

CHAPTER 7

PO 307 – SERVE IN AN ARMY CADET CORPS



ROYAL CANADIAN ARMY CADETS

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M307.01 – IDENTIFY SILVER STAR TRAINING OPPORTUNITIES

Total Time:	30 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

Photocopy the summary of the POs and EOs for Silver Star training, located at A-CR-CCP-703/PG-001, Chapter 2, Annex A, for each cadet.

Obtain a copy of the corps Silver Star annual training plan.

Obtain a copy of the corps Full Value Contract developed during EO M107.01 (Participate in a Discussion on Year One Training, A-CR-CCP-701/PF-001, Chapter 7, Section 1).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to and generate interest in Silver Star training opportunities.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities they will receive in Silver Star.

IMPORTANCE

It is important for cadets to receive an overview of the training that will be conducted during Silver Star as it may create eagerness and excitement to complete a year of new training experiences and leadership opportunities. The updates in the corps Full Value Contract should energize the cadets individually and as a group for the upcoming training year.

Teaching Point 1**Identify Silver Star Mandatory Training Opportunities**

Time: 5 min

Method: Interactive Lecture

Silver Star mandatory training is a plan of activities that corps, and specialized training establishments (expedition centres), must conduct for year three cadets. Mandatory training is conducted as follows:

1. sixty periods of instruction to be conducted during training sessions (3 periods per session);
2. eighteen periods of instruction to be conducted during two mandatory training days (9 periods per day);
3. eighteen periods of instruction to be conducted during one weekend bivouac Field Training Exercise (FTX); and
4. eighteen periods of instruction to be conducted during one weekend expedition exercise at an expedition centre.

TRAINING COMMON TO SEA, ARMY AND AIR CADETS

As in Green and Red Star, there is training in Silver Star which is common and applies to sea, army and air cadets. Performance objectives (POs) for common training this year include:

PO	Topic	PO Statement
301	Citizenship	Recognize the Purpose of Service Groups Within Canada
302	Community Service	Perform Community Service
303	Leadership	Perform the Role of a Team Leader
304	Personal Fitness and Healthy Living	Update Personal Activity Plan
305	Recreational Sports	Participate in Recreational Sports
306	Air Rifle Marksmanship	Fire the Cadet Air Rifle During Recreational Marksmanship
307	General Cadet Knowledge	Serve in an Army Cadet Corps
308	Drill	Direct a Squad Prior to a Parade
309	Instructional Techniques	Instruct a Lesson
311	Biathlon	(Complementary Only)



The Annual Ceremonial Review (ACR) is also common to all three elements of cadets, but there is no specific training allocated for it.

ARMY CADET ELEMENTAL TRAINING

There is training in Silver Star that is specifically designed for army cadets. POs for the army cadet specific training this year include:

PO	Topic	PO Statement
320	CF Familiarization	Recognize the Valour of Members of the Canadian Army
321	Field Training	Perform the Duties of a Team Leader on a Weekend Bivouac Exercise
322	Navigation	Plot Location on a Topographical Map Using a Global Positioning System Receiver
323	Trekking	(Complementary Only)
324	Wilderness Survival	Survive When Lost
325	Outdoor Leadership	Identify the Competencies of an Outdoor Leader
326	Expedition	Perform Expedition Skills

Expedition is one activity that distinguishes army cadets from the other cadet elements. 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. "In Silver Star training, expedition is supported by PO 321 (Perform the duties of a Team Leader on a Weekend Bivouac Exercise, Chapter 12), PO 322 (Plot Location on a Topographical Map Using a Global Positioning System Receiver, Chapter 13), PO 324 (Survive When Lost, Chapter 14), PO 325 (Identify the Competencies of Outdoor Leaders, Chapter 15) and PO 326 (Perform Expedition Skills, Chapter 16). In Silver Star cadets will have the opportunity to attend a weekend Expedition Exercise at a Regional Expedition Centre.

