divide the remainder of the cadets into groups of three.</li><li>3. Have each group form a circle, holding hands and facing the centre of their circle.</li><li>4. Explain the following to the cadets:<ol style="list-style-type: none"><li>(a) One cadet within each circle will be designated to be tagged – the “tagee”. The other two members of the group will be that cadet’s protectors.</li><li>(b) On a start signal, the cadet who is “it” must try to tag the cadet within the circle who is designated the “tagee”.</li><li>(c) The cadets are to protect the “tagee” by spinning in circles to avoid the cadet who is “it”.</li><li>(d) If a cadet is tagged, they will become “it” and the former cadet who was “it” will join the group with a new cadet being designated the “tagee”.</li><li>(e) After a couple of minutes if the same cadet is still “it” change the roles of the cadets and give someone else an opportunity to be “it”.</li></ol></li><li>5. On a start signal, have the cadets begin to spin to avoid the cadet designated as “it”.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 98). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>WHAT CAN YOU DO WITH THIS?</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space,</li><li>• An odd object (eg, staple remover, kitchen tongs, kitchen strainer, plastic container, etc),</li><li>• Paper, and</li><li>• Pens/pencils (one per group).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into two groups.</li><li>2. Distribute a piece of paper and a pen/pencil to each group.</li><li>3. Explain the following to the cadets:<ol style="list-style-type: none"><li>(a) Once they see an item they will have to list as many possible uses for the object as they can.</li><li>(b) They will have a time limit of five minutes to make the list.</li><li>(c) After the time is up both groups are to come back together and the lists will be discussed as a full group.</li></ol></li><li>4. Pull the object out of the bag and have the cadets begin their lists.</li><li>5. After five minutes, have the groups come together and present their lists to the other groups.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (p. 25). Richland, WA: Rec Room Publishing.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>PERSONAL TRIVIA</b>	<b>TIME: 10–15 min</b>
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Index cards (one per cadet),</li><li>• Paper (one sheet per cadet), and</li><li>• Pens/pencils (one per cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Distribute an index card and a pen/pencil to each cadet.</li><li>2. Have each cadet write the following on their index card:<ol style="list-style-type: none"><li>(a) their name, and</li><li>(b) five little-known facts about themselves (eg, favourite movie, favourite singer/band, favourite television show, favourite restaurant, favourite sport, etc).</li></ol></li><li>3. Collect all of the index cards.</li><li>4. Distribute a piece of paper to each cadet.</li><li>5. Read out each index card, one at a time, and have each cadet write down the name of the cadet whose card they think was read.</li><li>6. After the last card was read, have the cadets read out their guesses and identify which cadets guessed them correctly.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (p. 26). Richland, WA: Rec Room Publishing.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>ESP</b>	<b>TIME: 10–15 min</b>
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Demonstrate three physical gestures that will be used for the activity. The three gestures should be from a similar category. For example, three of the following sports-related gestures could be chosen:<ol style="list-style-type: none"><li>(a) swimming;</li><li>(b) swinging a golf club;</li><li>(c) swinging a baseball bat;</li><li>(d) shooting a hockey puck; or</li><li>(e) kicking a soccer ball.</li></ol></li><li>2. Divide the cadets into pairs.</li><li>3. Have the cadets practice these gestures a couple of times.</li><li>4. Have the pairs line up back to back in a straight line with plenty of room between each set of pairs.</li><li>5. Explain the following to the cadets:<ol style="list-style-type: none"><li>(a) The objective of the activity is to try to perform the same gesture as your partner, without any clues, as many times as possible.</li><li>(b) On a start signal from the leader, the cadets will turn around and face their partner while performing one of the three given gestures.</li><li>(c) After completing each gesture, the partners will stand back to back again without giving any clues to each other as to the next gesture they will perform.</li><li>(d) The cadets will continue to do this on each start signal from the leader until the time is complete.</li><li>(e) The cadets should count how many times they successfully performed the same gesture as their partner.</li><li>(f) Upon completion of the activity, have each group state how many times they were successful.</li></ol></li><li>6. On a given start signal have the cadets turn around to face their partner while performing one of the gestures.</li><li>7. Have the cadets continue this until the time has lapsed.</li><li>8. Have the cadets state how many times they were successful at performing the same gesture as their partner on completion of the activity.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 57–58). Beverly, MA: Project Adventure, Inc.	



<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>ONE COMMON GOAL</b>	<b>TIME: 10–15 min</b>
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space,</li><li>• Paper (one sheet per pair), and</li><li>• Pens/pencils (one per pair).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into pairs.</li><li>2. Distribute a piece of paper and a pen/pencil to each pair.</li><li>3. Explain that each pair is to think of as many common traits (eg, hair colour, number of siblings) between them as they can and write them on the piece of paper.</li><li>4. After approximately six minutes, have the cadets come together as a group and present their common traits one pair at a time.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (p. 31). Richland, WA: Rec Room Publishing.</p>	

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**ENERGIZERS AND ICEBREAKERS**

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<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>SHIPWRECK</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Rope (enough for 0.5 m [1.6 feet] per group), and</li><li>• Scissors.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Cut the rope into 0.5 m (1.6 feet) lengths and tie to make one circle per group.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into groups of five.</li><li>2. Give each group a “ship” (rope circle).</li><li>3. With all members holding on to the sides of the “ship”, the cadets must run back and forth the length of the playing field.</li><li>4. When the leader yells “SHARK”, all members must lay the “ship” down and jump “on board” (inside the rope circle). The first group with all feet off the ground gains a point.</li><li>5. Repeat the procedure until a group reaches five points.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i>. (p. 112). Dubuque, IA: Kendall/Hunt Publishing Company.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>BALLOONS</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Balloons (a minimum of one per group),</li><li>• Funnel, and</li><li>• Water.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Blow up the balloons and put a small amount of water in each.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into groups of five.</li><li>2. Have each group form a circle.</li><li>3. Give each group a balloon with a small amount of water in it.</li><li>4. Have the cadets try to keep the balloon off the ground by using their feet to hit it to the other cadets in the group.</li><li>5. Encourage teams to try to keep the balloon moving from cadet to cadet for as long as possible.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i>. (p. 67). Dubuque, IA: Kendall/Hunt Publishing Company.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>MIRROR IMAGE</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into pairs (pairs should be close to the same height).</li><li>2. Within each pair, have one cadet initiate an action and the other imitate it, becoming the “mirror image”.</li><li>3. Encourage the initiator to make slow movements, stretches and jumps.</li><li>4. Swap roles after a few minutes.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 76–77). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>HAVE YOU EVER?</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets form a circle, either seated or standing.</li><li>2. Ask for a volunteer to sit or stand in the middle (the “questioner”).</li><li>3. Have the “questioner” ask an appropriate question to the group that is prefaced with “Have you ever....?” (eg, Have you ever stayed up for 48 hours straight? Have you ever been to another Cadet Summer Training Centre?). The question that the “questioner” asks must be something that they have actually done.</li><li>4. If there are cadets in the circle who have experienced what the “questioner” asked, they are to leave their place in the circle and find an empty place somewhere else in the circle. The “questioner” also tries to find an empty space.</li><li>5. The person who is left without a place in the circle once everyone has moved is the new “questioner”.</li><li>6. Continue the process with a new “questioner”.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 193–194). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>ZIP ZAP</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets stand in a circle.</li><li>2. Ask for a volunteer to stand in the middle. This cadet is the “zipper”.</li><li>3. Have the “zipper” approach someone with their hands pressed together and all fingers pointing forward, look them straight in the eye and say “zip”.</li><li>4. Once “zip” is called, the cadet being pointed at is to duck down – the “ducker”. The two cadets on each side of the “ducker” are to face in toward each other, with their hands clasped and index fingers pointing at the other person. Each cadet is to yell “zap” at the other person (this will usually occur simultaneously). These people are the “zappers”.</li><li>5. If the “ducker” does not duck quick enough or a cadet gets zapped, that cadet is to go to the middle and become the new “zipper”.</li><li>6. After two or three rounds, invite another “zipper” to the middle to create more challenge. Continue the activity with two or more “zippers”.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 58–59). Beverly, MA: Project Adventure, Inc.	



<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>TALL SHIP</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> Determine the bow, stern, port and starboard sides of the “ship”.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets stand in a circle in the centre of the “ship”.</li><li>2. Demonstrate and explain the seaworthy terms and chores that the cadets will be performing:<ol style="list-style-type: none"><li>(a) “Bow” – move to the front;</li><li>(b) “Stern” – move to the rear;</li><li>(c) “Port” – move to the left;</li><li>(d) “Starboard” – move to the right;</li><li>(e) “Attention” – cadets stand at attention and salute;</li><li>(f) “Swab the Deck” – cadets get on their hand and knees and scrub the deck;</li><li>(g) “Sailor Overboard” – all cadets drop to the deck on either the port or starboard sides;</li><li>(h) “Lifeboats” – groups of three form a single file line, sit and pretend to row a boat; and</li><li>(i) “Rig the Sails” – groups of two join hands and pretend to set up the sails.</li></ol></li><li>3. As the Captain, issue a series of commands to the cadets.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 87–88). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>CHIC-A-BOOM!</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> Look over the dance moves and the words to the Chic-a-boom song.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the group stand in a circle.</li><li>2. Teach the group the following moves – with the index fingers, point up to the sky and alternate thrusts of each hand to a beat (eg, left hand up, then right hand up). Point down with alternating thrusts, point to the left while taking rocking steps and point to the right while taking rocking steps.</li><li>3. Using the dancing moves, teach the cadets the Chic-a-Boom song:  <i>“Hey there (enter name), you’re a real cool cat. You’ve got a lot of this, and you’ve got a lot of that. So come on in and get down... ...aaaand, up chic-a-boom, chic-a-boom, chic-a-boom. And down chic-a-boom, chic-a-boom, chic-a-boom. To the left, chic-a-boom, chic-a-boom, chic-a-boom. To the right, chic-a-boom, chic-a-boom, chic-a-boom.”</i></li></ol>	
<ol style="list-style-type: none"><li>4. Have one cadet volunteer to be the first cadet to go in the middle of the circle.</li><li>5. Have the cadets sing the song and complete the dance moves. The cadet in the middle begins to sing while looking directly at someone in the circle. When the song gets to the “<i>come on in and get down</i>” part, have the cadet in the middle sidle up to another cadet, link arms and lead them to the centre of the circle.</li><li>6. On the next turn, both cadets stay in the middle and bring another cadet in, and so on.</li><li>7. Encourage cadets to be creative and expressive with their singing and dancing when they are in the middle of the circle. They could bring some attitude or even beat boxing into the circle.</li><li>8. The activity ends when all cadets are in the middle of the circle.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 74–75). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>PIG PERSONALITY PROFILE</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b>	
<ul style="list-style-type: none"> <li>• Paper (one sheet per cadet), and</li> <li>• Pens/pencils (one per cadet).</li> </ul>	
<b>ACTIVITY LAYOUT</b>	
N/A.	
<b>ACTIVITY INSTRUCTIONS</b>	
<ol style="list-style-type: none"> <li>1. Distribute a piece of paper and a pen/pencil to each cadet.</li> <li>2. Read the following out loud, “On a blank piece of paper, draw a pig. Don’t look at your neighbour’s pig. Don’t even glance.”</li> <li>3. Allow approximately three minutes for the cadets to draw a pig.</li> <li>4. When all cadets are finished, allow a few moments for the cadets to look at their neighbours’ pigs.</li> <li>5. Explain that the pig drawings could indicate a person’s personality traits. Share the personality traits of the pig exercise with the group. If the pig is drawn:             <ol style="list-style-type: none"> <li>(a) toward the top of the paper, you are a positive, cheerful person;</li> <li>(b) toward the middle of the paper (top to bottom), you are a practical person;</li> <li>(c) toward the bottom of the paper, you are gloomy and have a tendency to behave negatively;</li> <li>(d) facing left, you believe in tradition, are friendly and remember dates, including birthdays;</li> <li>(e) facing forward (looking toward you), you are direct, enjoy playing devil’s advocate and neither fear nor avoid discussions;</li> <li>(f) facing right, you are innovative and active but don’t have a strong sense of family, nor do you remember dates;</li> <li>(g) with many details, you are investigative, cautious and distrustful;</li> <li>(h) with few details, you are emotional and naïve, care little for details and are a risk taker;</li> <li>(i) with four legs showing, you are secure, stubborn and stick to your ideals;</li> <li>(j) with less than four legs showing, you are insecure or are living through a period of major change;</li> <li>(k) the size of the pig’s ears indicates how good a listener you are – large is good; and</li> <li>(l) the length of the pig’s tail indicates your energy level – longer indicates more.</li> </ol> </li> <li>6. Allow time for the cadets to discuss their pigs with others.</li> </ol>	
<b>SAFETY</b>	
N/A.	
<b>REFERENCE</b>	
(ISBN 0-943210-44-5) Pike. B., & Busse, C. (1995). <i>101 More Games for Trainers</i> . (pp. 102–103). Minneapolis, MN: Lakewood Publications.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>CIRCLE THE CIRCLE</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Hula hoop.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets form a circle and hold hands with the cadet on either side of them.</li><li>2. Rest a hula hoop on two cadets' grasped hands.</li><li>3. Have the cadets try to have the hoop travel around the circle, while everyone is still holding hands.</li><li>4. If the activity is completed quickly, have the cadets try again.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i>. (p. 60). Dubuque, IA: Kendall/Hunt Publishing Company.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>CLUMPS</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets gather in the designated space.</li><li>2. Explain that numbers will be shouted out (eg, “four”, “seven”, etc). When numbers are shouted out, the cadets are to form groups consisting of that number of people. Those cadets who do not form a group can simply wait until another number is shouted out, and then form a group.</li><li>3. If the cadets catch on quickly, add a new rule that each cadet cannot form a new group with any cadet who was in their previous group.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 32–33). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>CADET FEUD #1</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Cadet Feud Survey (one per cadet),</li><li>• Scissors,</li><li>• Pens/pencils (one per cadet),</li><li>• Tennis ball,</li><li>• Chalkboard/whiteboard, and</li><li>• Chalk or whiteboard markers.</li></ul>	
<b>ACTIVITY LAYOUT</b> <ul style="list-style-type: none"><li>• Photocopy, cut out and have the cadets complete the survey.</li><li>• Conduct the attached survey.</li><li>• Tally and rank the top five answers for each question.</li><li>• Prepare the chalkboard/whiteboard by writing the numbers one through five.</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b> <p><b>Note:</b> This game is played in the same manner as the television show “Family Feud.”</p> <ol style="list-style-type: none"><li>1. Divide the group into two teams and have them sit facing each other.</li><li>2. Place a tennis ball on a table or on the floor. Have the first person from each team come forward and sit an equal distance away from the tennis ball (this will serve as the “buzzer”).</li><li>3. Ask the first question (eg, “Name five of the top restaurants.”). The first person to grab the ball will get a chance to answer the question. If the ball is grabbed early, stop reading the question and allow for the cadet to give an answer.</li><li>4. If the cadet gives an answer that is on the list, write it beside the corresponding number. If this person has not guessed the number one answer, the other player may have a turn to guess. The person who guesses the highest answer on the list gets to choose whether his/her team will play or pass.</li><li>5. After this, each team gets three strikes (wrong answers). The team that is playing gets the chance to guess the remaining answers on the board. Give each person a turn, down the line.</li><li>6. Once the playing team gets three strikes, the other team decides as a group what one answer they want to give to try to fill in one of the remaining blanks.</li><li>7. If the first team fills in all the blanks, they win the round, but if the opposing team guesses one of the remaining answers, they win the round.</li><li>8. Continue with the rest of the questions in the same manner.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 36–37). Richland, WA: Rec Room Publishing.</p>	

**CADET FEUD SURVEY**

Answer the following questions. Be sure to write only one answer.

