



ROYAL CANADIAN ARMY CADETS
GREEN STAR
INSTRUCTIONAL GUIDE



SECTION 1

EO M107.01 – PARTICIPATE IN A DISCUSSION ON YEAR ONE TRAINING

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, 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

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of the lesson the cadet shall be expected to be familiar with the performance objectives (POs) associated with the green star qualification and be familiar with the corps optional training opportunities.

IMPORTANCE

Having an overview of the training opportunities provided to green star cadets prepares new cadets for the training year, allowing them to understand how training fits together and identify areas they are particularly interested in. This overview should excite and energize cadets for the coming year.

Teaching Point 1**Discuss the content and format of green star training.**

Time: 15 min

Method: Interactive Lecture

COMMON TRAINING

There is common cadet training which applies to sea, army and air cadets. POs for these common cadet subjects are as follows:

PO Number and Topic	PO Statement
100 Positive Social Relations for Youth	Participate in <i>Positive Social Relations for Youth</i> Training
101 Citizenship	Perform Individual Acts that Better the Community
102 Community Service	Perform Community Service
103 Leadership	Participate as a Member of a Team
104 Personal Fitness and Healthy Living	Track Participation in Physical Activities
105 Physical Activities	Participate in Physical Activities
106 Marksmanship	Fire the Cadet Air Rifle
107 General Cadet Knowledge	Serve in an Army Cadet Corps
108 Drill	Perform Drill Movements During an Annual Ceremonial Review
111 Biathlon	Participate in Recreational Summer Biathlon Activities

ARMY CADET TRAINING

The expedition is one activity that distinguishes army cadets from the other cadet elements. For army cadets, expedition is defined as “any activity that consists of dynamic travel of no less than 36 hours in duration, where there is a clear goal associated with the activity.” Expedition training in Green Star is supported by the following POs:

PO Number and Topic	PO Statement
121 Field Training	Participate as a Member of a Team During an Overnight Bivouac Field Training Exercise (FTX)
122 Navigation	Identify location Using a Map
123 Hiking	Participate in a Day Hike



Ask the cadets to share what PO they are most interested in and why.



Allow time for cadets to ask questions about the various POs they will experience in Green Star.

Another PO army cadets will participate in is PO 120 (Demonstrate Knowledge of the Organization and Traditions of the Canadian Forces). This PO provides cadets with the knowledge and opportunity to effectively interact with CF members, while promoting an interest therein.

Teaching Point 2**Discuss available optional training at the corps.**

Time: 10 min

Method: Interactive Lecture

OPTIONAL TRAINING AT THE CORPS

Optional training offered at the cadet corps will vary, depending on a number of factors. Some of these opportunities are dependent on the availability and qualification of staff, and resources of the corps. The corps may offer such activities as:

- Cultural education / travel,
- Music (military band and pipes and drums),
- Winter biathlon,
- First-aid,
- Drill teams, and
- Other optional training that the unit and sponsor choose to pursue.



The instructor shall present any information to cadets about the activities that the corps participates in regularly.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What are some of the optional training activities that your corps participates in?
- Q2. What activities would you like to participate in? (The instructor will go around the room, and each cadet will reveal what activity(ies) they are most interested in.)

ANTICIPATED ANSWERS:

- A1. Answers will vary. Answers will include, but are not limited to, cultural education / travel, music, summer and winter biathlon, first-aid, drill teams and anything else that an individual corps may choose to participate in.
- A2. Answers will vary by cadet.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What are some POs in which only army cadets will train?
- Q2. What are some of the optional training activities in which your corps participates?

ANTICIPATED ANSWERS:

- A1. Any of the following: PO 121 Field Training, PO 122 Navigation and PO 123 Hiking.
- A2. Answers will vary by cadet corps but may include any of the following; cultural education / travel, music, summer and winter biathlon, first-aid, drill teams and anything else that an individual corps may choose to participate in.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for a first year cadet to know what training they will be participating in to help build interest and entice the cadet to continue in the Cadet Program. Green star cadets should also know what activities and opportunities are available to them through their cadet corps.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A2-031 D Cdts. (2003). *CATO 41-01 Royal Canadian army cadet training*. In Cadet Administrative and Training Orders (Vol. 4, 8 pages). Ottawa, ON.

C2-038 0787224596 Henton, M. (1996). *Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-long Learners*. Dubuque, IA: Kendall Hunt Publishing.

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



ROYAL CANADIAN ARMY CADETS
GREEN STAR
INSTRUCTIONAL GUIDE



SECTION 2

EO M107.02 – IDENTIFY ARMY CADET RANKS AND OFFICER RANKS

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, Green Star Qualification Standard and Plan, 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 handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to correctly identify the rank structure of the Royal Canadian Army Cadets (RCAC), as well as the ranks of Canadian Forces (CF) Army officers.

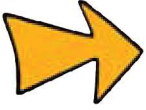
IMPORTANCE

Being familiar with the ranks of the Army Cadets and officers of the CF will help cadets understand the relationship between cadet ranks and officers at the corps. It will also aid them in interacting effectively with CF members when visiting other CF facilities or bases.

Teaching Point 1**Explain the structure and rank insignia of the RCAC.**

Time: 10 min

Method: In-Class Activity



Army Cadet ranks are derived from those used by the Canadian Army. The similarity will help cadets who understand cadet ranks to identify the ranks of Canadian Army Non-Commissioned Members (NCMs). The exception to this rule is the use of the rank of Lance-Corporal. For more information on Army Cadet Ranks and Promotion Policy, refer to CATO 13-02 (Cadet Rank Promotions).

Provide cadets with the handout at Attachment A as a training aid.

CADET RANKS NON-COMMISSIONED MEMBERS (NCMS)

Rank is a system of grading seniority and command within military organizations. The gold arrows are referred to as “chevrons”. The more chevrons used, the higher the seniority of the individual.

These chevrons are worn on the upper arm, on the right sleeve of the cadet tunic.

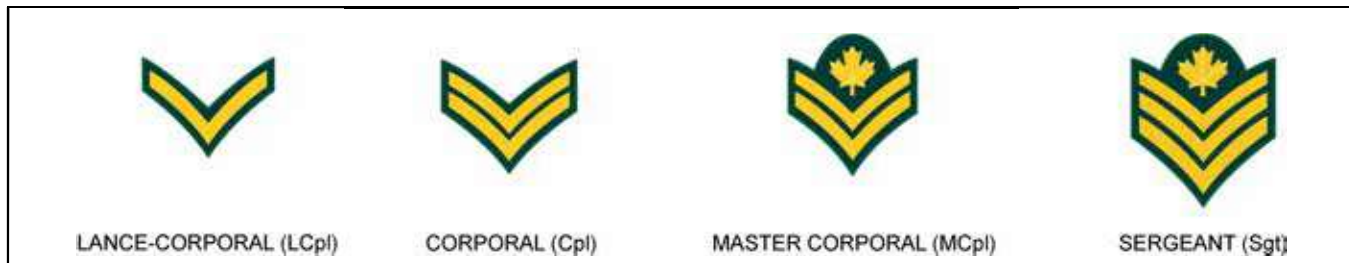


Figure 1 Non-commissioned Members: LCpl – Cpl – MCpl – Sgt

The “Tudor” crown represents the rank of Warrant Officer (WO).

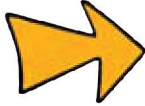
The “Tudor” crown surrounded by a laurel wreath represents the rank of Master Warrant Officer (MWO).

The Canadian Coat of Arms represents the rank of Chief Warrant Officer (CWO).

These ranks are worn low on the sleeve of the right arm of the cadet tunic.



Figure 2 Non-commissioned Members: WO – MWO – CWO



Cadet corps affiliated with Engineer Regiments utilize the term “**sapper**” to designate a LCpl.

Cadet corps affiliated with Armoured Regiments utilize the term “**trooper**” to designate LCpl.

Cadet corps affiliated with the Guard Regiments utilize the term “**guardsman**” to designate LCpl.

In cadet corps affiliated with Artillery Regiments, the following terms are used:

- “**Gunner**” designates lance-corporal;
- “**Bombardier**” designates corporal; and
- “**Master Bombardier**” designates master corporal.



Conduct an activity where the cadets will practice their knowledge of the cadet ranks.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Which is more senior, the rank of MCpl or Cpl?
- Q2. Describe the MWO rank badge.
- Q3. What other names may be utilized to denote the rank of LCpl?

ANTICIPATED ANSWERS

- A1. MCpl.
- A2. Tudor crown surround by a laurel wreath.
- A3. Gunner, guardsman, trooper, sapper or lance-corporal.

Teaching Point 2

Explain the officer structure and rank insignia of the Army element of the CF.

Time: 15 min

Method: In-Class Activity

COMMISSIONED OFFICERS RANKS

Officers of the CF wear their ranks low on the sleeve of the tunic. The rank insignia consists of a series of wide and narrow gold bars. Officers also wear slip-ons or shoulder boards (Navy) on the epaulettes on their shoulders when wearing shirts, sweaters and jackets. When in field clothing, CADPAT, the rank is worn in the centre of the chest.

SUBORDINATE AND JUNIOR OFFICERS

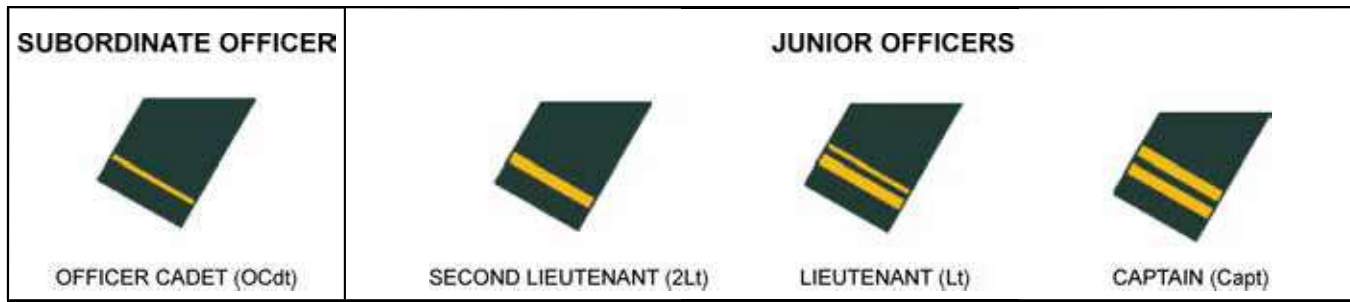


Figure 3 Subordinate and Junior Officers

SENIOR OFFICERS




Figure 4 Senior Officers

GENERAL OFFICERS

General officers wear a wide gold band on the sleeve of the tunic. On their shoulders, they sport slip-ons or shoulder boards with a “Tudor” crown above a crossed sabre and baton that, in turn, has maple leaves below it. The more maple leaves the higher the rank.



Figure 5 General Officers



Conduct an activity where the cadets will practice their knowledge of Army officer ranks.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the senior officer ranks?
- Q2. How many maple leaves are found on the rank of MGen?
- Q3. What rank is assigned the status of subordinate officer?

ANTICIPATED ANSWERS

- A1. Maj, LCol and Col.
- A2. Two.
- A3. OCdt.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is the most senior rank in the cadet NCM structure?
- Q2. What rank has three chevrons with a maple leaf?
- Q3. How would you identify the rank of Colonel?

ANTICIPATED ANSWERS

- A1. CWO.
- A2. Sgt.
- A3. It has four bars on the lower sleeve.

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The cadet, by identifying the ranks of the RCAC and the officers of the CF, will be able to interact more effectively with the different members of each organization.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON: The Department of National Defence.

A0-009 A-AA-100-000/AA-003 Canadian Forces. (2006). *QR&O, Chapter 3, Section 1, Ranks and Designations of Ranks*. Ottawa, ON: The Department of National Defence.

A2-030 D Cdts. (2005). CATO 40-03, *Army Cadet Ranks and Cadet Corps Establishment*. In *Cadet Administrative and Training Orders* (Vol. 4, 5 pages). Ottawa, ON.