Assessment is an important aspect of cadet training. It is designed to assist cadets and their instructors meet the training targets set for each PO. Cadets will be informed of the requirements prior to assessment starting. After the assessment is completed, the cadet will be informed of their results and given a copy to keep. The POs and methods to be assessed include:

- 303 (Perform the Role of a Team Leader, Chapter 3). Performance assessment and personal communication.
- 308 (Direct a Squad Prior to a Parade, Chapter 8). Performance assessment.
- 309 (Instruct a Lesson, Chapter 9). Performance assessment.
- 322 (Plot Location on a Topographical Map Using a Global Positioning System Receiver, Chapter 13), to include:
 - EC-01 Extended written response, and
 - PC Performance assessment.
- 324 (Survive When Lost, Chapter 14), to include:
 - EC-01 Performance assessment,
 - EC-02 Performance assessment,
 - EC-03 Performance assessment, and
 - EC-04 Personal communication.
- 326 (Perform Expedition Skills, Chapter 16). Performance assessment.



The details for each assessment can be located at A-CR-CCP-703/PG-001, Chapter 3, Annex B.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How many mandatory periods of instruction are there?
- Q2. What is common training?
- Q3. Which POs support expedition training in Silver Star?

ANTICIPATED ANSWERS

- A1. There are 60 mandatory periods of instruction.
- A2. Common training is training that applies to sea, army and air cadets.
- A3. Expedition training in Silver Star is supported by PO 221 (Perform the Duties of a Section Member During a Weekend Bivouac Exercise, A-CR-CCP-702/PF-001, Chapter 11), PO 222 (Navigate Along a Route Using a Map and Compass, A-CR-CCP-702/PF-001, Chapter 12), PO 224 (Identify Immediate Actions to Take When Lost, A-CR-CCP-702/PF-001, Chapter 14), PO 325 (Identify the Competencies of Outdoor Leaders, Chapter 15) and PO 326 (Perform Expedition Skills, Chapter 16).

Teaching Point 2

Identify Silver Star Complementary Training Opportunities

Time: 5 min

Method: Interactive Lecture

Silver Star complementary training is a plan of activities that corps and specialized training establishments (expedition centres) may conduct for year three cadets. These activities complement mandatory activities and form an integral part of the Star Level program. Every PO identified in TP 1, except for PO 326 (Perform Expedition Skills, Chapter 16) has complementary activities available to be selected. Commanding Officers (COs) have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor Silver Star training to match the corps' interests and resources.



This TP will vary by cadet corps. Refer to the corps annual training plan and discuss the complementary training the cadet corps will conduct throughout the Silver Star program.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What complementary training is being conducted in Silver Star that is also available to sea and air cadets?
- Q2. What army cadet specific complementary training is being conducted in Silver Star?
- Q3. What complementary training is most interesting as a Silver Star cadet?

ANTICIPATED ANSWERS

- A1. Answers will only be from common POs.
- A2. Answers will vary.
- A3. Answers will vary.

Teaching Point 3

Review the Goals of a Full Value Contract (FVC)

Time: 15 min

Method: Interactive Lecture



A corps FVC was developed in EO M107.01 (Participate in a Discussion on Year One Training, A-CR-CCP-701/PF-001, Chapter 7, Section 1) and revisited in Red Star as a refresher of the FVC.

Review the elements of the corps' existing FVC. All cadets should be aware of the corps goals that were developed.

The cadets may agree that some goals need to be changed, added or even deleted.

GOALS OF THE FVC



A Full Value Contract can take many forms; examples are located at Annex A.

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 their actions. This means that everyone shows interest in supporting others 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 to 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 to meet individual goals.

Be Honest. Being honest assumes that one 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.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are the goals of the FVC?
- Q2. In the FVC, what does “be honest” imply?
- Q3. What must happen before letting go and moving on?

ANTICIPATED ANSWERS

- A1. The goals of the FVC are:
- be here,
 - be safe,
 - set goals,
 - be honest, and
 - let go and move on.
- A2. That everyone is honest with others and themselves.
- A3. Everyone must choose to put aside differences and move forward in order to achieve the goals.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What POs are army cadet specific?
- Q2. Which PO in Silver Star has no complementary training?
- Q3. What changes have you noticed in the FVC over the years?

ANTICIPATED ANSWERS

- A1. The army cadet specific POs include:
- 320 (Recognize the Valour of Members of the Canadian Army, Chapter 11),
 - 321 (Perform the Duties of a Team Leader on a Weekend Bivouac Exercise, Chapter 12),
 - 322 (Plot Location on a Topographical Map Using a Global Positioning System Receiver, Chapter 13),
 - 323 (Trekking [complementary only]),
 - 324 (Survive When Lost, Chapter 14),
 - 325 (Identify the Competencies of an Outdoor Leader, Chapter 15), and

- 326 (Perform Expedition Skills, Chapter 16).