QUESTIONS	ANSWERS
1. What is your favourite restaurant?	
2. What is your favourite type of music?	
3. What is your hair colour?	
4. What is your favourite shampoo?	
5. What is your favourite winter activity?	

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Answer the following questions. Be sure to write only one answer.

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3. What is your hair colour?	
4. What is your favourite shampoo?	
5. What is your favourite winter activity?	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>CADET FEUD #2</b>	<b>TIME: 10 min</b>
<b>RESOURCES REQUIRED</b> <ul style="list-style-type: none"><li>• Cadet Feud Survey (one per cadet),</li><li>• Scissors,</li><li>• Pens/pencils (one per cadet),</li><li>• Tennis ball,</li><li>• Chalkboard/whiteboard, and</li><li>• Chalk or whiteboard markers.</li></ul>	
<b>ACTIVITY LAYOUT</b> <ul style="list-style-type: none"><li>• Photocopy, cut out and have the cadets complete the survey.</li><li>• Conduct the attached survey.</li><li>• Tally and rank the top five answers for each question.</li><li>• Prepare the chalkboard or whiteboard by writing the numbers one through five.</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b> <p><b>Note:</b> This game is played in the same manner as the television show “Family Feud.”</p> <ol style="list-style-type: none"><li>1. Divide the group into two teams and have them sit facing each other.</li><li>2. Place a tennis ball on a table or on the floor. Have the first person from each team come forward and sit an equal distance away from the tennis ball (this will serve as the “buzzer”).</li><li>3. Ask the first question (eg, “Name five of the top celebrities.”). The first person to grab the ball will get a chance to answer the question. If the ball is grabbed early, stop reading the question and allow for the cadet to give an answer.</li><li>4. If the cadet gives an answer that is on the list, write it beside the corresponding number. If this person has not guessed the number one answer, the other player may have a turn to guess. The person who guesses the highest answer on the list gets to choose whether his/her team will play or pass.</li><li>5. After this, each team gets three strikes (wrong answers). The team that is playing gets the chance to guess the remaining answers on the board. Give each person a turn, down the line.</li><li>6. Once the playing team gets three strikes, the other team decides as a group what one answer they want to give to try to fill in one of the remaining blanks.</li><li>7. If the first team fills in all the blanks, they win the round, but if the opposing team guesses one of the remaining answers, they win the round.</li><li>8. Continue with the rest of the questions in the same manner.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 36–37). Richland, WA: Rec Room Publishing.</p>	



**CADET FEUD SURVEY**

Answer the following questions. Be sure to write only one answer.

QUESTIONS	ANSWERS
1. Who is your favourite celebrity?	
2. Where is your favourite place to shop (store name)?	
3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
5. What is your dream job?	

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1. Who is your favourite celebrity?	
2. Where is your favourite place to shop (store name)?	
3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
5. What is your dream job?	

**CADET FEUD SURVEY**

Answer the following questions. Be sure to write only one answer.

QUESTIONS	ANSWERS
1. Who is your favourite celebrity?	
2. Where is your favourite place to shop (store name)?	
3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
5. What is your dream job?	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>TINY TEACH</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into pairs.</li><li>2. Explain that there will be a series of partner activities announced that the cadets will have to perform.</li><li>3. Introduce each performance:<ol style="list-style-type: none"><li>(a) <b>Tie a Pair of Shoelaces.</b> Each pair of cadets will untie the laces of the shoe closest to their partner as they stand side by side. The object is for each pair of cadets, using only one hand, to tie the shoelaces (one from each shoe) together with a standard bow.</li><li>(b) <b>Whistle in Your Hands.</b> Cup the hands tightly together to form an air-tight container, but leave a small gap in the top between the thumbs. Try to make a hollow-pitched whistle sound.</li><li>(c) <b>Tell a Joke.</b> No matter how long or short, funny or not, pass on an <b>appropriate</b> joke to the other cadet.</li><li>(d) <b>Let Me Show You.</b> Each cadet will present a skill or talent they choose to their partner (eg, curl of the tongue, a yoga move, etc).</li><li>(e) <b>Body Gym.</b> Each pair takes turns showing and teaching the other how to do something completely bizarre with their bodies.</li></ol></li><li>4. Call out a performance and have each pair of cadets perform it. Continue calling out different performances.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment.</i> (pp. 44–45). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>FOUR UP</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the group sit on the ground, with space between each cadet.</li><li>2. Explain to the cadets that anyone can stand up when they would like to, but no one can remain standing for longer than five seconds before they sit again.</li><li>3. Once some cadets begin to stand, tell them that the goal is to have exactly four people standing up at all times.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 172). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>YURT CIRCLE</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space with a non-slip surface.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets form a circle and grasp the hands or wrists of their neighbours.</li><li>2. Have the cadets move back and stretch out the circle without letting go (not to the full extent of the arms).</li><li>3. With everyone's feet together and planted on the ground, instruct everyone to lean backwards.</li><li>4. Encourage the cadets to adjust the position of their feet if they are uncomfortable.</li><li>5. Try to get everyone to fully support each other's weight. This may take a few tries!</li></ol>	
<b>SAFETY</b> Ensure cadets look out for the safety of each other so they do not fall backwards.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 91 and 92). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>HOOP RELAY</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Hula hoops (four).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets form a single file, one behind the other.</li><li>2. Have the cadets hold hands front-to-back by reaching backward through their legs to grasp the free hand of the person behind them.</li><li>3. Designate one cadet to be the “starter”. Have the “starter” stand in front of the line, holding four hula hoops.</li><li>4. Explain that when signalled to begin the game, the “starter” will place one of the hula hoops over the head of the first person in line. The cadets will have to try to have the hula hoop travel from cadet to cadet. When the first hoop reaches the third person in line, the “starter” may add another hoop, and so on. If the “starter” wishes to be part of the game, they can simply start the last hoop and become the first person in line.</li><li>5. Signal to begin the game.</li><li>6. When the first hoop reaches the last cadet in the line, they will run to the front of the line with the hoop, grab the hand of the now second cadet and start to move the hoop to the end of the line.</li><li>7. Continue until the original front cadet returns to their original position.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i>. (p. 61). Dubuque, IA: Kendall/Hunt Publishing Company.</p>	



*K. Rohnke, Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities, Kendall/Hunt Publishing Company (p. 61)*

Figure 3O-1 Hoop Relay

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>ALL ABOARD</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Balloons of varying colours (two per cadet), and</li><li>• Markers (one per group).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into groups of four.</li><li>2. Distribute deflated balloons of varying colours around the space.</li><li>3. Have each group get into train formation (together in single file) and give the first person in each line, the “engine”, a marker.</li><li>4. Explain to the cadets that each group is a passenger “train” that must pick up “passengers”, balloons, two per person. Each person in the train will be a “car”.</li><li>5. Balloons become “passengers” when they are inflated and have a face. One cadet must inflate the balloon, tie it and paint a face on it with the marker.</li><li>6. Each train must move around together and pick up “passengers”. “Passengers” must be the same colour and everyone must be carrying two. The train must stay still while a cadet is inflating and drawing. The objective is for each train to have all “passengers” that are the same colour.</li><li>7. The first “train” to reach the destination point with all “passengers” accounted for (two balloons per cadet) wins the game.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-134984-7) West, E. (1999). <i>The Big Book of Icebreakers</i>. (pp. 135–136). New York, NY: McGraw-Hill.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>LINE UP</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> 1. Explain to the cadets that instructions will be given for them to line up in a particular way. 2. Once lined up, the group must sit at the same time, to indicate that they are finished. 3. Possible categories include: (a) order of shoe size; (b) alphabetically by favourite colour; (c) order by the number of siblings each cadet has; (d) order by age, youngest to oldest; (e) order by hair colour, lightest to darkest; (f) alphabetically by first name; and (g) alphabetically by last name.	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-07-134984-7) West, E. (1999). <i>The Big Book of Icebreakers</i> . (pp. 87–89). New York, NY: McGraw-Hill.	



<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>PICK POCKET</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Pick Pocket Activity Sheet (one per group),</li><li>• Scissors,</li><li>• Pens/pencils (one per group), and</li><li>• Stopwatch.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Photocopy and cut the survey.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into two groups.</li><li>2. Explain to the cadets that they will have five minutes to try and find as many items on the Pick Pocket Activity Sheet as possible.</li><li>3. Distribute a Pick Pocket Activity Sheet to each group.</li><li>4. Start the activity.</li><li>5. Once five minutes have passed, bring the cadets back to one area and compare which items were found by each group.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-134984-7) West, E. (1999). <i>The Big Book of Icebreakers</i>. (pp. 53–55). New York, NY: McGraw-Hill.</p>	

**PICK POCKET ACTIVITY SHEET**

- \_\_\_\_\_ A purple pen,
- \_\_\_\_\_ A piece of gum,
- \_\_\_\_\_ A pair of sunglasses,
- \_\_\_\_\_ A comb,
- \_\_\_\_\_ A padlock key,
- \_\_\_\_\_ A bobby pin,
- \_\_\_\_\_ A picture of a friend or relative,
- \_\_\_\_\_ Money,
- \_\_\_\_\_ A bank card, and
- \_\_\_\_\_ A mint.

**PICK POCKET ACTIVITY SHEET**

- \_\_\_\_\_ A purple pen,
- \_\_\_\_\_ A piece of gum,
- \_\_\_\_\_ A pair of sunglasses,
- \_\_\_\_\_ A comb,
- \_\_\_\_\_ A padlock key,
- \_\_\_\_\_ A bobby pin,
- \_\_\_\_\_ A picture of a friend or relative,
- \_\_\_\_\_ Money,
- \_\_\_\_\_ A bank card, and
- \_\_\_\_\_ A mint.

**PICK POCKET ACTIVITY SHEET**

- \_\_\_\_\_ A purple pen,
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- \_\_\_\_\_ A comb,
- \_\_\_\_\_ A padlock key,
- \_\_\_\_\_ A bobby pin,
- \_\_\_\_\_ A picture of a friend or relative,
- \_\_\_\_\_ Money,
- \_\_\_\_\_ A bank card, and
- \_\_\_\_\_ A mint.

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>ABOUT NOW</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Stopwatch.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Gather the group in an area.</li><li>2. Explain to the group that on the command “Now” everyone will try to count 60 seconds in their head and then sit. There is to be no talking and the cadets cannot look at their watches.</li><li>3. While looking at the stopwatch, yell “Now” to signal the cadets to begin.</li><li>4. Note the cadet who sits down closest to the 60 second time frame.</li><li>5. When all cadets are sitting, announce who was the closest.</li><li>6. Repeat the activity.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i>. (p. 148). Beverly, MA: Project Adventure, Inc.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>MASS STAND UP</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into two equal groups.</li><li>2. Have each group sit in a circle, with their backs to the middle.</li><li>3. Have the cadets in each group link elbows with the cadets sitting on either side of them.</li><li>4. Explain that on the command “Go” everyone will try to stand up as one.</li><li>5. Give the command “Go.” This activity may require a lot of encouragement and many tries.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i> . (p. 100). Dubuque, IA: Kendall/Hunt Publishing Company.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>WORD PUZZLE</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large space,</li><li>• Word puzzle sheet (one per cadet),</li><li>• Pens/pencils (one per cadet), and</li><li>• Stopwatch.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Photocopy a word puzzle sheet for every cadet.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Distribute a word puzzle sheet and a pen/pencil to each cadet.</li><li>2. Explain to the cadets that they have three minutes to try and complete as many word puzzles as possible.</li><li>3. After three minutes, have the cadets form groups of three. Among the three cadets, encourage them to come up with as many answers as possible.</li><li>4. Share the word puzzle answers with the cadets.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-046414-6) Scannel, E., &amp; Newstrom, J. (1994). <i>Even More Games Trainers Play</i>. (pp. 137–177). New York, NY: McGraw-Hill Companies.</p>	

WORD PUZZLE

<p>1</p> 	<p>2</p> <p>NE1410S</p>	<p>3</p> <p>CYCLE CYCLE CYCLE</p>	<p>4</p> <p>BALE</p>
<p>5</p> <p>Jan. Feb. Mar. ----- DUE</p>	<p>6</p> 	<p>7</p> <p>HEAD LO VE HEELS</p>	<p>8</p> <p><i>type</i></p>
<p>9</p> <p>L Bus Term L</p>	<p>10</p> <p>BAN ANA</p>	<p>11</p> <p>T K The R C A</p>	<p>12</p> <p>BACK CK K</p>
<p>13</p> <p>LAL</p>	<p>14</p> <p>I'm nhappy</p>	<p>15</p> <p>ME QUIT</p>	<p>16</p> 
<p>17</p> <p>S P L I T</p>	<p>18</p> <p>PETS A</p>	<p>19</p> <p>CITY</p>	<p>20</p> <p>YOU / JUST / ME</p>

### WORD PUZZLE ANSWERS

1. A tall tale.
2. Anyone for tennis?
3. Tricycle.
4. Curve ball.
5. Three months overdue.
6. Hole in one.
7. Head over heels in love.
8. Type written.
9. Bus terminals.
10. Banana split.
11. The inside track.
12. Full back, half back, quarterback.
13. All mixed up.
14. I'm unhappy without you.
15. Quit following me.
16. Domino.
17. Split down the middle.
18. A step backwards.
19. Life in the big city.
20. Just between you and me.

