

CHAPTER 15

PO 325 – IDENTIFY THE COMPETENCIES OF AN OUTDOOR LEADER



ROYAL CANADIAN ARMY CADETS

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M325.01 – PARTICIPATE IN A DISCUSSION ON ARMY CADET EXPEDITION 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-703/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP 1 to introduce the topic of adventure learning and expeditions, and highlight opportunities available to cadets through expedition training within the Army Cadet Program.

A group discussion was chosen for TPs 2 and 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about army cadet expedition training. This helps develop rapport by allowing the cadets to speak in a non-threatening way while helping them refine their ideas. A group discussion also helps cadets improve their listening skills and develop as members of a team.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a discussion on cadet expedition training.

IMPORTANCE

It is important for cadets to understand the history of outdoor programs and the expedition program within army cadets as it is the backbone of the Army Cadet Program. Having the background knowledge of army cadet expedition training will allow cadets to participate in expedition training to the level they choose, as well as having the ability to set personal goals.

Teaching Point 1**Discuss the History of Civilian Outdoor Programs**

Time: 5 min

Method: Interactive Lecture



The difference between going outside and an organized outdoor program is in the leadership and facilitation of the activity.

This TP illustrates the changes and growth of outdoor programs.

Adventure learning was initially regarded as lacking a solid base, its benefits unrecognized. However, those that participated in the activities were adamant that there was a personal benefit. It was not until the 1950s that this development began to be recognized. Hence, adventure training and outdoor education have been studied and critiqued since the 1950s.

GROWTH OF ADVENTURE LEARNING PROGRAMS

Adventure learning is a branch of outdoor education that focuses on personal relationships. Trained facilitators present a series of activities that challenge personal and group limits within a supportive environment.

Adventure learning stemmed from a need to better prepare outdoor instructors through formal leadership courses. The current training and education evolved over many decades, and now extends around the globe with the common goal of training outdoor leaders to a high degree of professionalism.

HISTORY OF OUTWARD BOUND CANADA

The Outward Bound organization was founded in 1941 by Kurt Hahn in Wales. Hahn claimed that challenge-based outdoor training would benefit the personal development of students. Outward Bound is a wilderness expedition placing experience and challenge at the forefront of all activities providing students the opportunity to meet challenges.

Outward Bound Canada was started in 1969, and has been challenging youth and adults in the wilderness classroom ever since. Based on the 20th century school originating in Wales, Outward Bound Canada facilitates adventure in the classic sense, dealing with the unknown.

Outward Bound courses are challenging journeys through Canada's wilderness, where every aspect of the outdoors is the classroom. Through this medium, students develop leadership skills, work effectively as a member of team, and progress through technical and decision-making skills.



The name Outward Bound originates from the idea of a ship leaving the harbour and headed to face the challenges and risks of the sea. For sailors, it implied commitment to long journeys and adventure.

EXPERIENTIAL TRAINING IN CANADA

Adventure and experiential training in Canada originally began in Ontario, British Columbia and Nova Scotia. All three provinces have been facilitating experiential training since the 1970s. Now all provinces and territories have a form of experiential training, through local government and/or civilian organizations.

WILDERNESS AND EXPERIENTIAL THERAPY

Wilderness and Experiential Therapy has been used by organizations dealing with at risk youth, youth with disabilities, and young offenders for many years. The idea is to challenge youth in unfamiliar situations.



Wilderness and experiential therapy is a process through which a learner constructs knowledge, skill, and value from direct experience.

This challenge involves experiential education, cultural awareness, skill development and personal growth.

The goal of wilderness and experiential therapy is to provide students with communication, goal setting and strategies for continued success beyond the therapy.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the purpose of Outward Bound?
- Q2. Where did adventure and experiential training start in Canada?
- Q3. What is the goal of Wilderness and Experiential Therapy?

ANTICIPATED ANSWERS

- A1. Outward Bound is a wilderness expedition placing experience and challenge at the forefront of all activities providing students the opportunity to meet challenges.
- A2. Adventure and experiential training in Canada started in Ontario, British Columbia and Nova Scotia.
- A3. The goal of wilderness and experiential therapy is to provide students with communication, goal setting and strategies for continued success.

Teaching Point 2

Discuss Army Cadet Expedition Training

Time: 10 min

Method: Guided 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.



Cadets can experience many different training streams in the army cadet movement. This TP provides details on the structure of army cadet expedition training.

HISTORICAL DEVELOPMENT AND RATIONALE OF THE PROGRAM



Expedition is defined as an organized voyage or journey across land or water, with a specific aim.

Army cadet expedition training combines many historical army-related field skills with adventure training to create one of the most challenging and rewarding aspects of army cadet training. Current army cadet expedition training evolved from a common vision developed by stakeholders in 1998 and refined over the period of a decade.

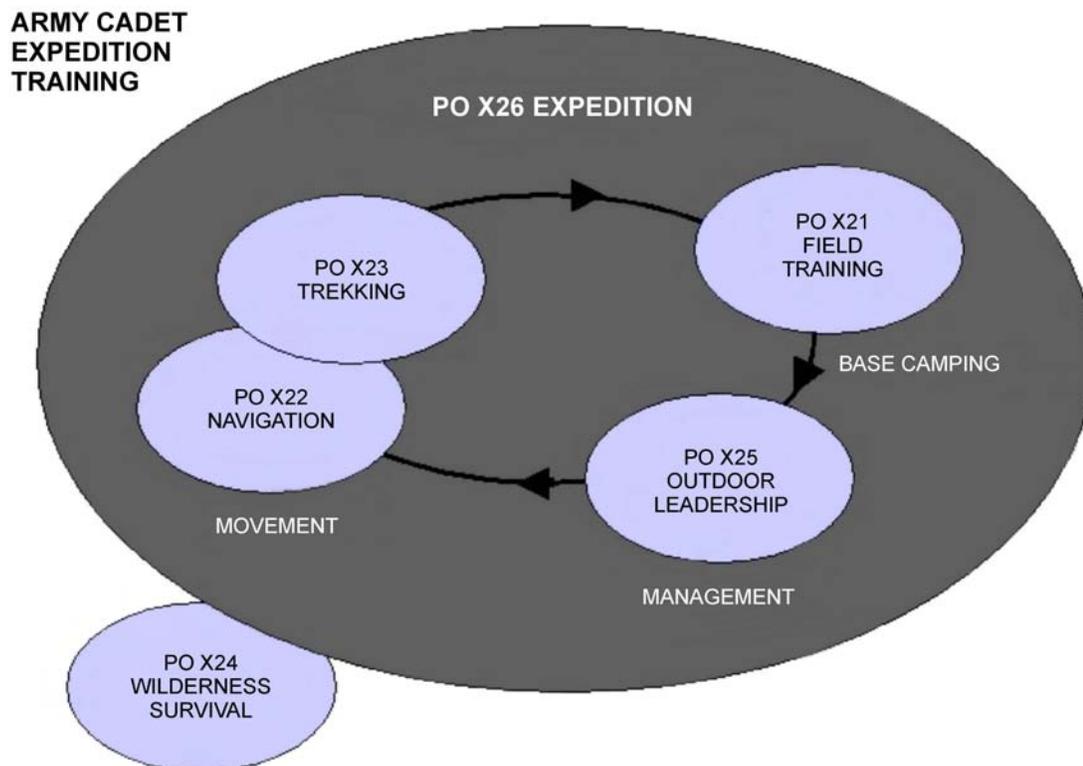
Expeditions provide an excellent platform for army cadets to achieve the aims and participant outcomes of the Cadet Program. Specifically, the objectives of expedition training are:

- to ensure all cadets participate in army cadet adventure training activities as part of mandatory training;
- promote retention and recruiting at the corps;
- develop leadership skills, while enhancing self-reliance, self-confidence, self-esteem, and self-discipline; and
- raise the profile and promote the Army Cadet Program.



For more information on the Cadet Program mandate refer to CATO 11-03, *Cadet Program Mandate*.

THE ARMY CADET EXPEDITION MODEL



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

Figure 15-1-1 Army Cadet Expedition Model

As illustrated in Figure 15-1-1, expedition is built on training at the corps that incorporates base camping (PO X21 Field Training), movement (PO X22 Navigation and PO X23 Trekking) and management (PO X25 Outdoor Leadership). From this foundation a cadet is well equipped to move to more advanced expeditions at regional expedition centres, Cadet Summer Training Centres, and at a national and international level.

BASE CAMPING

PO X21 Field Training. When a young person joins the Army Cadet Program they may have never spent a night outdoors. Field Training builds the basic skills requisite for a cadet to be able to comfortably live in the outdoors in a stationary supported base camp. In Silver Star, cadets transition from the relatively luxurious accommodations of a supported base camp to the more challenging environment of an expedition campsite in preparation for expeditions that may require a cadet to travel for a number of days carrying all of their support equipment.

MOVEMENT

PO X22 Navigation. In order for a cadet to be capable of travelling by any means during an expedition they must first be capable of navigating. Navigation in the Cadet Program progressively trains a cadet by instructing map using in Green Star, map and compass use in Red Star, map and GPS in Silver Star and GPS navigation in Gold Star. By the time a cadet achieves their Master Cadet qualification, they should be proficient in navigation.

PO X23 Trekking. The cornerstone method of movement during an expedition is trekking, which is defined within the Army Cadet Program as, “arduous outdoor travel on foot.” Cadets begin expedition training with a day hike on Class 1 terrain in Green Star, and the cadet is challenged as they progress through the Army Cadet Program by increasing levels of terrain difficulty and by shifting to backpacking, which is an overnight hike with all required equipment being carried by group members. All expeditions will involve some level of trekking. As expeditions become more advanced, other modes of dynamic travel will be introduced, such as canoeing and mountain biking.

MANAGEMENT

PO X25 Outdoor Leadership. Someone who leads others in the outdoors is an outdoor leader. By the time a cadet is qualified as a master cadet they are able to plan, implement, and lead their peers on an expedition. To provide the cadet with the requisite skills to reach this goal, the Army Cadet Program introduces the cadet to the technical competencies that differentiate an outdoor leader from any other leader. It also provides the cadet with the management skills required to plan an expedition, and prepares the cadet to lead an expedition.

WILDERNESS SURVIVAL

PO X24 Wilderness Survival. Peripheral to any expedition are the skills to survive if one becomes lost in the wilderness. PO X24 Wilderness Survival provides cadets with the basic skills that may increase their chance of survival.

THE ROLE OF THE EXPEDITION CENTRE

Regional expedition centres conduct training that is beyond the scope of the average cadet corps. Expedition centres use adult staff with considerable expedition and adventure training experience to provide cadets with an experience beyond the resources of an average corps. Cadets attending an expedition centre will be challenged physically and mentally while building hard and soft expedition skills.

SKILL DEVELOPMENT

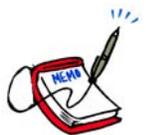
Hard Skill Development. Hard skills are solid, tangible, and measurable (also called technical skills). Hard skills are the technical competencies needed to conduct activities skillfully and safely. Examples of hard skills are the ability to climb a certain level of the Yosemite Decimal System (YDS), or paddle a specific class of river. Hard skills are easy to learn, and often involve taking a course.

Soft Skill Development. Soft skills are amorphous and intangible, best defined as the interpersonal and people skills required during an activity. These skills include, but are not limited to, communication, listening, understanding and motivating. Soft skills are harder to learn and effective leaders constantly strive to improve these skills.



The activities authorized for adventure training and expeditions are located in A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards* online at www.cadets.ca.

GROUP DISCUSSION

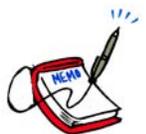


TIPS FOR ANSWERING/FACILITATING DISCUSSION

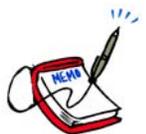
- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit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

SUGGESTED QUESTIONS

- Q1. What subjects are used within expedition training?
- Q2. What role does outdoor leadership play in expedition training?
- Q3. What is the role of the expedition centre?
- Q4. Define hard skills.
- Q5. Define soft skills.



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



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

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Discuss Opportunities Within Army Cadet Expedition Training**

Time: 10 min

Method: Guided 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.

Adventure training begins at the corps in Green Star, and all Silver Star cadets have an opportunity to participate in corps expedition training.

REGIONAL EXPEDITION CENTRE TRAINING

Regional Expedition Centre training is conducted by the regions and is mandatory training for all Silver Star, Gold Star and Master Cadets. This training will be conducted over one weekend for silver and gold star cadets, with longer expeditions for master cadets, and combines cadets from corps in a common geographic area.



Refer to joining instructions published by the RCSU for further information.



Although it is possible for cadets to participate in many different activities, the listed activities authorized by D Cdts & JCR are referred to in CATO 41-05, *Royal Canadian Army Cadet Expedition Program*.

MASTER CADET EXPEDITION TRAINING

Each Regional Cadet Support Unit (RCSU) develops and implements regional expeditions. This is supported solely by the RCSU, and cadets are selected from the region.

These expeditions are 4–10 days in duration, provide a personal sense of accomplishment, and are based on an experiential approach where cadets do a minimum of 75 percent adventure-based activities. The level of challenge is high and exceeds that which can be done at the zone level.

Examples of regional expedition sites include the Cathedral Mountains, Petawawa River, Dolomite Pass, and Bay of Fundy.

Selection processes for regional expeditions will be listed in the regional orders, and may include:

- a minimum star qualification,
- a minimum age requirement,
- participation at zone level activities,
- a fitness test, and/or
- medical fitness IAW CATO 16-02, *Selection of Cadets for Summer Training—Medical Considerations*.

NATIONAL EXPEDITION TRAINING

National expeditions take two forms: domestic and international. These expeditions are conducted to develop and retain senior cadets and enhance their ability to assist in delivering expedition activities.

Domestic Expedition

Since 2001, domestic expeditions have been conducted annually within Canada. Sixteen cadets are selected to participate in these expeditions which are 10–14 days in duration and occur in many of Canada's best parks and wilderness areas.

International Expeditions

Every year in September, 16 cadets take part in an international expedition. These expeditions are approximately 14 days in duration and are held in locations worldwide. A few examples of these expeditions include hiking in Australia, trekking in Korea, climbing volcanoes in Costa Rica, and mountaineering in the French and Italian Alps.

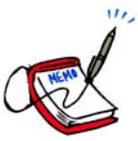
Selection processes for domestic and international expeditions will be listed in the national directives, and may include:

- a minimum star qualification,
- a minimum age requirement,
- participation at expedition centre activities,
- a fitness test, and/or
- medical fitness IAW CATO 16-02, *Selection of Cadets for Summer Training–Medical Considerations*.



National and international expedition information can be found at the national cadet website (www.cadets.ca) or at The Army Cadet League of Canada's website (www.armycadetleague.ca).

GROUP DISCUSSION

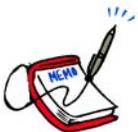


TIPS FOR ANSWERING/FACILITATING DISCUSSION

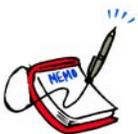
- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit 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. When does expedition training begin?
- Q2. What is expedition centre training?
- Q3. Explain Master Cadet expedition training.
- Q4. What selection criteria may be included for domestic and international expeditions?
- Q5. Where can expedition information be found?



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



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

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Give a brief description of the growth of adventure learning programs.
- Q2. What are the objectives of army cadet expedition training?
- Q3. What are some prerequisites for a national expedition?