A2. PO 326 (Perform Expedition Skills, Chapter 16).

A3. Answers will vary.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Knowing what to expect in the Silver Star program allows the cadets to have an understanding of the training ahead of them. It also aids in maintaining interest and anticipation of the emerging leadership challenges for a Silver Star cadet.

INSTRUCTOR NOTES/REMARKS

For Silver Star complementary training opportunities in TP 2, refer to the corps' annual training plan.

This EO should be scheduled as early as possible in the training year. A sample schedule is located in A-CR-CCP-703/PG-001, Chapter 2, Annex B.

REFERENCES

- A0-054 Director Cadets 3. (2007). CATO 11-04, *Cadet Program Outline*. Ottawa, ON: Department of National Defence.
- C2-038 (ISBN 0-7872-2459-6) Henton, M. (2006). *Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-Long Learners*. Dubuque, IA: Kendall Hunt Publishing.

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ROYAL CANADIAN ARMY CADETS

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M307.02 – IDENTIFY YEAR THREE CSTC 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-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Refer to Annex C of CATO 40-01, *Army Cadet Program Outline* prior to delivering this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about areas of interest for CSTC training opportunities.

An interactive lecture was chosen for TP 2 to orient the cadets to year three CSTC training opportunities and generate interest.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have identified year three CSTC training opportunities.

IMPORTANCE

It is important for cadets to identify the year three CSTC training opportunities available to them, as it will allow them to make an informed decision on which course they would like to apply for.

Teaching Point 1**Discuss the Areas of Interest for CSTC Training Opportunities**

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

Write the specialty areas on a whiteboard/flip chart and discuss the activities associated with each area. Cadets may already know which area they would like to pursue and may already have a general idea of the activities.

CEREMONIAL LEADERSHIP

Cadets will develop the knowledge and skills required to improve leadership abilities in a peer and small group setting. Topics include:

- leadership,
- confidence building,
- public speaking,
- problem solving, and
- ceremonial drill.

EXPEDITION LEADERSHIP

Cadets will develop expedition knowledge and skills in a field setting. Topics include:

- adventure training activities,
- field training,
- trekking,
- navigating,
- wilderness survival, and
- expedition.

FULLBORE MARKSMANSHIP

Cadets will develop the knowledge and skills required to improve fullbore marksmanship abilities. Topics include:

- marksmanship with fullbore rifles,
- recreational marksmanship, and
- course level marksmanship competition.

AIR RIFLE MARKSMANSHIP

Cadets will develop the knowledge and skills required to improve air rifle marksmanship abilities. Topics include:

- two-position shooting (standing and prone),
- recreational marksmanship,
- course level marksmanship competition, and
- biathlon.

FITNESS AND SPORTS

Cadets will improve individual fitness and sports knowledge and skills. Topics include:

- studying personal fitness;
- studying rules and regulations of sports; and
- organizing and delivering sports activities.

MILITARY BAND

Cadets will develop music knowledge and skills. Topics include:

- studying music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band; and
- developing individual music skills.

PIPE BAND

Cadets will develop music knowledge and skills. Topics include:

- studying music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a pipe and drum band; and
- developing individual music skills.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. Which summer training activities interest you?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What areas of interest do you plan to pursue? Why?



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Discuss Year Three CSTC Courses and the Prerequisites**

Time: 15 min

Method: Interactive Lecture



During this TP, a cadet who has successfully completed one of the year three courses could be asked to speak about their experience. This will give a cadet's view of the course and let the other cadets know what they could expect.

COMMON COURSES

The CSTC courses listed below are common and apply to sea, army and air cadets.



As the prerequisites for any CSTC course may change, refer to CATO 40-01, *Army Cadet Program Outline*.

Air Rifle Marksmanship Instructor. The aim of this course is to develop specialist knowledge and skills in air rifle marksmanship and biathlon. This will allow the cadet to assist in the development and implementation of a competitive marksmanship program and instruct marksmanship training in the corps program. The prerequisite for this six-week, regionally conducted course is the successful completion of the Silver Star program.

Fitness and Sports Instructor. The aim of this course is to improve individual fitness and develop the knowledge and skills needed to allow the cadet to assist in the organization and delivery of various sports activities. The prerequisites for this six-week, regionally conducted course are the successful completion of the Silver Star program, an intermediate fitness level and an interest in fitness and sports.