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>CATEGORIES</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the group gather.</li><li>2. Explain to the group that they will separate and regroup according to the categories announced.</li><li>3. Announce a category. Possible categories include:<ol style="list-style-type: none"><li>(a) number of siblings,</li><li>(b) last digit in home telephone number,</li><li>(c) position of thumbs when hands are clasped (eg, left over right or right over left),</li><li>(d) month of birth,</li><li>(e) colour of eyes,</li><li>(f) colour of hair,</li><li>(g) type of breakfast ate this morning,</li><li>(h) favourite hot or cold drink, and</li><li>(i) distance travelled to get here.</li></ol></li><li>4. Once groups are formed, announce another category. Continue announcing categories until the time has lapsed.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 31–32). Beverly, MA: Project Adventure, Inc.	



<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>HUMAN SCAVENGER HUNT</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> Create a list of scavenger hunt items if other choices than those listed are preferred.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the group stand or sit together.</li><li>2. Read a point from the human scavenger hunt. The team must send a cadet to the front who fits the description. For example, if the leader says “Two cadets who have the same middle name,” members must talk and find out if there are two cadets in the group who fit the description and then quickly send those cadets to the leader.</li><li>3. The human scavenger hunt could consist of:<ol style="list-style-type: none"><li>(a) Two cadets who have the same first and last initials.</li><li>(b) The cadet in the group who was born the furthest away.</li><li>(c) Two cadets with the same middle name.</li><li>(d) A group of cadets whose ages add up to 40.</li><li>(e) Two cadets who were born on the same date (eg, June 14<sup>th</sup> and September 14<sup>th</sup>)</li><li>(f) Two cadets who were born in the same month.</li><li>(g) A group of cadets whose shoe sizes add up to 30.</li><li>(h) The cadet who lives the closest to here.</li><li>(i) A group of cadets who can spell a word by putting together the first letters of their first names.</li><li>(j) A group of three cadets who all have different coloured eyes.</li></ol></li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i> . (pp. 18–19). Richland, WA: Rec Room Publishing.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>THE WALKING BILLBOARD</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Flip chart paper (one sheet per cadet),</li><li>• Markers (one per cadet), and</li><li>• Masking tape (one roll).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Distribute a piece of flip chart paper and a marker to each cadet. Get all the cadets to place their first and last names at the top.</li><li>2. Write and post the following questions on a piece of flip chart paper:<ol style="list-style-type: none"><li>(a) What is your favourite food?</li><li>(b) What is your biggest pet peeve?</li><li>(c) What is your all-time favourite movie?</li><li>(d) What is your dream job?</li></ol></li><li>3. Allow time for each cadet to write their answers on their piece of flip chart paper.</li><li>4. Using masking tape, have the cadets help each other attach the flip chart paper to the writer's shoulders, to look like a "walking billboard".</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-046501-0) Scannel, E., &amp; Newstrom, J. (1998). <i>The Big Book of Presentation Games</i>. (pp. 125–126). New York, NY: McGraw-Hill.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>GETTING ACQUAINTED</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space,</li><li>• Large sticky notes (one per cadet), and</li><li>• Pens/pencils (one per cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Distribute a large sticky note and a pen/pencil to each cadet.</li><li>2. Have each cadet write their first and last names on their sticky note.</li><li>3. Allow two or three minutes for each cadet to write down two words or brief phrases that tell something about themselves and can be used as conversation starters (eg, hometown, hobby, quirk, etc).</li><li>4. Have the cadets start to mingle and form groups of two or three and discuss their words or phrases with other cadets.</li><li>5. Once a few minutes have passed, tell the cadets to switch groups while encouraging them to meet and mingle with as many cadets as possible.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-046501-0) Scannel, E., &amp; Newstrom, J. (1998). <i>The Big Book of Presentation Games</i>. (pp. 23–24). New York, NY: McGraw-Hill.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>BINGO BLAST</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space,</li><li>• Bingo Blast cards (one per cadet), and</li><li>• Pens/pencils (one per cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Photocopy a Bingo Blast card for each cadet.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Distribute a bingo card and a pen/pencil to each cadet.</li><li>2. Allow five minutes for the cadets to roam around the area trying to find a person to fit each description on the card. Once a person is found, that cadet will sign their name on the bingo card. Encourage the cadets to try to fill out the complete card.</li><li>3. Once time is up, have the cadets gather in one area and sit.</li><li>4. Read the descriptions out loud and see who fits each description.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-046501-0) Scannel, E., &amp; Newstrom, J. (1998). <i>The Big Book of Presentation Games</i>. (pp. 28–29). New York, NY: McGraw-Hill.</p>	

**BINGO BLAST**

PLAYS TENNIS  _____	HAS TRAVELLED OUTSIDE OF CANADA  _____	SPEAKS TWO LANGUAGES  _____	HAS BROWN EYES  _____	HAS AN OLDER BROTHER  _____
HAS BROKEN A BONE  _____	HATES BRUSSELS SPROUTS  _____	HAS RED HAIR  _____	HAS A PET FISH  _____	PLAYS AN INSTRUMENT  _____
HAS NEVER BEEN TO A CSTC BEFORE  _____	HAS CANOED  _____	<b>FREE</b>	HAS HAD A CAVITY  _____	LOVES PICKLES  _____
CAN SWIM  _____	HAS A PET DOG  _____	HAS BLUE EYES  _____	HAS THEIR TOENAILS PAINTED  _____	PLAYS VOLLEYBALL  _____
HAS BLONDE HAIR  _____	LIKES MATH  _____	HAS A BIRTHDAY DURING THE COURSE  _____	KNOWS A SET OF TWINS  _____	KNOWS HOW TO DO THE HOKEY POKEY  _____

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>TEAM CHARADES</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> 1. Divide the cadets into two equal groups. 2. Give each group five minutes to: (a) choose a name for the team that best represents it; and (b) discuss a set of charades or acts that they will use to try to get the others to guess their team name. 3. Allow one minute for each group to act out their group's name, while the rest of the cadets guess.	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). <i>The Big Book of Presentation Games</i> . (p. 161). New York, NY: McGraw-Hill.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>DOUBLE TAKE</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets spread out in the area.</li><li>2. Have the cadets walk around shaking hands and introducing themselves to other cadets.</li><li>3. Call out a characteristic and have the cadets form groups with other cadets who share that characteristic. Some characteristics could include:<ol style="list-style-type: none"><li>(a) hair colour,</li><li>(b) eye colour,</li><li>(c) shoe size,</li><li>(d) favourite colour,</li><li>(e) favourite pizza topping,</li><li>(f) pet ownership,</li><li>(g) favourite sport, and</li><li>(h) favourite music.</li></ol></li><li>4. Encourage the cadets to form groups with different cadets as frequently as possible.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-07-134984-7) West, E. (1999). <i>The Big Book of Icebreakers</i> . (pp. 25–29). New York, NY: McGraw-Hill.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>PECULIARITIES</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space,</li><li>• Peculiarities Activity Sheet (one per cadet), and</li><li>• Pens/pencils (one per cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Photocopy a Peculiarities Activity Sheet for each cadet.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Distribute an activity sheet and a pen/pencil to each cadet.</li><li>2. Allow five minutes for the cadets to roam around the area trying to find a cadet to fit each description on the card. Once a cadet is found, have the cadet tick their peculiarity off the list and write their name next to the description. Encourage the cadets to try to tick off as many as possible.</li><li>3. Once time is up, have the cadets join in one area and sit.</li><li>4. Read the descriptions out loud and see who fits each description.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-134984-7) West, E. (1999). <i>The Big Book of Icebreakers</i>. (pp. 105–107). New York, NY: McGraw-Hill.</p>	



**PECULIARITIES ACTIVITY SHEET**

1. Who was born on February 29<sup>th</sup>?
2. Who has or had a dog named Spot, Midnight, Lucky, Shadow or Snoopy?
3. Who competes in sporting activities such as running, basketball, etc?
4. Who likes pizza with anchovies?
5. Who was born in a different province than the one in which they reside?
6. Who was born outside of Canada?
7. Who has been to Nunavut?
8. Who writes songs or poetry?
9. Who has a twin brother or sister?
10. Who has a shoe size greater than 10?
11. Who has milked a cow?
12. Who has been to a concert in the past three months?
13. Who has been on a radio or television show?
14. Who prefers winter to summer?

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>I LIKE ME BECAUSE</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into pairs, preferably two cadets that do not know each other well.</li><li>2. Have the pairs sit facing each other and decide who will go first and who will go second.</li><li>3. Have each pair make eye contact and sit with an open body posture (eg, do not cross arms).</li><li>4. Explain that each pair will have two minutes each to answer the question "What do I like about myself?" The partner not answering the question cannot talk but must express a keen interest in the cadet through body language.</li><li>5. Have the first cadet speak about themselves. At the end of the two minutes, have the cadets switch roles.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-07-046513-4) Newstrom, J., & Scannel, E. (1998). <i>The Big Book of Team Building Games</i> . (pp. 73–74). New York, NY: McGraw-Hill.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>GROUP JUGGLE</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Tennis balls (three).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets stand in a circle.</li><li>2. Start the activity using one ball. All cadets will begin the game with one arm in the air. The cadet with the ball will call out their own name and the name of the cadet to whom they are going to throw the ball they will then throw the ball to that cadet. The ball must be thrown to a cadet with their arm in the air to ensure each cadet has the opportunity to participate. Once the cadet has caught the ball they are to put their arm down.</li><li>3. Have the cadet who catches the ball say their own name, say the name of the cadet to whom they are going to throw the ball and then throw the ball to that cadet.</li><li>4. Continue the game until the cadets seem comfortable using one ball.</li><li>5. Add more balls. The rules remain the same, only that the cadets have to pay much more attention! Continue until everyone has caught a ball, then all cadets should start again with their arm in the air.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (p. 109). New York, NY: McGraw-Hill Companies, Inc.</p>	

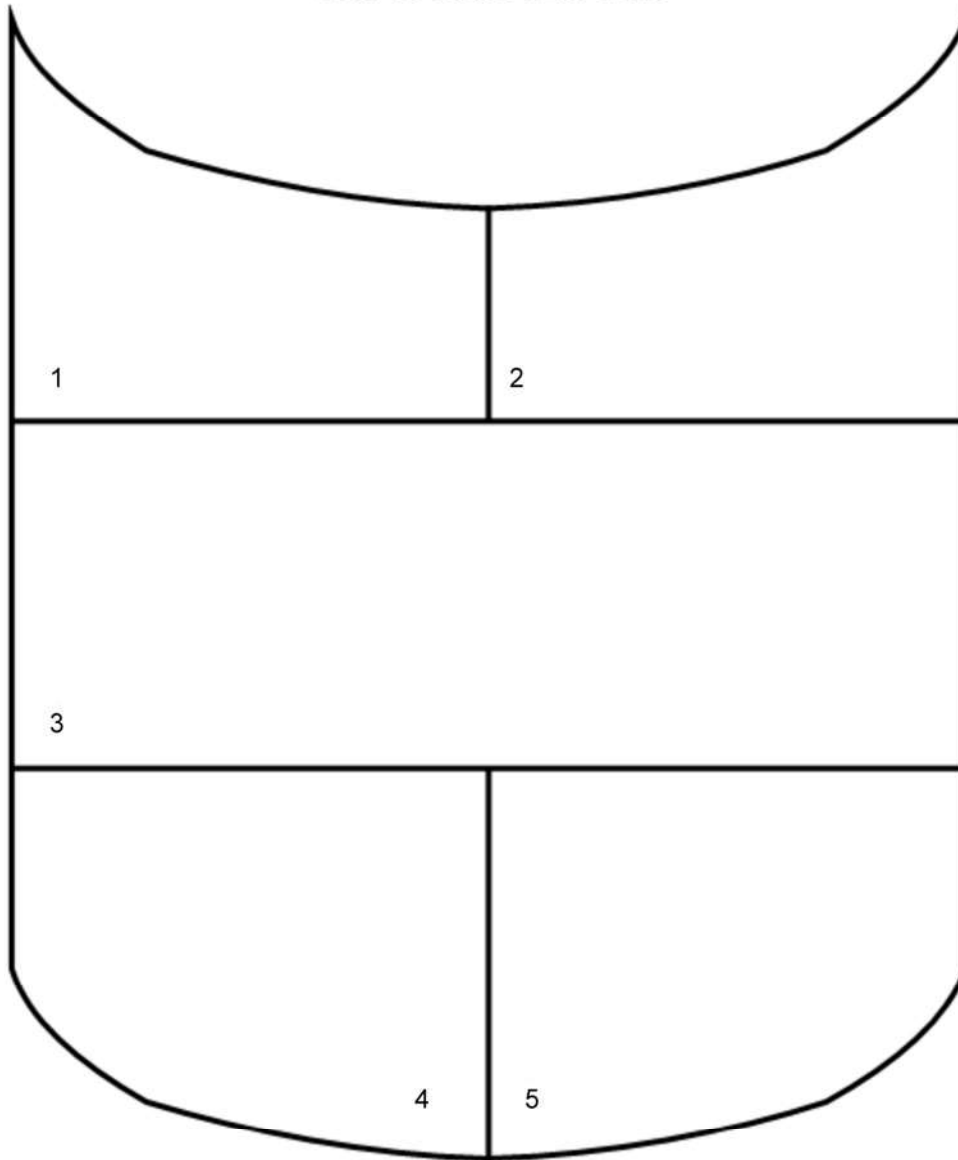
<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>MEET 'N GREET</b>	<b>TIME: 10 min</b>
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into groups of three or four.</li><li>2. Allow two minutes for each group to find three distinctive things that all of the cadets have in common. The only rule is that the three distinctive things cannot be related to the Cadet Program (eg, won the marksmanship team or received an award at the Annual Ceremonial Review). Some examples could be:<ol style="list-style-type: none"><li>(a) all are from the same province;</li><li>(b) all have an older brother; and</li><li>(c) all grew up in a single parent home.</li></ol></li><li>3. Once all groups have completed Step 2., have the cadets regroup and share the three commonalities with the remainder of the cadets.</li><li>4. If time remains, complete the activity again with different groups.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-07-046414-6) Newstrom, J. (1994). <i>Even More Games Trainers Play</i> . (p. 11). New York, NY: McGraw-Hill Companies.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>WHO ARE YOU?</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space,</li><li>• Index cards (one per cadet), and</li><li>• Pens/pencils (one per cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Distribute an index card and a pen/pencil to each cadet.</li><li>2. Have each cadet write down one thing about themselves that they do not think anyone else would know.</li><li>3. Collect all the cards and shuffle them. Randomly distribute one card to each cadet.</li><li>4. Allow five minutes for the cadets to circulate the room and ask questions to the other cadets to try to find out whose card they have.</li><li>5. Have each cadet sit after they have found the person whose card they have and when the cadet with their card locates them.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-046501-0) Scannel, E., &amp; Newstrom, J. (1998). <i>The Big Book of Presentation Games</i>. (pp. 23–24). New York, NY: McGraw-Hill.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>BIRTHDAY LINE</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Tape/rope (approximately 10 m [32 feet]).</li></ul>	
<b>ACTIVITY LAYOUT</b> <ul style="list-style-type: none"><li>• If using tape, tape two parallel lines 50 cm (20 inches) apart, each approximately 5 m (16 feet) long on the floor.</li><li>• If using rope, place two parallel lines 50 cm (20 inches) apart, each approximately 5 m (16 feet) long on the ground.</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have all the cadets stand side by side inside the two lines, without their feet touching them.</li><li>2. Tell the cadets to organize themselves in order of birthday without stepping outside or on the lines.</li><li>3. If completed quickly, have the cadets organize themselves again using different criteria (eg, height, shoe size, hair colour).</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (p. 57). New York, NY: McGraw-Hill Companies, Inc.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>A COAT OF ARMS</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space,</li><li>• Coat of arms template (one per cadet),</li><li>• Pens/pencils (one per cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Photocopy a coat of arms template for each cadet.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Distribute a coat of arms template and a pen/pencil to each cadet.</li><li>2. Have the cadets fill in their coat of arms by reading the following aloud, one at a time:<ol style="list-style-type: none"><li>(a) In Space 1, draw something that characterizes a recent peak performance.</li><li>(b) In Space 2, sketch something about yourself that very few people know about.</li><li>(c) In Space 3, draw a symbol of how you like to spend your free time.</li><li>(d) In Space 4, represent something that you are very good at.</li><li>(e) In Space 5, write or draw something that could be your personal motto.</li></ol></li><li>3. When complete, use the remaining the time for the cadets to mingle with others to share their coat of arms.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-046513-4) Newstrom, J., &amp; Scannel, E. (1998). <i>The Big Book of Team Building Games</i>. (pp. 77–79). New York, NY: McGraw-Hill.</p>	