ANTICIPATED ANSWERS

- A1. Adventure learning programs grew with an increased demand for more reliable and concrete training for instructors.
- A2. The objectives of Army Cadet Expedition Training are:
- to ensure all cadets participate in army cadet adventure training activities as part of mandatory training;
 - to promote retention and recruiting at the corps;
 - to develop leadership skills, while enhancing self-reliance, self-confidence, self-esteem, and self-discipline; and
 - to raise the profile and promote the Army Cadet Program.
- A3. The minimum prerequisites for participation in a national expedition are:
- hold a minimum star qualification,
 - meet a minimum age requirement,
 - have participated at zone level activities,
 - pass a fitness test, and/or
 - be medically fit IAW CATO 16-02, *Selection of Cadets for Summer Training–Medical Considerations*.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Expedition training is exciting and challenging, includes team-building and all the benefits found within the Army Cadet Program. The skills and knowledge acquired during expedition training are transferable to many other aspects of army cadet training as well as civilian adventure activities.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets Adventure Training Safety Standards*. Ottawa, ON: Department of National Defence.
- A2-035 Director Cadets 4. (2006). CATO 41-05, *Army Cadet Expedition Program*. Ottawa, ON: Department of National Defence.
- C2-034 (ISBN 0-87322-637-2) Priest, S., & Gass, M. (2005). *Effective Leadership in Adventure Programming* (2nd ed.). Windsor, ON: Human Kinetics Publishing Inc.
- C2-169 Outward Bound Canada. (2008). *What is Outward Bound?* Retrieved March 3, 2008 from www.outwardbound.ca.



ROYAL CANADIAN ARMY CADETS

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M325.02 – LIST THE COMPETENCIES OF AN OUTDOOR LEADER (OL)

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

When setting the jigsaw activity, ensure there is enough room for each group to work independently and free from interruptions by other groups.

Photocopy:

- the scenario located at Annex A (one per cadet),
- the competencies of an OL information cards located at Annexes B to D (three copies),
- the expert activity sheets located at Annex E (one per cadet),
- the competencies of an OL handout located at Annex F (one per cadet), and
- the homework assignment located at Annex G (one per cadet).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP 1 as it is an interactive way for cadets to define an OL.

An in-class activity was chosen for TP 2 as an interactive way to provoke thought and stimulate interest in the competencies of an OL within a peer setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to define the term OL and list the competencies of an OL.

IMPORTANCE

It is important for cadets to be able to list the competencies of an OL to ensure that when the cadet is placed in a team leader role while participating in an adventure activity they know what is required of them. The competencies of an OL provide cadets with a foundation on which to develop their skills as an OL. Understanding and subscribing to these competencies will benefit the cadet during cadet adventure training activities, and during civilian outdoor experiences.

Teaching Point 1

Define an OL

Time: 15 min

Method: Interactive Lecture



Some of the information included in this TP will be a review for the cadets. It is important to explain the uniqueness of an OL and how it differs from that of a regular leader at the home corps.

LEADERSHIP

The term leadership can be interpreted in many different ways. It is defined to meet the needs of goals of the organization, however, all meanings have a common basis or foundation. In most cases, the definition is tailored to fit the activity or organization under which it has been developed.

The Canadian Forces (CF) defines leadership as “directly or indirectly influencing others, by means of formal authority or personal attributes, to act in accordance with one’s intent to a shared purpose”. The CF definition is generic, value-neutral and broadly inclusive of all forms of leadership across a wide range of settings and times.

DISTINCTION BETWEEN LEADERSHIP AND LEADERS

It is important to note that there should be a distinction between the concept of leadership and the ways in which an individual becomes a leader.

Leadership

Leadership is a process of influence. In most informal group settings, people who become group leaders influence other group members to create, identify, work toward, achieve, and share mutually acceptable goals. In these types of situations, more than one group member often emerges to fulfill different leadership responsibilities.

Competent leadership requires formal training, especially in outdoor situations where bad leadership can have disastrous consequences.

Leader

A leader is a person with certain qualities or traits exercising a definite and particular role in relation to others. The role they exercise is a set of expected behaviours associated with a person’s position in a group.



It is important for cadets to understand how the concept of leadership influences the cadets’ ability to become a leader. While the terms may seem interchangeable, they are not. Leadership allows for the cadet to develop their skills as a leader even in situations where they are not the leader of the group.

EXPECTATIONS OF A LEADER

Any person who has been a member of a team, participating in an activity, whether indoors or outdoors, has developed a list of expectations they believe the leader of their group should possess. As an individual participating in an activity, people expect leaders to:

- be good at planning and organizing;
- be confident;
- be technically competent, which for OLs includes competency in basic skills such as first aid, route finding and predicting the weather;
- care for other people;
- make good decisions;
- be trustworthy;
- communicate well;
- inspire others to be their best;
- build and maintain morale;
- be good teachers and coaches;
- be able to deal with difficult people and handle conflicts;
- be able to build and guide teams; and
- anticipate problems and deal with them proactively.

QUALITIES OF AN OL

The responsibilities associated with being an OL can, at times, seem overwhelming. It is not just about possessing leadership skills. To be an effective OL, the leader should possess the following qualities:

- courage,
- tenacity,
- humility,
- warmth,
- enthusiasm,
- integrity,
- patience,
- competency,
- strength of character,
- desire to be a leader,
- humour, and
- organizational skills.

THE UNIQUE SKILL OF BEING AN OL

Being an OL requires a different set of skills, qualifications, competencies and qualities than that of a leader in other settings. Incorporating these skills, qualifications and competencies into daily routine while participating in an outdoor adventure activity (OAA) is what makes an individual an OL. OLs:

- are unique as they are usually appointed into the position they hold in the group;
- are motivated and enjoy being outside and instilling this enjoyment in the individuals they lead;
- have previous outdoor experiences that provide them with a strong basis from which to lead;
- are required to use the process of group interaction and cooperation as a basis for the facilitation of personal and social growth of the members in their group;
- are responsible to ensure the safety of the individuals engaging in OAA under their leadership;
- aim to ensure the protection and preservation of the natural environments into which people venture for OAA; and
- aim to enhance the quality of OAA for individuals they are leading.

Who Will Lead the Group?

A leader is either appointed or emerges from the membership to lead. Groups may naturally be drawn to the individual who exhibits the best leadership qualities. Some groups may naturally defer to the individual with the most experience while other groups may feel that no one person needs to be designated as the leader and leadership should be shared among the members of the group.

Designated Leader. When a person is appointed as the leader of a group, they become the designated leader. OLs will usually find themselves in this role. They are appointed due to their knowledge and experience in the activities being completed.

HARD AND SOFT SKILL COMPETENCY

Being a leader in the outdoors requires a different set of hard and soft skills than that of a leader in other settings. OLs must be able to incorporate both types of these skills into their daily routine while participating in OAA.

Hard Skills

Hard skills are the technical, safety and environmental skills associated with being an OL. There is no requirement for individuals to master every skill; however, competency with a wide variety of skills is encouraged. As well, it is important for OLs to know their limitations. The safety of the individuals in the group relies on the ability of the OL to carry out the specific activity.

Examples of hard skills include:

- canoeing,
- mountain biking,
- hiking,
- mountaineering,
- kayaking,
- rock climbing,

- caving,
- ice climbing,
- navigating,
- camping, and
- winter hiking.

Soft Skills

Soft skills complement hard skills. Being an excellent kayaker does not mean that an individual will be an effective OL. There has to be a balance between hard and soft skills. Soft skills are divided into the categories of instruction, organization and facilitation. Unfortunately, soft skill development is sometimes neglected.

DEFINITION OF AN OL

An OL is an individual who leads groups and individuals into natural settings using a variety of modes of transportation such as hiking, mountain biking, canoeing, kayaking, mountaineering, etc. An OL must combine their hard skill competencies with soft skills in order to provide groups and individuals with a positive, safe and challenging outdoor experience. It is the responsibility of an OL to ensure the protection and preservation of the natural environments into which they bring people for an OAA.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What qualities should an OL possess in order to be effective?
- Q2. What type of leader is an OL?
- Q3. What are some examples of hard skills?

ANTICIPATED ANSWERS

- A1. To be an effective OL, the leader should possess the following qualities:
- courage,
 - tenacity,
 - humility,
 - warmth,
 - enthusiasm,
 - integrity,
 - patience,
 - competency,
 - strength of character,
 - desire to be a leader,
 - humour, and

- organizational skills.

A2. OLs are usually designated leaders because they are appointed due to their knowledge and experience in the activities being completed.

A3. Examples of hard skills are:

- canoeing,
- mountain biking,
- hiking,
- mountaineering,
- kayaking,
- rock climbing,
- caving,
- ice climbing,
- navigating,
- camping, and
- winter hiking.

Teaching Point 2

Conduct an Activity Where the Cadet Will List and Discuss the Competencies of an OL

Time: 40 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

SELF-AWARENESS AND PROFESSIONAL CONDUCT

Being Self-Aware

A competent OL needs to be self-aware. To be self-aware is to be conscious of one's character, feelings and motives. As an OL, who is responsible for the safety, well-being and organization of a group of people, being self-aware ensures a higher quality experience for all group members. Being aware of individual feelings and motives will allow the OL to better relate to their group members.

Being Aware of One's Personal Abilities and Limitations

Self-awareness starts with a clear understanding of one's personal abilities and limitations. Without a clear sense of their own abilities and limitations, OLs will have difficulty setting challenges appropriate to the abilities and limitations of group members. As well, there may be a tendency to set the bar too high, which may jeopardize the emotional and physical safety of the members of the group they are leading. This can result in the OL becoming a possible danger to the group and diminishing the quality of the experience for all.

Being Mindful of All Actions

Good OLs are always mindful – intentional – in their actions. They act with regard to the ultimate goals of the group experience, which is a balance between being attentive to the needs of the group members and being attentive to the tasks that must be accomplished.

Managing Stress

Stress can be caused by a number of factors. While some may believe that stress caused by physical danger is the hardest to manage, this is not the case. Situations that place stress on the OL are often a lot less dramatic than a singular event such as a rope breaking during a climbing activity. The event happens so fast that adrenalin kicks in before stress can occur. Instead, it is the ordinariness of the situation which makes it so stressful. For example, a rainstorm catches a group 5 km (3 miles) away from the trailhead. Members force their own frustrations on the group leader, who not only has to deal with the group complaints, but also with the stream of rain running down the neck of their own parka.

Demonstrating Professional Conduct

OLs are placed in a position of responsibility and as such must conduct themselves accordingly in all situations. A lack of professional conduct could result in situations such as an injury during a paddling activity, or a breakdown in group dynamics while on an OAA. It is the inherent risk associated with OAA that makes professional conduct so important for an OL. Professional conduct is characterized through demonstration of the following qualities:

- trustworthiness,
- flexibility,
- approachability,
- commitment,
- awareness of the position of authority, and
- modelling.

CONFLICT MANAGEMENT

Conflicts in OAAs are inevitable. The challenge, for the OL, is to stop the conflict before it escalates, or deal with it quickly and effectively as possible. Most conflicts that occur in outdoor situations are a result of:

- weather conditions;
- varying levels of experience among group members;
- the challenging nature of the activity; and
- personalities of group members.

An OL who is able to communicate clearly with all group members will be better suited to manage conflict. There are always going to be situations where the OL is required to interact with difficult people. A group member who was a pleasure to have around at the beginning of a 10-day expedition, and who got along with everyone at the campsite, may, by Day 8, have blisters from ill-fitting boots and be arguing with everyone. It becomes the responsibility of the OL to deal with this situation. Conflict while on an expedition is like a wound: unless it is dealt with, it will just keep spreading and festering. Dealing with conflict is not a pleasant task, however, the first step is to always speak with the individual and discuss the issues in a calm and sensitive manner.

DECISION MAKING AND JUDGMENT

Decision Making. Decision making is the process of choosing the best option from a collection of possible options. In order to make this choice, the OL will be required to use their judgment.

Judgment. Judgment is an informed opinion based on past experiences. Judgment also provides OLs with the ability to anticipate problems before they occur. Their experience in leading people during an OAA provides them the foresight to know when something is going well or when it needs adjustment.

OLs are placed in the position because of the experience they have. It is then assumed that when leading a group, they will be qualified to make decisions that affect the safety and welfare of the group. That is not to say that OLs have to make the “big” decisions on their own: being able to communicate with fellow group members and use their experience and ideas to help make a decision is also an integral part of making a decision. An OL, who has completed the same route up a mountain, may benefit from another individual’s point of view before deciding whether or not to continue an ascent, or halt due to a lack of motivation in group members.

Decision making is a process which should be carried out decisively. Once an OL has considered their options and reached a decision, they should stick with it, unless circumstances change. They should not allow themselves to be swayed by other group members. They have the experience, have assessed the factors and have reached a decision. In OAA, where safety is always a concern, the OL must have confidence in the decisions they make and the group must have confidence in the decisions the OL has made.

FACILITATION OF THE EXPEDITION EXPERIENCE

Leading others in OAA does not guarantee that learning will occur. An outdoor experience can bring joy and wonder, and can help people develop new relationships and make discoveries. An outdoor experience encourages people to learn things about themselves, others and the outdoors.

It is possible to be outdoors and miss these opportunities or not enjoy the experience. Some participants do not want to learn in the outdoors:

- it feels unsafe in its newness;
- they have had previous negative experiences; or
- they are not interested in getting the most out of the experience.

An effective OL can facilitate the experience and shift the outdoor experience from a mere excursion in the outdoors to a dynamic learning experience.

Facilitation is the process of moving a group or individual toward a desired outcome. A facilitator provides the means for making experiences possible. For an OL, facilitation is a skill which fosters productive group dynamics, enabling all members to work toward completing the OAA, in a safe and enjoyable manner, while also developing interpersonal relationships.

OLs will often be required to:

- resolve conflicts;
- communicate effectively;
- foster personal trust and group cooperation; and
- debrief and guide reflection during and following an OAA.

TECHNICAL ABILITIES

OLs may possess excellent facilitations skills and may be extremely effective at organizing an OAA, however, without technical ability to serve as the foundation for conducting the activity, these skills cannot be used. Technical abilities are organized into two main areas – generic competency skills and specific competencies.

Generic Competency Skills

Generic competency skills are those skills in which, no matter the OAA, an OL must be competent. They include:

- weather prediction,
- wilderness first aid,
- trip planning,
- navigation,
- camp skills,
- general outdoor skills,
- physical fitness, and
- mental awareness.

Specific Competency Skills

Specific competency skills are those skills unique to the OAA the OL will be leading. Examples include:

- trekking,
- mountain biking,
- abseiling,
- climbing,
- caving,
- canoeing, and
- kayaking.

There is no requirement for an OL to be an expert in all activities. In many cases they choose activities that interest them the most and capitalize on the experiences they offer. Proficiency in an OAA can only be gained through experience. The more experience OLs gain, the more competent they become.

OLs cannot allow their skills to decay; they should continuously participate in professional development training to refresh their knowledge and skills. It is the responsibility of the OL to stay up-to-date in the areas in which they lead others.

INSTRUCTIONAL TECHNIQUES

Instructional skills are important because OLs often have the opportunity to teach and thus share important skills and knowledge with the people they lead. OLs with the responsibility of teaching others need to be well versed in skills such as using instructional aids, developing skill lesson plans and employing different teaching strategies. Experiential education is the primary method by which OLs deliver their educational content. Every lesson involves some degree of explanation and demonstration, and a greater degree of practice – which gives individuals the opportunity to learn skills in a hands-on manner.

ENVIRONMENTAL STEWARDSHIP

Environmental stewardship is a three-faceted term that takes into account environmental ethics, ecological literacy and parks and protected areas management. With the environment experiencing the heavy impact of current culture, it is OLs who must alter the attitudes of others toward preserving and conserving the environment. When leading groups, OLs must practice and enforce the environmental ethical code, represented by the seven principles of Leave No Trace, which serve as the basis for ecologically responsible interactions with the natural environment.