Intermediate Military Band Musician. The aim of this course is to expand on the knowledge and skills required to play and lead a unit military band. The prerequisites for this six-week, regionally conducted course are the successful completion of the Red Star program and Music Level Basic or 1.

Intermediate Pipe Band Musician. The aim of this course is to expand on the knowledge and skills required to play and lead a unit pipe band. The prerequisites for this six-week, regionally conducted course are the successful completion of the Red Star program and Music Level Basic or 1.

ARMY CADET ELEMENTAL COURSES

The CSTC courses listed below are specifically designed for army cadets.

Drill and Ceremonial Instructor. The aim of this course is to continue to develop leadership knowledge and skills required for junior leadership positions supporting the corps program. It also develops a specialty in drill and ceremonial, and drill instruction. The prerequisite for this six-week, regionally conducted course is the successful completion of the Silver Star program.

Expedition Instructor. The aim of this course is to develop subject matter knowledge and specialist skills required to successfully participate in, and lead during an intermediate level expedition. The prerequisites for this six-week course are the successful completion of the Silver Star program, ability to swim with the aid of a Personal Floatation Device (PFD) and a suitable medical category for strenuous field activities.

Fullbore Marksman Phase I. The aim of this course is to develop a specialist level of knowledge and skills in marksmanship beyond the air rifle. This will allow the cadet to participate as an individual or as a team member

in a national-level target rifle competition. The prerequisites for this six-week, nationally conducted course are the successful completion of the Silver Star program, the successful completion of the Basic Marksman course and demonstrated marksmanship ability.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What year three CSTC courses are common to army, air and sea cadets?
- Q2. What year three CSTC courses are only for army cadets?
- Q3. What year three CSTC courses interest you the most? Why?

ANTICIPATED ANSWERS

- A1. Year three CSTC common courses include:
- Air Rifle Marksmanship Instructor,
 - Fitness and Sports Instructor,
 - Intermediate Military Band Musician, and
 - Intermediate Pipe Band Musician.
- A2. Year three CSTC courses for army cadets only include:
- Drill and Ceremonial Instructor,
 - Expedition Instructor, and
 - Fullbore Marksman Phase I.
- A3. Answers will vary.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important for cadets to be familiar with the summer training courses offered, so they may apply for the courses that interest them the most. Training is offered in speciality areas that may not be accessible at the corps. Summer training is a fun and exciting aspect of the Cadet Program. CSTCs are also places to meet cadets and make new friends from different corps across Canada.

INSTRUCTOR NOTES/REMARKS

This EO should be conducted prior to the summer training application deadline.

It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

REFERENCES

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

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ROYAL CANADIAN ARMY CADETS

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 3

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall recognize the partnership between the ACLC and DND in support of the CCM.

IMPORTANCE

It is important for cadets to recognize the partnership between the ACLC and DND in support of the CCM because these two organizations work together to ensure the success of the CCM which impacts the cadet directly. Some cadets will not be aware that there are many people and organizations supporting the program beyond the local corps.

Teaching Point 1**Describe the Three Levels of the ACLC**

Time: 5 min

Method: Interactive Lecture

There are three branches of the Army Cadet League of Canada (ACLC). Each one works in partnership with DND on respective matters.

National

Located in Ottawa, Ontario and overseen by an Executive Director, the national office is responsible for managing the day-to-day affairs of the ACLC.

The national office administers and coordinates all National League activities including insurance, finances and honours and awards.

Provincial/Territorial

The provincial branch of the ACLC oversees the local representatives and administers volunteer screening and fundraising within the province/territory. In addition, the provincial/territorial branch submits applications on behalf of the province for national awards.

Local Sponsor

There are many local sponsors who make up the ACLC. Volunteers from the local sponsoring committees assist cadet corps with fundraising and activities.

There is often a representative of the local sponsor of the ACLC at parades and events including the Annual Ceremonial Review each year.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the three levels of the ACLC?
- Q2. Where would a representative of the ACLC visiting a cadet corps typically come from?
- Q3. What level of the ACLC administers awards?

ANTICIPATED ANSWERS

- A1. The three levels of the ACLC are:
- national,
 - provincial/territorial, and
 - local sponsor.
- A2. The local sponsor.
- A3. National level.

Teaching Point 2**Identify the Responsibilities of the ACLC and DND**

Time: 10 min

Method: Interactive Lecture

RESPONSIBILITIES OF THE ACLC

Recruiting Cadets. The local sponsor must organize and implement a plan for recruiting cadets.