CADET AND CANADIAN ARMY OFFICER RANKS

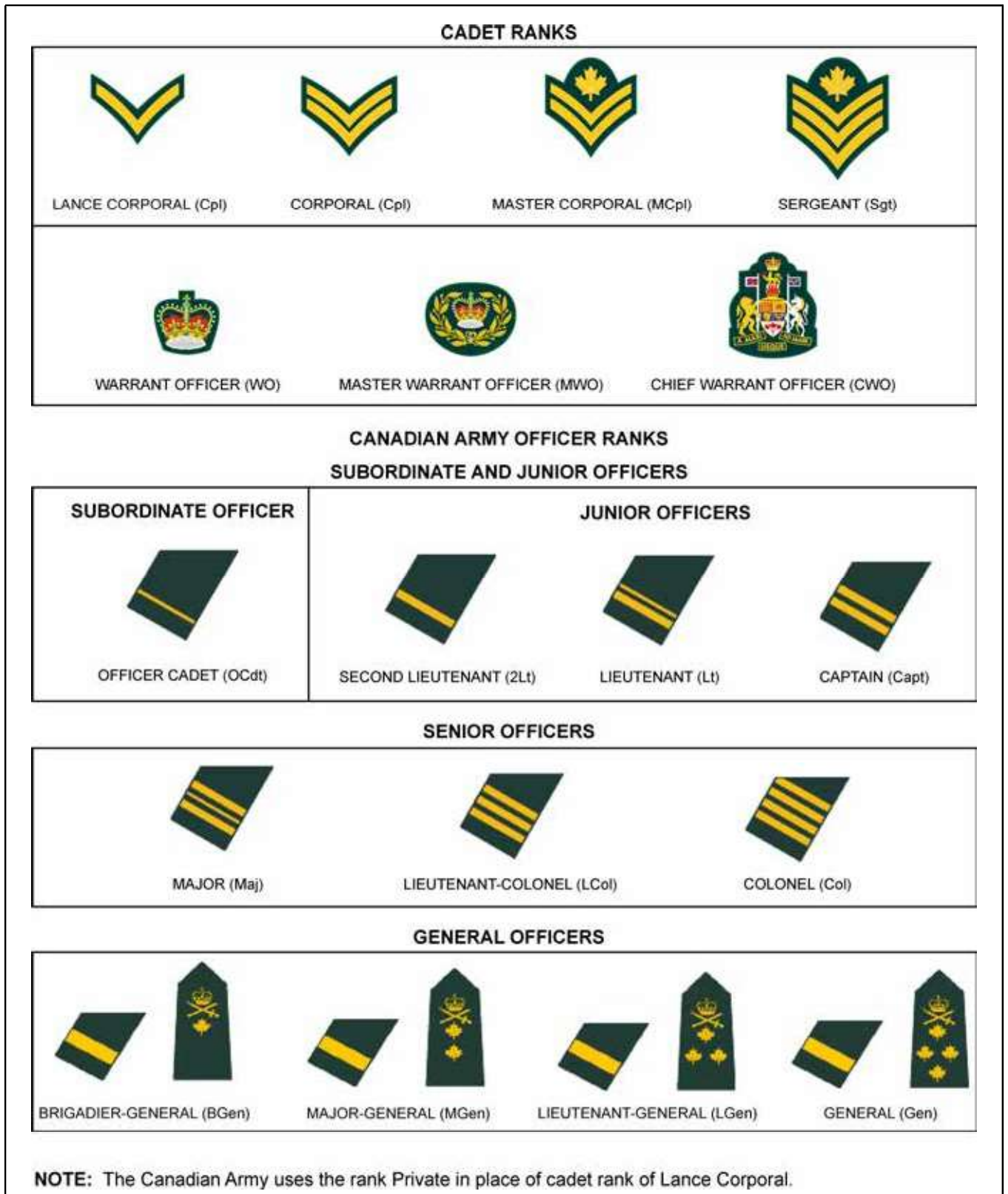


Figure A-1 Cadet and Canadian Army Officer Ranks

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**COMMON TRAINING
GREEN STAR
INSTRUCTIONAL GUIDE**



SECTION 3

EO M107.03 – OBSERVE THE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, 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

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 2 as an interactive way to provoke thought and stimulate interest in procedures for addressing NCOs, subordinate officers and commissioned officers.

An interactive lecture was chosen for TPs 3 and 4 to orient the cadets to regulations for paying compliments inside a building, and to other occasions to pay compliments.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to know when and where to pay compliments.

IMPORTANCE

Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps and the Cadet Summer Training Centre.

Teaching Point 1**Explain and conduct an activity on the procedure for addressing a cadet NCO or a subordinate officer.**

Time: 10 min

Method: In-Class Activity

ADDRESSING CADET NCOS AND SUBORDINATE OFFICERS

It is important to pay the correct compliments to the appropriate individuals.

When addressing a cadet NCO or a subordinate officer, the cadet will stand at the position of attention. As cadet NCOs and subordinate officers do not hold a commission from the Queen, they are not saluted. Throughout the conversation, the cadet shall address the NCO or subordinate officer by their rank and surname and remain at the position of attention. When the cadet has completed addressing the NCO or officer, they should dismiss themselves appropriately by turning to the right.



The instructor should demonstrate this process prior to moving on to the activity.

ACTIVITYTime: 3 min

OBJECTIVE

To allow cadets to practice the procedures for addressing cadet NCOs and subordinate officers.

RESOURCES

- Army Cadets slip-on ranks, and
- Officer-cadet slip-on rank.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the NCO or subordinate officer.
- Have cadets practice the procedures for addressing cadet NCOs and subordinate officers, including:
 - approaching the NCO/subordinate officer and standing at the position of attention;
 - addressing the NCO/subordinate officer by their rank and surname; and
 - dismissal.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Do cadet NCOs and subordinate officers hold a commission from the Queen?
- Q2. If they do not hold a commission, are they saluted?
- Q3. Name an action the cadet should take while addressing a cadet NCO/subordinate officer.

ANTICIPATED ANSWERS

- A1. No, they do not hold a commission.
- A2. No, they are not saluted.
- A3. Standing at the position of attention, addressing by rank and surname, and dismissing appropriately.

Teaching Point 2

Explain the procedures for addressing a commissioned officer.

Time: 5 min

Method: In-Class Activity

ADDRESSING COMMISSIONED OFFICERS

When addressing commissioned officers, the same procedures are followed as when addressing NCOs and subordinate officers except a salute shall be given.

The cadet shall stand at the position of attention after approaching the commissioned officer. The cadet will then give the appropriate salute as outlined in A-PD-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*. Throughout the conversation the cadet shall address the commissioned officer by their rank and surname and always remain at the position of attention unless otherwise directed by the commissioned officer. When the cadet has completed addressing the officer, they should again salute and dismiss themselves appropriately.



The instructor should demonstrate this process prior to moving on to the activity.

ACTIVITY

Time: 3 min

OBJECTIVE

To allow cadets to practice the procedures for addressing commissioned officers.

RESOURCES

Army Officers ranks.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the commissioned officer.
- Have cadets practice the procedures for addressing commissioned officers, including:
 - approaching the commissioned officer and standing at the position of attention;
 - saluting;
 - addressing the commissioned officer by their rank and surname;
 - saluting prior to dismissal; and
 - dismissal.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Are you required to salute commissioned officers? Why?
- Q2. When should the commissioned officer be saluted?

ANTICIPATED ANSWERS

- A1. Yes. They hold a commission from the Queen.
- A2. After the officer has been approached and prior to dismissal.

Teaching Point 3

Explain regulations for paying compliments inside a building.

Time: 5 min

Method: Interactive Lecture

PAYING COMPLIMENTS INSIDE A BUILDING

Salutes are not given inside buildings except when on parade, during ceremonial occasions, or when entering and leaving offices. However, cadets shall turn their head and offer a polite greeting when meeting an officer in a common area. It is not customary to wear headdress inside a building.

ENTERING AN OFFICE

When entering an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- politely ask permission to enter the office.

LEAVING AN OFFICE

When leaving an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- depart.



The instructor should demonstrate this process prior to moving on to the activity.



RCAC Level One Handbook, Cadets Canada, 1993

Figure 1 Entering and Leaving an Office

ACTIVITY

Time: 5 min

OBJECTIVE

To allow cadets to practice the procedures for entering and leaving offices.

RESOURCES

Role-play area.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the office occupant.
- Have cadets practice the procedures for entering and leaving offices, including:
 - Entering:
 - stand at the position of attention in the doorway when entering;
 - salute if wearing headdress and the office occupant holds a commission; and
 - politely ask permission to enter the office.
 - Leaving:
 - stand at the position of attention in the doorway when leaving the office;
 - salute if wearing headdress and the office occupant holds a commission; and
 - depart.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. Name two times or places where compliments are paid inside a building.

ANTICIPATED ANSWERS

A1. Parade square, ceremonial occasions, entering and leaving offices.

Teaching Point 4

Explain other occasions to pay compliments.

Time: 4 min

Method: Interactive Lecture

OTHER OCCASIONS TO PAY COMPLIMENTS

It is appropriate for cadets to salute on different occasions:

- When the Canadian or another foreign national anthem is played.
- When recognizing a commissioned officer who is not in uniform.

- When The National Flag of Canada is being lowered or raised.
- When boarding or disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. Does one salute when recognizing a commissioned officer out of uniform?
- Q2. Does one pay compliments if the Star Spangled Banner is played?

ANTICIPATED ANSWERS

- A1. Yes, compliments shall be paid.
- A2. Yes, compliments are paid for all national anthems.

END OF LESSON CONFIRMATION

This lesson will be confirmed by verbal questioning.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The cadets have learned how to address cadet NCOs, subordinate and commissioned officers; how to pay compliments inside a building; and other occasions on which to salute. Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps and at the cadet summer training centre.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 National Defence. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.

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ROYAL CANADIAN ARMY CADETS
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SECTION 4

EO M107.04 – STATE THE AIM AND THE MOTTO OF THE ARMY CADET PROGRAM

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, 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

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the aim and motto of the Cadet Program.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of the lesson the cadet shall be expected to be familiar with the mission and vision of the Cadet Program, and state the aim and motto of the Army Cadet Program.

IMPORTANCE

Knowing the aim and the motto of the Army Cadet Program is for any cadet. This information will give a better understanding of how the Cadet Program can help them develop both as a cadet and an individual.

Teaching Point 1

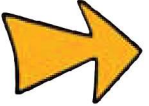
State the mission of the Cadet Program.

Time: 5 min

Method: Interactive Lecture



Conduct the brainstorming activity before stating the mission.



According to the Canadian Oxford Dictionary (2001), mission can be defined as a journey with a purpose. The mission of the Cadet Program details **what** the Cadet Program hopes to achieve through its training and **how it hopes to do so**.

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of the activity is for the cadets to brainstorm ideas about what they think the Cadet Program mission is.

RESOURCES

- Flipchart paper.
- Flipchart markers.

ACTIVITY LAYOUT

- Separate the class into two groups.
- Give each group a piece of flipchart paper and a marker.
- Direct each group to brainstorm ideas about what they think the mission (or objective) of the Cadet Program is.
- Give the groups two minutes to complete this activity.
- After the two minutes, have each group present their ideas.
- Finish the activity by outlining the definition as written in this teaching point.

SAFETY

Instructor(s) will supervise cadets during the activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will monitor the cadets' progress and ensure all members of the class are participating.
- The instructor will answer any questions the cadets may have.

MISSION

The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What is the mission of the Cadet Program?

ANTICIPATED ANSWERS

A1. The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

Teaching Point 2

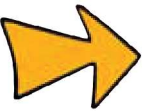
State the vision of the Cadet Program.

Time: 5 min

Method: Interactive Lecture



Conduct the brainstorming activity before stating the vision.



According to the Canadian Oxford Dictionary (2001), vision can be defined as the act or faculty of seeing. The vision of the Cadet Program states what it sees the Cadet Program **being**, and **how** it hopes to get there.

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of this activity is for the cadets to brainstorm ideas about what they think the Cadet Program vision is.

RESOURCES

- Flipchart paper.
- Flipchart markers.

ACTIVITY LAYOUT

- Separate the class into two groups.
- Give each group a piece of paper and a marker.

- Direct each group to brainstorm ideas about what they think the vision of the Cadet Program is.
- Give the groups two minutes to complete this activity.
- After the two minutes, have each group present their ideas.
- Finish the activity by outlining the definition as written in this teaching point.

SAFETY

The instructor will supervise the cadets' during the activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will monitor the cadets progress and ensure all members of the class are participating.
- The instructor will answer any questions the cadets may have.

VISION

The vision of the Cadet Program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What is the vision of the Cadet Program?

ANTICIPATED ANSWERS

A1. The vision of the Cadet Program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.

Teaching Point 3

Describe the aim of the Cadet Program.

Time: 10 min

Method: Interactive Lecture



The aim of the Cadet Program is to:

- develop in youth the attributes of good citizenship and leadership;
- promote physical fitness; and
- stimulate the interest of youth in the sea, land and air activities of the Canadian Forces (CF).

DEVELOP IN YOUTH THE ATTRIBUTES OF GOOD CITIZENSHIP AND LEADERSHIP

The Cadet Program aims to assist in the development of cadets as good citizens and leaders.