COAT OF ARMS TEMPLATE



*J. Newstrom & E. Scannel, The Big Book of Team Building Games, McGraw-Hill (p. 79)*

Figure 3O-2 Coat of Arms Template



<b>TEAM-BUILDING ACTIVITY</b>	<b>ICEBREAKER</b>
<b>MARTIAN NAMES</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space,</li><li>• Paper (one piece per cadet), and</li><li>• Pens/pencils (one per cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Prepare your Martian name and meaning on a piece of paper.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Tell the following story: “Imagine you have just landed on Mars and need to introduce yourself to your Martian tour guide. Language on Mars is the complete reverse of ours. This means you must change your name so it is backward: last name first, first name last and both spelled backward, letter by letter. In addition, every name on Mars means something special and relates to the person who has that name. On your sheet of paper, write your name as it would appear on Mars. Practice pronouncing it. Think about what your Martian name means and be prepared to share it with the group.”</li><li>2. Show the cadets your Martian name and meaning. For example, Sarah Jones becomes “Senoj Haras,” which means “enjoys taking long trips and hiking with my friends” or Joshua Carew becomes “Werac Auhsoj,” which means “warrior of the desert.”</li><li>3. Distribute a piece of paper and a pen/pencil to each cadet and allow two minutes for the cadets to complete their Martian names.</li><li>4. Have the cadets share their Martian names with the group.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 1-57542-265-4) MacGregor, M. (2008). <i>Teambuilding With Teens: Activities for Leadership, Decision Making and Group Success</i>. (pp. 8–9). Minneapolis, MN: Free Spirit Publishing, Inc.</p>	

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**COMMUNICATION, PROBLEM-SOLVING AND TRUST-BUILDING**

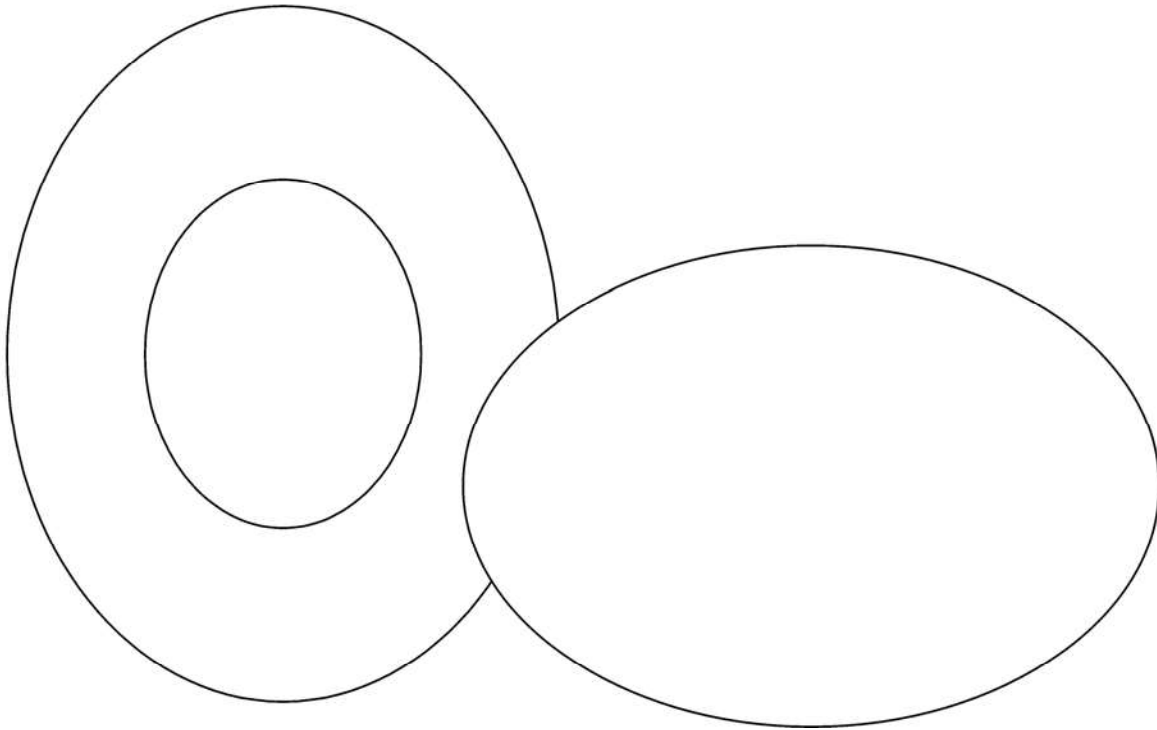
**LIST OF ACTIVITIES FOR ANNEX P**

Title	Page Number	
<b>COMMUNICATION</b>	Snowflake	3P-2
	Back-to-Back	3P-3
	Group Construction	3P-6
	Where Do I Go?	3P-7
	Missing Bucket	3P-8
	Charade Line	3P-9
	The Rock	3P-11
	King/Queen Frog	3P-12
	Mute Lineup	3P-13
	Marriage	3P-14
	That Ain't Me!	3P-15
	Blind Shapes	3P-16
	Wink	3P-17
	Minefield	3P-18
	Categories Twist	3P-19
Negotiation	3P-20	
<b>PROBLEM-SOLVING</b>	Magic Carpet	3P-21
	Raft	3P-22
	Moonwalk	3P-23
	Balance Beam	3P-24
	Group Search	3P-26
	Traffic Jam	3P-27
	Circle Wars	3P-29
	Untying Knots	3P-30
	Stepping Stones	3P-31
	Swamp Trail	3P-32
	Human Knot	3P-34
	Circle Clap	3P-35
	Quick Shuffle	3P-36
	Tall Tower	3P-37
	Swamp Crossing	3P-38
Water Transfer	3P-40	
<b>TRUST-BUILDING</b>	Egg Construction	3P-41
	Water Carry	3P-42
	Crazy Maze	3P-44
	Everybody Up	3P-45
	Slice & Dice	3P-46
	Hog Call	3P-48
	Hug a Tree	3P-49
	Blindfold Build	3P-50
	Lighthouse	3P-51
Trust Tag	3P-52	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>SNOWFLAKE</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> 8-1/2 x 11 inch sheet of white paper (one per cadet).	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Distribute a piece of paper to each cadet.</li><li>2. Explain that the cadets are to individually follow the directions you are about to give without asking questions or seeking clarification.</li><li>3. Give the following directions quickly, with no clarification:<ol style="list-style-type: none"><li>(a) Fold the paper in half and tear off a top corner.</li><li>(b) Fold it in half again and tear off the top corner.</li><li>(c) Fold it in half again and tear off the left corner.</li><li>(d) Rotate the paper to the right three times and tear off the bottom corner.</li><li>(e) Fold it in half again and tear off the middle piece.</li></ol></li><li>4. Instruct the group to unfold their papers and compare their snowflakes with those around them. They will find that their snowflakes may or may not match others depending on how the instructions were understood.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 1-57542-265-4) MacGregor, M. G. (2008). <i>Team-Building With Teens</i> . (pp. 67–68). Minneapolis, MN: Free Spirit Publishing Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>BACK-TO-BACK</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Paper,</li><li>• Pens/pencils (one per group), and</li><li>• Drawings (two per group).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Photocopy both drawings for each group.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into pairs. Have each pair sit back to back.</li><li>2. Distribute a copy of Figure 3P-1 to one cadet from each pair. Distribute a piece of paper and pen/pencil to the other cadet.</li><li>3. On the signal to start, the cadet with the drawing is to guide their partner to draw the figure without letting them see the original. The cadets are to use symbols and metaphors to describe the drawing, but not geometrical shapes. For example, the cadet cannot say draw a square or circle.</li><li>4. Allow the cadets approximately five minutes to draw the figure. When the time is up, have the cadets compare the drawing to the original drawing.</li><li>5. Have the cadets reverse roles. Distribute a copy of Figure 3P-2 to the cadet who drew first and a piece of paper and a pen/pencil to the other cadet. Repeat Steps 3. and 4.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 95–97). New York, NY: McGraw-Hill.</p>	

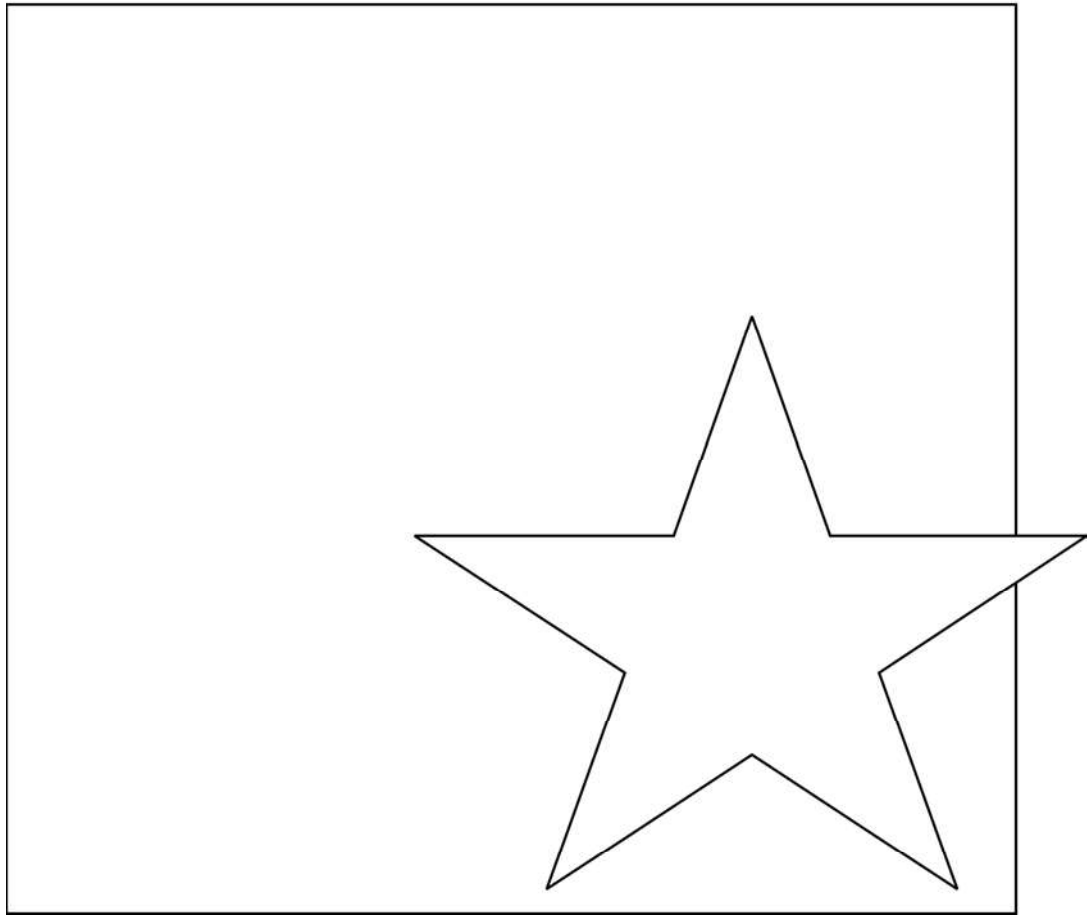
**DRAWING 1**



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

Figure 3P-1 Drawing 1

**DRAWING 2**



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

**Figure 3P-2 Drawing 2**

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>GROUP CONSTRUCTION</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Toothpicks/popsicle sticks/straws (10 per cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets sit in a semicircle with their backs to the centre. Ensure they are spread out enough that they cannot see the toothpicks/popsicle sticks/straws of the cadets near them.</li><li>2. Inform the cadets that they are not allowed to speak or look at the other cadets' design throughout the activity.</li><li>3. Distribute 10 toothpicks/popsicle sticks/straws to each cadet, including yourself.</li><li>4. As the "construction manager" you will build a design on the floor one toothpick/popsicle stick/straw at a time.</li><li>5. After placing each toothpick/popsicle stick/straw on the ground, verbally guide the cadets to place their toothpicks/popsicle sticks/straws in the same position.</li><li>6. When you have placed all 10 toothpicks/popsicle sticks/straws into a design, the designs of the cadets' should mimic your design.</li><li>7. Upon completion of the activity, look at the cadets' designs to see how close they are to the original.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-7360-5088-4) Midura, D. W., &amp; Glover, D. R. (2005). <i>Essentials of Team Building</i>. (p. 54). Champaign, IL: Human Kinetics.</p>	