Recruiting Cadet Instructor Cadre (CIC) Officers. The ACLC is responsible for recommending suitable people to be enrolled into the Canadian Forces (CF) as cadet instructors.

Fundraising. The local sponsor must organize fundraising activities that support the corps.

Providing Corps Training Facilities. The ACLC provincial branches provide office and training facilities for the corps, when not provided by DND.

Organizing/Conducting Recreational Programs. The ACLC is responsible for organizing and conducting various activities where the corps requires assistance.

Providing Funds for Optional Training Activities. The ACLC local sponsor and provincial branch provide funds for optional training activities which DND does not support.

Providing Equipment to Cadet Corps. The ACLC is responsible for providing equipment to support optional training activities.

RESPONSIBILITIES OF DND

Training CIC Officers. DND is responsible for analyzing, designing and developing course curriculum, approving training according to regional requirements and consulting with the ACLC with respect to CIC officer course content.

Providing Qualification Standards and Plans (QSPs) and Instructional Guides (IGs) for Cadet Training. DND develops and provides QSPs and IGs that direct cadet training.

Providing Funds for Mandatory Training and Support Activities. Mandatory training and support activities that are approved are funded by DND.

Developing Policy Regarding CIC Officers, Civilian Instructors (CIs) and Cadets. DND is responsible for developing, implementing and enforcing policy regarding CIC officers, CIs and cadets.

Issuing Equipment to Cadet Corps IAW Scales of Issue. All equipment required for mandatory training, mandatory support activities and directed optional training is provided by DND.

Providing Pay for CIC Officers and CIs. DND is responsible for developing, implementing and enforcing pay policy as well as providing pay for CIC officers and CIs.

Selecting Cadets for Cadet Summer Training Centres (CSTCs). DND is responsible for ensuring that cadets meet prerequisites and selecting cadets for summer training courses.

Providing Facilities and Staff for CSTCs. DND is responsible for ensuring adequate facilities and selecting staff for CSTCs.

RESPONSIBILITIES OF BOTH THE ACLC AND DND

Forming or Disbanding Cadet Corps. The ACLC and DND work collaboratively to form new cadet corps and disband non-effective cadet corps.

Providing Awards and Medals. The ACLC and DND provide awards to cadets such as the General Walsh Memorial Sword, Cadet Certificate of Commendation and the Major-General W.A. Howard Award.

Developing Community and Media Relationships. Media relationships are maintained at all levels of the ACLC and DND. DND has regionally and nationally appointed public affairs officers that maintain media relationships at their level. It is the responsibility of the local ACLC sponsor to ensure good relations with the local community and media.

Supervising and Administering Cadet Corps. The local ACLC sponsor and corps' staff work collaboratively to ensure there is adequate supervision and administration within the cadet corps.

Providing a Reviewing Party for Annual Ceremonial Reviews (ACRs). The ACLC and DND work collaboratively to provide reviewing parties for corps' ACRs.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the responsibilities of the ACLC?
- Q2. What are the responsibilities of DND?
- Q3. What is one responsibility of both the ACLC and DND?

ANTICIPATED ANSWERS

- A1. The ACLC is responsible for:
- recruiting cadets;
 - recruiting CIC officers;
 - fundraising;
 - providing corps training facilities;
 - organizing/conducting recreational programs;
 - providing funds for optional training activities; and
 - providing equipment to cadet corps.
- A2. DND is responsible for:
- training CIC officers;
 - providing QSPs and IGs for cadet training;
 - providing funds for mandatory training and support activities;
 - developing policy regarding CIC officers, CIs and cadets;
 - issuing equipment to cadet corps IAW scales of issue;
 - providing pay for CIC officers and CIs;
 - selecting cadets for CSTCs; and
 - providing facilities and staff for CSTCs.

- A3. Both the ACLC and DND are responsible for:
- forming or disbanding cadet corps;
 - providing awards and medals;
 - developing community and media relationships;
 - supervising and administering cadet corps; and
 - providing a reviewing party for ACRs.

Teaching Point 3

Identify the Awards and Medals of the Army Cadet Program

Time: 10 min

Method: Interactive Lecture



CATO 13-16, *National Cadet Honours and Awards*, outlines the authority for all national awards including dress instructions.



The National Cadet Honours and Awards are not part of the Canadian Military Honours (orders, decorations and medals) system.



Selection of awards is a partnership between the cadet corps, RCSU and an ACLC representative.