Through citizenship and community services activities, the cadet develops an appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Cadets'

active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

PROMOTE PHYSICAL FITNESS

The Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enable them to meet challenges.

STIMULATE THE INTEREST OF YOUTH IN THE SEA, LAND AND AIR ACTIVITIES OF THE CF

The Cadet Program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the Cadet Program as a whole from other youth development programs.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What is the aim of the Cadet Program?
- Q2. How does the Cadet Program promote physical fitness?
- Q3. How does the Cadet Program stimulate an interest in the sea, land and air activities of the Canadian Forces?

ANTICIPATED ANSWERS

- A1. Develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the CF.
- A2. The Cadet Program aims to promote physical well-being. Cadets develop an understanding of the **benefits of fitness** and a healthy lifestyle. This understanding, combined with on-going **participation in fitness activities**, aids in the development of **positive attitudes** and behaviours that build resiliency within cadets and enable them to meet challenges.
- A3. The Cadet Program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the Sea, Army and Air Cadet Organizations. Also, they **distinguish the Cadet Program** as a whole from other youth development programs.

Teaching Point 4**State the Motto of the Army Cadet Program.**

Time: 3 min

Method: Interactive Lecture

MOTTO

The motto of the Army Cadet Program is, "*Acer Acerpori*." Acer Acerpori is a latin term which means "as the maple, so the sapling."



The maple leaf is a traditional symbol of Canada, and the crown signifies allegiance to Her Majesty the Queen. The motto ACER ACERORI is Latin. "ACER" is the maple tree. "ACERPORI" is literally a "little boy maple"- a sapling. The ending "I" on "ACERPORI" means "come from". Literally the motto means "from the little boy maple comes the maple." We translate it "As the maple, so the sapling."

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

Q1. What is the motto of the Army Cadet Program?

Q2. What does "*Acer Acerpori*" mean?**ANTICIPATED ANSWERS**A1. *Acer Acerpori*.

A2. "As the maple, so the sapling."

END OF LESSON CONFIRMATION

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to confirm the teaching points of the lesson. Cadets will be required to assemble puzzles of the mission, vision, aim and motto of the Army Cadet Program.

RESOURCES

- Puzzles contained at Annex A.
- Envelopes.

ACTIVITY LAYOUT

- Using the puzzles in Annex A, cut each puzzle and place each into a separate envelope.
- Separate the class into four groups.
- Give each group an envelope with a puzzle in it.

- Direct each group to piece together the puzzle in the envelope.
- When the puzzles are complete, have a member of each group read out what their puzzle says.
- Finish the activity by confirming each puzzle again.

SAFETY

- The instructor shall supervise the cadets during the activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will supervise the cadets' progress and ensure all members of the class are participating.
- The instructor will answer any questions the cadets may have.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The aims, mission, vision and motto of the Army Cadet Program provide the cadet with a greater understanding of what it means to be an Army Cadet. The tenets of aim and motto will contribute to the development of a sense of pride in belonging to the Army Cadet Program.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A0-010 Cdts. (1999). CATO 11-03, *Cadet Program Mandate*. In *Cadet Administrative and Training Orders* (Vol. 1). Ottawa, ON.

C2-040 The Army Cadet League of Canada. (2006). *Policy 3.1: Aim of the Canadian Cadet Organizations*. Retrieved 25 May 2006, from http://www.armycadetleague.ca/templates/pdf/refmanual/english/pol_3_1.pdf.

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PUZZLES

**THE MISSION OF THE CADET
PROGRAM IS TO CONTRIBUTE
TO THE DEVELOPMENT AND
PREPARATION OF YOUTH FOR
THE TRANSITION TO ADULTHOOD,
ENABLING THEM TO MEET THE
CHALLENGES OF MODERN
SOCIETY, THROUGH A DYNAMIC,
COMMUNITY-BASED PROGRAM.**

**A RELEVANT, CREDIBLE
AND PROACTIVE YOUTH
DEVELOPMENT ORGANIZATION,
OFFERING THE PROGRAM OF
CHOICE FOR CANADA'S YOUTH,
PREPARING THEM TO BECOME
THE LEADERS OF TOMORROW
THROUGH A SET OF FUN,
CHALLENGING, WELL-ORGANIZED
AND SAFE ACTIVITIES.**

**DEVELOP IN YOUTH THE
ATTRIBUTES OF GOOD
CITIZENSHIP AND LEADERSHIP.**

PROMOTE PHYSICAL FITNESS.

**STIMULATE THE INTEREST OF
YOUTH IN THE SEA, LAND AND
AIR ACTIVITIES OF THE
CANADIAN FORCES.**

**ACER
ACERPORI**

“AS THE MAPLE, SO THE SAPLING”



ROYAL CANADIAN ARMY CADETS
GREEN STAR
INSTRUCTIONAL GUIDE



SECTION 5

EO M107.05 – WEAR THE ARMY CADET UNIFORM

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, 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

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 5, and 6 to orient the cadets to the rules and responsibilities and orders of dress for the cadet uniform.

A demonstration was chosen for TPs 2 – 4 as it allows the instructor to explain and demonstrate the proper way in which to wear the various headdresses and pieces of clothing on the upper and lower body.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to properly wear the Army Cadet uniform to the standard set forth in CATO 46-01, *Royal Canadian Army Cadets Dress Instructions*.

IMPORTANCE

The cadet uniform is highly recognizable so the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual, as well as on the Canadian Cadet Organization (CCO).

Teaching Point 1

Explain general rules and responsibilities for the cadet uniform.

Time: 5 min

Method: Interactive Lecture

OCCASIONS TO WEAR THE UNIFORM

The Army Cadet uniform must be worn when:

- Attending training or proceeding to or from a place of training unless the corps CO gives directives to the contrary.
- Proceeding to or from a CSTC.
- Attending ceremonies or functions at which the wearing of the uniform is appropriate and authorized by the CO of the corps or CSTC.

RESPONSIBILITY FOR THE ARMY CADET UNIFORM

When given an Army Cadet uniform:

- all cadets are responsible for its care, cleaning, custody and return at the end of cadet service;
- replacement of worn uniform parts shall be at public expense where reasonable care has been taken with the uniform;
- issued uniform parts shall not be altered or modified to obtain a reasonable fit; and
- badges shall be sewn on the uniform neatly using thread that blends with the badge and uniform. Badges shall not be glued.

GENERAL APPEARANCE OF THE UNIFORM

In caring for the cadet uniform, the cadet shall:

- ensure it is free from lint and dirt;
- polish metal pieces where applicable;
- ensure the badges are properly affixed to the uniform using thread that blends with the badge and uniform;
- clip any loose threads that may appear; and
- perform any routine maintenance that may be required to keep the uniform sharp and in good repair.

CONFIRMATION OF TEACHING POINT 1

QUESTION

- Q1. Do cadets have to wear their uniform when proceeding to and from a CSTC?
- Q2. Are cadets responsible for paying for their uniforms?
- Q3. True or false: Badges shall be sewn on the uniform neatly using threads that blend with the badge and uniform.

ANTICIPATED ANSWERS

- A1. Yes.
 A2. No.
 A3. True.

Teaching Point 2

Explain and demonstrate the correct manner in which to wear headdress.

Time: 5 min

Method: Demonstration

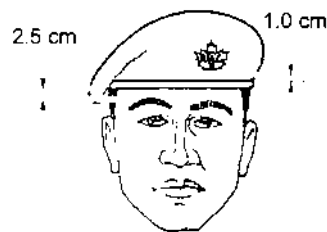


Instructors are to explain and demonstrate how to wear each item of clothing.

BERET

The Army Cadet beret shall be worn as follows:

- the beret is placed evenly on the head with the sweat-band 2.5 cm above the eyebrows;
- the badge is centred over the left eye;
- the crown of the beret is pulled downward to the right and rear; and
- drawstrings are tacked inside the gap of the sweat-band.



Royal Canadian Army Cadet Dress Instructions

Figure 1 Wearing the Beret



Royal Canadian Army Cadet Dress Instructions

Figure 2 Side View of Beret



Royal Canadian Army Cadet Dress Instructions

Figure 3 Turban

BERET INSIGNIA

Insignia shall be worn on the beret centred on the built-in back plate with the base of the badge 1 cm above the band. For highland dress, the badge can be centred on the built-in back plate of the left side of the Glengarry, Balmoral or Caubeen.



The turban is worn in a low, Sikh conventional manner, with the final winding right over left on the forehead. The cap badge is worn centred on the front of the turban. More information on Sikh order of dress is located in CATO 46-01, Annex C.



Royal Canadian Army Cadet Dress Instructions

Figure 4 RCAC Insignia for Beret

Royal Canadian Army Cadet Dress Instructions Care of the beret includes:

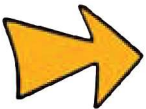
- ensuring that it is free from lint and dirt;
- polishing the badge when required; and
- washing the leather sweat-band when required.

WIDE BRIMMED TAN SUMMER HAT

The wide brimmed tan summer hat may be worn during summer activities for which the beret is not suitable.

TOQUE

The toque may be worn outside when weather conditions dictate.



Berets can be green, scarlet, black or maroon based on what the affiliated unit wears, and provided that the CO of the affiliated unit has given permission for it to be worn.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Over which eye is the beret centred?
- Q2. How far is the insignia hat badge worn above the band on the beret?
- Q3. What are some things that a cadet must do to care for their beret?

ANTICIPATED ANSWERS

- A1. The beret is centred over the left eye.
- A2. 1 cm above the band.
- A3. Any of the following:
- Ensuring that it is free from lint and dirt;
 - Polishing the badge when required; and
 - Washing the leather sweat band when required.

Teaching Point 3

Explain and demonstrate the correct way to wear and care for the clothing on the upper body.

Time: 12 min

Method: Demonstration



The instructor will explain and demonstrate how to wear each item of clothing.

INSIGNIA

Insignia, Shoulder Title RCAC or Insignia, Affiliated Unit. Shall be worn on both sleeves of the cadet jacket



Royal Canadian Army Cadet Dress Instructions

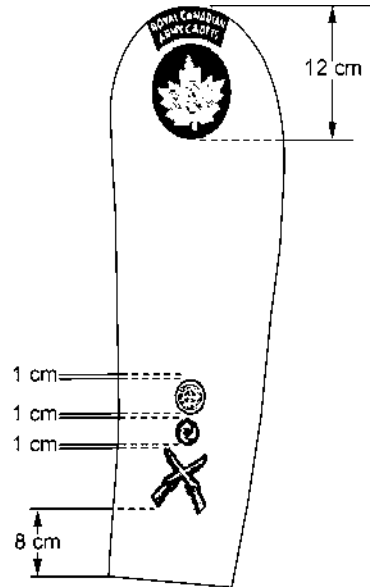
Figure 5 RCAC Shoulder Insignia

Insignia, Cadet, Maple Leaf. Shall be worn on both sleeves of all authorized cadet uniform jackets, except the combat uniform jacket worn by staff cadets at a CSTC. Must be worn on the left breast of the all-season jacket.



Royal Canadian Army Cadet Dress Instructions

Figure 6 Insignia, Maple Leaf



Royal Canadian Army Cadet Dress Instructions

Figure 7 Placement on Jacket

Cadet Slip-on. Shall be worn with the short sleeve orders of dress and overcoats at cadet corps and by staff cadets on all orders of dress at CSTC. When participating in field training, the wearing of rank slip-ons is authorized only for the Field Training Uniform and the Army Cadet League uniform. Slip-ons are to be worn only when the entire uniform is worn.

Cadet Armlet. May be worn (at the discretion of the CO) by staff cadets holding training appointments at a CSTC. The armlet shall contain the RCAC shoulder title badge and the appropriate acting rank badge.

SHIRTS

Shirt, Cadet, Short Sleeve. May be worn with tie, ascot or open neck, with or without jacket. Rank slip-ons shall be worn with the short sleeve shirt.

Undershirt. The olive green cotton T-shirt may be worn with the appropriate orders of dress.

Grey Sports T-shirt. Shall be worn tucked inside the sports shorts during physical activities.

White Undershirt. Cotton shirt which may be worn with any order of dress. The undershirt shall not be visible at the neck opening.

SWEATER AND JACKETS

Sweater, Turtleneck, Long Sleeve. Sweaters may be worn with or without the jacket, but the jacket shall be worn when going to and from the corps location. Sleeves shall not be rolled or pushed up the arm.

Uniform Jacket. The jacket shall be worn fully buttoned except the top button. Sleeves shall be rolled pressed with no creases. Jackets may be removed in buildings and offices when authorized.

Jacket Belt. Shall be worn so as the excess of the belt, once attached, is on the same side as the buttonhole flap. The buckle shall be adjusted so that the excess of the belt is not more than 8 cm.

