ROYAL CANADIAN ARMY CADETS

MASTER CADET

INSTRUCTIONAL GUIDE

SECTION 2

EO C525.02 – RECOGNIZE INDIVIDUAL BEHAVIOUR DURING AN EXPEDITION

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail individual behaviour during an expedition at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize individual behaviour during an expedition.

IMPORTANCE

It is important for cadets to recognize individual behaviour during an expedition as they will interact with a variety of individuals, whom will have specific wants and needs. Understanding the differences between individuals will allow the instructor to better address their wants and needs and therefore ensure a better experience for everyone.

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SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVES

The objective of this self study package is to have the cadet recognize individual behaviour during an expedition.

RESOURCES

- Self study package,
- Highlighter, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Fortress Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

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CLOSING STATEMENT

It is important to recognize individual behaviour during an expedition. Understanding your own behaviour will allow you to understand your reactions in various situations and to understand our subordinates' reactions, needs and wants. That will give you the opportunity to develop an atmosphere in which everyone feels respected and therefore an atmosphere in which everyone can learn and grow as individuals.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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Individual Behaviour During Expedition

Section 1: DIFFERENCES BETWEEN BOYS AND GIRLS

Section 2: EXPEDITION BEHAVIOUR

Section 3: CASE STUDIES

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SECTION 1
DIFFERENCE BETWEEN BOYS AND GIRLS

There are basic core differences that differentiate girls and boys, other than the obvious physical differences. However, it is always important to recognize that wide variation exists within any generalization and the same is true for gender. While it is helpful to know these differences, ultimately, knowing each girl or boy is the goal.

Sensitivity to and awareness of gender needs and gender differences can make a huge difference in an expedition or outdoors experience. Girls are affected by some situations and boys are affected by completely different situations.

Understanding some basic physiological differences allows leaders to offer both genders a pleasant outdoor experience. Consider things such as:

- Boys need to replenish calories and water more frequently than girls because of their fast-burn bodies.
- Girls will want to know how to dispose of feminine hygiene products, and that there will be sensitivity to their need for privacy and their self-consciousness about this issue.
- Having separate girls' and boys' discussion groups before heading out to the bush can be very helpful. Ask each group to discuss things like: Are there needs for just boys / girls that we should be aware of / sensitive to?



Do you know of differences in the ways boys and girls think? …act? …learn?

COGNITIVE DEVELOPMENT

The actual maturation of parts of the brain as well as some cognitive predispositions are determined by gender and the hormones that influence the growth of the neurological system *in utero* and throughout life. There are some clear gender differences at this point. In general, the cognitive predispositions or strengths specific to each gender are shown in the following table.



How do YOU learn?

It is important to understand that individuals of each gender are capable of doing everything that is listed in the table below, but often prefer, or are better at, what is listed for their own gender.

Also, there is a crossover of about 20% in gender style. That is, about 20% of girls have the thinking / learning style that is the male stereotypic and about 20% of boys have the thinking / learning style that is stereotypic of females. This makes teaching and motivating a complex task.

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In the table below, determine the predisposition / strength that applies to you best. Were you correct in your predictions of how you learn?

GENDER	PREDISPOSITIONS / STRENGTHS	DESCRIPTIONS
Female	Detailed Thinking	When given directions, girls remember the details better; boys get the gist or the idea. Girls are better at following their sequence of tasks; boys are better at getting to the goal.
Male	General or Global Thinking	
Female	Hearing and Listening	Girls remember more of what they hear and can listen for longer uninterrupted times than most boys. Boys remember better when they see or look at something while they are listening.
Male	Seeing and Watching	
Female	Language and Talking	Girls are more verbally facile and detailed. They like to express their thoughts and feelings and often do so in more detail than boys. Boys would rather do than talk. They'd rather see an instructor show how to tie a knot while they have the rope in their hands, rather than hearing about it first, or worse, reading about it.
Male	Doing and Showing	



Activate Your Brain #1:

Assign the following actions with the appropriate predispositions / strengths.

Boys may have their backpacks in the van faster, but the girls have everything they need in them the first time. _____

If you recite a list of things to put in a backpack, most girls remember it. Boys remember the first and last things, but not much in the middle of the list. If they see the stuff they need to pack, they remember it better. _____

Girls do not mind reading manuals to put things together or watching the instructor passively for a while; boys prefer to assemble and learn by doing.

_____

The major implication is that different strategies and techniques are usually easier or more comfortable for one group that the other. Therefore, the leader should use multiple instruction and/or motivation techniques so that both genders' needs and preferences are equally met.

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Activate Your Brain #2:

Knowing this information, how would you approach the task of explaining to a group (with boys and girls) the items to be brought on an expedition?