Ecological literacy entails thinking and acting critically in an environmental context, especially when making decisions and exercising judgment regarding environmental problems.

Many of the areas OLs use to conduct OAAs are managed by provincial and national agencies. It is critical that OLs are aware of the policies and regulations of the park/conservation area they are using and abide by these rules. The park/conservation area has implemented these policies and regulations as a means to reduce the environmental impact while still allowing people to enjoy the outdoor setting. OLs must understand that every action has the potential to impact the natural environment and that they must take the necessary precautions to protect the environment when travelling or camping outdoors. As well, they must teach low-impact camping, waste management and travelling techniques to their groups.

PROGRAM MANAGEMENT

Program management consists of two main areas – employing safety and risk management, and planning, organizing and managing. OAAs are, for the most part, characterized by the inherent risk they possess. Risk is one of the critical components that make outdoor programming so popular and successful. OLs must be able to balance risk and safety – too much risk and the danger of the experience will become unreasonable; too much safety and the activity will fail to remain adventurous. As an OL, there is a responsibility to assess the OAA for risk, manage risk during the activity and develop a contingency plan to ensure the safety of all participants. Most aspects of risk management are carried out during the planning phase of an activity.

OLs are required to complete detailed planning for trips/activities they lead. Proper planning is essential for any OAA and when it is not carried out thoroughly, the possibility for tragedy increases. Trip/activity plans include:

- emergency management details,
- contingency plans,
- time control plans,
- energy control plans,
- ration plans,
- communication plans, and
- equipment/resource procurement, etc.

Once a plan has been developed, the ability to implement the plan is based on the OL's organizational skills. Implementation involves creating a system for getting tasks done and requires the ability to coordinate the various components of the plan so that it comes together to create a unified whole.

Management skills involve the ability of the OL to direct the group in an efficient manner to complete all required tasks throughout the OAA. For example, when arriving at the campsite, after a long day of paddling, an organized OL will have already divided the group into sub-groups to allow for multi-tasking to ensure the campsite is set up, water is collected, the fire is started and supper is prepared.

ACTIVITY



A cooperative learning strategy called a jigsaw structure will be used for this activity.

A jigsaw structure allows each cadet, as a member of a team, to become an “expert” in their part of the assignment. They do this by developing communication strategies that will allow them to interpret information they receive, both on their own and as a contributing member of a team, and by presenting the information as a response.

Each cadet in a team will receive the information to complete only their part. The cadets who are responsible for the same part join together and form a new, temporary expert team whose purpose is to master the ideas in their part and to develop strategies for communicating/presenting what they have learned to the other cadets in their original team.

Cadets must work together to accomplish a common goal which means that each cadet’s part, and each cadet, is essential. This structure encourages teamwork and it requires the cadets to be actively engaged in the process. It facilitates the development of a depth of knowledge not possible when learning material individually.

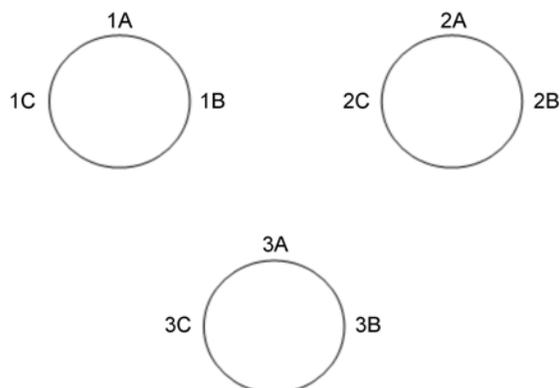
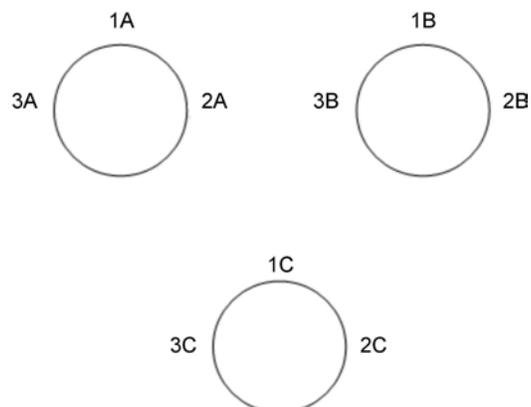
There are high expectations and responsibilities placed on each cadet in the jigsaw structure, therefore sufficient time should be taken to explain the process and requirements before beginning the activity as some cadets may find it to be complex.



For the purpose of this activity, there will be two sets of teams formed (as described in the activity instructions):

- jigsaw teams, and
- temporary expert teams.

Refer to Figure 15-2-1 for a visual representation of the format for these teams using six cadets per jigsaw team.

JIGSAW TEAMS

TEMPORARY EXPERT TEAMS


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

Figure 15-2-1 Format of Jigsaw Activity Groups

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets list and discuss the competencies of an OL.

RESOURCES

- Scenario (located at Annex A),
- Competencies of an OL information cards (located at Annexes B to D),
- Expert activity sheets (located at Annex E),
- Competencies of an OL handout (located at Annex F),
- Pen/pencil, and
- Notebook.

ACTIVITY LAYOUT

Arrange the classroom for group work.

ACTIVITY INSTRUCTIONS

To facilitate this activity there should be three groups, with at least three cadets in each group. In situations where there are more than three cadets, assign two cadets the same information card. In situations where there are less than nine cadets in the class, divide the cadets into two groups and have each group discuss three of the six competencies. Then have each group present their material. Timings will remain the same.

1. Explain the following to the cadets:
 - a. they will be participating in a jigsaw activity about the competencies of an OL, in which each member of their team will be responsible for 2–3 different competencies;
 - b. they will be divided into jigsaw teams of three cadets, and each cadet will be given a competencies of an OL information card and scenario to review and a worksheet to guide them through the activity;
 - c. after reviewing the scenario and their competencies of an OL information card, cadets will then form temporary expert teams by regrouping with the cadets from the other jigsaw teams who have the same competencies of an OL information card they do;
 - d. temporary expert teams will work together to complete their expert activity sheets and develop a strategy to present the information to their jigsaw teams; and
 - e. they will return to their jigsaw teams and take turns presenting information about their competencies and will note key points while other members are presenting.
2. Distribute the scenario to each cadet.
3. Divide the cadets into equal jigsaw teams of three, creating a maximum of three teams. Groups should be as heterogeneous as possible in terms of ability.
4. Appoint one cadet in each team to be the leader.

5. Distribute the competencies of an OL information cards to each group.
6. Each group member will select one of the three information cards (A to C); each card includes information on two or three competencies.
7. Provide cadets five minutes to read through the scenario and their information cards.
8. Have cadets form temporary expert teams by regrouping with the cadets from the other jigsaw teams who have the same information card they do.
9. Distribute expert activity sheets to each expert team.
10. Provide cadets 15 minutes to discuss and complete their activity sheets and develop a strategy to present the information back in their jigsaw team.



It is not uncommon in jigsaw activity for a confident cadet to dominate the conversation or try to control the group; ensure all cadets are contributing.

11. Circulate among the groups and assist the cadets as necessary, offering suggestions and advice for improvement.
12. Have cadets return to their jigsaw teams.
13. Provide cadets 20 minutes to present information gathered in their expert team to the members of their jigsaw team, under the direction of the group leader.
14. Debrief the cadets.
15. Distribute competencies of an OL handout.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

Distribute homework assignment located at Annex G. Cadets will be required to complete and hand in the assignment for the next training session.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

OLs are a critical aspect of the army cadet adventure training program. The presence of knowledgeable, conscientious OLs during cadet activities will influence the safety and success of the activity. The competencies of an OL are the skills and ideals which can be learned but must be practiced in order to master.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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ROYAL CANADIAN ARMY CADETS

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 3

EO M325.03 – DISCUSS SELF-AWARENESS AND PROFESSIONAL CONDUCT AS A COMPETENCY OF AN OUTDOOR LEADER (OL)

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

Photocopy the scenario located at Annex H for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about self-awareness.

An interactive lecture was chosen for TP 2 to orient the cadet to professional conduct as a competency of an OL.

INTRODUCTION

REVIEW

The review for this lesson is from EO M325.02 (List the Competencies of an Outdoor Leader [OL], Section 2):

QUESTIONS

- Q1. What is an OL?
- Q2. What are the eight competencies of an OL?

ANTICIPATED ANSWERS

- A1. An OL is an individual who leads groups and individuals into natural settings using a variety of modes of transportation such as hiking, mountain biking, canoeing, kayaking, mountaineering, etc. OLs must combine their technical skill competencies with personal and interpersonal skills in order to provide groups and individuals with a positive, safe and challenging outdoor adventure activity (OAA). It is the responsibility of an OL to ensure the protection and preservation of the natural environments into which they bring people for an OAA.

- A2. The eight competencies of an OL are:
- self-awareness and professional conduct,
 - conflict management,
 - decision making and judgment,
 - facilitation of the expedition experience,
 - technical abilities,
 - instructional techniques,
 - environmental stewardship, and
 - program management.

OBJECTIVES

By the end of this lesson the cadet shall have discussed self-awareness and professional conduct as a competency of an OL.

IMPORTANCE

It is important for cadets to further investigate the OL competency of self-awareness and professional conduct because as a new OL this competency shapes their daily experiences as an OL. Being cognizant of personal behaviour and how an individual presents themselves to others is an important aspect of being a leader. The inherent risk associated with outdoor activities adds to the importance of an OL acting appropriately while leading groups.

Teaching Point 1

Conduct a Group Discussion on Self-Awareness

Time: 15 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.

DEFINING WHAT IT MEANS TO BE SELF-AWARE

To be self-aware is to be conscious of one's character, feelings and motives. As an OL, who is responsible for the safety, well-being and organization of a group of people, being self-aware helps to ensure a high quality experience for all group members. Being aware of individual feelings and motives will help the OL relate to their group members.

Being Mindful of All Actions

Good OLs are always mindful of their actions and deliberate in their intent. They act with regard to the ultimate goals of the group, which is a balance between being attentive to the needs of the group members and being attentive to the tasks that must be accomplished.

Being Aware of One's Personal Abilities and Limitations

Self-awareness starts with a clear understanding of one's personal abilities and limitations. Without a clear sense of their own abilities and limitations, OLs will have difficulty setting challenges appropriate to the abilities and limitations of group members. As well, there may be a tendency to set the bar too high, which may jeopardize the emotional and physical safety of the members of the group they are leading. This can result in the OL becoming a possible danger to the group and diminishing the quality of the experience for all.

Knowing How One Influences Others

An OL is considered the expert when they lead a group of people on an OAA. They have been chosen because of their experience and knowledge in the specific activity being conducted. This is an enormous responsibility. This position provides them the opportunity to influence the decisions and actions of the people they are leading. Being aware of this is a very important step in OLs developing their own self-awareness. Once they understand how their actions and comments can influence those around them, they will be able to judge what is appropriate and what is not.

Understanding the Importance of Demonstrating Commitment to the Activity

An OL is committed when they participate fully in all aspects of the activity they are leading. The OL must commit their "mind, body and soul" to themselves, the people they are leading, the OAA they are completing and the environment they are using.

If an OL is not committed to the activity which they are leading, then the activity is doomed to fail. This commitment can be demonstrated verbally, through the actions of the OL and/or by their overall behaviour and presence. The OL who chooses to sit around the campfire after a long day of hiking to discuss the day's events, demonstrates a commitment to the activity by continuing the learning experience of the group. Likewise, the OL who displays excitement for the day of rock climbing shows a strong commitment to the activity. When the OL is committed to the activity, the group members will be committed to the activity.

Knowing How One Reacts to Different Situations

An OL must always be prepared to react to the unexpected. To do this, it is important for OLs to know how they will react when faced with different situations. In most cases, this understanding will come from experience. However, developing strategies to implement when faced with an unlikely or challenging situation will assist the OL in facing the situation head-on with strength and confidence.

Examples of these different challenges the OL may face are:

- danger,
- hardship,
- stress,
- conflict, and
- fatigue.

Understanding the Importance and Benefits of Personal Reflection

A good OL will take the time to learn from their successes and their mistakes. This process is called experiential learning, and can be described as the change in a person that results from reflection on a direct experience resulting in new understandings and applications. In practical terms, this process involves taking the time to sit down after an experience and think about how it went. The OL should ask themselves the following questions:

- What did I do well?
- What can I improve upon?
- How did people react to my leadership style?
- What can I learn from the way other OLs did things?

By thinking about past experiences, the OL can learn by experience and can start to think about ways they will do things in the future. When the next opportunity to confront a similar situation arises, the lessons learned – from taking the time to reflect on the past—will be drawn on to improve the way the OL deals with the new, but similar, experience. In many ways this is the same process as learning to ride a bicycle; from every success and every mistake the cadet learns something new, eventually allowing the training wheels to be removed.

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.

SCENARIO

Consider the following scenario:

It's your third time out as a trip leader [OL] and you're taking a bunch of beginners up an easy trail to Mosquito Lake. Your group is moving a little slower than you'd like, but the weather is fair and the wildflowers are out; you figure it'll be OK to cook dinner in the dark if you have to.

Suddenly, black clouds begin to pour over a ridge to the west, and within minutes a summer storm is bearing down on you. The first drops of rain are so big they kick up dust on the trail. Lightning forks behind the peaks above and the crash of thunder is so loud and near, you know the storm center will be on top of you in minutes.

You've just started up a long exposed ridge. If you continue up, the danger of being hit by lightning could be significant, and even if it isn't, the chance that someone will panic in a storm this big is very real. But if you head down into the forest below, you'll never make it to the lake before dark; you'll have to camp lower, and you're not sure of the water supply there.

Up until now there has been no need for anyone to 'lead' on this easy, well-travelled trail. But now things have changed. This is Ben's first trip into the mountains. He is clearly getting more worried with each flash of lightning (Graham 1997, 15–16).

SUGGESTED QUESTIONS

- Q1. What does it mean to be self-aware?
- Q2. What are the abilities and limitations of the OL in the scenario?
- Q3. What are some examples of how the OL in the scenario demonstrates commitment to the hike?
- Q4. How will knowing how one reacts to situations of danger and stress benefit the OL in the scenario?
- Q5. In the scenario Ben, an inexperienced hiker, is getting very nervous about the situation facing the hikers. What can the OL do to alleviate some these fears?
- Q6. Upon completion of the hike, why is it important that the OL, and group members, complete a personal reflection?
- Q7. What is the relationship between being self-aware and being an effective OL?



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

Time: 10 min

Discuss Professional Conduct

Method: Interactive Lecture



This TP provides cadets an opportunity to further develop their understanding of professional conduct which is a component of the OL competency of self-awareness and professional conduct.

PROFESSIONAL CONDUCT

OLs are placed in a position of responsibility and as such must conduct themselves accordingly in all situations. A lack of professional conduct could result in an injury during a paddling activity or a breakdown in group dynamics while on an expedition, etc. The risks associated with an OAA demand professional conduct of an OL.

An OL who demonstrates professional conduct is typically viewed as being:

- flexible,
- responsible,
- trustworthy,
- courageous,
- hardworking,
- selfless,
- approachable,
- committed, and
- tolerant.

USING THE POSITION RESPONSIBLY

Cadets are placed in the position of an OL because of their experience. This position does not permit them to use their authority in unethical ways. In the environment of an OAA, OLs who abuse their position of authority have a negative impact on group morale and effectiveness, and can make dangerous situations even more dangerous.

The experience that OLs have is what makes them such a valuable asset to the group. However, it is important that OLs understand that in most cases the individuals they are leading do not have as much experience as they do. It is one thing to encourage an individual to try something new, such as a slightly more difficult rock climbing ascent, but an OL should never force an individual to do something they are not comfortable doing; it is extremely unprofessional and risky. Forcing an individual to abseil down a cliff by telling them they will not get their supper meal is a form of coercion. If that individual hurts themselves or another group member, the consequences in an outdoor setting could be dramatic. Coercion shall never be an option.



