ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE

SECTION 10

EO C107.04 – ESTABLISH A FULL VALUE CONTRACT

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

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

Time: 5 min Method: Interactive Lecture

FULL VALUE CONTRACT (FVC)

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

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

The objectives of the FVC are to:

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

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

CONDITIONS OF THE FVC

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

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

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

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

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

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

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Using a FVC

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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What are the objectives of the FVC?

Q2. What are the common guidelines to creating a FVC?

ANTICIPATED ANSWERS:

A1. The three objectives of the FVC are:

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

A2. Before creating a FVC, cadets must commit to common goals. What are those goals?

- Be here
- Be safe
- Set goals
- Be honest
- Let go and move on

Teaching point 2 **Establish a Full Value Contract.**

Time: 20 min Method: Practical Activity



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



Examples of Full Value Contracts are available at Attachment A.

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ACTIVITY

Time: 20 min

OBJECTIVE

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

RESOURCES

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

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets brainstorm values and qualities the group should adhere to in order to achieve goals.

2. Ensure all cadets have the same understanding of all the values and qualities noted.

3. Using flip chart paper to record ideas, have the cadets brainstorm a list of group behaviours that can help the group achieve goals.

4. Ensure all cadets have the same understanding of all the behaviours noted.

5. As an entire group, have the cadets represent their values and qualities by completing a FVC.

SAFETY

Nil.

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WAYS TO REPRESENT THE FULL VALUE CONTRACT

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

The Circle



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

Figure A-1 The Circle

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

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

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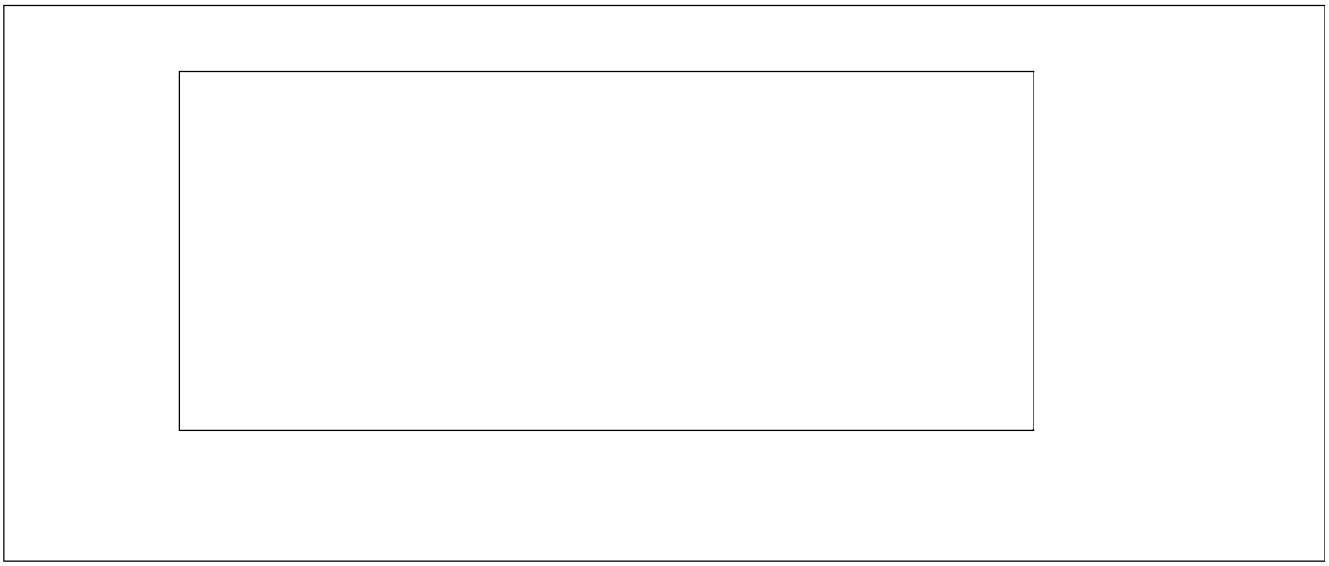
The Village

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



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

Figure A-2 The Village

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

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

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

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

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The Five-Finger Contract



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

Figure A-3 The Five Finger Contract

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

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

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

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

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The Being



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

Figure A-4 The Being

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

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

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

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

When completed, all cadets sign the being.

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The Chain Of Hands

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

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

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

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

The cadets sign their own hand.



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

Figure A-5 The Chain of Hands

What do I Need? What can I Give?

The cadets are given two pieces of different coloured paper.

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

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

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

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

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

Finally, everyone signs the board.

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