All-season Jacket. May be worn year round when weather conditions dictate. RCAC crest must be worn on the left breast of the all-season jacket. The liner and the exterior jacket may be worn separately or as a set.

Rank slip-ons shall be worn on both. Medals, ribbons and sashes may be worn on the all-season jacket for outdoor parades.

ACCESSORIES

Necktie. Shall be knotted neatly using a Windsor or four-in-hand knot and shall be kept tight. When the jacket is removed, the tie shall not be tucked into the shirt, unless for safety reasons.



Royal Canadian Army Cadet Dress Instructions

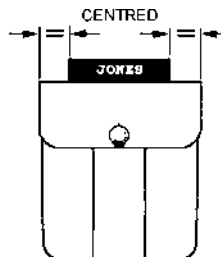
Figure 8 Windsor Knot



Royal Canadian Army Cadet Dress Instructions

Figure 9 Four-in-Hand Knot

Nametag. Can be obtained locally. The standard cadet name tag shall be detachable, made of black and white laminated plastic plate 6.3 cm in length and 1.2 cm in height, inscribed with white lettering 0.6 cm high, and shall indicate the surname of the cadet only.



Royal Canadian Army Cadet Dress Instructions

Figure 10 Right Breast Pocket

Sash. Cadet CWO's, MWO's, WO's and Sgt's are authorized to wear a sash, provided it respects the affiliated unit's dress regulations. Army sashes are crimson or scarlet depending on the rank. The sash is a parade accessory that can be worn at the local unit. The sash is only authorized at CSTC's or when on exchanges on the authority of the CO.

Black Wool Gloves. May be worn when weather dictates, or shall be worn when ordered.

Black Mitts. Plain black civilian pattern mitts may be worn with the overcoat, parka or all-season jacket during winter dress periods and when weather conditions dictate.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. True or false: Shoulder insignia are worn on both sleeves.
- Q2. Can any cadet wear the insignia of their affiliated unit when they want?
- Q3. The nametag is centred over which breast pocket?

ANTICIPATED ANSWERS

- A1. True.
- A2. No, cadets (the Cadet Corps) must have permission from the CO of the affiliated unit to wear insignia of that affiliated unit.
- A3. The right breast pocket.

Teaching Point 4

Explain and demonstrate the correct way to wear and care for clothing on the lower body.

Time: 10 min

Method: Demonstration



The instructor will explain and demonstrate how to wear each item of clothing

TROUSERS/BELT/SHORTS

Trousers. Will be pressed without starch so as to have creases down the centre of each leg. Creases shall extend from the top of the leg to the bottom. The length of the trousers should extend to the third eyelet of the ankle boot.

Trousers/Slacks Belt. The trousers/slacks shall be worn with a black belt. The CO may authorize the RCAC belt buckle.

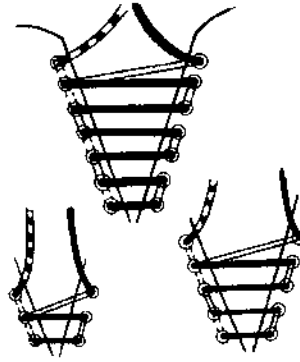
Grey Sport Shorts. Shall be worn at the waist, and must not allow for the underwear to be visible.

FOOTWEAR

Grey Wool Socks. Shall be worn with boots and running shoes. If a cadet suffers from a recognized allergy to wool, grey or black cotton or nylon socks may be worn.

Running Shoes. Shall be worn as directed by the cadet corps or the CSTC CO.

Boots. Shall be laced across horizontally from side to side. Boots shall not be modified by any type of metal cleats, hobnails or other metal attachments to the heel or sole. No varnish other than shoe polish can be used to shine the boots.



Royal Canadian Army Cadet Dress Instructions

Figure 11 Lacing of Boots

Boots should be cared for by:

- cleaning the welts with an old toothbrush and black boot polish;
- using a soft cloth wrapped around the index finger, ensuring it is flat against the pad of the finger without any wrinkles;
- dampening the end of the cloth and applying a moderate amount of black boot polish;
- applying the polish to the boot in a steady, light circular motion, starting with larger circles to cover the area of the boot and using smaller circles, continuously working the polish into the boot;
- continuing to rub polish with a circular motion until the circles can no longer be seen; and
- breathing on the boot often to help work the polish into the boot.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. How long should trousers be?
- Q2. Must all cadets wear grey wool socks?
- Q3. How are ankle boots laced?

ANTICIPATED ANSWERS

- A1. Trousers should go down to the third eyelet on the boot.
- A2. Yes, unless they have a recognized allergy to wool.
- A3. They are laced horizontally from side to side.

Teaching Point 5

Explain and demonstrate aspects of personal appearance.

Time: 10 min

Method: Interactive Lecture

GENERAL

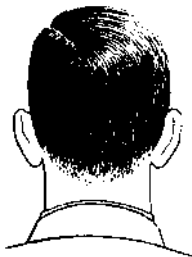
Cadets in uniform shall be well groomed with footwear cleaned and shined. The uniform shall be clean and properly pressed at all times. In particular, buttons, fasteners and zippers shall be kept closed. Pockets shall

not be bulged; items such as glasses, sunglasses, glasses cases, pens, pencils, key-rings or paper shall not be visibly extended nor protrude from pockets or be suspended from waist belts or pockets.

HAIRSTYLES

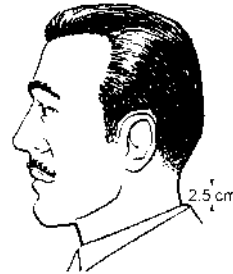
Hair on the head shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the beret. In particular, style and colour shall not be bizarre, bleached, exaggerated or unusual in appearance. Unusual colours such as green, bright red, orange, purple, etc., are not permitted. Hair must be secured or styled back to reveal the face and any accessories used to secure or control hairstyles shall be as unobtrusive as possible. Hair ornaments shall not be worn, except for female cadets conservative barrettes, which are to blend with the hair colour.

Male Hairstyles. Male cadets' hair shall be taper trimmed at the back, sides, and above the ears to blend with the hairstyle. It shall be no more than 15 cm in length and sufficiently short that, when the hair is groomed and beret is removed, no hair shall touch the ears or fall below the top of the eyebrows.



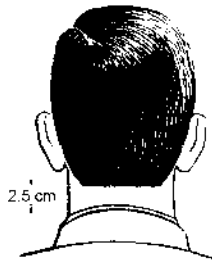
Royal Canadian Army Cadet Dress Instructions

Figure 12 Back View of Hair



Royal Canadian Army Cadet Dress Instructions

Figure 13 Side View of Hair



Royal Canadian Army Cadet Dress Instructions

Figure 14 Measurement of Hair

Sideburns. Sideburns shall not extend below a line horizontally bisecting the ear, and shall be squared off horizontally at the bottom edge and taper trimmed to conform to the overall hairstyle.

Moustaches. When moustaches are worn, the unshaven portion of the face shall not extend outwards beyond the corners of the mouth. Moustaches should be kept neatly trimmed, not greater than 2 cm in bulk, not to extend below the corners of the mouth and not protrude beyond the width of the mouth.

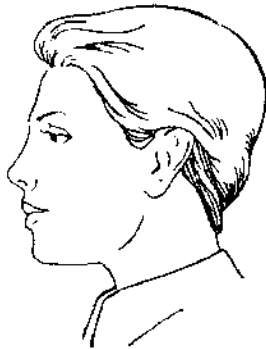


Royal Canadian Army Cadet Dress Instructions

Figure 15 Measurement of Moustache

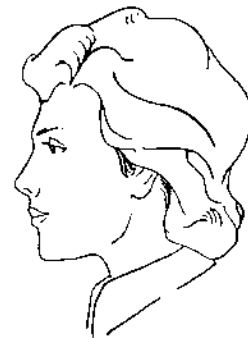
Beards. Beards shall not be worn except for those cadets who are adherents of the Sikh religion, or cadets with recognized medical problems preventing them from shaving. In the latter case, a note from a medical practitioner is required.

Female Hairstyles. Hair shall not extend below the edge of the shirt collar. Exaggerated styles, including those with excessive fullness or extreme height, are not authorized.



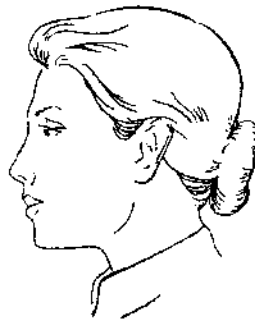
Royal Canadian Army Cadet Dress Instructions

Figure 16 Short Hairstyle



Royal Canadian Army Cadet Dress Instructions

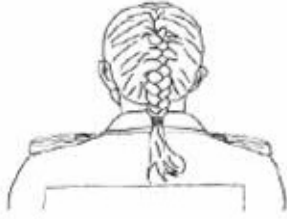
Figure 17 Curled Hairstyle



Royal Canadian Army Cadet Dress Instructions

Figure 18 Straight Hair Worn Back in Bun

Braids. Shall be styled conservatively and tied tightly, secured at the end by a knot or a small-unadorned fastener. A single braid shall be worn in the centre of the back. Double braids shall be worn behind the shoulders. Hair shall be a maximum length, when gathered behind the head and braided, which does not extend below the top of the armpit.



Royal Canadian Army Cadet Dress Instructions

Figure 19 One Braid



Royal Canadian Army Cadet Dress Instructions

Figure 20 Two Braids

Multiple braids and/or cornrows shall be directed to the back of the head, pulled tight to the head and secured at the end by a knot or a small-unadorned fastener. Multiple braids extending below the edge of the collar are to be gathered in a bun. Hairpieces and extensions are not permitted.



Royal Canadian Army Cadet Dress Instructions

Figure 21 Back View of Cornrows



Royal Canadian Army Cadet Dress Instructions

Figure 22 Side View of Cornrows



Royal Canadian Army Cadet Dress Instructions

Figure 23 Beret and Cornrows

MAKE-UP

Females are permitted to wear a minimal amount of make-up. When wearing the uniform, make-up shall be applied conservatively. There are to be no false eyelashes, heavy eyeliner, brightly coloured eye shadow or lipstick, coloured nail polish or excessive facial make-up.

JEWELLERY

The only jewellery that may be worn in uniform shall be a wristwatch (conservative in design and colour), a medical alert bracelet, and a maximum of two rings which are not of costume jewellery nature.

Female cadets in uniform may wear a single pair of plain gold, silver stud or white pearl earrings in pierced ears. The single stud earring, worn in the centre of each earlobe, shall be spherical in shape and not exceed 0.6 cm in diameter. Male cadets are not authorized to wear an earring or earrings.

Only a single earring or healing device, worn in the centre of each earlobe, may be worn at a time.



Royal Canadian Army Cadet Dress Instructions

Figure 24 Placement of Earrings

TATTOOS AND BODY PIERCING

Cadets shall not acquire visible tattoos that could be deemed as offensive or otherwise reflect discredit on the CCO. Cadets in uniform shall not wear visible body piercing adornments (tongue included). Use of an adhesive bandage for the purpose of covering a piercing is **not** authorized.

UNDERGARMENTS

Undergarments including brassieres for female cadets, shall be worn under all numbered orders of dress and shall be of an appropriate colour so as not to be visible through uniform items of clothing. Males shall also wear an undergarment under the highland order of dress.

EYEGASSES/SUNGLASSES

Eyeglasses and sunglasses shall be conservative in design and colour. Sunglasses with photo chromic or mirrored lenses are not authorized for wear.

Cadets who normally wear eyeglasses may wear either conventionally framed prescription sunglasses, or conservatively styled clip-on sunglasses when conditions and circumstances dictate. Other cadets may wear conservatively styled sunglasses, which do not detract from the overall appearance of the uniform when conditions and circumstances dictate. Sunglasses shall not be worn on parade day unless authorized by the cadet corps or CSTC CO in special circumstances.

OTHER

Civilian Clothing. Civilian clothing, other than those specific items listed in CATO 46-01 shall not be worn with the cadet uniform unless authorized by the cadet corps or CSTC CO in special circumstances. This includes but is not limited to civilian jackets and hats.

Backpacks. Civilian pattern backpacks of conservative appearance may either be carried in the left hand or worn suspended from both shoulders and square on the back. No item will be suspended from the backpack and straps and straps shall not be left loose.

Purse. (Female cadets only) The purse must be black and conservative in nature, and held in the left hand or suspended over the left forearm. When the purse is carried as a shoulder bag, the strap shall be suspended from the left shoulder with the top of the purse not higher than waist level. The purse shall not be carried as a shoulder bag with the strap shortened to handbag length.