<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>WHERE DO I GO?</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Two small objects (eg, coins, paper clips, toothpicks, etc), and</li><li>• Blindfold.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Ask one cadet to volunteer to go first in the activity.</li><li>2. Have the remainder of the cadets sit in a circle approximately 3 m (10 feet) in diameter.</li><li>3. Blindfold the volunteer and have them stand in the middle of the circle.</li><li>4. Have a member of the group place the two small objects on the ground, inside the circle, close enough together that the volunteer can simultaneously cover one object with each foot.</li><li>5. On a start signal, each group member, one at a time, can give one direction to the volunteer (eg, “Move your left foot forward 6 inches.”).</li><li>6. Each member can give just one direction with the intent of getting the volunteer to cover one object with each foot.</li><li>7. As time permits, have more cadets volunteer to participate as the cadet in the middle of the circle.</li></ol>	
<b>SAFETY</b> <p>Ensure cadets look out for the safety of the cadet in the centre of the circle.</p>	
<b>REFERENCE</b> <p>(ISBN 0-7360-5088-4) Midura, D. W., &amp; Glover, D. R. (2005). <i>Essentials of Team Building</i>. (p. 58). Champaign, IL: Human Kinetics.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>MISSING BUCKET</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b>	
<ul style="list-style-type: none"><li>• A large, flat and open space free from obstacles,</li><li>• Rope/pylons to mark boundaries,</li><li>• Blindfolds (one per every two cadets),</li><li>• 20 L (five gallon) bucket,</li><li>• 4 L (one gallon) jug,</li><li>• Plastic drinking cups (enough for half the cadets), and</li><li>• 8–10 objects to use as obstacles.</li></ul>	
<b>ACTIVITY LAYOUT</b>	
<ul style="list-style-type: none"><li>• Place the rope/pylons to create an area that is approximately 3.5 m (10–12 feet) wide and 7.5 m (25 feet) long.</li><li>• Set up obstacles throughout the course in a random pattern.</li><li>• Fill the 20 L (five gallon) bucket with water and place it at the start line.</li><li>• Place the empty 4 L (one gallon) container (the receiving container) at the finish line.</li><li>• Place the plastic drinking cups at the start line.</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b>	
<ol style="list-style-type: none"><li>1. The goal of the activity is for a group of blindfolded cadets to be verbally led through the obstacle course by the non-blindfolded cadets while transferring water. The blindfolded cadets are to transfer the water in the bucket to the receiving container at the finish line without moving the buckets.</li><li>2. Cadets are to avoid the obstacles as they proceed through the course.</li><li>3. Non-blindfolded cadets are not allowed to touch the bucket, the receiving container or the drinking cups.</li><li>4. If anyone breaks a rule or steps on an obstacle, that cadet must return to the starting line without emptying their water into the receiving container.</li><li>5. The activity is complete when the receiving container is filled to the designated mark.</li></ol>	
<b>SAFETY</b>	
The cadets must ensure the safety of the blindfolded cadets at all times throughout this activity.	
<b>REFERENCE</b>	
(ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). <i>Essentials of Team Building</i> . (pp. 126–127). Champaign, IL: Human Kinetics.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>CHARADE LINE</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> Create sample situations for the activity if you wish to use different ones than the samples given here.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets in two groups.</li><li>2. Have the first group come to the front (performance area) and the second group be the audience.</li><li>3. Explain the activity to the cadets, to include:<ol style="list-style-type: none"><li>(a) Line up facing the back of the cadet in front of you.</li><li>(b) Act out a situation for the cadet in front of you without using any verbal communication.</li><li>(c) That person will act out the situation for the next person in line and so forth down the line.</li></ol></li><li>4. Have the group in the performance area line up with their backs to you. Tap the first cadet on the shoulder and have them turn around.</li><li>5. Act out a situation. For example, you may mime the following:<ol style="list-style-type: none"><li>(a) you walk in swinging a bag in your hand;</li><li>(b) you pull up a chair and have a seat;</li><li>(c) you take a fishing rod out of the bag and cast your line;</li><li>(d) you pull in the line when you feel a tug on it;</li><li>(e) you find a rubber boot on your line instead of a fish; and</li><li>(f) you dump the water out of the boot, put it on your foot and leave.</li></ol></li><li>6. That cadet then taps the next cadet, acts out the same situation and so forth down the line. Expect the situation being acted out to change as it passes through the line.</li><li>7. The group of cadets acting as the audience may laugh but not offer any advice or guidance.</li><li>8. Once the last cadet has observed the situation they should act it out for you and the initial cadet and the entire group should watch while you perform the original situation once more.</li><li>9. Have the groups reverse roles so the original audience becomes the actors and vice versa. Have the cadets repeat Steps 4. to 8. with a new situation. For example, you may mime the following:<ol style="list-style-type: none"><li>(a) you pull a lottery ticket out of your back pocket;</li><li>(b) you pull out a chair and sit;</li><li>(c) you pull a newspaper out of a bag;</li><li>(d) you check the numbers on your lottery ticket with the numbers on the newspaper; and</li><li>(e) you realize all the numbers match and jump up and down in amazement!</li></ol></li></ol>	
<b>SAFETY</b> N/A.	

**REFERENCE**

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 202–203). Beverly, MA: Project Adventure, Inc.

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>THE ROCK</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Small rock (must be small enough to be concealed in a fist).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets stand in a circle, facing the centre.</li><li>2. Have the cadets close their eyes and stand with both of their hands clenched behind their backs.</li><li>3. Explain that if they would like to be the cadet holding the rock, they must open one fist into a cupped position, ready to receive the rock. Cadets not wishing to hold the rock should remain with their hands clenched. Once a cadet receives the rock they are to clench their hand into a fist.</li><li>4. Walk around the circle, as quietly as possible and place the small rock into one of the open hands.</li><li>5. Continue around the circle to the point from which you started.</li><li>6. Have all cadets clench their hands, open their eyes and sit in the circle, keeping their hands clenched at all times.</li><li>7. Every person, including the one holding the rock, will have a chance to guess who is holding the rock.</li><li>8. After a minute of everyone looking around the circle, allow the group to start making guesses. There is to be no talking among the cadets.</li><li>9. Ask for a volunteer to guess first. If a cadet guesses wrong they are not allowed to guess again.</li><li>10. Each cadet is given an opportunity to make one guess until the rock holder is discovered.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i>. (pp.189–190). Beverly, MA: Project Adventure, Inc.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>KING/QUEEN FROG</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b>	
<ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Poly spots/chairs (one per cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b>	
N/A.	
<b>ACTIVITY INSTRUCTIONS</b>	
<ol style="list-style-type: none"><li>1. Have the cadets sit in a circle, facing the centre. Mark each position with spots or chairs.</li><li>2. Every cadet must have a unique action that represents an animal. For example:<ol style="list-style-type: none"><li>(a) a gorilla beating on their chest;</li><li>(b) a monkey scratching their armpits;</li><li>(c) a bird fluttering their wings;</li><li>(d) a dog wagging their tail;</li><li>(e) a cat grooming their face;</li><li>(f) a snake slithering through the grass;</li><li>(g) a penguin waddling;</li><li>(h) an elephant raising their trunk;</li><li>(i) a rabbit hopping;</li><li>(j) a lobster moving their claws; or</li><li>(k) a chicken clucking.</li></ol></li><li>3. Go around the circle and have each cadet demonstrate their action. You may act as the King/Queen Frog or designate one cadet to hold this position. The action for the King/Queen Frog will be a frog leaping.</li><li>4. Each round will start with the King/Queen Frog. That cadet will perform their gesture and then the gesture of another cadet. This cadet must quickly do their action, followed by another cadet's action and so forth.</li><li>5. If a cadet is too slow, messes up the action or goes in the wrong sequence the game stops. This cadet will leave their spot and sit directly to the left of the King/Queen Frog. This causes everyone sitting to the right of this cadet to move one seat to the left to fill in the gap.</li><li>6. When a cadet moves seats, their action does not move with them, it stays with the seat!</li><li>7. The object of the game is to get into the royal throne. This occurs when the King/Queen Frog makes a mistake and everyone in the circle moves one seat to the left.</li></ol>	
<b>SAFETY</b>	
N/A.	
<b>REFERENCE</b>	
(ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 182–183). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>MUTE LINEUP</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Explain to the group that from this point on they are all mute – no verbal communication is allowed. The cadets are also not to write anything down on paper, flip charts, etc.</li><li>2. Have the group line up in a straight line according to set criteria (eg, height, birth date, number of letters in their first/last name, etc).</li><li>3. Once the cadets think they are lined up in the correct order, have them sit to signify they are done.</li><li>4. Go through the lineup verbally to see if they were able to get in the correct sequence with non-verbal communication.</li><li>5. If time permits, have the group line up using different criteria to see if there were any lessons learned from the first attempt.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 145–146). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>MARRIAGE</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Deck of playing cards (Joker included).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Based on the number of cadets in the group, pull out a card for each player. Ensure you have a card for each participant, including one Joker. The other cards must be pairs in the same colour and denomination (eg, three of hearts and three of diamonds, ten of spades and ten of clubs).</p> <p>If there is an even number of cadets participating in the activity, exclude the Joker.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Each cadet is given a card and asked not to show it to anyone.</li><li>2. Explain that the cadets are to find the person in the room that has their matching card based on colour and denomination (eg, the queen of hearts would be looking for the queen of diamonds).</li><li>3. Explain that the cadets are not allowed to show their card at any time and are not allowed to say colours or numbers.</li><li>4. Have the cadets try to find their match. They may use words such as “I have a fire engine coloured card and like shiny objects in rings” to determine they have a red card that is a diamond.</li><li>5. When pairs think they have found each other they are to link arms and wait for the other participants to finish.</li><li>6. The Joker in the room is to do the same thing throughout the activity but will not be able to find their partner as there is only one Joker in the group leaving them as the unmarried card at the end of the activity.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-7575-4094-5) Cummings, M. (2007). <i>Playing With a Full Deck: 52 Team Activities Using a Deck of Cards</i>. (p. 93). Dubuque, IA: Kendall/Hunt Publishing Company.</p>	



<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>THAT AIN'T ME!</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into pairs.</li><li>2. Explain that each cadet will have to mime three things about themselves to their partner enabling their partner to later verbally introduce them to the remainder of the group.</li><li>3. The cadets are not allowed to use any form of verbal communication. Cadets should be given approximately three minutes to mime their information to their partner.</li><li>4. Cadets can mime things such as:<ol style="list-style-type: none"><li>(a) part-time jobs,</li><li>(b) favourite school subject,</li><li>(c) favourite hobby/pastime, and</li><li>(d) favourite movie/television show.</li></ol></li><li>5. Once everyone has had time to mime their information, gather the group. Each cadet will then have to verbally introduce their partner based on the information that was mimed.</li><li>6. If cadets introduce something that was misinterpreted from the mime, their partner should state, "That ain't me!". This activity is complete when all the cadets have introduced their partners.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 52–53). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>BLIND SHAPES</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Blindfolds (one per cadet), and</li><li>• Length of rope long enough for all cadets to hold on to at once.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Tie the end of the rope in a knot.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets stand in a circle and blindfold each of them.</li><li>2. Place the length of rope on the ground near the feet of the cadets. Explain that the first thing they will have to do is find the rope and pick it up. The cadets are allowed to verbally communicate throughout this activity.</li><li>3. Tell the cadets to form a square. After a few minutes, ask the cadets if they think they have formed the square. If they say no, allow them to continue, even if they already are in a square. If they say yes, allow them to remove their blindfolds and look at the shape they have formed.</li><li>4. Continue with other shapes (eg, triangles, rectangles, ovals, etc) as time allows.</li></ol>	
<b>SAFETY</b> <p>Ensure the safety of all blindfolded cadets.</p>	
<b>REFERENCE</b> <p>(ISBN 0-7872-0107-3) (1995). <i>Youth Leadership in Action</i>. (pp. 63–64). Dubuque, IA: Kendall/Hunt Publishing Company.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>WINK</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets sit in a circle facing the centre.</li><li>2. Explain that there is a mystery “winker” among the group, but not even that cadet knows who it is yet.</li><li>3. Have the cadets close their eyes. Secretly assign the “winker” by tapping them on the shoulder.</li><li>4. Explain that the cadets must mingle with all the others and greet each other. The “winker” will be secretly winking at cadets to get them out of the game.</li><li>5. Explain that the cadets must wait at least 10 seconds before sitting after they have been winked at by the “winker”. Cadets who have been winked at are to be seated while others continue to mingle.</li><li>6. If a cadet who is still in the game suspects someone of being the “winker,” they may raise a hand and announce, “I accuse”. Stop the proceedings and ask if there is a seconder, who is a second cadet who suspects they know who the “winker” may be. If there is no seconder the game will continue.</li><li>7. If a seconder speaks up, the facilitator is to count to three and each accuser must point directly to the person they believe is the “winker”. If they each point to a different person, regardless if one of them is correct, they are both out of the game. If they point to the same wrong person, they are both out of the game. If they are correct the activity is over.</li><li>8. The activity continues until either everyone is out or two people make a successful accusation.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 179–180). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>MINEFIELD</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Large quantity of small balls (eg, tennis balls, golf balls, ping pong balls, etc),</li><li>• Stopwatch, and</li><li>• Blindfolds (two).</li></ul>	
<b>ACTIVITY LAYOUT</b> <ul style="list-style-type: none"><li>• Place the balls around the floor in a random pattern.</li><li>• Mark off a start and a finish line.</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Ask for two volunteers and blindfold them.</li><li>2. Divide the cadets in two groups. Have each group of cadets place themselves evenly throughout the “minefield”. One group will be responsible for verbally guiding the first blindfolded cadet through the “minefield”. The second group will be responsible for verbally guiding the second blindfolded cadet to try to tag the first blindfolded cadet.</li><li>3. Explain that the first blindfolded cadet will be the “sidewinder”. This cadet is to aim for the finish line and will be verbally guided through the “minefield” by their group. If the “sidewinder” touches a “mine” (ball) on their way through the “minefield” they must swing both of their arms in a full circle 10 times, counting each revolution aloud.</li><li>4. One minute after the “sidewinder” is released into the minefield, launch the second blindfolded cadet, the “missile” into the “minefield”. The “missile’s” team is to guide them to try to tag the “sidewinder”.</li><li>5. If the “missile” tags the “sidewinder” prior to them reaching the finish line, the mission is complete.</li></ol>	
<b>SAFETY</b> <p>Ensure the safety of the blindfolded cadets at all times throughout the duration of the activity.</p>	
<b>REFERENCE</b> <p>(ISBN 0-8403-5682-X) Rohnke, K. (1984). <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i>. (p. 24). Dubuque, IA: Kendall/Hunt Publishing Company.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>CATEGORIES TWIST</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into groups of three.</li><li>2. Have each group go to a quiet area away from the other groups. Allow approximately four minutes for the group to come up with as many categories as possible of things they have in common – the odder the better (eg, they have all seen a zebra).</li><li>3. Each group will have to share three things with the rest of the group. One item should not be true.</li><li>4. Have everyone come back to a common meeting place in the room and sit.</li><li>5. Have each group, one at a time, come to the front and state their three commonalities with a straight face.</li><li>6. The remaining groups are to decide which commonality is not true. This activity will allow the cadets to start reading people's non-verbal communication skills.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 178). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>COMMUNICATION</b>
<b>NEGOTIATION</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into three or four small groups (depending on the number of cadets).</li><li>2. Explain that each group will go to an area where the other groups can not see them and decide on a physical gesture that they will later have to reveal to the rest of the cadets. Examples of gestures may include:<ol style="list-style-type: none"><li>(a) waving their hands in the air;</li><li>(b) jumping up and down;</li><li>(c) performing jumping jacks;</li><li>(d) flapping their arms like a bird;</li><li>(e) spinning around in a circle; or</li><li>(f) rubbing their stomachs while patting their heads.</li></ol></li><li>3. After approximately three minutes, have each group come back to the centre of the training area, and stand in a position where every other group can see them. Explain that the cadets are no longer allowed to use any verbal communication.</li><li>4. On the word “go” have every cadet in each group simultaneously demonstrate their group’s gesture for the remainder of the cadets.</li><li>5. Explain that the cadets are to now decide on one gesture among all the groups. Remember that the cadets are not allowed to communicate verbally throughout the remainder of this activity.</li><li>6. The goal is to see how many times it will take to get every group doing the same gesture without any verbal communication. The gesture may be one from of the groups or a combination of the gestures.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 150–151). Beverly, MA: Project Adventure, Inc.	