Coercion is the process of persuading an unwilling person by force.

MODELLING ACTIONS WHICH THE TEAM SHOULD EMULATE

An OL should always model the behaviour which they want their team/group to emulate.

Committing Personally

If an OL is not personally committed to being an OL it will be obvious to the individuals they are leading. Being an OL is more than just about taking individuals into the outdoors; it is about providing them an experience and the opportunity to learn from that experience. An OL who is not personally committed to the activity and the people involved in the activity will be an ineffective leader. The hazardous nature of activities led by OLs requires their complete attention and commitment. To not give an activity their full attention and commitment OLs are putting themselves and the people they are leading at risk.

Complying With Safety Regulations and Precautions

Safety regulations and precautions are established by subject matter experts to ensure the safety of individuals completing the specific OAA. While many OLs are very experienced, it is not their prerogative to change/alter predetermined safety regulations and precautions. Failing to abide by safety regulations and precautions could result in injuries which are compounded when in an isolated wilderness setting. Although it may seem redundant

to hang food in a food hang every night, even if the group has not seen one bear, not doing so is a risk that should not be taken. Likewise, wearing a PFD while paddling on a flatwater lake may seem unnecessary, however, accidents can happen and wearing that PFD could save a life.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. An OL who demonstrates professional conduct typically displays what qualities?
- Q2. What are two examples of ways in which an OL can abuse their position of authority?
- Q3. Why is it important for OLs to comply with safety regulations and precautions?

ANTICIPATED ANSWERS

- A1. The following qualities are typically displayed by an OL who demonstrates professional conduct:
- flexible,
 - responsible,
 - trustworthy,
 - courageous,
 - hardworking,
 - selfless,
 - approachable,
 - committed, and
 - tolerant.
- A2. The following is a list of three possible examples of ways in which an OL has abused their position of authority are:
- have group members set up and tear down their tent;
 - have group members cook meals for the OL; or
 - have group member pump water for the OL each night.
- A3. Failing to abide by safety regulations and precautions could result in injuries which are compounded when in an isolated wilderness setting.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What does it mean to be self-aware?
- Q2. Why is it important for an OL to be aware of their own abilities and limitations?
- Q3. What are the consequences of an OL not being personally committed to the activity being completed?

ANTICIPATED ANSWERS

A1. To be self-aware is:

- being conscious of one's character, feelings and motives;
- ensuring a high quality experience for all group members; and
- being aware of individual feelings and motives in order to relate to group members.

A2. Without a clear sense of their own abilities and limitations, OLs will have difficulty setting challenges appropriate to the abilities and limitations of the program participants. As well, there may be a tendency to set the bar too high, which may jeopardize the emotional and physical safety of the members of the group they are leading. This can result in the OL becoming a possible danger to the group and diminishing the quality of the experience for all.

A3. An OL who is not personally committed to the activity and the people involved in the activity will be an ineffective leader and will put themselves and the people they are leading at risk.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Self-awareness and professional conduct is a fundamental competency of an OL. This competency deals with the OL's ability to interact and develop relationships with the people they are leading. While technical, instructional and facilitation skills are all competencies of an OL, without a personal understanding of oneself and the ability to act in a professional manner, these skills are useless. An OL must develop the whole package of competencies, beginning with self-awareness and professional conduct.

INSTRUCTOR NOTES/REMARKS

N/A.

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ROYAL CANADIAN ARMY CADETS

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 4

EO C325.01 – COMMUNICATE DURING AN EXPEDITION

Total Time:	120 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.

Ensure that all hand-held radios are ready to use (serviceable, batteries fully charged).

Review the owners' manual associated with the hand-held radio being used.

Photocopy Annex I (one per cadet) and Annex J (one per group).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1–3 and TP 7 to introduce communicating using basic voice procedures, familiarizing the cadet with the parts of the hand-held radio and alternative methods of emergency communication.

Demonstration and performance was chosen for TPs 4–6 as it allows the instructor to demonstrate and explain the communication skills the cadet is expected to acquire, while providing an opportunity for the cadet to practice basic voice procedures, transmitting messages over a radio net, and using alternative methods of communication under the supervision of an instructor.

A practical activity was chosen for TP 8 as it is an interactive way to for the cadet to practice communicating with a hand-held radio using basic voice procedures and transmitting a message using an alternative method of communication. This activity contributes to the cadets' development of communication skills in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to communicate during an expedition by operating a hand-held radio and employing an alternative emergency communication method to transmit the Morse code message, Save Our Souls (SOS).

IMPORTANCE

It is important for cadets to know how to operate hand-held radios in order to communicate between groups during expeditions. As an outdoor leader there will be a requirement for cadets to operate radios as part of daily responsibilities, as well as in emergency situations. Due to the nature of the expedition activities and the remote locations in which they occur, knowing how to communicate is critical for the safety of all group members.

Teaching Point 1

Explain the Elements of Radio Etiquette

Time: 5 min

Method: Interactive Lecture



The information presented in this TP is an introduction to elements of radio etiquette. The cadets may have some previous knowledge of the material. Ask lead-in questions to gain their insight.

APPROPRIATE LANGUAGE

The way that one talks on the air is guided by national and international standards. These standards are termed voice procedure.

Voice procedure is intended to maximize clarity and reduce misunderstanding in spoken communication. One must follow basic radio rules, to include:

- Avoid sending transmissions without proper authority.
- Avoid transmissions using the operator's name.
- Never use profane, indecent or obscene language.
- Allow emergency calls to take priority over all other calls. If a person is talking, stop and wait until the emergency is finished.
- Keep communications official. Do not chat.

ENUNCIATION

Enunciation is the act of speaking clearly. When making transmissions, each message will be as short as possible and should not exceed 10 seconds in length. To reduce the possibility of confusion while transmitting, subject matter should be kept to one topic.

When sending a transmission via radio it is important to pronounce words clearly and concisely. Before transmitting, wait for a period long enough so as not to interfere with transmissions already in progress. To ensure the message is received clearly, follow these tips:

- Speak slowly.
- Write down the message prior to transmitting (if it is lengthy).
- Hold the PTT button one second before and after speaking, to ensure the entire message was heard.

- Transmit only what is needed.
- Refrain from using slang terms.

NO DUFFS

No Duff is the term spoken over the radio to identify that what is being said is not a drill. This term is only spoken during emergency situations when serious information has to be passed along. It shall never be used as part of an exercise or as a joke. Upon hearing No Duff, all radio communications will cease between parties. Normal communications may continue when the sender of No Duff has ended the transmission.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are two basic radio rules?
- Q2. What should be the maximum length of a transmission?
- Q3. When sending transmissions, how should words be pronounced?

ANTICIPATED ANSWERS

- A1. The basic radio rules are:
- Avoid sending transmissions without proper authority.
 - Avoid using the operator's name.
 - Never use of profane, indecent or obscene language.
 - Allow emergency calls to take priority over all other calls. If a person is talking, stop and wait until the emergency is finished.
 - Keep communications official. Do not chat.
- A2. Each message will be as short as possible, and should not exceed 10 seconds.
- A3. Pronounce words clearly and concisely.

Teaching Point 2

Describe the Phonetic Alphabet

Time: 10 min

Method: Interactive Lecture



Distribute the handout at Annex I to the cadets. As the information is presented have the cadets follow the handout. Have the cadets repeat the alphabet and numbers as they are presented.

PHONETIC ALPHABET

Purpose

Radios are usually used outdoors and are sometimes subject to background noise such as inclement weather, equipment, and other people. For this reason, the use of the International Phonetic Alphabet is required. The

phonetic alphabet associates the letters of the alphabet with a word to assist in clarifying statements over a radio.

Uses

The phonetic alphabet is used whenever isolated letters or groups of letters are pronounced separately, when spelling words, or when communication is difficult.

Structure

The following table identifies the phonetic symbol and its corresponding pronunciation.

Letter	Phonetic	Pronunciation	Letter	Phonetic	Pronunciation
A	ALFA	<u>AL</u> FAH	N	NOVEMBER	NO <u>VÈM</u> BER
B	BRAVO	<u>BRAH</u> VOH	O	OSCAR	<u>OSS</u> CAR
C	CHARLIE	<u>CHAR</u> LEE	P	PAPA	PAH <u>PAH</u>
D	DELTA	<u>DELL</u> TAH	Q	QUEBEC	KÉH <u>BECK</u>
E	ECHO	<u>ECK</u> OH	R	ROMEO	<u>ROW</u> ME OH
F	FOXTROT	<u>FOKS</u> TROT	S	SIERRA	SEE <u>AIR</u> RAH
G	GOLF	GOLF	T	TANGO	<u>TANG</u> GO
H	HOTEL	HOH <u>TÈLL</u>	U	UNIFORM	<u>YOU</u> NEE FORM
I	INDIA	<u>IN</u> DEE AH	V	VICTOR	<u>VIK</u> TAR
J	JULIETT	<u>JEW</u> LEE ÈTT	W	WHISKEY	<u>WISS</u> KEY
K	KILO	<u>KEY</u> LOH	X	X-RAY	<u>ECKS</u> RAY
L	LIMA	<u>LEE</u> MAH	Y	YANKEE	<u>YANG</u> KEY
M	MIKE	<u>MÌ</u> KE	Z	ZULU	<u>ZOO</u> LOO



Spell the word CADETS using the phonetic alphabet: CHARLIE – ALFA – DELTA – ECHO – TANGO – SIERRA.

Pronunciation of Numerals

When numbers are used in a radio transmission, they are always spoken as separate numbers digit by digit, (15 is spoken as ONE–FIVE) except multiples of a thousand, which may be spoken. The procedural word FIGURES can be used before transmitting such numbers.

The table identifies the number and its corresponding pronunciation.

Number	Pronunciation		Number	Pronunciation
0	ZE-RO		5	FIFE
1	WUN		6	SIX
2	TOO		7	SEV-EN
3	TREE		8	AIT
4	FOW-ER		9	NIN-ER



Have the cadets recite the entire alphabet using phonetic pronunciations.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is used to spell words over a radio?
 Q2. How is the figure five spoken over the radio?
 Q3. Using the phonetic alphabet, how would you spell radio?

ANTICIPATED ANSWERS

- A1. The phonetic alphabet is used to spell words over a radio.
 A2. The figure five is spoken "FIFE" over the radio.
 A3. Radio would be spelled as follows: ROMEO-ALFA-DELTA-INDIA-OSCAR.

Teaching Point 3

Identify and Briefly Describe the Parts of a Hand-Held Radio

Time: 5 min

Method: Interactive Lecture



Radios presented in this lesson are the Talkabout FRS/GMRS Recreational Two-Way Radio Models T5000, T5500, and T5550. Models may vary. Refer to the manufacturer's owners' manual as required.



Divide cadets into groups of no more than four and assign each group a radio. Cadets will point to the specific parts as they are explained.

PARTS OF THE HAND-HELD RADIO AND THEIR FUNCTIONS

On-Off/Volume Knob. Controls volume and power to the unit.

Light Emitting Diode (LED). This light will be illuminated when the radio is on.

Push-to-Talk Button (PTT). A depressible button that allows transmissions.

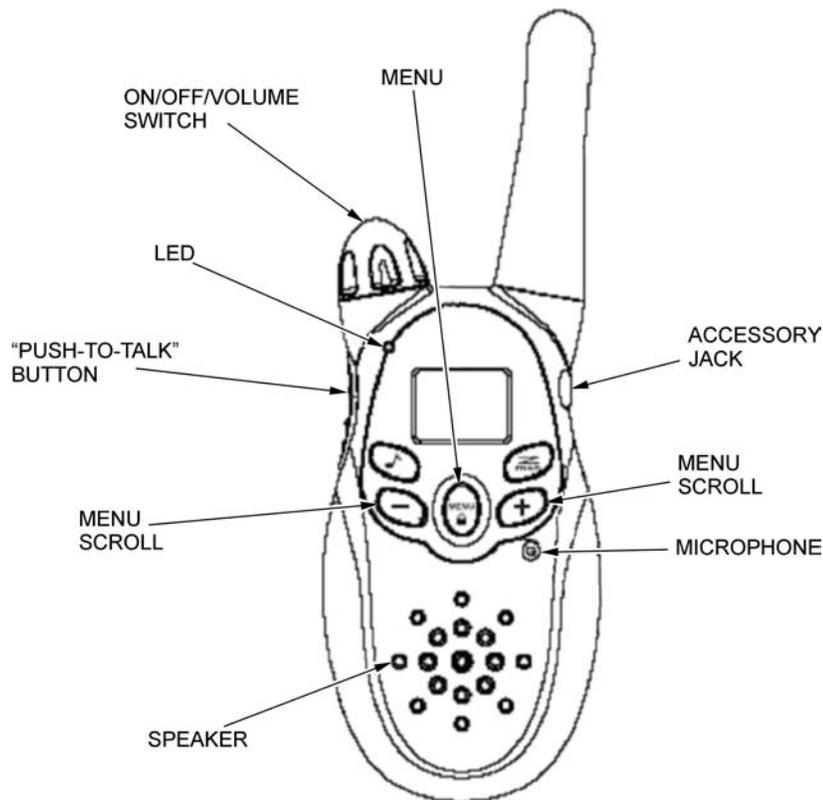
Speaker. Converts electric current into audible sound.

Antenna. An electrical device designed to transmit or receive radio waves.

Accessory Jack. Used to insert accessory items such as a headset.

Menu Scroll/Channel/Frequency Selector. Push to scroll through the menu options and channels. Use the “+” and “-” symbol in order to scroll through the menu options.

Microphone. Converts sound into an electrical signal.

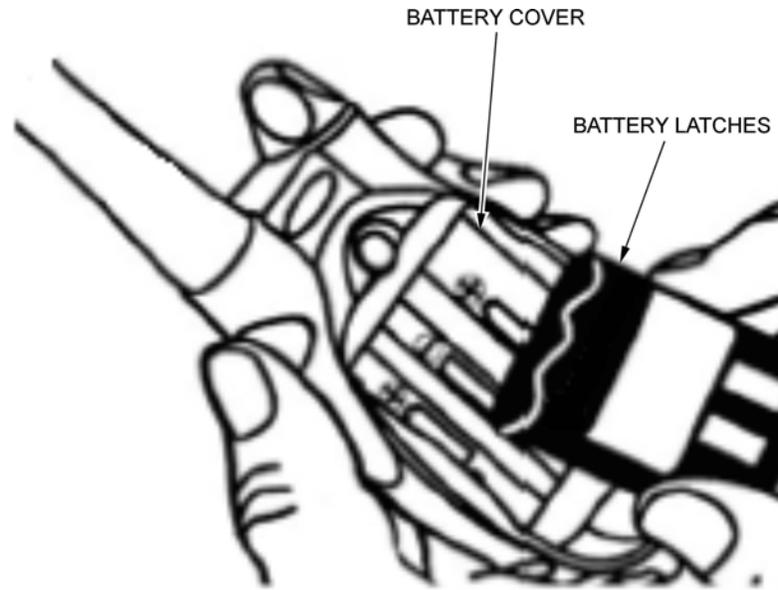


Motorola, Inc. Talkabout FRS/GMRS Recreational Two-Way Radios Models T5000, T5500, T5550 User's Guide, Motorola, Inc. (p. 11)

Figure 15-4-1 Hand-Held Radio

Battery Cover. Covers the storage compartment of the battery (located on the reverse side of the radio).

Battery Cover Latches. Secures the cover to the radio (located on the reverse side of the radio).