Carrying of Articles. If any one article is carried, such as a briefcase, umbrella or raincoat, it shall be carried in the left hand. If an article is carried when marching, the left arm is not swung.



Chewing gum, slouching, sauntering, placing hands in pockets, smoking or eating on the street, walking hand in hand, and similar deportment which detracts from a proud and orderly appearance in the eyes of the public is unacceptable for cadets in uniform.

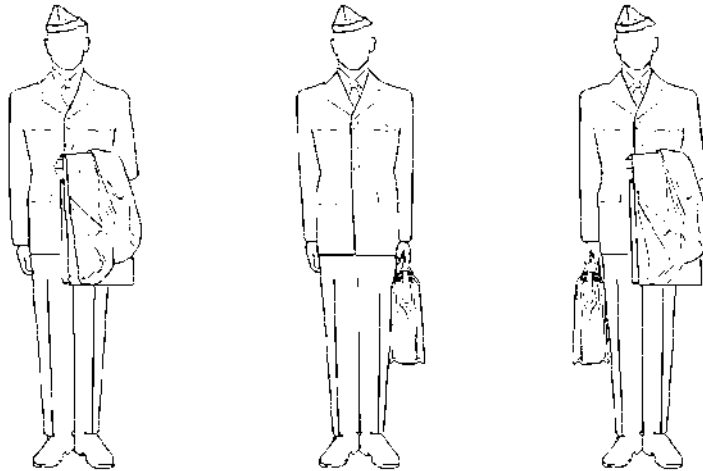
Teaching Point 6

Explain orders of dress.

Time: 10 min

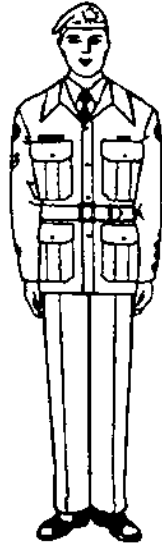
Method: Interactive Lecture

Although there are many orders of dress for the Army Cadet uniform, cadets should be aware of the orders they will be asked to wear most often.



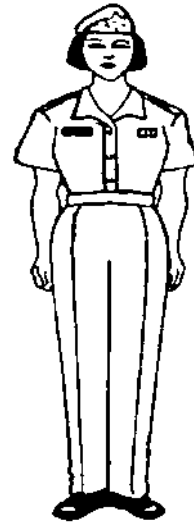
A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial

Figure 25 The Carrying of Articles



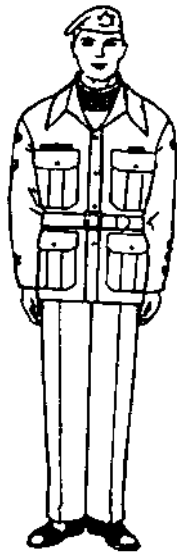
Royal Canadian Army Cadet Dress Instructions

Figure 26 C-2 Duty Dress



Royal Canadian Army Cadet Dress Instructions

Figure 27 C-2A Duty Dress



Royal Canadian Army Cadet Dress Instructions

Figure 28 C-3 Duty Dress



Royal Canadian Army Cadet Dress Instructions

Figure 29 PT



Instructors are responsible to explain other orders of dress that are worn by the cadet corps, as authorized by the CO of the affiliated unit. One method to do this is by introducing the class to various cadets dressed in the forms of dress to be illustrated. The cadet can then describe how the uniform is worn.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. What are some things that cadets are not allowed to do with their hair?
- Q2. Are male cadets permitted to wear earrings?
- Q3. Cadets are not authorized to have tattoos that are what?

ANTICIPATED ANSWERS

- A1. Cadets are not to bleach their hair or dye it colours such as bright red, purple, green or orange.
- A2. No, male cadets are not permitted to wear an earring or earrings.
- A3. Offensive in nature or otherwise reflect discredit to CCO.

END OF LESSON CONFIRMATION

OPTIONAL ACTIVITY

Time: 10 min (If time permits)

OBJECTIVE

- The objective of the activity is to have the cadets properly identify various parts of the uniform and demonstrate the proper wearing and care of the piece.

RESOURCES

- Uniform pieces presented in lesson.
- Grocery bag or hat to put slips of paper in.
- Slips of paper with uniform pieces written on them (written out parts are found in Annex A).

ACTIVITY LAYOUT

- Cut out and place the pieces of paper with the uniform parts written on them in a grocery bag or hat.
- One at a time, each cadet will chose a slip of paper and find that part of the uniform.
- After finding the uniform part, the cadet will show the class how to properly wear and care for that piece.
- Repeat these steps until each cadet has chosen a piece. If there are more cadets than pieces of uniform, put the pieces back in the bag and start again.

SAFETY

- This shall be a supervised activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will supervise the cadets as they present each piece of the uniform and make corrections as required.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The Army Cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance, and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets while both sensitive to the multicultural makeup of Canadian society.

INSTRUCTOR NOTES/REMARKS

This lesson should be scheduled to be conducted at the beginning of the training year.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.

A2-028 D Cds. (2005). CATO 46-01, *Army Cadet Dress Instructions*. In *Cadet Administrative and Training Orders* (Vol. 4, 27 pages). Ottawa, ON.

C2-039 Apparel Search. (2005). *Berets in the Military: Canada*. Retrieved 25 May 2006, from http://www.apparelsearch.com/definitions/headwear_hats/beret_definitions.htm.

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UNIFORM PIECES

Beret	Green Cotton T-shirt	Black Gloves and Mitts	Running Shoes
Cap Badge	Turtleneck Sweater	Name Tag	Grey Wool Socks
Wide-brimmed Tan Summer Hat	Jacket and Jacket Belt	Trousers	Corps Shoulder Badge
Toque	All-season Jacket	Black Belt	Pte Rank Badge
Short Sleeve Shirt	Rank Slip-ons	Grey Sports Shorts	
Necktie	Grey Sports T-shirt	Boots	

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ROYAL CANADIAN ARMY CADETS
GREEN STAR
INSTRUCTIONAL GUIDE



SECTION 6

EO M107.06 - PARTICIPATE IN A DISCUSSION ON YEAR ONE SUMMER TRAINING OPPORTUNITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, 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 CATO 40-01 for familiarization with Army Cadet Summer Training Center opportunities available to Cadets.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to CSTC opportunities.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of the lesson the cadets shall be expected to be familiar with the opportunities available to them for summer training in year one, and shall be introduced to the various summer training streams of the army cadet program.

IMPORTANCE

It is important for the cadets to understand the training opportunities available to them during the summer so they are aware of what courses they are eligible to attend in order to plan their progression effectively.

Teaching Point 1**Discuss the General Training course.**

Time: 15 min

Method: Interactive Lecture

AIM

The aim of the General Training qualification is to introduce Army Cadets to the Cadet Summer Training Centre environment and specialty training qualifications.

LOCATIONS

Figure 1 Map of Summer Training Centres Across Canada

The General Training qualification, which is two weeks in duration, is conducted at five cadet summer training centres (CSTC) throughout Canada. Cadets will most likely travel to the CSTC within their region, unless there are extenuating circumstances. The General Training qualification is conducted at:

- CSTC Argonaut, Gagetown, New Brunswick – Atlantic Region;
- CSTC Blackdown, Borden, Ontario – Central Region;
- Centre d’Instruction d’Été des Cadets (CIEC) Valcartier, Quebec – Eastern Region;
- CSTC Vernon, British Columbia – Prairie and Pacific Region; and
- CSTC Whitehorse, Yukon – Northern Region.



Emphasize the location of the CSTC the cadet would attend. Photos and additional information should be presented as available.

REQUIREMENTS OF THE COURSE

Cadets must participate in certain performance requirements during the General Training qualification. These requirements include:

- introduction to specialties: expedition, marksmanship, music, drill and ceremonial, fitness and sports,
- introduction to community living,
- biathlon,
- adventure training,
- leadership,
- development of self-discipline, and
- CF familiarization.

ADDITIONAL TRAINING OPPORTUNITIES PROVIDED DURING THE COURSE

General Training offers additional opportunities which are common to all CSTC Program courses, such as:

- weekly parades,
- life skills,
- recreation sports,
- swimming, and
- a graduation parade.

CONFIRMATION OF TEACHING POINT 1

- Q1. How long is General Training?
- Q2. Where is the CSTC that you will be attending?
- Q3. What are examples of activities that are common to all cadet CSTC Program courses?

ANTICIPATED ANSWERS:

- A1. General Training is two weeks in duration.
- A2. Answers will vary based on region.
- CSTC Argonaut, Gagetown, New Brunswick – Atlantic Region;
 - CSTC Blackdown, Borden, Ontario – Central Region;
 - Centre d’Instruction d’Été des Cadets (CIEC) Valcartier, Quebec – Eastern Region;
 - CSTC Vernon, British Columbia – Prairie and Pacific Region; and
 - CSTC Whitehorse, Yukon – Northern Region.
- A3. Any of the following: weekly parades; life skills; recreation sports; swimming; and a graduation parade.

Teaching Point 2**Describe the summer training series of courses.**

Time: 10 min

Method: Interactive Lecture

SUMMER TRAINING SERIES OF COURSES

Summer training can be looked at as choosing a path. Though cadets are not limited to staying on one path of training, it is an option that allows them to progress in an area of their interest.

All Green Star cadets will complete General Training before moving into the various specialist series of courses. The various series of courses available to cadets are:

Ceremonial Leadership Series Qualifications, to include:

- Basic Leadership, and
- Drill and Ceremonial Instructor;

Expedition Leadership Series Qualifications, to include:

- Basic Expedition,
- Expedition Instructor,
- Leadership and Challenge, and
- Army Cadet Senior Expeditions (Outward Bound Wales, Outward Bound Scotland, Maple Leaf);

Fullbore Marksman Series Qualifications, to include:

- Basic Marksman,
- Fullbore Marksman Phase I,
- Fullbore Marksman Phase II, and
- National Army Cadet Rifle Team;

Air Rifle Leadership Series Qualification, to include: Air Rifle Marksmanship Instructor;

Fitness And Sports Leadership Series Qualifications, to include:

- Basic Fitness and Sports, and
- Fitness and Sports Instructor;

Military Band Series Qualifications; to include:

- Military Band - Basic Musician,
- Military Band - Intermediate Musician, and
- Military Band - Advanced Musician;

Pipe Band Series Qualifications; to include:

- Pipe Band - Basic Musician,
- Pipe Band - Intermediate Musician, and
- Pipe Band - Advanced Musician;

Other Qualifications And Exchanges; to include:

- Basic Parachutist (Year 5/6), and
- Army Cadet Exchanges (Year 5/6) – Maple Leaf England, Outward Bound Scotland, Outward Bound Wales. Other ACE locations vary, and

Advanced training Opportunities – Staff Cadet (Year 4+).

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What are two of the series of summer training courses a cadet can choose?
- Q2. Can cadets apply to a CSTC Program course that is outside of their current series of courses?
- Q3. If cadets join the program when they are older, do they still have to attend the General Training Course in their first summer at camp?

ANTICIPATED ANSWERS:

- A1. Any of the following:
- Ceremonial Leadership,
 - Expedition Leadership,
 - Fullbore Marksman,
 - Air Rifle Leadership,
 - Fitness and Sports Leadership,
 - Military Band, or
 - Pipe Band.
- A2. Yes.
- A3. No, they can apply for a year two or possibly a year three course.

END OF LESSON CONFIRMATION

Instructors may ask the following questions:

QUESTIONS:

- Q1. How long is General Training?
- Q2. What are two of the series of summer training courses a cadet can choose?

ANTICIPATED ANSWERS

- A1. General Training is two weeks in duration.
- A2. Any of the following:
- Ceremonial Leadership,
 - Expedition Leadership,

- Fullbore Marksman,
- Air Rifle Leadership,
- Fitness and Sports Leadership,
- Military Band, and
- Pipe Band.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Many cadets will have the opportunity to attend summer training centres after completing the green star program at the corps. It is important for them to know what options are available to them for their first summer. It is also important for them to gain a basic understanding of opportunities available to them in the future.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A2-031 CATO 40-01 Director Cadets (2011). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

A2-077 A-CR-CCP-711/PG-001 Director Cadets 3. (2007). *Royal Canadian Army Cadets, General Training, Qualification standard and plan*. Ottawa ON: Department of National Defence.



ROYAL CANADIAN ARMY CADETS
GREEN STAR
INSTRUCTIONAL GUIDE



SECTION 7

EO C107.01 – MAINTAIN THE ARMY CADET UNIFORM

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, 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

Prior to the lesson the cadet shall gather all uniform parts to bring with them for this lesson.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the tips for ironing the uniform.