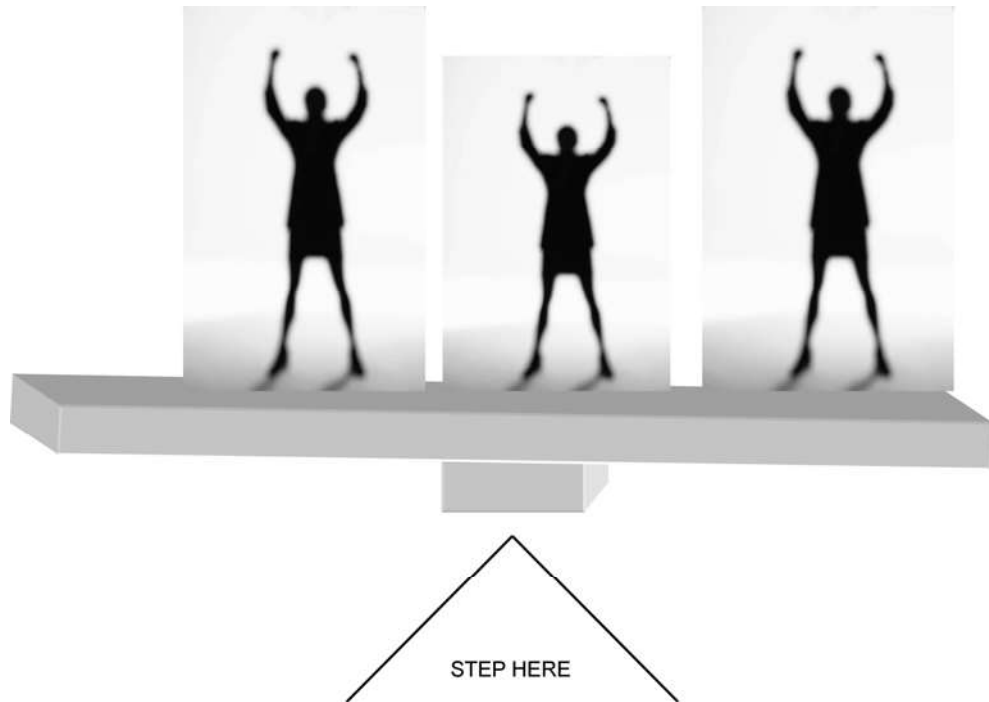
<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>MAGIC CARPET</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Piece of plastic or material approximately 1.2 m (4 feet) by 1.5 m (5 feet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Explain that everyone must stand on the magic carpet and that everyone must maintain contact with the magic carpet at all times throughout the activity.</li><li>2. Explain that the group is on a magic carpet ride high above the CSTC when suddenly you discover that you are travelling in the wrong direction because the magic carpet is upside down.</li><li>3. Have the cadets turn the magic carpet over without stepping off. Every cadet must maintain contact with the magic carpet at all times.</li></ol>	
<b>SAFETY</b> <p>Ensure all cadets maintain contact with the magic carpet. This will prevent cadets from being picked up or carried on shoulders.</p>	
<b>REFERENCE</b> <p>(ISBN 0-7872-4532-1) Cain, J., &amp; Jolliff, B. (1998). <i>Teamwork &amp; Teamplay</i>. (pp. 125–126). Dubuque, IA: Kendall/Hunt Publishing Company.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>RAFT</b>	<b>TIME: 15 min</b>
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Piece of tarp/plywood approximately 1.2 m (4 feet) by 1.2 m (4 feet) depending on the size of the group (should be just large enough for all of the cadets to fit on).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Explain to the cadets that their cruise ship has hit a reef and they are required to abandon ship.</li><li>2. Explain that there are a number of sharks in the water nearby and the group must all get aboard the life raft in order to be rescued by the Coast Guard. The rescue helicopter can only pick them up if no one is in the water (touching the ground) for at least 20 seconds.</li><li>3. The objective is for all the cadets to remain on the life raft for at least 20 seconds in order for the rescue helicopter to come to the rescue.</li><li>4. Have the cadets participate in the activity.</li></ol>	
<b>SAFETY</b> <p>Ensure the safety of all cadets while on the raft.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 113–115). New York, NY: McGraw-Hill.</p>	



<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>MOONWALK</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Hula hoops (minimum of eight), and</li><li>• Large rubber bands or pieces of soft fabric (one per every two cadets).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Place eight or more hula hoops randomly on the ground no more than a foot apart.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets assemble on one end of the hula hoops. Place the rubber bands around their ankles, connecting them to each other so that the cadets have to move together as a team.</li><li>2. Explain that they must move from one hoop to the next without stepping outside.</li><li>3. Explain that if someone steps outside a hoop the team must go back to the start and begin again, attempting to communicate and decide how to best move through the hula hoops.</li><li>4. The goal is for the cadets to communicate and problem solve the best method of travelling through the hula hoops from the beginning to the end.</li><li>5. Have the cadets participate in the activity.</li></ol>	
<b>SAFETY</b> <p>Ensure the rubber bands are large enough not to be too tight on the cadets' ankles.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 123–124). New York, NY: McGraw-Hill.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>BALANCE BEAM</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space on grass or soft ground,</li><li>• 3 m (10 feet) plank of wood approximately 5 cm (2 inches) thick and 20 cm (8 inches) wide,</li><li>• Cinder block,</li><li>• Surveyor's tape, and</li><li>• Eggs (as per Step 2. in Activity Instructions).</li></ul>	
<b>ACTIVITY LAYOUT</b> <ul style="list-style-type: none"><li>• Set up the plank of wood so it is balanced in the middle on the cinder block.</li><li>• Mark a "V" on the ground in front of the cinder block with the surveyor's tape (as illustrated in Figure 3P-3).</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Stand on the plank while you brief the team. Demonstrate how a slight shift in weight causes the plank to turn into a see-saw.</li><li>2. Explain that all of the cadets are to mount the plank, one at a time, from between the "V" marked on the ground, balance the plank as a group for a minimum of 10 seconds, and dismount, one at a time, between the "V" without causing either end of the plank to touch the ground – an egg can be laid under each end to ensure the plank has not touched the ground on either end.</li><li>3. Allow the cadets approximately five minutes to plan a strategy. Explain that once the cadets begin to mount the plank, there will be no more verbal communication.</li><li>4. The activity is complete when all of the cadets have successfully stepped off the plank into the "V".</li></ol>	
<b>SAFETY</b> <ul style="list-style-type: none"><li>• Ensure the activity is set up on grass or soft ground. In situations where this is not possible, have gym mats set up on either side of the plank.</li><li>• Have one or two assistant instructors to spot the cadets on the plank.</li><li>• Caution the cadets that if they are about to lose their balance they should step off the plank to avoid causing other cadets to fall or jump.</li><li>• Ensure the cadets do not jump off the plank as it could cause it to spin.</li></ul>	
<b>REFERENCE</b> <p>(ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 125–128). New York, NY: McGraw-Hill.</p>	

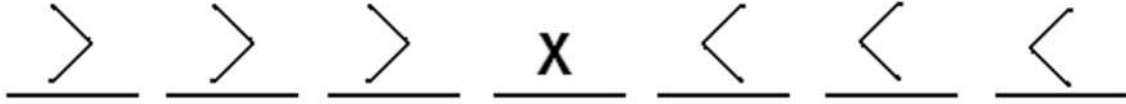


*Director Cadets 3, 2008, Ottawa, ON: Department of National Defence*

Figure 3P-3 Balance Beam Set-Up

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>GROUP SEARCH</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Masking tape/long piece of cloth (approximately 1.2 m [4 feet] long),</li><li>• Blindfolds (one per every two cadets),</li><li>• Stopwatch, and</li><li>• Three small toys/objects that will fit in a hand (eg, plastic dinosaur, plastic boat, plastic plane, plastic tank, doll, ball, etc).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into two groups.</li><li>2. Show the first group the three objects they will have to find.</li><li>3. Explain that the group, together as a team, will have to find the three objects while blindfolded.</li><li>4. Put masking tape or a long piece of cloth around the first group to attach them together.</li><li>5. Blindfold the first group of cadets.</li><li>6. Place the objects at various places on the ground within approximately 9 m (30 feet) of their location.</li><li>7. Have the cadets' move to find the three objects with the verbal assistance of the second group. It is the cadets' goal to decide how best to move about the area without breaking the tape/cloth or removing their blindfolds.</li><li>8. As the cadets find each object they are to identify what it is to the leader.</li><li>9. Have the groups reverse roles and repeat Steps 2. to 8.</li><li>10. Time both groups to see which group found and identified all three objects faster.</li></ol>	
<b>SAFETY</b> <p>Ensure the safety of the cadets who are blindfolded and attached to their team. The cadets in the other group should be watching out for any safety concerns and alerting the blindfolded cadets.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 133–134). New York, NY: McGraw-Hill.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>TRAFFIC JAM</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Tape or pieces of cardboard/plywood (there should be one more space than the number of cadets).</li></ul>	
<b>ACTIVITY LAYOUT</b> <ul style="list-style-type: none"><li>• Mark spaces on the ground (as illustrated in Figure 3P-4) with tape or pieces of cardboard/plywood (there should be one more space than the number of cadets).</li><li>• Mark the centre space with an “X” (as illustrated in Figure 3P-4).</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into two equal groups.</li><li>2. Have each group stand on a space facing the middle space.</li><li>3. Explain that the group is to attempt to move past each other so that the group to the right of the “X” ends up on the left and vice versa.</li><li>4. Explain the following rules:<ol style="list-style-type: none"><li>(a) Cadets are not allowed to move around someone facing the same direction as them.</li><li>(b) Cadets are not allowed to move backwards around someone.</li><li>(c) Cadets are allowed to step forward onto an empty space.</li><li>(d) Cadets are allowed to step around someone facing them into an empty space.</li></ol></li><li>5. The activity is complete when all cadets have successfully changed sides.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 149–150). New York, NY: McGraw-Hill.</p>	



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

Figure 3P-4 Traffic Jam Set-Up

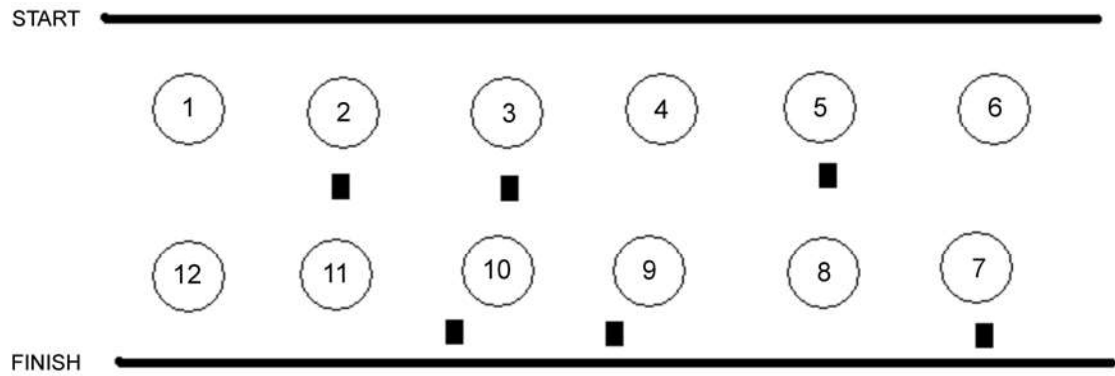
<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>CIRCLE WARS</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• 15 rope circles of varying sizes between 0.3–1 m (1–3 feet) in diameter.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Place the circles on the ground approximately 0.3–1 m (1–3 feet) apart from each other.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Explain to the cadets that they are to put both of their feet entirely in a circle. More than one cadet can put their feet in a circle at a time.</li><li>2. On the word “change” have the cadets, when possible, move to another circle and put their feet entirely in that circle.</li><li>3. After each time you say “change”, casually pick up one or two of the circles. This will cause the cadets to move faster as circles disappear.</li><li>4. Once you get down to the last one or two circles, remind the cadets that they are not allowed to move them. Remind them that it is problem-solving initiative and they are to work with what they have in order to develop possible solutions.</li><li>5. This activity is complete when the cadets all have their feet in the last circle.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-07-059532-1) Snow, H. (1997). <i>Indoor/Outdoor Team-Building Games for Trainers</i>. (pp. 163–165). New York, NY: McGraw-Hill.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>UNTYING KNOTS</b>	<b>TIME: 15 min</b>
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Soft cloth ropes approximately 2.5 m (8 feet) long (one per every cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets stand in a circle approximately 3 m (10 feet) in diameter.</li><li>2. Have every cadet hold a piece of rope in their right hand.</li><li>3. Explain that the cadets must join their free hand with the ropes of other cadets in the circle. Explain that the cadets are not to hold the rope of a cadet standing next to them.</li><li>4. This process continues until all cadets are holding a piece of rope in each hand and are joined to the rope in one cadet's right hand and a different cadet's left hand. This will create a knot in the cadets through the ropes (much like a human knot).</li><li>5. Have the cadets untie the knot the ropes have created using the following rules:<ol style="list-style-type: none"><li>(a) cadets are not allowed to let go of their ropes or change hands with the ropes;</li><li>(b) cadets are to communicate and move around to untie the knot to form a connected circle; and</li><li>(c) cadets may end up facing outward from the circle.</li></ol></li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-7360-5088-4) Midura, D. W., &amp; Glover, D. R. (2005). <i>Essentials of Team Building</i>. (pp. 56–57). Champaign, IL: Human Kinetics.</p>	