Here are some tips to deal with these differences:

- Try to offer options for the same task. Journals are a great example.
- When asking participants to do a multi-step complex task, predetermined groupings may be helpful. In that way, those that are good at details and sequential thinking (often girls) can work with the more action-oriented, trial-and-error doers (often boys) and, together, cover all aspects of the task.

EMOTIONAL DEVELOPMENT

Brain research indicates that the centre of emotions functions somewhat differently in males and females. Again, there is a lot of variation between human beings regardless of gender.

While both males and females feel positive emotions equally, females are slightly more inclined to feel fear and anxiety when confronted with conflict and challenge than males—sometimes as much as four times more. The male of the species feel fear and anxiety too, but at a much lower level, and challenge and conflict can cause an adrenaline and testosterone reaction that converts to aggressiveness, movement or sometimes anger.



Based on experience, how do boys and girls react when they are being teased?

In social interaction terms, if a girl is teased, she often becomes hurt and avoids. If a boy is teased, he often becomes angry and confronts. Girls more often use language to deal with their emotions; boys tend to act out. Their differences are often hard to see in a new group. Both girls and boys can become quiet at the beginning, when they are upset. Over a period of time, anger can build in boys, and anxiety and avoidance can build in girls.

Here are some tips to deal with these differences:

- Any extreme negative emotion has a potentially contagious effect. In some situations, it is good to separate highly emotional, volatile, or "short-fused" individuals into separate groups. More than one of these types per group would swing the overall productivity and culture of the group. For positive emotions, the inverse is true: spread the wealth in terms of the thoughtful, reflective, or peacekeeping individuals for emotional balance of the group.
- Remember that girls, and some boys, just genetically feel higher levels of fear for the same situation. Taking a step-by-step approach, "Just put your foot on this rock", or a buddy approach, "Ann will do it with you", can diminish high levels of fear. A logical approach has little or no impact on high levels of fear.

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SOCIAL DEVELOPMENT

All human beings are social animals. Adolescents care about how they are perceived and accepted by their peers, and even by adults. This means that the words and actions of superiors are powerful motivators and shapers of behaviour. But perhaps slightly more powerful in terms of impact on the adolescent, are the words and actions of other adolescents. It is both harder and easier when most of the adolescents in a group do not know each other. It causes some to act out more, searching for their niche. More boys than girls do this. It causes some to retreat more while they size up the situation. More girls than boys do this. On the other hand, since everyone is new to each other, everyone has a clean slate and their social baggage and reputation can be set aside, which can be quite freeing. The key for the leader is to make the most of melding the group and shaping the culture quickly.



Activate Your Brain #3:

Fill in the blanks.

(1) Adolescents care about what their superiors say, but they care even more about their _____'s opinions.

(2) As a leader, it is important to create a proper _____, to ensure that the group develops as a team as quickly as possible.

(3) When placed in a new group, adolescents have a tendency to _____ while they size up the situation.

Having said all of this, girls tend to be slightly more connected and like to operate in duos or groups more than boys do. This often translates into more cooperative learning. For boys, while they enjoy such things as team sports, they are also very motivated by competition and individual performance.

Fitting in and being perceived as competent, capable, and cool is a need for all teenagers. A task, a place to be, and someone to be with are basic social needs. Any kind of social isolation or social exclusion needs to be dealt with immediately. It cannot be said strongly enough: social needs of the adolescent are at the core of their existence.

Here are some tips to deal with these differences:

- At the beginning of an expedition with a new group, give assigned places for everyone: a space to sit at meeting, meals, etc. However, keep switching who sits next to / spends time with whom the first few days. This cuts down the feelings of "finding your place" or feeling left out.
- Social isolation almost always causes negativity for the individual and the group. Social isolation rarely clears up on its own. If you see this beginning to develop, change your tactics and begin to assign working duos, for example, to improve the problem. Also, most budding social isolates are doing something to influence this condition. Private conversations that address this directly are very important.

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SECTION 2
EXPEDITION BEHAVIOUR

Expedition behaviour is the attitudes, values and practices that make up the culture and style of a group and determine how effective its leadership, teamwork and communication will be.

Being in the outdoor setting may bring out the best in some people and the worst in others. Good or bad expedition behaviour often determines a group's destiny even more than technical and physical strength. Positive expedition behaviour makes for fun, enjoyable and successful trips.



What are behaviours that you appreciate during an expedition?



What are behaviours that you dislike during an expedition?

When participants are thrown in a group, they are thrown into a "group". This is different from being part of a "team" which must be built by the leaders. Here are some guidelines on how to build a team:

- Don't assume your group members will be able to work effortlessly together. Clarify your trip or course goals, roles, responsibilities and decision-making styles in advance for both routine activities and emergencies.
- Make time early on in the trip to describe your vision of teamwork and expedition behaviour; the mission, goals and style of expedition. This open conversation should carry through during the expedition.
- Briefings should be a routine, regular part of the trip. Before an activity, when a plan changes, at the beginning of the day or before a challenge are some examples of when a briefing could take place.
- Model the behaviour you expect from your subordinates.
- Create an atmosphere in which cadets feel free to ask questions, advocate their ideas, and share their feelings. The participants have to feel like their questions, concerns, and fears are respected and taken seriously.