The demonstration and performance was chosen for TPs 2 –8 as it allows the instructor to explain and demonstrate the care of the uniform while providing an opportunity for the cadets to practice under supervision.

INTRODUCTION

REVIEW

The pertinent review for this lesson, from EO M107.05 (Section 5), will include:

QUESTIONS

- Q1. Do cadets have to wear their uniform when proceeding to and from a CSTC?
- Q2. Over which eye is the beret centred?
- Q3. The nametag is centred over which breast pocket?

ANTICIPATED ANSWERS

- A1. Yes.
- A2. The left eye.
- A3. The right pocket.

OBJECTIVES

By the end of this lesson the cadet shall be expected to properly maintain the Army Cadet uniform.

IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such to reflect credit on the individual and the Canadian Cadet Organization (CCO).

Teaching Point 1**Identify tips for ironing the uniform.**

Time: 5 min

Method: Interactive Lecture

TIPS FOR IRONING THE UNIFORM

There are several points to keep in mind when ironing the uniform:

- Before plugging in the iron, ensure the surface is clean.
- Check the temperature of the iron so that it is not so hot that it may burn the material.
- Ensure the article of the uniform is clean.
- Have a spray bottle of water or can of spray starch handy for creases.
- A damp pressing cloth could be used to prevent parts of the uniform from burning or becoming shiny. Some examples of what can be used as a pressing cloth include:
 - thin towel;
 - pillow case;
 - soft cotton cloth; or
 - paper bag.



Extreme care must be taken when using an iron.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the purpose of using a pressing cloth?
- Q2. What are some items that can be used as a pressing cloth?
- Q3. What should you do before plugging in the iron?

ANTICIPATED ANSWERS

- A1. To prevent uniform parts from becoming shiny.
- A2. Thin towel, pillow case, soft cotton cloth and paper bag.
- A3. Ensure the surface is clean.

Teaching Point 2**Demonstrate the correct method of care for the trousers.**

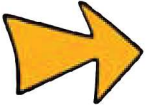
Time: 10 min

Method: Demonstration

TROUSERS

The trousers/slacks shall must be clean and free from lint at all times. The trousers will present well pressed creases down the centre of each leg in the front and the back. Creases shall extend from the top of the leg to the bottom. A well pressed trouser can be achieved by:

- lining the pant leg up by the seams to ensure the creases are properly positioned at the centre of the front and back leg;
- laying the pant leg flat on the ironing board;
- spraying the pants with water from a water bottle;
- placing a pressing cloth over the pant leg;
- ironing the pants until a sharp crease extends down the centre of each leg in the front and back, from the top of the leg to the bottom; and
- ironing on the same crease each time in order to avoid double creases.



The length of the trousers should extend to the third eyelet of the ankle boot.

Teaching Point 3**Demonstrate the correct method to care for the short sleeve shirt.**

Time: 10 min

Method: Demonstration

SHORT SLEEVE SHIRT

The linden green short sleeve shirt shall be clean and pressed in that:

- the sleeves shall have creases down the centre of the sleeve, centred on the epaulette of the shirt, to the bottom;
- the front and back panels shall be pressed flat without creases;
- the collar shall be pressed flat; and
- the entire shirt shall be free from wrinkles.

Teaching Point 4**Demonstrate the correct method for care of the tunic.**

Time: 5 min

Method: Demonstration

TUNIC

The tunic shall be clean and pressed in that:

- the sleeves shall be pressed flat with no creases;
- the front panels and the pockets shall be pressed flat;

- the back panel shall be pressed flat without creases; and
- the collar shall be pressed flat.

Teaching Point 5
Demonstrate general guidelines for maintaining the boots.

Time: 5 min

Method: Demonstration

BOOTS

The entire boot, to include the sides, heel and toe shall be polished using black shoe polish and a soft polishing cloth. The tongue, welts and outer edge of the sole shall be blackened. Boots shall not be modified with any type of metal cleats, hobnails or other metal attachments to heel or sole, and shall be laced across horizontally from side to side in accordance with Figure 1.



Cadets shall not, while polishing:

- apply any heat source to the boot e.g. “burn shine”,
- melt polish,
- use floor polish,
- use oxblood coloured polish, or
- use liquid polish.



CATO 46-01 Army Cadet Dress Instructions

Figure 1 Boot Lacing

Teaching Point 6
Demonstrate the correct method of care for the beret.

Time: 6 min

Method: Demonstration

BERET WASHING

To clean and care for the beret:

- it is washed with mild detergent in cold water, wringing out excess water; and
- remove lint with a lint brush.

BERET FORMING

The beret, while damp, shall be formed in that:

- the beret is correctly positioned on the head as per CATO 46-01;
- the crown is pulled from the left down the right side and to the rear;
- the edge of the right side shall not cover the ear; and
- it is left to air dry as formed.



Never put your beret into a clothes dryer. Because it is made of wool, the beret will shrink.



Cadets may be required to attach the brass/cloth cap badge to the beret. When attaching a cap brass to a new beret, a small slit - not to exceed the width of the backing post – shall be cut into the fabric of the beret, centred on the cardboard backing. In the event that a cadet is required to perform such a procedure, the instructor shall demonstrate the proper method for attaching the brass. Cloth cap badges will be affixed to the beret, centred on the cardboard backing, and sewn on with thread that will blend with the badge.

CONFIRMATION OF TEACHING POINT 6

QUESTIONS

- Q1. What temperature water is used to wash a beret?
- Q2. How is a beret to be dried?
- Q3. Demonstrate the proper method for forming the beret.

ANTICIPATED ANSWERS

- A1. Cold water.
- A2. Air dried.
- A3. The instructor shall observe the demonstration noting if:
- the beret is correctly positioned on the head as per CATO 46-01;
 - the crown is pulled from the left down the right side and to the rear; and
 - the edge of the right side shall not cover the ear.

Teaching Point 7

Demonstrate the correct method for wearing the hair.

Time: 10 min

Method: Demonstration

HAIR

Hair on the head shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the beret (bulk is the distance that the mass of hair extends from the skin, when groomed, as opposed to the length of hair). Style and colour shall not be bizarre, bleached, exaggerated or

unusual in appearance. Unusual colours such as green, bright red, orange, purple, etc. are not permitted. Hair must be secured or styled back to reveal the face and any accessories used to secure or control hairstyles shall be as unobtrusive as possible. Hair ornaments shall not be worn, except for female cadet's conservative barrettes, which blend with the hair colour.

MALE HAIR

- Hair is to be taper trimmed at the back, sides, and above the ears to blend with the hairstyle; be no more than 15 cm (6 in.) in length and sufficiently short that, when the hair is groomed and beret is removed, no hair shall touch the ears or fall below the top of the eyebrows; be no more than 4 cm (1-1/2 in.) in bulk at the top of the head, gradually decreasing to blend with the taper trimmed sides and back; and be kept free from the neck to a distance of 2.5 cm (1 in.) above the shirt collar. Taper trimmed square back styles and shaving of all the hair on the head are permitted.
- Sideburns shall not extend below a line horizontally bisecting the ear, and shall be squared off horizontally at the bottom edge and taper trimmed to conform to the overall hairstyle.
- When moustaches are worn alone, the unshaven portion of the face shall not extend outwards beyond the corners of the mouth. Moustaches shall be kept neatly trimmed; not be greater than 2 cm (3/4 in.) in bulk; not extend below the corners of the mouth and not protrude beyond the width of the mouth.
- Beards shall not be worn except for those cadets who are adherents of the Sikh religion or cadets experiencing recognized medical problems preventing them from shaving. In the latter case, a note from a medical practitioner is required.

The following additional details apply to female cadets:

- hair shall not extend below the lower edge of the shirt collar (see exception below);
- exaggerated styles, including those with excessive fullness or extreme height, are not authorized;
- braids, if worn, shall be styled conservatively and tied tightly, secured at the end by a knot or a small-unadorned fastener;
- a single braid shall be worn in the centre of the back;
- double braids shall be worn behind the shoulders;
- hair shall be a maximum length when gathered behind the head and braided which does not extend below the top of the armpit; and
- multiple braids and/or cornrows shall be directed toward the back of the head, pulled tight to the head and secured at the end by a knot or a small unadorned fastener. Multiple braids extending below the lower edge of the collar are to be gathered in a bun.



Exception. With the permission of the corps CO, a 60-day transition period may be granted to a female cadet to grow her hair longer for re-styling, during which time hair may extend below the lower edge of the shirt collar. Hairpieces and extensions are not permitted.

Teaching Point 8

Supervise and advise cadets as they practice maintaining the uniform.

Time: 30 min

Method: Performance

ACTIVITY

Time: 30 min

OBJECTIVE

The objective of this activity is to have the cadets demonstrate care and maintenance of the Army Cadet uniform.

RESOURCES

- Uniform pieces presented in the lesson.
- Irons.
- Ironing boards/tables.
- Pressing cloths.
- Water bottle.
- Black boot polish.
- Soft boot cloth.
- Old toothbrush.
- Hair elastics.
- Hair nets.
- Bobby pins.
- Hair spray.
- Scissors.
- Assistants if available.

ACTIVITY LAYOUT

- Divide class into five groups.
- Groups will be assigned a station to start at:
 - Station 1: Maintain the trousers;
 - Station 2: Maintain the short sleeve shirt;
 - Station 3: Maintain the jacket;
 - Station 4: Maintain the boots; and
 - Station 5: Correct wear of the hair.

- Each group will rotate through each of the stations for a specified amount of time, approximately five minutes at each.
- The cadets are to maintain the parts of the uniform at each station, with the assistance of senior cadets or officers, if they are available.

SAFETY

Cadets must be carefully supervised while using hot irons.

INSTRUCTOR GUIDELINES

- During the activity supervise and praise the cadets as they maintain each part of the uniform.
- Assistant instructors should be made available to help supervise at the stations.
- If only the instructor is available they are to rotate around the stations to supervise all cadets.
- Signal timings for station rotations.
- If cadets do not have uniform parts, ensure extra parts are available for the cadets to use.

END OF LESSON CONFIRMATION

The end of lesson confirmation consists of the instructor inspecting the cadets' uniforms to ensure they meet the standards that have been outlined.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The Army Cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

INSTRUCTOR NOTES/REMARKS

It is recommended to have an assistant instructor for this lesson.

In suitable quantities, the instructor is expected to locally acquire some of the resources to enhance this period, to include:

- ironing board,
- iron,
- starch,
- black boot polish,
- soft boot cloth,
- toothbrush for boot welts,

- scissors,
- lint brush,
- hair elastics,
- bobbi pins, and
- hair net.

REFERENCES

A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON: National Defence.

A2-028 D Cdts. (2005). CATO 46-01, *Army Cadet Dress Instructions*. In *Cadet Administrative and Training Orders* (Vol. 4, 27 pages). Ottawa, ON.



COMMON TRAINING
GREEN STAR
INSTRUCTIONAL GUIDE



SECTION 8

EO C107.02 – PARTICIPATE IN A TOUR OF THE CADET CORPS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, 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.

Coordinate tour with all corps departments. Review zone protocols for offices, parades square, classrooms, break areas, out of bound areas and saluting zones.

Brief assistant instructors. Arrange for one assistant instructor per group of four cadets.

Prepare corps passports.

Prepare maps of the corps facilities with numbered points of interest.

Set up sticker stations at each point of interest.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way for cadets to learn about the facilities of their cadet corps in a safe and controlled environment.

INTRODUCTION

REVIEW

The pertinent review for this lesson will include:

- officer ranks (TP2 of EO M107.02 [Section 2]); and
- regulations for paying compliments inside a building (TP3 of EO M107.03 [Section 3]).

OBJECTIVES

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

- identify the location of:
 - the parade square;
 - classrooms;
 - break areas;
 - canteen;
 - washrooms;
 - communication areas;
 - Commanding Officer's (CO's) office;
 - administration office;
 - training office;
 - supply office; and
 - out of bounds areas; and
- observe appropriate protocols associated with each location.

IMPORTANCE

Being familiar with the location of all the corps facilities can aid the cadets in following instructions, finding information and participating in corps activities.

Teaching Point 1**Participate in a tour of the cadet corps.**

Time: 30 min

Method: Practical Activity

BACKGROUND KNOWLEDGE



This information is representative only. Information presented must be tailored to be specific to the corps. Individual corps may have information that will vary from the information given in this guide.

PARADE SQUARE

The parade square is where cadets have parades. It is where inspections and drill classes usually take place and where the corps holds parades and other ceremonial events. Appropriate corps protocols should be followed regarding the parade square.

CLASSROOMS

Classrooms are the areas where cadets participate in most of their training. The classroom space must be respected, especially in facilities that are shared with other groups. Anything that does not belong to the corps should be left alone. Protocol for entering and leaving the classroom should be followed.