<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>STEPPING STONES</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• One base (eg, pieces of cardboard/plywood/tape) per cadet plus one extra.</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Place each base/tape mark in a straight line approximately 30–38 cm (12–15 inches) apart.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets stand in a specified order of their choosing, on a base each.</li><li>2. Have the cadets determine where the extra base goes.</li><li>3. The objective is for the team to end up standing in reverse order from their starting position.</li><li>4. The following rules apply:<ol style="list-style-type: none"><li>(a) Only one person may touch a base at a time.</li><li>(b) When moving bases, a cadet may move in either direction to a neighbouring base.</li><li>(c) Cadets may move to a new base only if it is empty.</li><li>(d) The bases cannot be moved.</li><li>(e) Cadets are not allowed to touch the ground during the activity.</li><li>(f) If any one cadet breaks a rule, the entire group must start the task over.</li></ol></li></ol>	
<b>SAFETY</b> <p>Secure the bases to the ground or use tape so that the bases do not move.</p>	
<b>REFERENCE</b> <p>(ISBN 0-7360-5088-4) Midura, D. W., &amp; Glover, D. R. (2005). <i>Essentials of Team Building</i>. (pp. 106–107). Champaign, IL: Human Kinetics.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>SWAMP TRAIL</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Twelve 30-cm (12-inch) bases (eg, cardboard/poly spots/tape),</li><li>• Tape, and</li><li>• Six beanbags.</li></ul>	
<b>ACTIVITY LAYOUT</b> <ul style="list-style-type: none"><li>• Designate a start and finish line approximately 4.5 m (15 feet) apart (the swamp is the area in between the two lines).</li><li>• Place the bases in two parallel lines between the start and finish lines.</li><li>• Place a beanbag at various distances, between 0.5–1.5 m (2–4 feet) away from bases 2, 3, 5, 7, 9 and 10 (as illustrated in Figure 3P-5).</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Explain to the cadets that they must cross a swamp as a team, holding hands along the way. Each cadet must make it to the other side without stepping into the swamp or letting go of their team members' hands.</li><li>2. Explain that along the way, the cadets are to pick up the beanbags.</li><li>3. The following rules apply:<ol style="list-style-type: none"><li>(a) The team must hold hands for the duration of the activity.</li><li>(b) A cadet who is attempting to pick up a beanbag may let go of their team member's hand but must rejoin hands before moving to a new base.</li><li>(c) No one may touch the swamp during the trip through to the other side.</li><li>(d) Each cadet is permitted to pick up and carry only one beanbag.</li></ol></li><li>4. Have the cadets participate in the activity.</li></ol>	
<b>SAFETY</b> <ul style="list-style-type: none"><li>• Ensure the bases are secured to the ground or tape is used so that there is no chance of them slipping.</li><li>• Each cadet must ensure the safety of their fellow team members as they cross the swamp.</li></ul>	
<b>REFERENCE</b> <p>(ISBN 0-7360-5088-4) Midura, D. W., &amp; Glover, D. R. (2005). <i>Essentials of Team Building</i>. (pp. 166–167). Champaign, IL: Human Kinetics.</p>	



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Figure 3P-5 Swamp Trail Set-Up

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>HUMAN KNOT</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets form a tight circle facing the centre, raise their arms in the air and grasp the hands of two different cadets. The cadets should not be holding hands with the cadets directly on either side of them.</li><li>2. Have the cadets untangle themselves without letting go of the other cadets' hands.</li><li>3. The activity is complete when the cadets have untied the knot and formed a circle.</li></ol>	
<b>SAFETY</b> The cadets are to ensure the safety of their team members at all times throughout the duration of this activity.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 165–166). Beverly, MA: Project Adventure, Inc.	

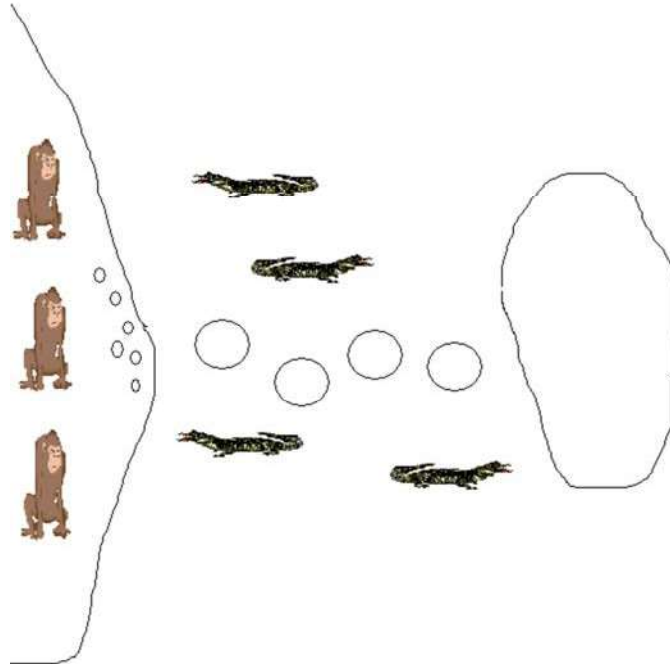
<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>CIRCLE CLAP</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Explain that the objective of this activity is for everyone to simultaneously clap hands with the person next to them.</li><li>2. Have the cadets form a circle. Choose a cadet to begin and have each cadet clap once in succession.</li><li>3. Next, have the cadets attempt to make one solitary clap, all clapping in unison.</li><li>4. Once they have achieved this, have the cadets attempt to make one solitary clap – the catch being they cannot clap their own hands together. The cadets must clap their hands with the hands of the cadets on either side of them.</li><li>5. This activity is complete when the cadets have successfully made one solitary clap by clapping the hands of the cadets on both sides of them.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 155–156). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>QUICK SHUFFLE</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into two groups. The cadets should not be evenly divided (eg, if there are 10 cadets, divide them into a group of seven and a group of three).</li><li>2. Have the larger group stand in one line, side by side, in front of the smaller group. Note the order of the larger group as a reference at the end of the activity.</li><li>3. Have the smaller group look at the lineup of cadets for approximately 10 seconds. Then have the cadets close their eyes until directed to open them. While these cadets have their eyes closed, have the larger group quietly shuffle their positions within the lineup.</li><li>4. Tell the smaller group to open their eyes and try to put the lineup back into their original configuration.</li><li>5. This activity is complete when the cadets have been put into their original configuration.</li><li>6. If the cadets complete this activity quickly, rearrange the groups and repeat Steps 1. to 5.</li></ol>	
<b>SAFETY</b> N/A.	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (p. 147). Beverly, MA: Project Adventure, Inc.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>TALL TOWER</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Supplies for each group to build a tower (eg, paper, raw spaghetti noodles, marshmallows, toothpicks, straws, paper clips, paper cups, chewing gum, tape, etc).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into groups of two to four cadets.</li><li>2. Distribute an equal amount of the supplies to each group.</li><li>3. Explain to each group that they are to build the tallest tower they can using only the supplies given to them.</li><li>4. Allow the groups approximately seven minutes to build their towers. Have each group display their tower for the other groups.</li><li>5. Determine which group has the tallest tower.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 92–93). Richland, WA: Rec Room Publishing.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>SWAMP CROSSING</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Pieces of cardboard about 30 cm (12 inches) square (two fewer pieces than there are cadets), and</li><li>• Three 2-L plastic jugs with lids, and</li><li>• Water.</li></ul>	
<b>ACTIVITY LAYOUT</b> <ul style="list-style-type: none"><li>• Fill the plastic jugs with water and put the lids on them.</li><li>• Designate the start and finish lines for the swamp and place the plastic jugs at the finish.</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Tell the cadets the following story: “Your group is stranded on an island and you need fresh water. The only water is in jugs on the other side of the salt-water, alligator-infested swamp. You must go and get it. You must do this as a group because the island gorillas are on the other side and are protective of their water but are afraid of a large group. You may use these special floating stepping stones (give them one or two fewer pieces of cardboard than there are cadets) that you can move across the water. The stones may be moved only by being picked up and set back down. You may not slide them because this will cause them to sink into the swamp.”</li><li>2. Explain that the cadets may not make a bridge with the stones but must move the last one to the front in order to advance through the swamp.</li><li>3. Have the cadets cross the swamp, get the jugs of water and return safely to the start of the swamp with the jugs.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 104–105). Richland, WA: Rec Room Publishing.</p>	





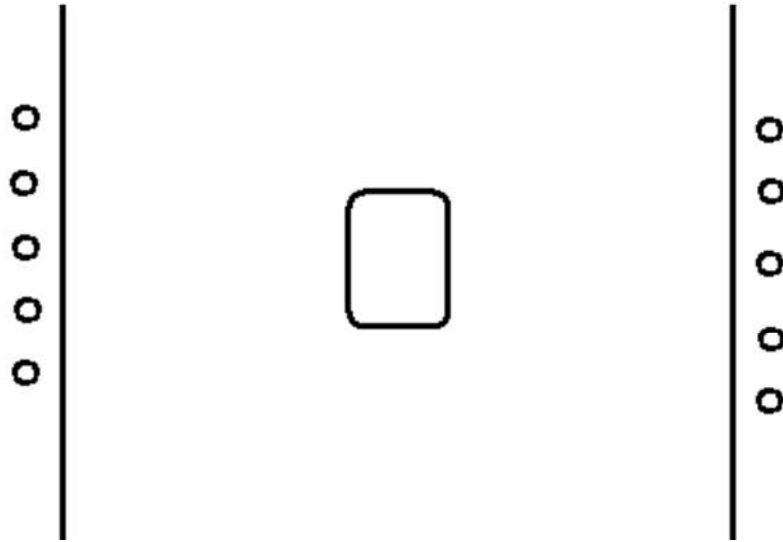
*Director Cadets 3, 2008, Ottawa, ON: Department of National Defence*

Figure 3P-6 Swamp Crossing Set-Up

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>WATER TRANSFER</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Four old bicycle tire inner tubes/three hula hoops,</li><li>• Chalk/tape,</li><li>• Two large coffee cans, and</li><li>• Water.</li></ul>	
<b>ACTIVITY LAYOUT</b> <ul style="list-style-type: none"><li>• In a large, open area draw/tape a circle on the ground that is approximately 4.5 m (15 feet) in diameter.</li><li>• Place one large coffee can, half-filled with water, in the centre of the circle.</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Explain to the cadets that they are to get the can of water out of the circle without spilling any of the water.</li><li>2. Give the cadets either four old bicycle inner tubes or three hula hoops.</li><li>3. Explain that the following rules apply:<ol style="list-style-type: none"><li>(a) Cadets are not allowed to cross into the circle with any part of their body.</li><li>(b) The extra coffee can may be used for practice before moving the coffee can holding the water.</li><li>(c) Once the cadets have retrieved the can of water they are to pour it into the empty can without the two cans touching.</li></ol></li><li>4. Have the cadets participate in the activity.</li><li>5. This activity is complete when the cadets have successfully retrieved the can with water out of the circle and poured it into the second can without spilling any water.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 114–115). Richland, WA: Rec Room Publishing.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>EGG CONSTRUCTION</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Raw eggs (one per group), and</li><li>• Supplies to build an egg protection cover (eg, straws, tape, paper, popsicle sticks, glue, etc).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into two groups.</li><li>2. Distribute a raw egg and an equal amount of supplies to each group.</li><li>3. Have the cadets build an egg protection cover for their egg which will be dropped from a height of at least 2 m (6 feet).</li><li>4. Explain that once each group has their covers built they are to gather as a complete group and drop their eggs to see if they break or are protected.</li><li>5. Have the groups drop their eggs, one group at a time, to see if they are adequately protected.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (p. 116). Richland, WA: Rec Room Publishing.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>PROBLEM-SOLVING</b>
<b>WATER CARRY</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Ten paper cups,</li><li>• Cafeteria-style tray, and</li><li>• Water, and</li><li>• Paper towels/mop.</li></ul>	
<b>ACTIVITY LAYOUT</b> <ul style="list-style-type: none"><li>• Fill the 10 paper cups with water, about three-quarters full.</li><li>• Place five paper cups at one end of the space and five at the opposite end (the space should be a minimum of 4.5 m [15 feet] apart).</li><li>• Place the cafeteria-style tray in the middle of the area (as illustrated in Figure 3P-7).</li><li>• Have an extra jug of water to refill cups and paper towel or a mop to clean up spills.</li></ul>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Explain that the cadets are to start in the middle of the space where the cafeteria-style tray is placed.</li><li>2. Have the cadets retrieve all 10 cups and place them onto the tray without spilling any of the water. The following rules apply:<ol style="list-style-type: none"><li>(a) Cadets may only get one cup at a time.</li><li>(b) Before getting a second cup from that side of the room, the cadets must travel to the other side of the room with the tray and retrieve a cup from that side.</li><li>(c) When cadets have retrieved all 10 cups of water, they are to place the tray on the floor in the centre of the space.</li><li>(d) Each cadet can only use one foot and one hand for the duration of this activity.</li></ol></li><li>3. Explain that if any water is spilled the whole group must start over.</li><li>4. This activity is complete when the 10 cups have been successfully placed on the tray in the centre of the space.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 146–147). Richland, WA: Rec Room Publishing.</p>	