Motorola, Inc. Talkabout FRS/GMRS Recreational Two-Way Radios Models T5000, T5500, T5550 User's Guide, Motorola, Inc. (p. 13)

Figure 15-4-2 Battery Compartment

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Name the parts of the radio.
- Q2. What function does the antenna perform?
- Q3. What function does the microphone perform?

ANTICIPATED ANSWERS

- A1. The 10 parts of the Talkabout radio are: on-off / volume knob, LED, PTT, speaker, antenna, accessory jack, menu scroll, microphone, battery cover, and battery cover latches.
- A2. The antenna transmits and receives radio waves.
- A3. The microphone converts sound into an electrical signal.

Teaching Point 4

Explain, Demonstrate and Have the Cadet Practice Using a Hand-Held Radio

Time: 15 min

Method: Demonstration and Performance



For this TP, it is recommended that instruction take the following format:

1. Explain and demonstrate each skill while cadets observe.
2. Monitor the cadets' performance as they practice each skill.

Note: Assistant instructors may be employed to monitor the cadets' performance.

TURNING THE RADIO ON/OFF

To turn the radio ON, turn the on-off/volume knob clockwise. The radio will beep and the radio display will briefly show all feature icons on the radio.

To turn the radio OFF, turn the on-off/volume knob counter-clockwise. A clicking sound will indicate that the radio is turned off.

ADJUSTING FREQUENCIES

Selecting a Channel (Frequency)

The radio operates on a group of frequencies that are accessed through radio channels. To set the channel of the radio, push the Menu button, which will cause the current channel to flash. Using the Menu scroll button, scroll through the channels and push the PTT button to select the desired channel.

OPERATING THE PTT BUTTON

To send and receive messages, check the channel activity by pressing the monitor (MON) button. Static will be heard if the channel is clear to use. Do not transmit if someone is talking on the channel.

To send messages:

1. Press the PTT button.
2. Observe a standard pause.
3. Speak loudly, clearly and briefly into the microphone.
4. Release the PTT button (to maximize clarity, hold the radio 3–5 cm from the mouth).

The LED will glow continuously when sending messages.

In order to listen to messages, the PTT button must be fully released.

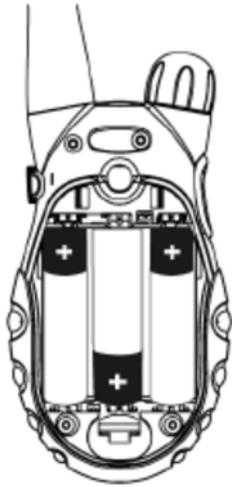
CHANGING THE BATTERIES



Explain to the cadets the type of battery required to operate the hand-held radio. Consult the owner's manual to ensure the proper size and type of battery is being used. The Talkabout radios discussed in this lesson use three AA batteries.

Many hand-held radios will use three AA batteries for power. In order to install the batteries or to replace them, follow these steps:

1. Lift the battery latch to release the battery cover.
2. Remove the battery cover.
3. Insert three AA batteries as shown on the inside of the battery compartment.
4. Replace the battery cover and clip the battery latch to secure.
5. Discard spent batteries safely.



Motorola, Inc. *Talkabout FRS/GMRS Recreational Two-Way Radios Models T5000, T5500, T5550 User's Guide*, Motorola, Inc. (p. 13)

Figure 15-4-3 Batteries



Motorola, Inc. *Talkabout FRS/GMRS Recreational Two-Way Radios Models T5000, T5500, T5550 User's Guide*, Motorola, Inc. (p. 13)

Figure 15-4-4 Changing the Batteries



Batteries may corrode over time if left in radios and can cause permanent damage; therefore, they should be removed before storing radios for extended periods of time.

Batteries are made of various materials comprised of heavy metals including nickel cadmium, alkaline, mercury, nickel metal hydride, and lead acid. These elements can harm the environment if not properly discarded. As such, batteries are one of the most complex items to dispose of or recycle.

Batteries, if not properly disposed of, may cause:

- pollution of lakes and streams as the metals vaporize into the air when burned;
- leaching of heavy metals from solid waste landfills;
- exposure of the environment and water to lead and acid;
- corrosion from the strong acids; and
- burns or other injury to eyes and skin.

Batteries are not all the same and each have specific instructions for their proper disposal and/or recycling. The batteries most people use are household types; however, due to the variety of different rules and regulations, check with the local community recycling facility to determine the household battery recycling options or supporting unit/base POL/HAZMAT section.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. How would one change channels on the radio?
- Q2. What position must the PTT button be in to receive a message?
- Q3. What is the most common type of battery used for hand-held radios?

ANTICIPATED ANSWERS

- A1. To set the channel of the radio, push the Menu button, which will cause the current channel to flash. Using the Menu scroll button, scroll through the channels and push the PTT button to select the desired channel.
- A2. The PTT button must be released to receive a message.
- A3. The most common type of battery used for hand-held radios are AA.

Teaching Point 5**Explain, Demonstrate and Have the Cadet Practice Radio Communication**

Time: 20 min

Method: Demonstration and Performance



The following section deals with call signs and transmission sequence. It is the basis for developing clear and understandable communications. Discuss the use of call signs and transmission sequence and demonstrate voice procedure using the examples provided below. Cadets will have an opportunity to practice sending radio transmissions during the practical activity.

USING CALL SIGNS

Call signs are used to identify and organize persons or groups (also know as stations) within a radio network. A call sign may take the form of a pair of words or a combination of letters and figures to a maximum of four.

UNDERSTANDING TRANSMISSION SEQUENCE

When a station originates a call it must first avoid interfering with other radio transmissions. An operator shall listen to make certain that a frequency is clear before making any transmissions.

Before conducting regular traffic over the radio it may be necessary to make contact with other stations involved to ascertain that communication is possible.

To initiate a call, the transmission sequence is as follows:

1. The initiating station will transmit the call sign of the intended receiver followed by the initiating station's call sign with the phrase "THIS IS" between them (see Example 1, step 1.).
2. The receiving station will acknowledge the initiating station's call by transmitting its call sign and finishing the transmission with the word "OVER" (see Example 1, step 2.).
3. After a reply is received the initiating station will end the transmission, if nothing further is to be said, by transmitting its call sign, acknowledging the receipt of the answer with the word "ROGER" and concluding the message by ending with the word "OUT" (see Example 1, step 3.).

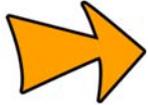
Example 1 of a Radio Call

1. One Alfa transmits: Two Bravo – this is One Alfa – Over.
2. Two Bravo responds to the initial call transmitting: Two Bravo – Over.
3. One Alfa concludes radio transmissions by transmitting: One Alfa – Roger – Out.

Example 2 of a Radio Call

1. One Alfa transmits: Two Bravo – this is One Alfa – Message – Over.

2. Two Bravo responds to the initial call, transmitting: Two Bravo – Send message – Over.
3. One Alfa continues with the message, transmitting: One Alfa – will reach your location in two-five minutes – Over.
4. Two Bravo responds to the message, transmitting: Two Bravo – Roger – Over.
5. One Alfa concludes the call by: One Alfa – Out.



The station that starts the transmission must end it.

CONDUCTING RADIO CHECKS

All stations are considered to have good signal strength unless otherwise notified. Strength of signals and readability checks will only be conducted when requested or when problems occur. The following prowords will be used to complete this procedure:



Prowords are pronounceable words or phrases which have been assigned meanings for the purpose of expediting message handling on circuits where radiotelephone procedure is employed.

RADIO CHECK: What is my strength and readability?

ROGER: I have received your transmission satisfactorily.

NOTHING HEARD: To be used when no reply is received from a call station.

When answering a radio check both signal strength and readability are reported, as follows:

REPORTS	REPLY	MEANING
REPORT OF SIGNAL STRENGTH	LOUD	Signal is very strong.
	GOOD	Signal is good.
	WEAK	Signal is weak.
	VERY WEAK	Signal is very weak.
	FADING	Signal is fading and continuous communications cannot be relied on.
REPORT OF READABILITY	CLEAR	Excellent quality.
	READABLE	Quality is satisfactory.
	UNREADABLE	I cannot read you.
	DISTORTED	Having trouble reading you due to your signal being distorted.
	INTERFERENCE	Having trouble reading you due to interference.
	INTERMITTENT	Having trouble reading you due to your signal being intermittent.

Example of a Radio Check to One Station

1. One Alfa transmits: Two Bravo – this is One Alfa – Radio Check – Over.
2. Two Bravo answers the radio check with the answer transmitting: Two Bravo – Loud and Clear – Over.
3. One Alfa concludes the radio transmission by transmitting: One Alfa – Roger – Out.

Example of a Radio Check to Multiple Stations

1. One Alfa transmits: Three Alfa, Two Bravo, One Charlie – this is One Alfa – Radio Check – Over.
2. In sequence the radio stations respond to the radio check by transmitting:
 - Three Alfa – Loud and clear – Over.
 - Two Bravo – Good with interference – Over.
 - One Charlie – Loud and readable – Over.
3. One Alfa concludes radio transmissions by transmitting: One Alfa – Roger – Out.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in practicing voice procedure will serve as the confirmation of this TP.

Teaching Point 6**Explain, Demonstrate and Have the Cadet Transmit an SOS Message by Morse Code With Sound and With Light**

Time: 10 min

Method: Demonstration and Performance



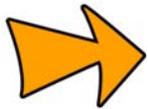
For this skill, it is recommended that instruction take the following format:

1. Explain and demonstrate transmitting an SOS message using Morse code with sound and with light.
2. Explain and demonstrate each step of transmitting an SOS message using Morse code with sound and with light. Monitor the cadets as they practice each step.
3. Monitor the cadets' performance as they practice transmitting the complete SOS message using Morse code with sound and with light.

Note: Assistant instructors may be used to monitor the cadets' performance.

MORSE CODE

Morse code is a method for transmitting telegraphic information, using standardized sequences of short and long elements to represent the letters, numerals, punctuation and special characters of a message. In the Navy, Morse code is referred to as the dot-dash system, with each letter and number being represented by a particular arrangement of dots and dashes. When transmitting, dots (di) are represented by short, and dashes (dah) by long, bursts of sound or light. It was invented by Samuel F. B. Morse (1791-1872), who is also known for producing the first working telegraph set in 1836.



The following is an example of the dots and dashes used to spell cadet: C -. -. A .- D-.. E. T-



The first Morse code message was "What hath God wrought" and was delivered from Washington, District of Columbia to Baltimore, Maryland.

Morse Code is usable in sound signalling (radio and whistle) and visual signalling (lights and flags).



An example of sound signalling is to use the PTT button on a hand-held radio. An example of light signalling is to use a flashlight.

SOS

The most well known Morse code transmission is Save Our Souls (SOS). SOS has been the obligatory signal since July 1, 1908.

The following format is used to transmit SOS:

- di-di-di-dah-dah-dah-di-di-di;
--

CONFIRMATION OF TEACHING POINT 6

The cadets' transmission of an SOS message, with light and with sound, will serve as the confirmation of this TP.

Teaching Point 7

Discuss Alternative Methods of Communication

Time: 10 min

Method: Interactive Lecture

A cellular phone, satellite phone or personal locator beacon can be a big help in an emergency situation allowing individuals to contact help almost immediately. That is, provided, there is reception, the batteries are charged, or there is no damage to the unit.



In the outdoor community there is a great deal of discussion about the use of cellular phones and satellite phones. Some argue that they are essential backcountry safety devices and some feel they intrude on the experience of the outdoors. It is important to recognize that communication devices work differently in different areas and situations, and as such should not be relied on completely.

SATELLITE PHONES

- Satellite phones require an unobstructed signal to the sky in order to establish a satellite connection.
- Although the technology is getting better all the time, connections often still cannot be made in deep forests, canyons, low-lying areas and deep gorges.
- Satellite phones require a lot of battery power, so depending on the duration of the trip additional batteries or solar recharging panels may have to be brought.

CELLULAR PHONES

- Cellular phones often do not work in remote areas.
- When going into wilderness settings, a cellular phone should not be relied upon as the sole emergency contact device.
- Cellular phones are limited by their service area.
- Cellular phones are vulnerable to cold, moisture, sand and heat – requiring users to protect them from hazards.



Some cellular phones have internal Global Position System (GPS) locators which can be useful when in wilderness areas. In emergency situations this allows for rescuers to pinpoint the location of those being rescued. However, the same limitations as discussed above exist. For example, if the individuals are in a low lying, forest covered area, the signal would not be received.

PERSONAL LOCATOR BEACON

- Lightweight and reliable.
- Must be registered with a national search-and-rescue organization.
- In an emergency, press a button on the palm-sized unit to send a unique signal with GPS coordinates to a central call centre via satellite.

- When stranded but not in immediate danger or to check in as OK, send a help or OK message to your contacts via e-mail.

CONFIRMATION OF TEACHING POINT 7

QUESTIONS

- Q1. When attempting to make a call using a satellite phone what are some considerations that should be made to ensure that they are able to establish a satellite connection?
- Q2. What is the main limitation of using a cellular telephone?
- Q3. What are the benefits of a GPS locator in a cell phone?

ANTICIPATED ANSWERS

- A1. To ensure the establishment of a good satellite connection the individual should ensure that they have an unobstructed signal to the sky, and that they are not in a deep forest, a canyon, low-lying area or a deep gorge.
- A2. Cellular phones are limited by their service area.
- A3. In emergency situations this allows for rescuers to pinpoint the location of those being rescued. However, the same limitations as discussed above exist. For example, if the individuals are in a low-lying, forest covered area, the signal would not be received.

Teaching Point 8

Conduct a Communication Activity

Time: 40 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadet to practice radio communications through employing the phonetic alphabet, beginning and ending radio transmissions, conducting radio checks, and transmitting an SOS Morse code message using sound/light.

RESOURCES

- Large space with a minimum of 5 m (16 ft) between members of each group,
- One hand-held radio per group,
- Three AA batteries per radio,
- Radio Communication Exercise located at Annex J, and
- One flashlight per group.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide cadets into three groups.
2. Assign a call sign to each member of each group (depending on numbers there may be a requirement to assign the same call sign to more than one person in a group, or assign two call signs to one person in a group).
3. Hand out a copy of the Radio Communication Exercise to each group.
4. Assign each group a specific area with at least 5 m (16 ft) between them.
5. Acting as 1, complete the radio communication exercise.
6. Once the radio communication exercise is complete, have each group transmit a SOS message using the PTT button on their radios and using a flashlight.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 8

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

END OF LESSON CONFIRMATION

The cadets' participation in the communication activity will serves as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

As an outdoor leader understanding the principles of radio communication and being able to transit radio messages is very important. Daily expedition routine may require an outdoor leader to communicate between their group and other groups. As well, situations may arise when the outdoor leader must implement emergency communication strategies.

INSTRUCTOR NOTES/REMARKS

Hand-held radio models may vary. The instructor will be responsible for consulting the owner's manual for detailed instructions on radio operation.

REFERENCES

A2-034 ACP 125 CANSUPP Department of National Defence. (1984). *Radiotelephone Procedure for the Canadian Forces (Land Environment)*. Ottawa, ON: Department of National Defence.

- C0-069 Motorola Inc. (2004). *Talkabout FRS/GMRS Recreational Two-Way Radios Models T5000, T5500, T5550 User's Guide*.
- C1-003 (ISBN 11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship* (Vol. 1). London, England: Her Majesty's Stationary Office.
- C2-016 (ISBN 1-4000-5309-9) Curtis, R. (2005). *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York, NY: Three Rivers Press.

Two-way hand-held radio owner's manual.