BREAK AREAS

Break areas are where the cadets should be when not tasked. The corps guidelines for the use of the area should be discussed.

CANTEEN

The canteen is a store for snacks and other items. The money raised through the canteen may be used to benefit the corps. Hours of operation, personnel responsible and how the money is used should be discussed.

WASHROOMS

The location of the facilities should be pointed out.

COMMUNICATIONS AREAS

Communications areas could include bulletin boards, activity sign-up sheets, and the location of the standing orders and routine orders. The standing orders contain corps policies. The routine orders contain information on duties, events, activities and personnel changes. Authorization to post information should be discussed.

COMMANDING OFFICER'S OFFICE

If the CO is available, they should introduce themselves and state briefly what they do. If the CO is not available, the tour guide will provide this information. The CO is at the top of the chain of command within the corps. The CO is responsible for the training and administration of the cadets, civilian instructors and officers working with the corps. Cadets will normally only visit the CO's office at the CO's request, or if directed by another officer. Protocol for entering and leaving an office should be reviewed.

ADMINISTRATION OFFICE

If the administration staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Administration Officer (Admin O) is responsible for handling the administrative duties. They are responsible for ensuring forms such as cadet enrolments and summer training applications are completed in full and returned in a timely fashion. They could also be responsible for ensuring attendance is taken for all corps activities. Other administrative staff may include assistant administration officers. Cadets may need to go to the administration office to complete paperwork, report absences or to pick up forms. Protocol for entering and leaving an office should be reviewed.

TRAINING OFFICE

If the training staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Training Officer (Trg O) is responsible for the coordination and implementation of the corps training program. They are responsible to ensure that training is planned in a logical fashion, instructors are prepared for classes and training materials are readily available for classes. They are also responsible for any administrative forms that are directly related to training, such as training records. Other training staff could include an assistant Trg O, standards officer and level Trg Os. Cadets will normally only visit the training office if the training officer has requested them, or they have been directed by another staff member or cadet NCO. Protocol for entering and leaving an office should be reviewed if applicable.

SUPPLY OFFICE

If the supply staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Supply Officer (Sup O) is responsible for ordering uniform parts, issuing uniforms parts as necessary and distributing other equipment. They are responsible for all administrative forms that are directly related to supply. Other supply staff could include assistant Sup Os. Cadets will normally visit the supply office to receive their uniform and to exchange items that no longer fit or have become damaged. Appointments may be necessary. If the supply section has specific hours when it is open to cadets, these hours should be stated. Protocol for entering and leaving an office should be reviewed, if applicable.

OUT OF BOUNDS AREAS

Any areas that are out of bounds to cadets should be pointed out. The consequences for violating this policy should be explained.

ACTIVITY

Time: 20 min

OBJECTIVE

This activity is designed to familiarize the cadet with the facilities and staff of their corps.

RESOURCES

- Corps maps with numbered points of interest, if available (an example map is provided in Annex A).
- Corps passports.
- Stickers.

ACTIVITY LAYOUT

1. Divide the cadets into groups of four and assign each group a tour guide. Each cadet will receive a passport, found in Annex B, to be completed during the tour.



Group size may be adjusted based on the number of available tour guides and the number of cadets in the class.

2. Give each group a map and assign a starting point of interest. Starting points should be separated by one point if possible, to avoid more than one group at any one point during the tour.
3. Each group shall progress through the tour by visiting the points of interest. Tour guides will present the appropriate information at each point. Only one to two minutes should be necessary at each stop.
4. Each cadet shall answer the questions for each point of interest on their corps passports. The tour guide will check the answers at each point and award stickers to complete the passport.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- Brief the tour guides on activity layout and their role.
- Circulate throughout the corps facilities to watch for bottlenecks and move groups along as necessary.
- Answer questions.
- Ensure protocols are being observed.

REFLECTION

Time: 5 min

Method: Group Discussion

GROUP DISCUSSION



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

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

Q1. Why is it important to know where all of the corps facilities are located?

Q2. How do you feel now that you know where everything is located?

Q3. What other information about the corps facilities would help you feel more comfortable at cadets?

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Knowing the location of all the corps facilities will assist cadets in following instructions, finding information and participating effectively in corps activities.

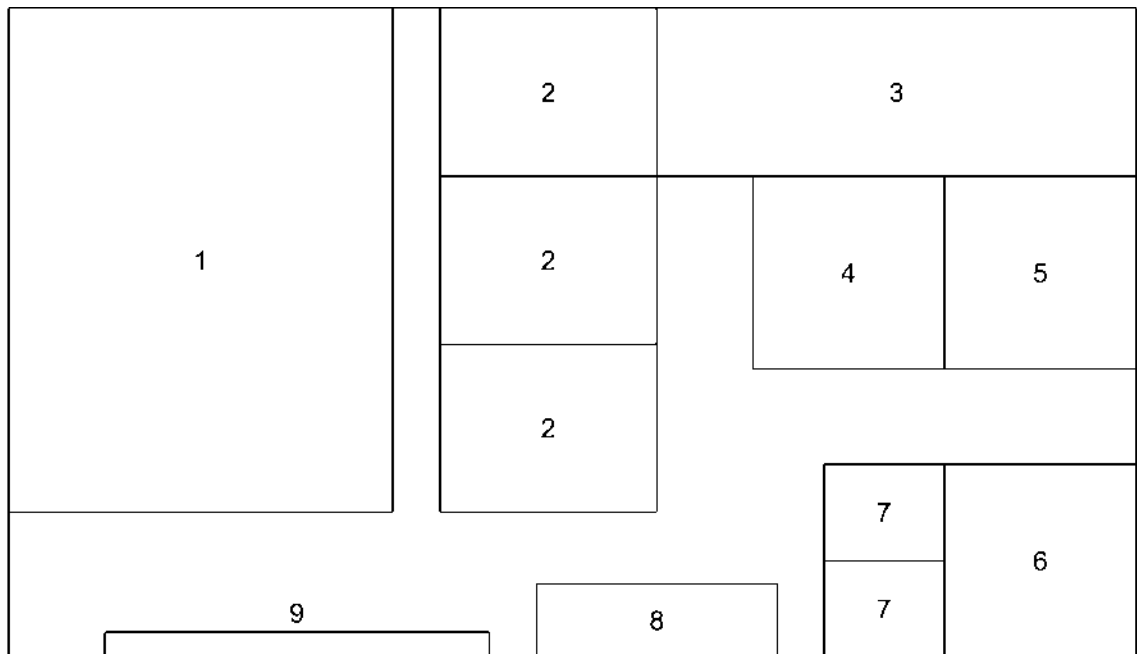
INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

Nil.

EXAMPLE MAP



POINTS OF INTEREST:

1. Parade Square
2. Classrooms
3. Supply Office/Stores
4. Administration Office
5. Training Office
6. Commanding Officer's Office
7. Washrooms
8. Canteen
9. Communications Area

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CORPS PASSPORT

<p>THE PARADE SQUARE</p> <p>What are the rules for the parade square?</p> <p><i>Sticker</i></p>	<p>CLASSROOMS</p> <p>What rooms are used for classroom training?</p> <p><i>Sticker</i></p>
<p>BREAK AREAS</p> <p>Where is the break area?</p> <p><i>Sticker</i></p>	<p>CANTEEN</p> <p>When is the canteen available?</p> <p><i>Sticker</i></p>
<p>WASHROOMS</p> <p>Where are the washrooms located?</p> <p><i>Sticker</i></p>	<p>COMMUNICATION AREAS</p> <p>Where do cadets sign up for activities?</p> <p>Who is allowed to post information?</p> <p><i>Sticker</i></p>

<p>COMMANDING OFFICER'S OFFICE</p> <p>What is the Commanding Officer's name?</p> <p><i>Sticker</i></p>	<p>ADMINISTRATION OFFICE</p> <p>What is the Administration Officer's name?</p> <p>Who else works in Administration?</p> <p><i>Sticker</i></p>
<p>TRAINING OFFICE</p> <p>What is the Training Officer's name?</p> <p>Who else works in Training?</p> <p><i>Sticker</i></p>	<p>SUPPLY OFFICE</p> <p>What is the Supply Officer's name?</p> <p>Who else works in Supply?</p> <p><i>Sticker</i></p>
<p>OUT OF BOUNDS AREAS</p> <p>Which areas are out of bounds to cadets?</p> <p><i>Sticker</i></p>	



**COMMON TRAINING
GREEN STAR
INSTRUCTIONAL GUIDE**



SECTION 9

EO C107.03 – PARTICIPATE IN AN ACTIVITY ON THE HISTORY OF THE CADET CORPS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, 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

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about the history of their cadet corps.

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

- the formation of their corps;
- significant corps developments since inception; and
- awards and accomplishments of the corps.

IMPORTANCE

The history of a corps is a source of pride for those within it. Understanding the history of the corps allows the cadet to see what has shaped the unit since its inception and recognize the progress it has made in numerous areas.

Teaching Point 1**Conduct an activity on the history of the Cadet Corps.**

Time: 40 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

CORPS FORMATION

There are a number of events that are historically important during the creation of a corps. These include:

- the charter date for the corps;
- the initial composition of the corps, staff and cadets; and
- the first sponsor of the corps.

CORPS DEVELOPMENTS

Corps participate in a number of community service events. Some events may happen annually, while others may occur only during special occasions. These events include, but are not limited to:

- ceremonial parades;
- fundraising events for charities; and
- civic events.

Also, corps personnel are involved in a number of activities within their unit, which are an important part of the unit's history. These activities may include, but are not limited to:

- formation of various activities within the corps (such as a drill team, band, first aid team, marksmanship team, etc.);
- participation in exchanges; and
- corps trips to various locations.

Other important developments in the history of a corps include:

- the development of a corps crest; and
- the affiliation of a corps with a Canadian Forces (CF) military unit.

CORPS AWARDS AND ACCOMPLISHMENTS

There are a number of ways that a corps can be recognized. The recognition may come from winning a competition, or for demonstrating excellence in a particular area. These awards can be won on provincial, regional, national, and in some circumstances, international levels.

Many opportunities exist for cadets to win awards at all levels of the Canadian Cadet Organization (CCO). Cadets winning such awards reflect well upon the corps.

Memorial awards are awards that are left in memory of someone that has made significant contributions to the local corps or the CCO. Memorial awards that may be given are an important source of historical information within the corps.

Outside of awards, there are a number of other cadet accomplishments that make up a fundamental part of the corps history. They include, but are not limited to:

- civilian careers of former cadets; and
- military careers of former cadets.

ACTIVITY

Time: 40 min

OBJECTIVE

The objective of this activity is to familiarize the cadets with the history of their corps.

RESOURCES

- Corps photographs.
- Corps video.
- Corps awards.
- Flipchart paper.
- Flipchart markers.
- Construction paper.
- Three tables.
- Bristol board.

ACTIVITY LAYOUT

Before the activity:

- Prepare learning stations based on three topic areas:
 - corps formation;
 - corps developments; and
 - corps accomplishments.
- Identify each station by a colour.
- Ensure each learning station is dynamic by using photos, newspaper clippings, video clips; timelines, memorabilia, summaries on Bristol board or other items.
- Prepare four cadet research cards for each learning station.
- Each research card will be a different colour to correspond to the learning station of the same colour.
- These cards will have a key word written on them to indicate what the cadet is to research.

During the activity, the cadets will be:

- divided into groups of four with a maximum of six groups. If there are more than 16 cadets, make the groups larger. There can be more than one group at a learning station at a time;
- given several research cards that correspond to each of the three learning stations;

- given eight minutes to research information; and
- given seven minutes to prepare their researched information on flipchart paper.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

During the activity the instructor shall ensure the cadets are collecting their information, and moving between learning stations in a timely manner.

Teaching Point 2

Conduct a group discussion about the activity.

Time: 10 min

Method: Group Discussion

REFLECTION

Time: 10 min

Method: Group Discussion

GROUP DISCUSSION



Once the activity is completed, the instructor shall have the groups come up to present their information to the class. The instructor shall call up groups with respect to the topic order listed in background information. The instructor should ensure they highlight any missed information after each topic has been presented.

DISCUSSION QUESTIONS



- During this stage the instructor should quickly pose some questions to the class to confirm their understanding of the knowledge presented in the lesson.
- Some of the questions below may not have been directly answered through the learning station. It is the responsibility of the instructor to create a brief discussion around these questions, emphasizing important points brought forth by the cadets.