What are ways in which you can create such an atmosphere?

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You can create such an atmosphere by:

- letting your team know you care about their thoughts by periodically checking in with them;
- giving them the authority to speak up;
- listening to their responses;
- not interrupting or talking over them;
- not giving sarcastic or condescending responses;
- not rushing through a discussion, and giving the impression that they have nothing to contribute;
- making eye contact;
- asking: "Are you getting enough direction from me about what you need to be doing?";
- saying: "If anyone disagrees, please speak up;"
- being aware that silence can be mistaken for agreement.



Think about an instance where you were faced with a leader who did not create a favourable atmosphere for the group. What do you believe they did wrong? How could they have corrected the situation?

FEAR



What situations creates fear in you? How do you react when facing such situations?

Fear is a very normal reaction for anyone faced with an emergency which threatens any of their needs.

In humans and animals, the purpose of fear is to promote survival. Acceptance of fear as a natural reaction to a threatening situation will lead to purposive rather than random behaviour and in this way will greatly increase chances for survival. In the course of human evolution, the people who feared the right things survived to pass on their genes. In passing on their genes, the trait of fear and the response to it were selected as beneficial to the race.

How a person reacts to fear depends more on themselves than on the situation itself. It isn't always the physically strong or constantly optimist person who most effectively handles fear; timid or anxious persons may respond to fear more coolly and effectively under stress with a resulting better chance for survival. Fear must be recognized, lived with, and if possible, utilized to advantage.

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Factors increasing fear are mainly helplessness and hopelessness. Some of the factors most frequently reported to decrease or help control fear are:

- having confidence in your equipment;
- having confidence in the technical ability of your immediate superior; and
- concentrating on the job to be done.

John Leach, a survival psychologist, described a wide range of behaviour, linked to personality types, that was exhibited by people facing death and disaster. What he found was that:

- 10-15% responded rationally: could reason things out, make a plan, were in focus.
- 70% were stunned: wanted orders / instructions, were unable to plan or unable to help themselves.
- 10-15% exhibited behaviour inappropriate to the situation: screaming, weeping, freezing, ignoring instructions.

One hopes no OL ever has to face such a death / disaster situation, but it gives some indication of what to be prepared for in group behaviour in that event. Whenever possible, prior training in emergency procedures (eg, canoe / kayak capsize) was found to make a big difference in the ways individuals might react.



***Activate Your Brain #4*:**

What are the two main factors that increase fear?

UNKNOWN SIGHTS AND SOUNDS

There is a lot going on under the cloak of darkness. Mammals of all shapes and sizes are on the move, hunting, mating, even fighting. In various regions, cactus flowers bloom, snakes travel, toads sing, northern lights flash, wolves howl, and turtles migrate en masse from sea to land. The dark world, we so often ignore, is an ocean of activity and intrigue.

Fear of the dark spans many cultures and thousands of years. Our ancient ancestors weren't at the top of the food chain and didn't want to become a midnight snack, so they probably stayed in.

People are spooked easily at night. They hear a sound, can't see what made it, so they get scared. A small rodent rooting around in the leaves can sound like a big, fat bear.

Experiencing the many sights, sounds and smells at night gives people a different view of night activity. Being able to understand what is going on at night gives people the chance to appreciate the complexity of the activities that keep happening, even in the dark.



In terms of unknown sights and sounds, what are things you will do on your next overnight outdoor activity so your cadets have a more positive experience?

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WASTE MANAGEMENT



Some cadets experience fear in regards to their "natural output needs". A great book that deal with the subject is "*How to shit in the Woods*" from Kathleen Meyer. The book covers all the topics related to this natural need.

It is important as an OL that you discuss this aspect of outdoor living with your group. It is a natural function and everyone should feel as comfortable as possible when they have to "use the bathroom." Topics such as where and how to dig a hole, what to do when you cannot dig a hole, concerns that apply to women only (feminine hygiene products or how not to pee on your boots), or even what to do when you do not have access to toilet paper have to be discussed.

As an OL, you have to cover all the essentials so that everyone feels comfortable. It is rather unhealthy to keep all the feces inside, so make sure everyone feels comfortable letting it all out!



In terms of waste management, what are things you will do on your next overnight outdoor activity so your cadets have a more positive experience?

ANXIETY



Think about key moments in your cadet career (eg, first training session, cadet camp, first drill lesson, being a staff cadet, going on an exchange, abseiling, expedition, competitions, teaching lessons, calling drill commands). How did those moments make you feel? Do you remember experiencing anxiety? When? How did you react?