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ROYAL CANADIAN ARMY CADETS

SILVER STAR

INSTRUCTIONAL GUIDE



SECTION 5

EO C325.02 – PARTICIPATE IN A PRESENTATION ON THE DUKE OF EDINBURGH AWARD 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-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.

Contact the local Duke of Edinburgh Award program division and gather presentation material about the Duke of Edinburgh Award program.

A member of the corps staff may present this lesson if a Duke of Edinburgh Award program representative is unavailable.

PRE-LESSON ASSIGNMENT

N/A

APPROACH

An interactive lecture was chosen for this lesson to introduce, clarify, emphasize and summarize the objectives of the Duke of Edinburgh Award program.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a presentation on the Duke of Edinburgh Award program.

IMPORTANCE

It is important for cadets to know all opportunities for growth available to them. The Duke of Edinburgh Award program is one opportunity that is widely available to cadets. By knowing what the program entails and what the rewards are, cadets will have a better understanding of the program and be able to decide if they wish to become a participant.

BACKGROUND KNOWLEDGE



The material for this lesson will be gathered from the provincial office of the Duke of Edinburgh Award program. Videos, brochures and activities used to present the information can be found at www.dukeofed.org.

The program was founded in 1956 by His Royal Highness Prince Philip, The Duke of Edinburgh K.G. K.T. in London, England, as a means to encourage and motivate youth. The goal of the Duke of Edinburgh Award program is to encourage young people's participation in activities they already enjoy and to develop personal goals and encourage achievement based on individual effort and improvement.

The Duke of Edinburgh Award program is about personal challenge, and aims to encourage and stimulate:

1. self-reliance and self-discipline,
2. perseverance and determination,
3. initiative and creativity,
4. community involvement and social responsibility,
5. value orientation and value-oriented decision making,
6. the spirit of adventure,
7. fitness of body and mind,
8. vocational, cultural and family life skills, and
9. international understanding and awareness.

The award is a lapel pin or brooch, and an inscribed certificate of achievement. Upon completion of the Gold award, the individual will be presented the award by HRH Prince Philip.

More than 30 000 young Canadians are currently participating in the Duke of Edinburgh Award program; many within the Canadian Cadet Movement.

Teaching Point 1

Describe the Different Levels of the Program

Time: 5 min

Method: Interactive Lecture

There are three levels within the Duke of Edinburgh Award program. Each successive level requires more commitment and becomes more demanding. The levels are Bronze, Silver and Gold. A young person may choose to participate at any time and any level, keeping in mind the prescribed age requirements.

Bronze. For youth over the age of 14. There is a minimum 6-month period of participation.

Silver. For youth over the age of 15. There is a minimum 12-month period of participation.

Gold. For youth over the age of 16. There is a minimum 18-month period of participation.

If a participant has completed a prior level, the period of participation is decreased by six months. (eg, a cadet who has completed the Bronze level can complete the Silver level in six months).

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the three levels of the program?
- Q2. What is the age requirement for the program?
- Q3. When can a person start the Gold level?

ANTICIPATED ANSWERS

- A1. The three levels of the program are Bronze, Silver and Gold.
- A2. The age requirement is a minimum of 14, although each subsequent level has an age minimum if a participant is just beginning the program.
- A3. The Gold level can be started at age 16.

Teaching Point 2**Explain the Five Sections of the Program**

Time: 10 min

Method: Interactive Lecture

The Award's activities are arranged into sections, and within each section there are many choices. There are five sections to the program. The four common sections are:

- service,
- adventurous journey,
- skills, and
- physical recreation.

At the Gold level, participants have to complete a residential project.

SERVICE

Service is a commitment to the needs of others without pay.

The goal of the service section is to encourage participants to realize that as members of a community, they have a responsibility to others and that their help is needed. By helping others, it is hoped that participants will find satisfaction sparking a commitment to community service for life.

ADVENTUROUS JOURNEY

The goal of the adventurous journey is to develop self-reliance by undertaking a journey of discovery. The adventurous journey encourages participants to develop an awareness of the natural environment, and the importance of protecting it.

The distance the cadet must travel and the duration of the journey varies for each level of the Award:

- Bronze – two days including one night away,
- Silver – three days including two nights away, and
- Gold – four days including three nights away.

The hours the cadet must spend on planned activities varies for each level:

- Bronze – an average of six hours per day,
- Silver – an average of seven hours per day, and
- Gold – an average of eight hours per day.

There are three types of journeys that can be undertaken:

- **Explorations.** A purpose with a trip. During this journey, participants must spend a minimum of 10 hours on journeying (moving without motorized assistance). The remainder of the time is spent on a special activity, (eg, historic site exploration, or studying flora and fauna). Explorations must involve pre-journey research, on-site study, and a report on the findings.
- **Expeditions.** A trip with a purpose. An Expedition is a journey where participants stay at a different campsite each night. The required hours will be spent on journeying, navigating and route finding. This may include tasks related to the purpose of the expedition.
- **Adventurous Projects.** An Adventurous Project is a journey that does not fit the above descriptions exactly, or may be a combination of the two. This type of journey would be used by those with medical restrictions or who require more challenges.

All Explorations, Expeditions and Adventurous Projects must have a clearly defined and a preconceived purpose.

SKILLS

The goal of the skills section is to encourage the discovery of personal interests and development of social and practical skills. Participants are encouraged to take up interests within a range of practical, social and cultural activities. Skills can be either a progressive activity such as stamp collecting, playing a musical instrument, a study of a topic of personal interest such as money matters, or a definite task such as building something.

PHYSICAL RECREATION

The goal of the physical recreation section is to encourage participation in physical activity and provide an opportunity to improve performance and learn to appreciate physical recreation as an important component of a healthy lifestyle.

Participation in one or more physical activities for the required number of weeks:

- Bronze – 30 hours over a minimum of 15 weeks,
- Silver – 40 hours over a minimum of 20 weeks, and
- Gold – 50 hours over a minimum of 25 weeks.

Improvement of overall performance is essential for qualification in this section.

RESIDENTIAL PROJECT

The goal of the residential project is to develop social adaptability through involvement in a group setting. It involves participants in projects or training in the company of peers who are not their everyday companions.

The residential project is applied only at the Gold level, but can be completed at any time during award participation.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the five sections of the Duke of Edinburgh Award program?
- Q2. What is the goal of the skills section?
- Q3. When is the residential project completed?

ANTICIPATED ANSWERS

- A1. The five sections of the program are:
- service,
 - adventurous journey,
 - skills,
 - physical recreation, and
 - residential project.
- A2. The goal of the skills section is to encourage the discovery of personal interests and development of social and practical skills. Participants are encouraged to take up interests within a range of practical, social and cultural activities.
- A3. The residential project can be completed at any time during award participation.

Teaching Point 3

Describe the Relationship Between the Corps, CSTC Programs and the Duke of Edinburgh Award Program

Time: 5 min

Method: Interactive Lecture



This TP is designed to inform the cadet about the opportunities within the Award that correspond with activities within the Canadian Cadet Organization (CCO).

The CCO offers many opportunities for participants to work toward completing their respective level.

Within the corps program and CSTC program, many opportunities exist for cadets to meet the requirements of the Award. Beyond the opportunities listed, many other opportunities may also exist, especially in very active cadet corps. Some examples of cadet activities that meet the Award requirements are:

- **SERVICE**
 - participating in community service activities as part of PO 302 (Perform Community Service, Chapter 2) within the corps program;
 - participating in opportunities as a senior cadet when instructing junior cadets during the corps program;
 - helping with the cadet corps newsletter;

- volunteering to help the Royal Canadian Legion during poppy days; and
- participating in a band demonstration where the corps does not receive funds in return.
- **ADVENTUROUS JOURNEY**
 - participating in the Silver and Gold Star program weekend bivouac exercise will qualify as practice or adventurous journeys for Bronze and Silver levels;
 - participating in most Year 2+ CSTC program exercises will qualify as practice or adventurous journeys for Bronze and Silver level; and
 - participating in regional/international and national expeditions may qualify as the Gold level provided the cadet directly participates in planning aspects of the activity.
- **SKILL**
 - participating in the cadet corps band;
 - participating in the marksmanship team; and
 - participating in the drill team.
- **PHYSICAL FITNESS**
 - participating in recreational sports as part of PO 305 (Participate in Recreational Sports, Chapter 5),
 - participating in cadet fitness testing as part of PO 304 (Update Personal Activity Plan, Chapter 4); and
 - participating in recreational sports as part of the CSTC Program.
- **RESIDENTIAL PROJECT**
 - participation in any qualification at a CSTC.



CATO 13-19, *The Duke of Edinburgh's Award*, outlines the participation requirements of a youth as a member of the Army Cadet program.

In addition to all the award requirements that are recognized as part of the Cadet Program, many activities cadets participate in outside the cadet corps also count toward the award, such as:

- volunteer activities,
- extracurricular sports teams,
- school clubs, and
- hobbies.



Duke of Edinburgh Award pins may be worn on the cadet uniform in accordance with CATO 46-01, *Army Cadet Dress Regulations*.



After cadets have been informed of the Duke of Edinburgh Award program, and displayed interest in participation, discuss participation with the CO.

Contact the divisional office of the Duke of Edinburgh Award program. Contact information for the offices can be found at www.dukeofed.org.

After the Division office has been contacted:

1. Collect the registration fee from each cadet who wants to participate in the program.
2. If there are only a few cadets who wish to participate, register them as individuals.
3. If the corps will be participating as a whole, register as a group.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What activities at the corps can be completed as part of the service section of the award?
- Q2. What optional activities within cadets can be used for the skill section?
- Q3. When is the residential project completed?

ANTICIPATED ANSWERS

- A1. As part of the service section, the following can be completed at the home corps:
- participating in community service activities as part of PO 302 (Perform Community Service, Chapter 2) within the corps program;
 - participating in opportunities as a senior cadet when instructing junior cadets during the corps program;
 - helping with the cadet corps newsletter;
 - volunteering to help the Royal Canadian Legion during Poppy Days; and
 - participating in a band demonstration where the corps does not receive funds in return.
- A2. Participating in the cadet corps band, the marksmanship team, and the drill team may be used to complete the skill section.
- A3. The residential project is completed with any qualification at a CSTC.

Teaching Point 4

Facilitate a Question and Answer Period

Time: 5 min

Method: Interactive Lecture



Allow cadets time to ask questions and discuss participation in the program.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in a question and answer period will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the presentation on the Duke of Edinburgh Award program will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The Duke of Edinburgh Award program is one of the largest award programs for youth across the world. Informing cadets about the program will encourage them to participate in the program. It will give them positive experiences to move toward in both the Cadet Program and in life.

INSTRUCTOR NOTES/REMARKS

Training aids should be determined by contacting the speaker prior to the presentation.

Cadets may participate in the Duke of Edinburgh Award program as an optional activity.

A member of the corps staff may present this lesson if a Duke of Edinburgh Award representative is unavailable.

REFERENCES

- C0-196 Duke of Edinburgh Award. (2008). *The Award*. Retrieved February 12, 2008, from <http://www.dukeofed.org/Award.htm>.
- C0-197 Duke of Edinburgh Award. (2007). *Participant's Record Book*. Markham, ON: Langstaff Reed Printing Ltd.

SCENARIO

With the confidence he gained from his first outdoor leadership course five years ago, Peter decided to enrol in an adventure trip to Nepal. Their instructors were apparently experienced and skilled so the trip seemed safe. The participants were from all over the country. They had all enjoyed previous outdoor experiences. Everyone looked fit and ready for a fun adventure. The group met their instructors in Kathmandu. They were whisked away to the hotel and were given a quick briefing.

The next day, the group boarded a bus to travel toward the mountains. They were met by a group of Sherpas and porters who would cook, guide and carry their clothing and equipment. Peter was psyched – this was going to be great! They hiked through river beds and mountains, gaining and losing enormous amounts of elevation each day. Since it was fall, the weather was clear and cool. The group practiced the Nepali language each evening by playing volleyball with the porters and singing songs with them.

One day the instructors offered the group the chance to hike over a pass at 5 395 m (17 700 feet). There was some discussion about the route since the group had been advised to bring light hiking clothes. If anyone had extra warm sweaters or jackets they shared them with the porters. Peter thought it was a great idea to have such a challenge and get to a high elevation. He had total faith in the instructors and the program. It was snowing when they left camp at three in the morning. Up they climbed in two groups.

After 10 hours of hiking, the group was in trouble. One girl was suffering from hypothermia and a Sherpa carried her back down the mountain. Others were lying in the snow, vomiting, or just sitting, exhausted. The two hiking groups had lost sight of each other, and none of the participants really cared. They would keep going as long as they were told to do. Finally, the head Sherpa ran up to the lead group and said the group would return to camp. The group turned around and stumbled down the trail. Exhausted, cold, and sick, they finally made it to camp. The next day the experience was debriefed. The instructors informed the group that the porters had turned back well before the group had and refused to carry the groups' belongings to the next camp. It was also revealed that the next camp, a communal hut, had no firewood. The last group over the pass had used all of it the previous night. With the condition of the group they thought four or five people could have suffered severe hypothermia or death if they had not turned back.

The group was quiet. Peter thought he would have been one of the unlucky ones since he had wanted to lie down and go to sleep in the snow, a sure death sentence. He had strained a leg falling down the trail and was really scared. Mostly he had lost faith in the leaders and their ability to make safe decisions. He doubted his own abilities and swore that he would never participate in another organized trip unless he had all the details first. What had he been thinking, trying to go to over 5 000 m (17 000 feet) in sneakers and cotton pants? He had known better but trusted the leaders completely to make good decisions. The more he thought about it, the angrier he got, mostly at himself for doing something that was so unsafe. The experience also made Peter want to become an outdoor leader so that others could have safe and enjoyable experiences. He would get the training necessary to work with participants at their ability level. He also learned that life is fragile and it would be easy to die in the outdoors.

Peter's overconfidence after his first course was misplaced. He knew that outdoor experiences could change someone for the better, but now he had learned that poor decisions by leaders could lead to potential disaster. Peter understood and could reframe his scary experience so that he became determined to do better and to share what he had learned with others. He sought out further training and opportunities to learn technical skills. His teaching experience helped him to work with groups effectively and be sensitive to needs of participants at different age and experience levels.

Peter had been forced to look at himself critically. He learned not to take nature for granted. He became much more self-aware, which helped him to develop into an excellent outdoor leader. Peter has now led hundreds of students through the mountains. In retrospect, he is glad that he had experiences that made him pay attention to what people can tolerate in outdoor situations. He makes conservative decisions and routinely leads safe trips. Peter was lucky to be able to derive the positive from a negative experience. He became a more complete human and a successful, mature outdoor leader (Martin, B., Cashel, C., Wagstaff, M., and Breunig, M., *Outdoor Leadership: Theory and Practice*, Human Kinetics. [pp 120–121]).

INFORMATION CARD A

SELF-AWARENESS AND PROFESSIONAL CONDUCT

Being Self-Aware

A competent outdoor leader (OL) needs to be self-aware. To be self-aware is to be conscious of one's:

- character,
- feelings, and
- motives.

As an OL, who is responsible for the safety, well-being and organization of a group of people, being self-aware:

- ensures a higher quality experience for all group members, and
- allows the OL to better relate to their group members.

Being Aware of One's Personal Abilities and Limitations

Self-awareness starts with a clear understanding of one's personal abilities and limitations. Without a clear sense of their own abilities and limitations, OLs will have difficulty setting challenges appropriate to the abilities and limitations of group members. As well, there may be a tendency to set the bar too high, which may jeopardize the emotional and physical safety of the members of the group they are leading. This can result in the OL becoming a possible danger to the group and diminishing the quality of the experience for all.

Being Mindful of All Actions

Good OLs are always mindful – intentional – in their actions. They act with regard to the ultimate goals of the group experience, which is a balance between being attentive to the needs of the group members and being attentive to the tasks that must be accomplished.