General Walsh Memorial Sword. This award was created in 2004 by the ACLC in partnership with the Royal Canadian Legion. It is a national award and the highest national award for army cadets. The successful cadet will be hosted by the Royal Canadian Legion during Remembrance Day ceremonies and be a part of the vice-regal party. In addition to this, the cadet tours the national capital and meets both the Governor General, and the Chief of Defence Staff (CDS).

The award is named in honour of Lieutenant-General Geoffrey Walsh who dedicated much of his time to the Army Cadet Program.

Recipients are chosen based on their performance as army cadets, their community involvement and academic standings.

Cadet Medal of Bravery. The medal of bravery may be awarded to a cadet who performs an outstanding deed of valour involving risk of life in attempting to save the life or property of others.

Cadet Certificate of Commendation. The Cadet Certificate of Commendation may be awarded to a cadet for outstanding deeds in attempting to save the life or property of another person.

Lord Strathcona Medal. The Lord Strathcona Trust Fund Medal is given for exemplary performance in physical and military training. Lord Strathcona's objectives in establishing his endowment were:

- to encourage the improvement of the physical and intellectual capabilities of cadets; and
- to foster patriotism in cadets through the acquisition of good knowledge of military matters.

Legion Medal of Excellence. The Legion Medal of Excellence is given for demonstrating superior commitment to corps and community.

Army, Navy, and Air Force Veterans Medal (ANAVETS). The ANAVETS medal is given for overall achievement on the Cadet Leader Instructor's course in the areas of leadership and physical fitness performance. Recipients of the ANAVETS medal are eligible to apply for the Colonel Frank Kossa Memorial Scholarship if perusing post secondary education.

Major-General W.A. Howard Award. This award promotes excellence in the final year of the star program in combination with a cadet's overall performance. The award is administered and selected by a committee established within the ACLC.



Director Cadets 3, Royal Canadian Army Cadets Reference Book, Department of National Defence (p. 2-14)

Figure 7-3-1 Army Cadet Medals

Army Cadet Service Medal (ACSM). The ACSM is awarded to all nominated cadets who have completed four years of continuous meritorious service within the Army Cadet Program. Time spent within one element of the Cadet Program before a transfer to another element is counted toward the eligibility period of the Cadet Service Medal of any element. A cadet may only be awarded one service medal. The onus is on the cadet to apply for this award. The cadet cannot have any infractions and must be recommended by the corps Commanding Officer. All cadets, including former cadets can apply for the medal by completing the "Application for the Army Cadet Service Medal".

1st Canadian Parachute Battalion Bursary. Awarded to a cadet with high academic standing and a graduate of the Army Cadet Parachutist Course.



Detailed prerequisites and nomination information can be found through the regional orders, and the ACLC Reference Manual at <http://www.armycadetleague.ca/Templates/refManual.htm>.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What is the highest national award for army cadets?

- Q2. When is the Cadet Medal of Bravery Awarded?
- Q3. What is the Legion Medal of Excellence awarded for?

ANTICIPATED ANSWERS

- A1. The highest national award for army cadets is the General Walsh Memorial Sword.
- A2. The Cadet Medal of Bravery is awarded when a cadet performs an outstanding deed of valour involving risk of life in attempting to save the life or property of others.
- A3. The Legion Medal of Excellence is awarded for demonstrating superior commitment to corps and community.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What does the provincial level of the ACLC do?
- Q2. What are the responsibilities of both the ACLC and DND?
- Q3. What is the ANAVETS medal awarded for?

ANTICIPATED ANSWERS

- A1. The provincial branch of the ACLC oversees the local representatives and administers volunteer screening and fundraising within the province/territory. In addition, the provincial/territorial branch submits applications on behalf of the province for national awards.
- A2. Both the ACLC and DND are responsible for:
- forming or disbanding cadet corps;
 - providing awards and medals;
 - developing community and media relationships;
 - supervising and administering cadet corps; and
 - providing reviewing parties for ACRs.
- A3. The ANAVETS cadet medal of merit is given for overall achievement on the Cadet Leader Instructor's course in the areas of leadership and physical fitness performance.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Recognizing the partnership between the ACLC and DND in support of the CCM is important because these organizations work together to ensure the success of the CCM.

INSTRUCTOR NOTES/REMARKS

It is recommended that this EO be scheduled early in the training year.

This EO could be delivered by the local league representative or sponsoring committee representative.