SUGGESTED QUESTIONS

- Q1. Why is it important for members of the corps to be familiar with how it was formed?
- Q2. Why are memorial awards important to the history of a corps?
- Q3. Why is it important for cadets to understand the history of the corps' involvement within their community?
- Q4. What role do activities such as drill team, band, first aid, etc. play in developing a corps?

CONCLUSION

REVIEW

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

MAIN TEACHING POINTS

TP1. Discuss the formation of the corps.

TP2. Discuss significant corps developments since its inception.

TP3. Discuss awards and accomplishments of the corps.

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being familiar with the history of the corps will give cadets a reason to take pride in being a part of it. Having a good understanding of this information can give cadets more of an appreciation of the corps and allow them to pass this information on to others.

INSTRUCTOR NOTES/REMARKS

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

REFERENCES

Nil.

MEMORIAL AWARDS

(Green Construction Paper)

Corps/Squadron Formation

CHARTER

(Red Construction Paper)

Corps/Squadron Developments

HEART AND STROKE FOUNDATION CAMPAIGN

(Blue Construction Paper)

Corps/Squadron Accomplishments

LCOLSHEA CITIZENSHIP AWARD

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ROYAL CANADIAN ARMY CADETS
GREEN STAR
INSTRUCTIONAL GUIDE



SECTION 10

EO C107.04 – ESTABLISH A FULL VALUE CONTRACT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, 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

Nil.

APPROACH

An interactive lecture was chosen for TP 1 as it is an interactive way to introduce cadets to Full Value Contracts and to the elements needed prior to establishing the contract.

A practical activity was chosen for TP 2 to develop a full value contract as it is an interactive way to allow the cadet to develop, own, and build the desire to enforce agreed upon behavioural norms.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet will have contributed to the development of a group full value contract and will understand their role in enforcing behavioural norms.

IMPORTANCE

It is important for cadets to be involved in developing the Full Value Contract as it gives them a chance to voice their needs as well as hear their peers' needs. By doing so, they become aware of the behaviours that are required to ensure everyone in the group has a positive experience throughout the training year.

Teaching Point 1**Explain the elements needed to establish a Full Value Contract.**

Time: 5 min

Method: Interactive Lecture

FULL VALUE CONTRACT (FVC)

A Full Value contract is an agreement between members of a group. The members determine values and behaviours that will allow them to reach common goals and ensure everyone's physical and emotional safety. When those elements have been identified, members of the group determine how to best represent the agreement, whether it be by drawing or by any other creative mean.

Through a shared creation, and in words that are understandable to all cadets, the FVC allows cadets to understand what is expected of them, to commit to those expectations, and to accept responsibility for meeting those expectations.

The objectives of the FVC are to:

- respect integrity;
- respect diversity; and
- respect the individuals and the group to which the cadet belongs.

When instructors and cadets respect one another, and understand what each member required to feel respected, it is easier to work together toward the same goal and support everyone in the learning process.

CONDITIONS OF THE FVC

Before establishing a FVC, everyone must be ready to commit to common goals.

Be here. The FVC asks everyone to make a conscious commitment to be present in **body and mind**, as well as to commit to full **participation** and to accept and demonstrate responsibility for actions. This means that everyone will show interest in supporting each other and actively engaging in the learning process.

Be safe. In order to stimulate interest, facilitate participation and create an open-minded environment for the group members; everyone must feel safe. It is the instructor's responsibility to ensure that team members feel **physically and emotionally safe** in order to contribute to their learning process. This responsibility also falls on group members. Behaviours and attitudes must not put other group members at risk. A safe environment will encourage each member to actively participate, ask questions and give answers without fear of being ridiculed.

Set goals. It is essential that everyone set personal goals. These goals provide the person and the group reference points against which they will make choices about actions and plans. In every learning process, it is imperative to set goals. Once goals are set, group members and individuals will take on the responsibility to reach them. The FVC calls for the members of a group to work collectively toward the attainment of group goals and to support each other in meeting individual goals.

Be honest. Being honest assumes that everyone is honest with others and with oneself. For example, in a situation of disappointment or anger, the team members must simply acknowledge their feelings in regard to the situation and openly and fairly explain their state of mind. In this situation, everybody will be able to work toward solving the problem. Being honest requires members to be accountable to each other and responsible for their own actions and words.

Let go and move on. The FVC requires that group members acknowledge that they will not always agree and that they will have different opinions and ideas. In this instance, members must choose to put aside differences and move forward in order to achieve the goals.

Using a FVC

FVCs can be used differently, but often work on their own. They become team-building tools for the group. One can refer to a FVC after an activity, experience, or situation by asking to the group how they have acted and reacted. Normally, group members will refer to it even before a leader does. Group members must be able to identify by themselves what went well and what did not. They must also be able to identify what they need to improve in order to respect their "contract".

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What are the objectives of the FVC?
- Q2. What are the common guidelines to creating a FVC?

ANTICIPATED ANSWERS:

- A1. The three objectives of the FVC are:
- respect integrity;
 - respect diversity; and
 - respect the individuals and the group to which the cadet belongs
- A2. Before creating a FVC, cadets must commit to common goals. What are those goals?
- Be here
 - Be safe
 - Set goals
 - Be honest
 - Let go and move on

Teaching Point 2

Establish a Full Value Contract.

Time: 20 min

Method: Practical Activity



A full value contract can take many forms. Instructors should be creative in their approach to illustrating full value contracts. Once completed, the full value contract should be prominently displayed in a location where cadets can be reminded of the commitment they have made to the group.



Examples of Full Value Contracts are available at Attachment A.

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to develop a group FVC which will help create a positive environment for each individual member and the entire group.

RESOURCES

Depending on the type of FVC that will be constructed, the following resources may be required:

- flip chart paper,
- cardboard,
- markers,
- pens / pencils,
- ruler,
- glue,
- scissors,
- coloured paper, and
- magazines, etc.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets brainstorm values and qualities the group should adhere to in order to achieve goals.
2. Ensure all cadets have the same understanding of all the values and qualities noted.
3. Using flip chart paper to record ideas, have the cadets brainstorm a list of group behaviours that can help the group achieve goals.
4. Ensure all cadets have the same understanding of all the behaviours noted.
5. As an entire group, have the cadets represent their values and qualities by completing a FVC.

SAFETY

Nil.

WAYS TO REPRESENT THE FULL VALUE CONTRACT

There are a variety of ways to represent the full value contract. These include:

The Circle



Note. Created by D Cdt's 3, 2007, Ottawa ON: Department of National Defence.

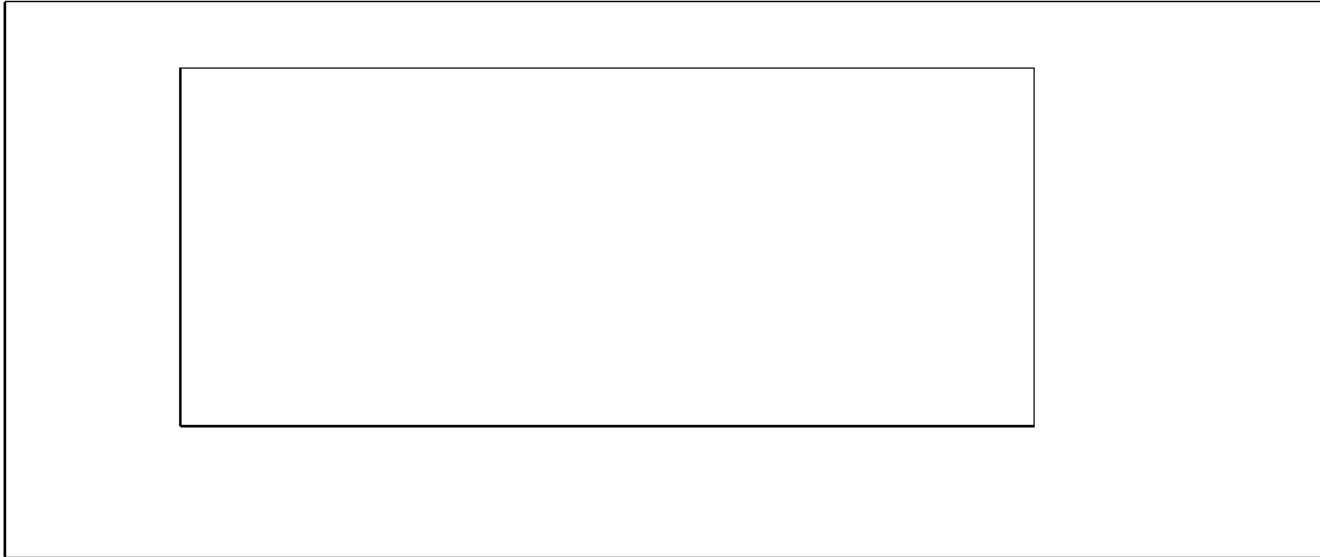
Figure A-1 The Circle

In this representation of a FVC, a wheel is drawn. The inside circle represents the individuals, the group, and the goals. The outer circle symbolizes that the group is one and that all members go toward the same direction.

The rays that go from the inside circle to the outer circle represent the values selected by everyone in the group. Without the respect of those values, the group will not be able to go toward the same goals.

The Village

In this representation of a FVC, the instructor would draw a frame on a cardboard or flip chart paper.



Note. Created by D Cdts 3, 2012, Ottawa ON: Department of National Defence.

Figure A-2 The Village

Then the cadets would be required to think about values, qualities, and behaviours that make them feel safe and respected, both as an individual and in a group setting. Every cadet would select their most important value, quality, or behaviour, and represent it in drawing or in writing on a piece of paper. Then, they would glue their drawing or writing inside the frame (village) and briefly explain to the others why that choice was made.

The activity would be repeated but this time, the cadets would identify things that would prevent the group from reaching their goals and destroy the running of the village. Once again, each cadet would select an item, represent it and explain to the group why they chose their representation. Then, they would glue their drawing or writing outside the frame (village).

Once the process is completed, the instructor must mention every value selected by the cadets (inside and outside the village) and ask if everyone agrees. The cadets must understand that they are agreeing to respect each person's value, quality or behaviour in order for the cadet corps (village) to run properly and be a place where everyone will feel safe and respected.

After everyone has agreed, everyone (staff and cadets) will sign the village.

The Five-Finger Contract



Note. Created by D Cdts 3, 2007, Ottawa ON: Department of National Defence.

Figure A-3 The Five Finger Contract

The cadets, as a group, determine a set of values that will help the group members feel secure, respected, and united. They will discuss those values to ensure that each cadet has a clear understanding of the values and that they agree that these values are important for the members of the group to function well together.

In this example above, five values were determined, and each value is represented by a finger on a hand, as follows:

- the little finger = safety,
- the ring finger = commitment,
- the middle finger = respect of others,
- the index finger = taking responsibilities, and
- the thumb = agreement to work toward the group's goals.

After everyone agrees on the values, the cadets will draw their hand on a sheet of paper and write inside each finger one of the values agreed upon. Each cadet will sign their hand and glue it on bristol board or flip chart paper. The set of the group's hands represents everyone's commitment to each other.

The Being



Note. From Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-Long Learners (p. 74), by M. Henton, 1996, Dubuque, IA: Kendall Hunt Publishing. Copyright 1996 by Project Adventure, Inc.

Figure A-4 The Being

The outline of a cadet's body is drawn on a two pieces of flip chart paper, taped together.

Inside the outline, cadets draw or write the behaviours, qualities or values that will make the environment safe and a place where everyone is respected.

Outside the outline, the cadets draw or write the behaviours, qualities or values that will prevent the environment from being safe and a place where everyone is respected.

Cadets must agree on the meaning of each word and explain their choices.

When completed, all cadets sign the being.

The Chain Of Hands

The cadets write a list of words and sentences that describe how they would like to be treated and how they will treat the other group members in order to feel safe and respected.

From this list, they select the 10 most important for the group.

On a sheet of flip chart paper (two may be required), the cadets draw their hands around the sheet.

The 10 selected words or sentences are then written in the middle of the sheet.

The cadets sign their own hand.



Note. Created by D Cdts 3, 2007, Ottawa ON: Department of National Defence.

Figure A-5 The Chain of Hands

What do I Need? What can I Give?

The cadets are given two pieces of different coloured paper.

The instructor asks them to think about what they need in order to feel secure and respected in the group. They need to write the most important item they need on one of the pieces of paper.

Then, the instructor asks them to think about what they could provide to the group in order to have other team members feel safe and respected in the group. On the remaining piece of paper, they must write the most important one.

When done writing on both pieces of paper, the cadets present what they wrote to the group.

Once everyone has explained what they need and what they can provide, the cadets will glue those pieces of papers on cardboard or flip chart paper, making sure that both categories are split up.

Cadets are given an opportunity to ask questions about the items on the board.

Finally, everyone signs the board.