Managing Stress

- Stress caused by physical danger is not the hardest type of stress for an OL to manage.
- Ordinary situations – a rainstorm that catches a group 5 km (3 miles) away from the trailhead with members who force their own frustrations on the group leader, who not only has to deal with the group complaints, but also with the stream of rain running down the neck of their own parka – are more stressful as they usually occur over an extended period of time, require more attention and require the OL to deal with uncontrollable factors.

Demonstrating Professional Conduct

OLs are placed in a position of responsibility and as such must conduct themselves accordingly in all situations. It is the inherent risk associated with outdoor adventure activities (OAA) that makes professional conduct so important for an OL – safety of the participants is a critical factor.

Professional conduct is characterized through demonstration of the following qualities:

- trustworthiness,
- flexibility,
- approachability,
- commitment,
- awareness of the position of authority, and
- modelling.

CONFLICT MANAGEMENT

Conflicts in OAAs are inevitable. The challenge, for the OL, is to stop the conflict before it gets bigger, or deal with it as quickly and effectively as possible. Most conflicts that occur in outdoor situations are a result of:

- weather conditions;
- varying levels of experience among group members;
- the challenging nature of the activity; and
- personalities of group members.

An OL who is able to communicate clearly with all group members will be better suited to manage conflict. Dealing with conflict is not a pleasant task, however, the first step is to always speak with the individual and discuss the issues in a calm and sensitive manner.

DECISION MAKING AND JUDGMENT

Decision Making. Decision making is the process of choosing the best option from a collection of possible options. In order to make this choice the OL will be required to use their judgment.

Judgment. Judgment is an informed opinion based on past experiences. Judgment also provides OLs with the ability to anticipate problems before they occur. Their experience in leading people during an OAA provides them the foresight to know when something is going well or when it needs adjustment.

- OLs do not have to make the "big" decisions on their own.
- Communicating with fellow group members and using their experience and ideas to help make a decision is also an integral part of making a decision.
- A decision must be made and carried out decisively.
- OLs must have confidence in the decision that they have made.
- Group members must have confidence in the decision that is made by the OL.

INFORMATION CARD B

FACILITATION OF THE EXPEDITION EXPERIENCE

FACILITATION

Facilitation is the process of moving a group or individual toward a desired outcome. Facilitation:

- fosters productive group dynamics;
- enables group members to work toward completing the outdoor adventure activity (OAA), in a safe and enjoyable manner; and
- works to develop interpersonal relationships among group members.

FACILITATOR

A facilitator provides the means for making experiences possible. As a facilitator, outdoor leaders (OLs) will:

- be required to resolve conflicts;
- communicate effectively;
- foster personal trust and group cooperation; and
- debrief and guide reflection on OAA.

An effective OL can facilitate the experience and shift the outdoor experience from a mere excursion in the outdoors to a dynamic learning experience.

TECHNICAL ABILITIES

OLs may possess excellent facilitations skills and may be extremely effective at organizing OAAs, however, without technical ability to serve as the foundation for conducting the activity, these skills cannot be used. Technical abilities are organized into two main areas – generic competency skills and specific competencies.

Generic Competency Skills

Generic competency skills are those skills in which, no matter the OAA, an OL must be competent. They include:

- weather prediction,
- wilderness first aid,
- trip planning,
- navigation,
- camp skills,
- general outdoor skills,
- physical fitness, and
- mental awareness.

Specific Competency Skills

Specific competency skills are those skills unique to the OAA the OL will be leading. Examples include:

- trekking,
- mountain biking,
- abseiling,
- climbing,
- caving,

- canoeing, and
- kayaking.

There is no requirement for an OL to be an expert in all activities. In many cases they choose activities that interest them the most and capitalize on the experiences they offer. Proficiency in an OAA can only be gained through experience. The more experience OLs gain, the more competent they become.

OLs cannot allow their skills to decay; they should continuously participate in professional development training to refresh their knowledge and skills. It is the responsibility of the OL to stay up-to-date in the areas in which they lead others.

INSTRUCTIONAL TECHNIQUES

Instructional skills are important because OLs often have the opportunity to teach and thus share important skills and knowledge with the people they lead.

OLs with the responsibility of teaching others need to be well versed in skills such as:

- using instructional aids;
- developing skill lesson plans; and
- employing different teaching strategies.

Experiential education is the primary method by which OLs deliver their educational content. Every lesson involves some degree of explanation and demonstration, and a greater degree of practice – which gives individuals the opportunity to learn skills in a hands-on manner.

INFORMATION CARD C

ENVIRONMENTAL STEWARDSHIP

ENVIRONMENTAL ETHICS

- Outdoor leaders (OLs) must alter the attitudes of others toward preserving and conserving the environment.
- OLs must practice and enforce the environmental ethical code represented by the seven principles of Leave No Trace.

ECOLOGICAL LITERACY

Ecological literacy entails thinking and acting critically in an environmental context, especially when it comes to making decisions and exercising judgment regarding environmental problems.

PARKS AND PROTECTED AREAS MANAGEMENT

- Areas OLs use to conduct outdoor adventure activities (OAA) are managed by provincial and national agencies.
- It is critical that OLs are aware of the policies and regulations of the park/conservation area they are using and abide by these rules.
- OLs must teach low-impact camping, waste management and traveling techniques to their groups.

PROGRAM MANAGEMENT

EMPLOYING SAFETY AND RISK MANAGEMENT

OAA are, for the most part characterized by the inherent risk they possess. Risk is one of the critical components that make outdoor programming so popular and successful. OLs must be able to balance risk and safety.

As an OL, there is a responsibility to:

- assess the OAA for risk;
- manage risk during the activity; and
- develop a contingency plan to ensure the safety of all participants.

PLANNING, ORGANIZING AND MANAGING

Planning

OLs are required to complete detailed planning for trips/activities they lead. Proper planning is essential for any OAA and when it is not carried out thoroughly, the possibility of accidents increases.

Trip/activity plans include:

- emergency management details,
- contingency plans,
- time control plans,
- energy control plans,
- ration plans,
- communication plans, and
- equipment/resource procurement, etc.

Organizing

Once a plan has been developed, the ability to implement the plan is based on the OL's organizational skills. Implementation involves creating a system for getting tasks done and requires the ability to coordinate the various components of the plan so that it comes together to create a unified whole.

Managing

Management skills involve the ability of the OL to direct the group in an efficient manner to complete all required tasks throughout the OAA. For example, when arriving at the campsite, after a long day of paddling, an organized OL will have already divided the group into sub-groups to allow for multi-tasking to ensure the campsite is set up, water is collected, the fire is started and supper is prepared.

EXPERT ACTIVITY SHEET

Provide a brief overview of each assigned competency of an outdoor leader.

Competency #1 _____

Competency #2 _____

Competency #3 _____

Use the scenario to provide examples, positive and negative, of each assigned competency.

Competency #1 _____

Competency #2 _____

Competency #3 _____

COMPETENCIES OF AN OUTDOOR LEADER HANDOUT

SELF-AWARENESS AND PROFESSIONAL CONDUCT

Being Self-Aware

A competent OL needs to be self-aware. To be self-aware is to be conscious of one's character, feelings and motives. As an OL, who is responsible for the safety, well-being and organization of a group of people, being self-aware ensures a higher quality experience for all group members. Being aware of individual feelings and motives will allow the OL to better relate to their group members.

Being Aware of One's Personal Abilities and Limitations

Self-awareness starts with a clear understanding of one's personal abilities and limitations. Without a clear sense of their own abilities and limitations, OLs will have difficulty setting challenges appropriate to the abilities and limitations of group members. As well, there may be a tendency to set the bar too high, which may jeopardize the emotional and physical safety of the members of the group they are leading. This can result in the OL becoming a possible danger to the group and diminishing the quality of the experience for all.

Being Mindful of All Actions

Good OLs are always mindful – intentional – in their actions. They act with regard to the ultimate goals of the group experience, which is a balance between being attentive to the needs of the group members and being attentive to the tasks that must be accomplished.

Managing Stress

Stress can be caused by a number of factors. While some may believe that stress caused by physical danger is the hardest to manage, this is not the case. Situations that place stress on the OL are often a lot less dramatic than a singular event such as a rope breaking during a climbing activity. The event happens so fast that adrenalin kicks in before stress can occur. Instead, it is the ordinariness of the situation which makes it so stressful. For example, a rainstorm catches a group 5 km (3 miles) away from the trailhead. Members force their own frustrations on the group leader, who not only has to deal with the group complaints, but also with the stream of rain running down the neck of their own parka.

Demonstrating Professional Conduct

OLs are placed in a position of responsibility and as such must conduct themselves accordingly in all situations. A lack of professional conduct could result in situations such as an injury during a paddling activity, or a breakdown in group dynamics while on an OAA. It is the inherent risk associated with OAA that makes professional conduct so important for an OL. Professional conduct is characterized through demonstration of the following qualities:

- trustworthiness,
- flexibility,
- approachability,
- commitment,
- awareness of the position of authority, and
- modelling.

CONFLICT MANAGEMENT

Conflicts in OAAs are inevitable. The challenge, for the OL, is to stop the conflict before it escalates, or deal with it quickly and effectively as possible. Most conflicts that occur in outdoor situations are a result of:

- weather conditions;
- varying levels of experience among group members;
- the challenging nature of the activity; and
- personalities of group members.

An OL who is able to communicate clearly with all group members will be better suited to manage conflict. There are always going to be situations where the OL is required to interact with difficult people. A group member who was a pleasure to have around at the beginning of a 10-day expedition, and who got along with everyone at the campsite, may, by Day 8, have blisters from ill-fitting boots and be arguing with everyone. It becomes the responsibility of the OL to deal with this situation. Conflict while on an expedition is like a wound: unless it is dealt with, it will just keep spreading and festering. Dealing with conflict is not a pleasant task, however, the first step is to always speak with the individual and discuss the issues in a calm and sensitive manner.

DECISION MAKING AND JUDGMENT

Decision Making. Decision making is the process of choosing the best option from a collection of possible options. In order to make this choice, the OL will be required to use their judgment.

Judgment. Judgment is an informed opinion based on past experiences. Judgment also provides OLs with the ability to anticipate problems before they occur. Their experience in leading people during an OAA provides them the foresight to know when something is going well or when it needs adjustment.

OLs are placed in the position because of the experience they have. It is then assumed that when leading a group, they will be qualified to make decisions that affect the safety and welfare of the group. That is not to say that OLs have to make the “big” decisions on their own: being able to communicate with fellow group members and use their experience and ideas to help make a decision is also an integral part of making a decision. An OL, who has completed the same route up a mountain, may benefit from another individual’s point of view before deciding whether or not to continue an ascent, or halt due to a lack of motivation in group members.

Decision making is a process which should be carried out decisively. Once an OL has considered their options and reached a decision, they should stick with it, unless circumstances change. They should not allow themselves to be swayed by other group members. They have the experience, have assessed the factors and have reached a decision. In OAA, where safety is always a concern, the OL must have confidence in the decisions they make and the group must have confidence in the decisions the OL has made.

FACILITATION OF THE EXPEDITION EXPERIENCE

Leading others in OAA does not guarantee that learning will occur. An outdoor experience can bring joy and wonder, and can help people develop new relationships and make discoveries. An outdoor experience encourages people to learn things about themselves, others and the outdoors.

It is possible to be outdoors and miss these opportunities or not enjoy the experience. Some participants do not want to learn in the outdoors:

- it feels unsafe in its newness;
- they have had previous negative experiences; or
- they are not interested in getting the most out of the experience.

An effective OL can facilitate the experience and shift the outdoor experience from a mere excursion in the outdoors to a dynamic learning experience.

Facilitation is the process of moving a group or individual toward a desired outcome. A facilitator provides the means for making experiences possible. For an OL, facilitation is a skill which fosters productive group

dynamics, enabling all members to work toward completing the OAA, in a safe and enjoyable manner, while also developing interpersonal relationships.

OLs will often be required to:

- resolve conflicts;
- communicate effectively;
- foster personal trust and group cooperation; and
- debrief and guide reflection during and following an OAA.

TECHNICAL ABILITIES

OLs may possess excellent facilitations skills and may be extremely effective at organizing an OAA, however, without technical ability to serve as the foundation for conducting the activity, these skills cannot be used. Technical abilities are organized into two main areas – generic competency skills and specific competencies.

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- navigation,
- camp skills,
- general outdoor skills,
- physical fitness, and
- mental awareness.

Specific Competency Skills

Specific competency skills are those skills unique to the OAA the OL will be leading. Examples include:

- trekking,
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- abseiling,
- climbing,
- caving,
- canoeing, and
- kayaking.

There is no requirement for an OL to be an expert in all activities. In many cases they choose activities that interest them the most and capitalize on the experiences they offer. Proficiency in an OAA can only be gained through experience. The more experience OLs gain, the more competent they become.

OLs cannot allow their skills to decay; they should continuously participate in professional development training to refresh their knowledge and skills. It is the responsibility of the OL to stay up-to-date in the areas in which they lead others.

INSTRUCTIONAL TECHNIQUES

Instructional skills are important because OLs often have the opportunity to teach and thus share important skills and knowledge with the people they lead. OLs with the responsibility of teaching others need to be well versed in skills such as using instructional aids, developing skill lesson plans and employing different teaching strategies. Experiential education is the primary method by which OLs deliver their educational content. Every lesson involves some degree of explanation and demonstration, and a greater degree of practice – which gives individuals the opportunity to learn skills in a hands-on manner.

ENVIRONMENTAL STEWARDSHIP

Environmental stewardship is a three-faceted term that takes into account environmental ethics, ecological literacy and parks and protected areas management. With the environment experiencing the heavy impact of current culture, it is OLs who must alter the attitudes of others toward preserving and conserving the environment. When leading groups, OLs must practice and enforce the environmental ethical code, represented by the seven principles of Leave No Trace, which serve as the basis for ecologically responsible interactions with the natural environment.

Ecological literacy entails thinking and acting critically in an environmental context, especially when making decisions and exercising judgment regarding environmental problems.

Many of the areas OLs use to conduct OAAs are managed by provincial and national agencies. It is critical that OLs are aware of the policies and regulations of the park/conservation area they are using and abide by these rules. The park/conservation area has implemented these policies and regulations as a means to reduce the environmental impact while still allowing people to enjoy the outdoor setting. OLs must understand that every action has the potential to impact the natural environment and that they must take the necessary precautions to protect the environment when travelling or camping outdoors. As well, they must teach low-impact camping, waste management and travelling techniques to their groups.

PROGRAM MANAGEMENT

Program management consists of two main areas – employing safety and risk management, and planning, organizing and managing. OAAs are, for the most part, characterized by the inherent risk they possess. Risk is one of the critical components that make outdoor programming so popular and successful. OLs must be able to balance risk and safety – too much risk and the danger of the experience will become unreasonable; too much safety and the activity will fail to remain adventurous. As an OL, there is a responsibility to assess the OAA for risk, manage risk during the activity and develop a contingency plan to ensure the safety of all participants. Most aspects of risk management are carried out during the planning phase of an activity.

OLs are required to complete detailed planning for trips/activities they lead. Proper planning is essential for any OAA and when it is not carried out thoroughly, the possibility for tragedy increases. Trip/activity plans include:

- emergency management details,
- contingency plans,
- time control plans,
- energy control plans,
- ration plans,
- communication plans, and

- equipment/resource procurement, etc.

Once a plan has been developed, the ability to implement the plan is based on the OL's organizational skills. Implementation involves creating a system for getting tasks done and requires the ability to coordinate the various components of the plan so that it comes together to create a unified whole.