REFERENCES

- A2-036 Director Cadets 3. (2003). *Royal Canadian Army Cadets Reference Book*. Ottawa, ON: Department of National Defence.
- A2-065 Director Cadets and Junior Canadian Rangers. (2005). *Memorandum of Understanding Between DND and the Leagues*. Ottawa, ON: Department of National Defence.
- C2-165 Army Cadet League of Canada. (2008). *Reference Manual*. Retrieved February 26, 2008, from <http://www.armycadetleague.ca/Templates/refManual.htm>.



ROYAL CANADIAN ARMY CADETS

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SECTION 4

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

Total Time:

60 min

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SECTION 5

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

Total Time:

60 min

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SECTION 6

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

Total Time:

60 min

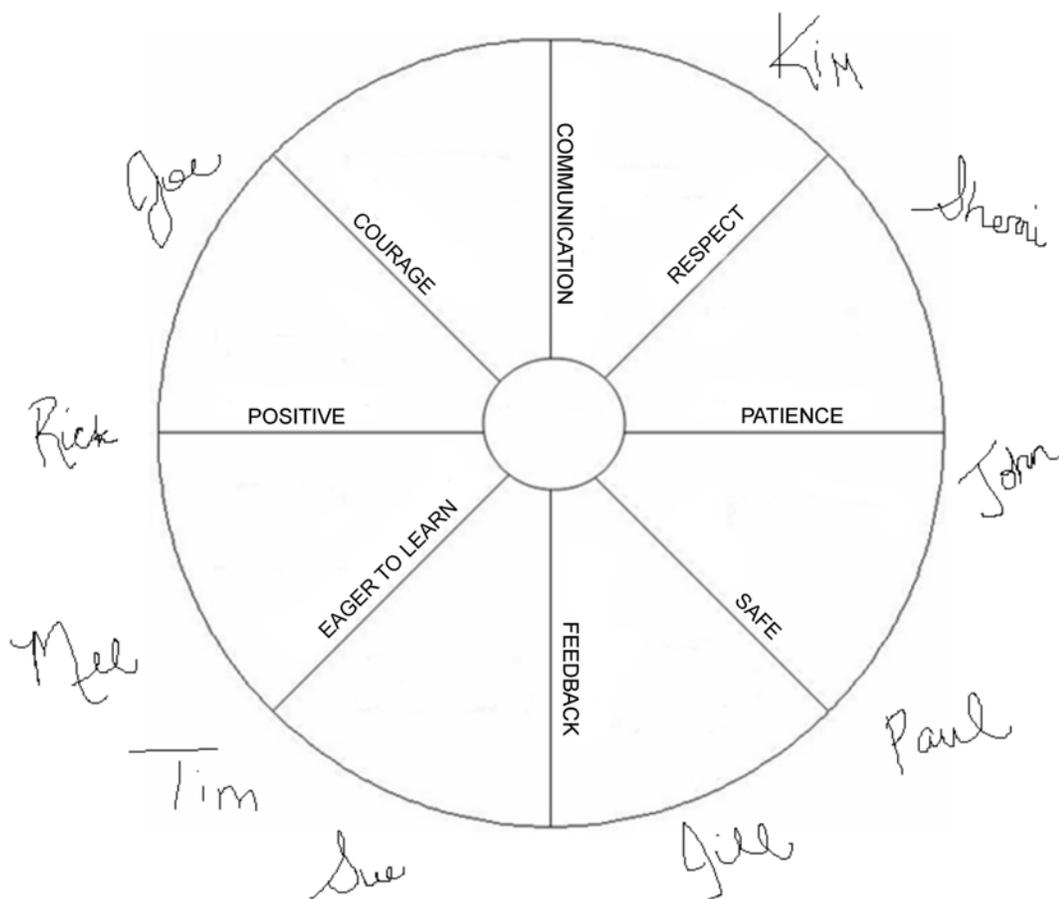
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FULL VALUE CONTRACT

Full Value Contract: The Circle

1. Draw a wheel. At the centre of the wheel, draw a circle. This circle represents the individuals, the group, and the goals.
2. Draw rays from this circle. On these rays, write each selected value.
3. The outer circle symbolizes that the group is one and that all members go toward the same direction.
4. Without the respect of the chosen values by everyone, the group could not make a wheel, and could not walk toward the same goals.