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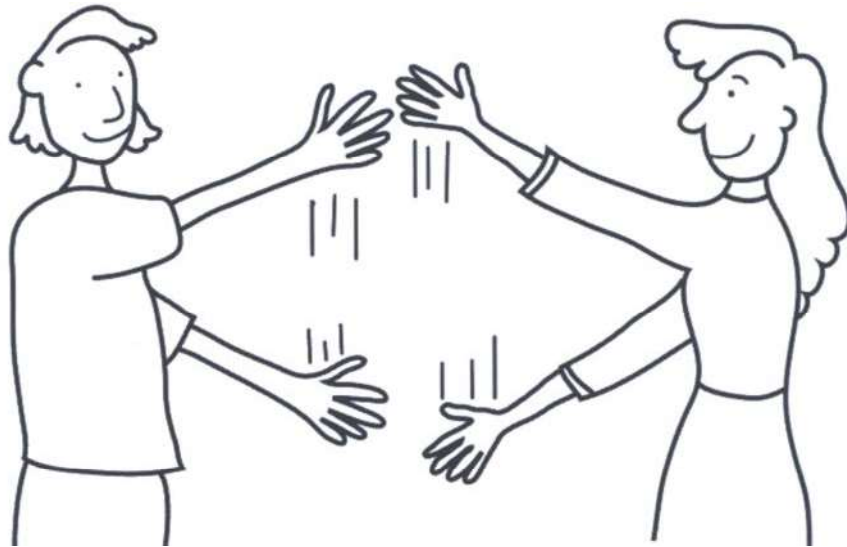
Figure 3P-7 Water Carry Set-Up

<b>TEAM-BUILDING ACTIVITY</b>	<b>TRUST-BUILDING</b>
<b>CRAZY MAZE</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space,</li><li>• Chairs (minimum of 10),</li><li>• Yarn, string or thin rope (approximately 15 m [50 feet] long) for each group, and</li><li>• Blindfolds (two).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into two groups.</li><li>2. Distribute a minimum of five chairs and yarn, string or thin rope to each group.</li><li>3. Have the two groups go to separate parts of the training area.</li><li>4. Have each group create a maze with the chairs and yarn, string or rope, with as many twists and turns as possible and perhaps even some dead ends along the way.</li><li>5. Once each group has completed their maze, have a blindfolded volunteer from each group walk through the other group's maze. The mazes will be completed one at a time.</li><li>6. The blindfolded cadet will be verbally led through the maze by their group. Members of the group that constructed the maze may try to confuse the cadet by giving opposing directions. At no time may the groups touch the blindfolded cadet to help them through the maze.</li></ol>	
<b>SAFETY</b> <p>The cadets must ensure the safety of the blindfolded cadets at all times throughout this activity.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 136–137). Richland, WA: Rec Room Publishing.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>TRUST-BUILDING</b>
<b>EVERYBODY UP</b>	<b>TIME: 15 min</b>
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into pairs (the first time this activity is done it may be best to try to pair the cadets by size).</li><li>2. Have the cadets sit in two straight lines, facing their partners, with the soles of their shoes pressed against their partner's shoes.</li><li>3. Have the cadets grab their partner's hands.</li><li>4. On your count, have the cadets try to pull each other up to a standing position without letting go of each other's hands.</li><li>5. If time allows, the cadets can switch partners and attempt this activity with a new partner of a different size.</li></ol>	
<b>SAFETY</b> The cadets must ensure the safety of their partners at all times throughout this activity by maintaining a solid grasp of one another and staff members must supervise carefully to ensure proper procedures are being followed.	
<b>REFERENCE</b> (ISBN 0-7872-0107-3) (1995). <i>Youth Leadership in Action</i> . (pp. 86–87). Dubuque, IA: Kendall/Hunt Publishing Company.	

<b>TEAM-BUILDING ACTIVITY</b>	<b>TRUST-BUILDING</b>
<b>SLICE &amp; DICE</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> A large, open space free from obstacles.	
<b>ACTIVITY LAYOUT</b> N/A.	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets line up in two separate lines facing each other approximately 1–1.5 m (3.5–5 feet) apart.</li><li>2. Select a volunteer to be the first walker.</li><li>3. Explain that upon starting the activity the cadets in the lines should start to swing their arms full stretch in front of them in a chopping motion, bringing the arms up and down in succession (as illustrated in Figure 3P-8). This activity should be started slowly and may pick up speed as the cadets get used to the motion.</li><li>4. Have the walker walk through the line of swinging arms at a steady pace.</li><li>5. As time allows, have as many walkers go through the line as possible.</li></ol>	
<b>SAFETY</b> Explain the following safety considerations to the group: <ul style="list-style-type: none"><li>• Members swinging their arms are to ensure they do not touch the walker.</li><li>• Walkers are to ensure they keep their eyes open.</li><li>• Walkers are to ensure they keep a steady pace while walking through the lines.</li></ul>	
<b>REFERENCE</b> (ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i> . (pp. 136–137). Beverly, MA: Project Adventure, Inc.	





*M. Collard, No Props: Great Games With No Equipment, Project Adventure, Inc. (p. 136)*

Figure 3P-8 Slice and Dice

<b>TEAM-BUILDING ACTIVITY</b>	<b>TRUST-BUILDING</b>
<b>HOG CALL</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles, and</li><li>• Blindfolds (one per cadet).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have the cadets form two lines facing each other. The cadets facing each other will become partners. If there is an odd number, form one group of three.</li><li>2. Assign each group a matching set of words from the following list (or have cadets quickly come up with their own set of appropriate words):<ol style="list-style-type: none"><li>(a) peanut-butter,</li><li>(b) Coca-Cola,</li><li>(c) salt-pepper,</li><li>(d) bubble-gum,</li><li>(e) french-fry,</li><li>(f) Ken-Barbie,</li><li>(g) Power-Rangers,</li><li>(h) Batman-Robin,</li><li>(i) snap-crackle-pop, and</li><li>(j) Larry-Curly-Moe.</li></ol></li><li>3. Have each line move to opposite ends of the training space. Have each group turn away from the other and blindfold all of the cadets. Each group of cadets will mix themselves up among the other participants.</li><li>4. On a signal, have the cadets start the activity by shouting their partner’s word. For example, if your word was peanut, you would shout “butter” and your partner would shout “peanut” until you found each other.</li><li>5. Once partners find each other have them sit together and remove their blindfolds until all cadets have found their partners.</li></ol>	
<b>SAFETY</b> <p>All cadets are asked to place their hands in front of their torso with palms facing forward and elbows tucked in to avoid running into anything. The cadets are to move around the space cautiously to avoid running into anyone or anything.</p>	
<b>REFERENCE</b> <p>(ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i>. (pp. 126–127). Beverly, MA: Project Adventure, Inc.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>TRUST-BUILDING</b>
<b>HUG A TREE</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space (preferably outdoors with lots of obstacles), and</li><li>• Blindfolds (one per two cadets).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into pairs.</li><li>2. Blindfold one partner at a time and have the other cadet verbally guide them to an object that is at least 40–50 m (130–160 feet) away from the point from which they started.</li><li>3. Once led to the object (eg, a distinctive tree, fallen log, rock, etc) have the blindfolded cadet spend up to one minute getting acquainted with the object. The cadet should be encouraged to feel and smell the object.</li><li>4. Have the cadet who is not blindfolded guide the blindfolded cadet back to the starting point – preferably not using a direct line.</li><li>5. Upon arriving back at the starting point remove the blindfold.</li><li>6. Have the cadet who was blindfolded attempt to find the object that they were introduced to while they were blindfolded. Have their partner accompany them while they attempt to find the object but should not offer them any clues.</li><li>7. As time allows, have the cadets reverse roles.</li></ol>	
<b>SAFETY</b> <p>The cadet who is not blindfolded is to ensure the safety of the blindfolded cadet at all times throughout this activity.</p>	
<b>REFERENCE</b> <p>(ISBN 0-934387-05-2) Collard, M. (2005). <i>No Props: Great Games With No Equipment</i>. (pp. 122–123). Beverly, MA: Project Adventure, Inc.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>TRUST-BUILDING</b>
<b>BLINDFOLD BUILD</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free from obstacles,</li><li>• Blindfolds (one per two cadets), and</li><li>• Building blocks (minimum 40).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>N/A.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into two even groups. Blindfold the cadets from one group.</li><li>2. Use the building blocks to build a structure with half of the blocks while the non-blindfolded cadets watch. Give them one minute to study the structure.</li><li>3. Hide the structure and scatter the other half of the pieces around the space.</li><li>4. Have the non-blindfolded cadets guide the blindfolded cadets to build the same structure. The non-blindfolded cadets must not touch any building blocks.</li><li>5. Once the structure is complete, have the cadets remove their blindfolds. Inform the group how close they were to the original.</li><li>6. As time allows, have the cadets reverse roles.</li></ol>	
<b>SAFETY</b> <p>N/A.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 66–67). Richland, WA: Rec Room Publishing.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>TRUST-BUILDING</b>
<b>LIGHTHOUSE</b>	<b>TIME:</b> 10–15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space,</li><li>• Various obstacles (eg, desks, chairs, boxes, crates, pylons, etc),</li><li>• Blindfold, and</li><li>• Pieces of wrapped candy (one piece per lighthouse).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Set up obstacles around the training area.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Have one cadet volunteer to be the “cargo ship”. Blindfold this cadet.</li><li>2. Have three or four cadets stand at various points among the obstacles. These cadets will be the “lighthouses”.</li><li>3. Give the “cargo ship” three or four pieces of the wrapped candy.</li><li>4. Explain that the job of each “lighthouse” is to guide the “cargo ship” through the rough waters (obstacle course) so the cargo (wrapped candy) can be delivered to each “lighthouse” safely.</li><li>5. Have the “lighthouse” closest to the start point verbally guide the “cargo ship” safely to their “lighthouse”. If successful, the “cargo ship” should deliver the cargo (a piece of candy) to that person.</li><li>6. Have each “lighthouse” guide the “cargo ship” to them in succession as the “cargo ship” makes their way through the rough water (obstacles).</li><li>7. The only “lighthouse” allowed to give directions at a given time is the one the “cargo ship” is headed toward. If the “cargo ship” is in danger of crashing into an obstacle the guiding lighthouse does not receive their shipment of cargo. As well if the “lighthouse” is unable to successfully guide them to the “lighthouse” and the “cargo ship” passes by, they do not receive their shipment of cargo and the next “lighthouse” takes over the directions.</li><li>8. As time allows, have the cadets change positions and assume different roles.</li></ol>	
<b>SAFETY</b> <p>The cadets acting as lighthouses are to ensure the safety of the cargo ship throughout the activity.</p>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 88–89). Richland, WA: Rec Room Publishing.</p>	

<b>TEAM-BUILDING ACTIVITY</b>	<b>TRUST-BUILDING</b>
<b>TRUST TAG</b>	<b>TIME:</b> 15 min
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• A large, open space free of obstacles, and</li><li>• Blindfolds (one per two cadets).</li></ul>	
<b>ACTIVITY LAYOUT</b> <p>Mark off a playing area.</p>	
<b>ACTIVITY INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Divide the cadets into pairs. Blindfold one cadet from each pair.</li><li>2. Designate one pair to be “it”.</li><li>3. Have the blindfolded cadets play a game of tag while their partners verbally guide them through the game. The cadets are to walk for this activity, not run. The non-blindfolded cadet of the team who is “it” must attempt to guide their partner to tag someone. The non-blindfolded cadets of the other partners must attempt to guide their partners away from the cadet who is “it”.</li><li>4. Halfway through the time, have the cadets reverse roles.</li></ol>	
<b>SAFETY</b> <ul style="list-style-type: none"><li>• The cadets who are not blindfolded are to ensure the safety of the blindfolded cadets at all times throughout this activity.</li><li>• Cadets are not permitted to run.</li></ul>	
<b>REFERENCE</b> <p>(ISBN 0-9662341-6-2) Jones, A. (1999). <i>Team-Building Activities for Every Group</i>. (pp. 102–103). Richland, WA: Rec Room Publishing.</p>	

### TEAM-BUILDING PLANNING GUIDE

<b>TEAM-BUILDING ACTIVITY</b>	<b>Type:</b> _____
<b>Name of Activity:</b> _____	<b>Time:</b> ____ minutes
<b>QUESTIONS TO THE INSTRUCTOR</b>	
<b>TIME APPRECIATION</b>	
<b>Introduction:</b>	
<b>Conduct of Activity:</b>	
<b>Debriefing:</b>	
<b>ACTIVITY LAYOUT</b>	
<b>ACTIVITY INSTRUCTIONS</b>	
<b>SAFETY</b>	
<b>DEBRIEFING QUESTIONS</b>	

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**SELF-ASSESSMENT FORM – LEAD A TEAM-BUILDING ACTIVITY**

1. How did you feel after leading a team-building activity?

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2. How did you feel about the teamwork among the members? How did this affect your experience in leading the activity?

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3. Which aspects did you feel went well while leading the activity? Which aspects did you feel did not go so well? Why?

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4. What would you do differently given another opportunity lead a team-building activity?

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## **OUTLINE FOR DELIVERING A PRESENTATION ABOUT A LEADER**

Use the information and techniques discussed from PO 309 (Instruct a Lesson, Chapter 9) while delivering this presentation.

This presentation is another opportunity to practice presentation skills.

This presentation is to be no less than 7 minutes and no more than 10 minutes long. Notes may be used to deliver this presentation. Presentation aids may be used during the delivery of the presentation (eg, whiteboard/flip chart/OHP/multimedia projector/handouts).

This presentation will not be evaluated for delivery or content, however each cadet should do their best.

### **Introduction**

- Name of the leader,
- Date and place of birth,
- Date of death (if applicable),
- Display a picture of the leader (if available), and
- Information about the childhood of the leader.

### **Body**

- Interesting points of the leader's career, to include:
  - positions of responsibility (if applicable), and
  - incidents where they used their influence,
- How and where the core leadership qualities were displayed by the leader, and
- Other interesting facts about the leader.

### **Conclusion**

- Why you chose this leader,
- Three questions to ensure confirmation of the presentation, and
- A final summary sentence about the leader.

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