Management skills involve the ability of the OL to direct the group in an efficient manner to complete all required tasks throughout the OAA. For example, when arriving at the campsite, after a long day of paddling, an organized OL will have already divided the group into sub-groups to allow for multi-tasking to ensure the campsite is set up, water is collected, the fire is started and supper is prepared.

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HOMWORK ASSIGNMENT

Use the scenarios below to answer the following questions:

1. What competency/competencies were displayed in the scenario?
2. How were the competency/competencies displayed? Were the OL's actions positive or negative?
3. If the actions were negative, what could the OL have done to correct their actions?

SCENARIO #1

Sarah is a new member of your club and the first trip she signs up for is yours. At the trailhead, you notice that she's quite proud of a brand new pair of boots. Fine boots or not, you know that new footwear sometimes means trouble, so you check in with her several times during the first mile or two, asking how she's doing. She tells you she's fine – in a tone of voice that suggests you mind your own business.

Most leaders would leave it at that. But your assessment of Sarah is that she's a person of tight-lipped stubbornness, with a very proud and independent spirit. Moreover, the way she was showing off her boots earlier might make her hesitate to admit that she could ever have a problem with them. In short, you're afraid Sarah won't tell you she is having a problem.

And this is a four-day trip. Anyone with serious foot problems on the first day could be in for a truly nasty time – and could slow the group down considerably. Your fears are confirmed when you see Sarah favouring her right foot. You suspect she is developing a blister and that she won't say anything until it's too late to prevent a real problem.

At the next break, you make a show of taking off your own boots to check your feet, informally commenting that this might be a good idea for everybody. Several other people follow your lead, which leaves an opening for Sarah to do the same. You bring out the moleskin and help her treat the red spot on her heel (Martin, B., Cashel, C., Wagstaff, M., and Breunig, M., *Outdoor Leadership: Theory and Practice*, Human Kinetics [pp. 72–73]).

ANSWERS – SCENARIO #1

SCENARIO #2

You're leading a rafting trip down a section of the Roughwater River that you know can get very dangerous this time of year. Two others in your group are expert rafters, but everyone else is a beginner. It's been raining hard in the mountains for two days and the river is high. That's not a problem for the first leg of the trip, but now your group has made it to Devil's Fork, where the river splits in two. The right-hand channel is no more difficult than what you've already experienced. But the left channel has serious rapids, even without the recent rains. You don't have a firsthand report of conditions, but you assume the left fork is too dangerous for the group you're leading.

When you tell the group that you're thinking of heading down the right fork, everybody nods – except Dan and Nora, who are at least as experienced as you as white-water rafters and challenge your assessment as being too conservative. They describe the trip down the left fork as “the adventure of a lifetime,” and start recruiting two more people to make a full raft. Several beginners are being swayed by their challenge.

You're tempted by their arguments – it would be a great ride. But you also know it would be irresponsible to take that degree of risk with this group. You tell everyone the decision is made – it's the right fork. With the water this high, you say, the only way any raft should go down the left fork is with a crew of four expert paddlers.

Privately, you also know that even if two people with the experience of Dan and Nora could make it down on their own, that would leave you alone with two overloaded rafts of beginners – not a safe situation even on the “easy” fork. You tell Dan and Nora that the whole group has to stick together, and that it will take the easier fork (Martin, B., Cashel, C., Wagstaff, M., and Breunig, M., pp. 122–123).

ANSWERS – SCENARIO #2

SCENARIO #3

The sea kayaking instructor showed up at a small inland lake to teach a course called Introduction to Sea Kayaking. After he handed out the wetsuits and basic life jackets to the students, he donned his Gore-Tex drysuit, neoprene beanie hat, and the latest life jacket, with VHF radio in the pocket, flares, whistle, compass and hydration system, a clear contrast to what the students were using. Later on, he climbed into his new Kevlar kayak while the students climbed into their plastic boats. As the day progressed, the students were amazed at how well the instructor could do the manoeuvres in his high-performance boat, while they could hardly do any in their boat. They also were intimidated by going into the cold water, even though the instructor was floating in it all the time, because of his fancy equipment (Gilberston, K., Bates, T., McLaughlin, and Ewert, A., *Outdoor Education: Methods and Strategies*, Human Kinetics [pg. 25]).

ANSWERS – SCENARIO #3

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SCENARIO

It's your third time out as a trip leader and you're taking a bunch of beginners up an easy trail to Mosquito Lake. Your group is moving a little slower than you'd like, but the weather is fair and the wildflowers are out; you figure it'll be OK to cook dinner in the dark if you have to.

Suddenly, black clouds begin to pour over a ridge to the west, and within minutes a summer storm is bearing down on you. The first drops of rain are so big they kick up dust on the trail. Lightning forks behind the peaks above and the crash of thunder is so loud and near, you know the storm centre will be on top of you in minutes.

You've just started up a long exposed ridge. If you continue up, the danger of being hit by lightning could be significant, and even if it isn't, the chance that someone will panic in a storm this big is very real. But if you head down into the forest below, you'll never make it to the lake before dark; you'll have to camp lower, and you're not sure of the water supply there.

Up until now there has been no need for anyone to 'lead' on this easy, well-travelled trail. But now things have changed. This is Ben's first trip into the mountains. He is clearly getting more worried with each flash of lightning (Graham, J., *Outdoor Leadership: Technique, Common Sense & Self-Confidence*, The Mountaineers [pp. 15–16]).

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PHONETIC ALPHABET AND PRONUNCIATION OF NUMBERS HANDOUT

Letter	Phonetic	Pronunciation	Letter	Phonetic	Pronunciation
A	ALFA	<u>AL</u> FAH	N	NOVEMBER	NO <u>VÈM</u> BER
B	BRAVO	<u>BRAH</u> VOH	O	OSCAR	<u>OSS</u> CAR
C	CHARLIE	<u>CHAR</u> LEE	P	PAPA	PAH <u>PAH</u>
D	DELTA	<u>DELL</u> TAH	Q	QUEBEC	KÉH <u>BECK</u>
E	ECHO	<u>ECK</u> OH	R	ROMEO	<u>ROW</u> ME OH
F	FOXTROT	<u>FOKS</u> TROT	S	SIERRA	SEE <u>AIR</u> RAH
G	GOLF	GOLF	T	TANGO	<u>TANG</u> GO
H	HOTEL	HOH <u>TÈLL</u>	U	UNIFORM	<u>YOU</u> NEE FORM
I	INDIA	<u>IN</u> DEE AH	V	VICTOR	<u>VIK</u> TAR
J	JULIETT	<u>JEW</u> LEE ÈTT	W	WHISKEY	<u>WISS</u> KEY
K	KILO	<u>KEY</u> LOH	X	X-RAY	<u>ECKS</u> RAY
L	LIMA	<u>LEE</u> MAH	Y	YANKEE	<u>YANG</u> KEY
M	MIKE	<u>MÌ</u> KE	Z	ZULU	<u>ZOO</u> LOO

Number	Pronunciation	Number	Pronunciation
0	ZE-RO	5	FIFE
1	WUN	6	SIX
2	TOO	7	SEV-EN
3	TREE	8	AIT
4	FOW-ER	9	NIN-ER

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RADIO COMMUNICATION EXERCISE

SERIAL	FROM	TO	MESSAGE	REMARKS
1	1	All stations	All stations 1 – THIS IS – 1 – RADIO CHECK – OVER	Network check.
	All stations	1	11 – LOUD AND CLEAR – OVER 11A – LOUD AND CLEAR – OVER 11B – LOUD AND CLEAR – OVER 11C – LOUD AND CLEAR – OVER 12 – LOUD AND CLEAR – OVER 12A – LOUD AND CLEAR – OVER 12B – LOUD AND CLEAR – OVER 12C – LOUD AND CLEAR – OVER 13 – WEAK BUT READABLE – OVER 13A – WEAK AND DISTORTED – OVER 13B – WEAK BUT READABLE – OVER 13C – UNKNOWN STATION – SAY AGAIN – OVER	13C did not hear the call sign of the transmitting station.
	1	All stations	All stations – THIS IS – 1 – ROGER – 13C – THIS IS – 1 – I SAY AGAIN, RADIO CHECK – OVER	
	13C	1	13C – LOUD AND CLEAR – OVER	
	1	All stations	1 – ROGER – LOUD AND CLEAR – OUT	
2	1	11, 12, 13	11, 12, 13 – THIS IS – 1 – FETCH SUNRAY – OVER	Use of appointment titles.
	11	1	11 – SUNRAY speaking – OVER	
	12	1	12 – WAIT – OUT	
	13	1	13 – SUNRAY MINOR speaking, SUNRAY not in this location – OVER	Prowords
	12	1	1 – THIS IS – SUNRAY speaking – OVER	
	1	11, 12, 13	1 – ROMEO VICTOR at GRID 159597 – OVER	Phonetic alphabet and figures.
	11, 12, 13	1	11 – ROGER – OVER 12 – ROGER – OVER 13 – ROGER – OVER	

SERIAL	FROM	TO	MESSAGE	REMARKS
	1	11, 12, 13	1 – ROGER – OUT	
3	11	11A,11B, 11C	All stations 11 – THIS IS – 11 – LONG MESSAGE – OVER	
	11A,11B, 11C	11	11A – SEND – OVER 11B – WAIT – OVER 11C – SEND – OVER	Wait less than 5 seconds.
	11B	11	11 – THIS IS – 11B – SEND – OVER	
	11	11A,11B, 11C	11 - will move to the FOXTROT UNIFORM PAPA at FIGURES 0330 hours. 11C will lead, followed by 11, 11B and 11A. MORE TO FOLLOW – OVER	Long message.
	11A,11B, 11C	11	11A – ROGER – OVER 11B – ROGER – OVER 11C – ROGER – OVER	
	11	11A,11B, 11C	11 – CALL SIGN BLUEBELL will travel to FOXTROT UNIFORM PAPA with us. 11A will bring up the rear during the march – OVER	
	11A,11B, 11C	11	11A – ROGER – OVER 11B – ROGER – OVER 11C – SAY AGAIN ALL AFTER “with us” – OVER	Prowords SAY AGAIN and AFTER.
	11	11C	11 – I SAY AGAIN ALL AFTER “with us”, “11A will bring up the rear during the march” – OVER	
	11C	11	11C – ROGER – OVER	
	11	11A,11B, 11C	11 – ROGER – OUT	
4	12	12A,12B, 12C	All stations 12 – THIS IS – 12 – LONG MESSAGE – OVER	
	12A,12B, 12C	12	12A – SEND – OVER 12B – SEND – OVER 12C – SEND – OVER	
	12	12A,12B, 12C	12 – will move to FOXTROT UNIFORM PAPA at FIGURES 0300 ... CORRECTION ... FIGURES 0330 hours.	Long message,

SERIAL	FROM	TO	MESSAGE	REMARKS
			12C will lead, followed by 12, 12A and 12B...MORE TO FOLLOW – OVER	makes correction.
	12A,12B, 12C	12	12A – ROGER – OVER 12B – ROGER – OVER 12C – ROGER – OVER	
	12	12A,12B, 12C	12 – PLAYTIME will be in location to top up PAPA OSCAR LIMA when we arrive at FOXTROT UNIFORM PAPA. 12C will be left, 12B center, 12A right, 12 in depth - OVER	Appointment title.
	12A,12B, 12C	12	12A – SAY AGAIN ALL BETWEEN “PLAYTIME” and “arrive” – OVER 12B – ROGER – OVER 12C – ROGER – OVER	12A missed part of the message.
	12	12A	12 – I SAY AGAIN ALL BETWEEN “PLAYTIME” and “arrive”, “PLAYTIME will be in location to top up PAPA OSCAR LIMA when we arrive” – OVER	
	12A	12	12A – ROGER – OVER	
	12	12A,12B, 12C	12 – ROGER – OUT	
5	13	13A,13B, 13C	All stations 13 – THIS IS – 13 – OVER	
	13A,13B, 13C	13	13A – ROGER – OVER 13B – ROGER - OVER	Few seconds go by.
	13	13A,13B, 13C	13 – 13A, 13B – ROGER – 13C, THIS IS 13 – OVER	Few seconds go by.
	13	13C	13C – THIS IS – 13 – OVER	
	13C	13	13C – SEND – OVER	
	13	13C	13 – ENSURE YOU MONITOR NET CONTINUOUSLY – OVER	
	13C	13	13C – ROGER – OVER	
	13	13A,13B, 13C	All stations 13 – we will set-up bivouac site at GRID 178342 by FIGURES 0430 hours. Expect visitors from - I SPELL ALFA DELTA VICTOR ECHO NOVEMBER TANGO UNIFORM	Phonetic alphabet, spelling difficult words.

SERIAL	FROM	TO	MESSAGE	REMARKS
			ROMEO ECHO CHARLIE OSCAR YANKEE – OVER	
	13A,13B, 13C	13	13A – ROGER – OVER 13B – SAY AGAIN ALL AFTER “visitors from” – OVER 13C – ROGER – OVER	
	13	13B	13 – 13B READ BACK....I SAY AGAIN ALL AFTER “visitors from”...”visitors from I SPELL ALFA DELTA VICTOR ECHO NOVEMBER TANGO UNIFORM ROMEO ECHO CHARLIE OSCAR YANKEE – OVER	Ensure message is understood.
	13B	13	13B – I READ BACK... visitors from I SPELL ALFA DELTA VICTOR ECHO NOVEMBER TANGO UNIFORM ROMEO ECHO CHARLIE CHARLIE YANKEE – OVER	Mistake is made.
	13	13B	13 – NEGATIVE...” visitors from I SPELL ALFA DELTA VICTOR ECHO NOVEMBER TANGO UNIFORM ROMEO ECHO CHARLIE OSCAR YANKEE – OVER	
	13B	13	13B – I READ BACK...” visitors from I SPELL ALFA DELTA VICTOR ECHO NOVEMBER TANGO UNIFORM ROMEO ECHO CHARLIE OSCAR YANKEE – OVER	
	13	13C	13 – ROGER – OUT	
6	12	13	13 – THIS IS – 12 – OVER	Passing message.
	12	13	13 – THIS IS – 12 – OVER	
	12	13	13 – THIS IS – 12 – OVER	
	13C	12	12 – THIS IS – 13C – THROUGH ME – OVER	
	12	13C	12 – ROGER – RELAY TO 12 – SEND Location of ROMEO VICTOR – OVER	
	13C	12	13C – ROGER – OUT	
	13C	13	13 – THIS IS – 13C – OVER	

SERIAL	FROM	TO	MESSAGE	REMARKS
	13	13C	13 – SEND – OVER	
	13C	13	13C – RELAY FROM 12 – “SEND Location of ROMEO VICTOR” – OVER	
	13	13C	13C – ROGER – ROMEO VICTOR is at GRID 137954 – OVER	
	13C	13	13C – ROGER – OUT	
	13C	12	12 – THIS IS – 13C – OVER	
	12	13C	12 – SEND – OVER	
	13C	12	13C – RELAY FROM 13 – “ROMEO VICTOR is at GRID 137954” – OVER	
	12	13C	12 – ROGER – OUT	
7	1	All stations	All stations 1 – THIS IS – 1 – BULL DOG – OVER	Shutting down the net.
	All stations	1	11 – BULL DOG – OVER 11A – BULL DOG – OVER 11B – BULL DOG – OVER 11C – BULL DOG – OVER 12 – BULL DOG – OVER 12A – BULL DOG – OVER 12B – BULL DOG – OVER 12C – BULL DOG – OVER 13 – BULL DOG – OVER 13A – BULL DOG – OVER 13B – BULL DOG – OVER 13C – BULL DOG – OVER	
	1	All stations	1 – BULL DOG – NOW – OUT	

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