Director Cadets 3, 2007, Ottawa ON: Department of National Defence

Figure 7A-1 The Circle

Full Value Contract: The Village

1. Draw a frame (village) on cardboard or flipchart paper.
2. Have the cadets think about values, qualities, and behaviours that make them feel safe and respected, both as an individual and in a group setting.
3. Have each cadet select their most important value, quality, or behaviour.
4. Have each cadet represent what they chose by drawing or writing it on a piece of paper.
5. Have each cadet glue their drawing or writing inside the village and briefly explain to the others why that choice was made.
6. Repeat the activity by including something that will prevent the group from reaching their goals and affect the running of the village.
7. Have each cadet explain why they chose their representation.
8. Have each cadet glue their drawing or writing outside the village.
9. Discuss the values 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.
10. After everyone has agreed, everyone (staff and cadets) will sign the village.

Full Value Contract: The Five-Finger Contract

Each finger will represent a value that will help the group members feel secure, respected, and part of the group.

The five fingers on the hand represent the following:

- 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.
1. On a piece of cardboard or flip chart paper, write the representations of the fingers. Discuss the elements with the group so that all cadets have a clear understanding. Each cadet must agree that these five elements are important for group members to feel secure, respected, and part of the group.
 2. Have each cadet draw his/her hand on a sheet of paper and write inside each finger the element associated with each.
 3. Have each cadet 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.

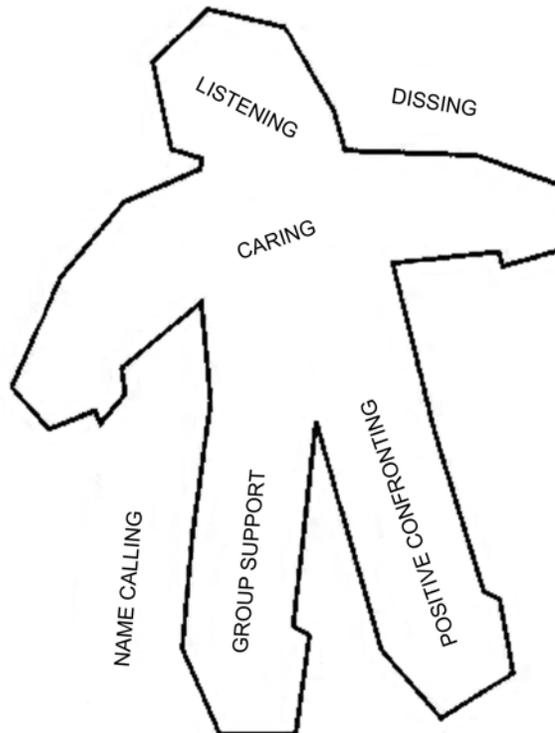


Director Cadets 3, 2007, Ottawa ON: Department of National Defence

Figure 7A-2 The Five Finger Contract

Full Value Contract: The Being

1. Draw the outline of a body on two pieces of flip chart paper, taped together.
2. Inside the outline, have the cadets draw or write the behaviours, qualities or values that will make the environment safe and a place where everyone is respected.
3. Outside the outline, have 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.
4. Cadets must agree on the meaning of each word and explain their choices.
5. Have all cadets sign the being.



M. Henton, Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-Long Learners, Kendall Hunt Publishing. (p. 74)

Figure 7A-3 The Being

Full Value Contract: The Chain of Hands

1. Have 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.
2. From this list, have the cadets select the 10 most important for the group.
3. On a sheet of flip chart paper (two may be required), have the cadets draw their hands around the sheet. Write the 10 selected words or sentences in the middle of the sheet.
4. Have the cadets sign his or her own hand.



Director Cadets 3, 2007, Ottawa ON: Department of National Defence

Figure 7A-4 The Chain of Hands

Full Value Contract: What do I need? What can I give?

1. Give two pieces of different coloured paper to each cadet.
2. Ask the cadets to think about what they need in order to feel secure and respected in the group.
3. Have the cadets write the most important item they need on one of the pieces of paper.
4. Have the cadets think about what they could provide to the group in order to have other team members feel safe and respected in the group.
5. On the remaining piece of paper, have the cadets write the most important item.
6. When done writing on both pieces of paper, have the cadets present what they wrote to the group.
7. Once everyone has explained what they need and what they can provide, glue those pieces of papers on cardboard or flip chart paper, making sure that both categories are spilt up.
8. Ask the cadets if they need more explanations and then have everyone sign.