Do you take time to think about how your subordinates feel when they are faced with new experiences? Do you think they feel the same as you did?

Anxiety refers to an emotional state characterized by a sense of fear, apprehension, sometimes agitation, and often vigilance. For many, it produces numerous physical symptoms such as sweating, heart palpitation, shaking, hyperventilation, and tightness and pain in the chest. Sometimes, there is an overwhelming feeling of being out of control, and a feeling that danger, or even death, is imminent.

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Anxiety can cause participants to become more closed and withdrawn. Leaders may see participants who used to be active, retreat during group sessions, fail to make eye contact and seem to want to be alone. Some may become so withdrawn that they are very uncooperative and non-communicative. On the other hand, anxiety can cause other participants to talk and interact excessively (eg, it might also include pressured speech, and intrusive, even inappropriate behaviours.)



The concept of perceived risk is highly linked to anxiety. The level of risk or challenge offered to the participants has to be appropriate for them. Creating a perception of risk in outdoor programs is seen as desirable and often essential to be successful growth and change in participants. If perceived risks of a situation are too high for a participant, the impact can be counterproductive at best, and damaging at worst. This can be a difficult situation, as leaders with good intentions may misjudge the impact on participants, or may not be able to assess the participant's level of anxiety and threat.

FAILURE



Think of situations in which you believe you have failed. How did you feel? How did you react?

Thomas Edison (1847–1931) is credited with the invention of the electric light bulb. When asked about his numerous experimental failures, he said: “I have not failed 700 times. I have not failed once. I have succeeded in proving that those 700 ways will not work. When I have eliminated the ways that will not work, I will find the way that will work.”



"Many of life's failures are people who did not realize how close they were to success when they gave up."

- Thomas A. Edison (www.quotationspage.com/quote/1977.html)

Most of us believe we're judged by our successes and failures, and that there's some disgrace associated with “failure.” Most of us fear failure because we do not want to risk feeling incompetent, useless, and foolish. However, it is important to look failure in the eye and try to understand why it happened.

It is often said that we give up on our dreams just one moment before they are fulfilled. Persistence seems to be the key, as is a very clear idea of what we wish to achieve. Remember, once you decide to give up, you have also given up on your chance of succeeding.

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A GREAT WAY TO FAIL!

If we look around us, we see many examples of peoples' failures bringing value to our lives. In 1938 Roy Plunkett, a research chemist at DuPont's Laboratories, "fell upon" Teflon®, a surface coating whose applications now range from the aerospace industry to the kitchen.

Other examples of "failures" becoming hero products:

- Dynamite,
- Velcro®,
- Cellophane, and
- Post-it® Notes.

Focusing on the past and worrying about the way things have turned out is not a productive use of your creative energy. You cannot change the past. Reflect on what you can do differently next time. By knowing where you went wrong, you can actively avoid it next time around.

Here are some things to avoid when you are facing failure:

You worry you look like a fool. Failing often means that we expose our vulnerabilities and feel a bit foolish. However, if you keep from trying new things, you will not fail, but you will not succeed at anything either. Remember how good you felt when you took a risk and it paid off.

You take it personally. Failure is not about "you". None of us get everything right all of the time, but it does not mean we are not successful human beings.

You focus on failure. If you focus on failure, it creeps into your subconscious mind as a goal, and you find yourselves creating the conditions for it to happen. To avoid this, discipline yourself to focus on the positive outcome so that your success is manifested, not your failure.

You will not change your approach. If your approach is not working, try something else.

You lose patience. At times, we seek short cuts or compromises when we are unable to reach our goals. Do not reduce your goals in response to your impatience. If you really want to achieve a goal, keep your eye on it and remember that discipline, dedication, and determination are necessary.



In the list of reactions to avoid when you are facing failure, **highlight** the ones that you need to improve for yourself, and put a **checkmark** beside the ones you have observed some of your cadets doing. Reflect on how you could have helped those cadets better deal with failure.



"Success is the ability to go from one failure to another with no loss of enthusiasm."

- Sir Winston Churchill (www.quotationspage.com/quote/2087.html)

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SECTION 3
CASE STUDIES

DECEPTION

Scenario: *A group of students on a wilderness-based experiential course were having a hard time learning the fundamentals of emergency first aid. They were not taking the lessons seriously and wanted to go climbing instead, claiming that first aid was not very important or difficult to learn. The instructor of the group had the assistant instructor sneak into the woods where she feigned a severe accident. Cosmetic devices were used to give the injury the look of an actual accident. Hearing her screams, the students ran over and were confronted by a scene of trauma that shocked many group members and impeded them into taking action. Several minutes later, the students realized that the accident was staged. The instructors debriefed the group on the importance of first aid and several group members expressed their appreciation of the feigned accident. One member of the group was extremely angry that she had been deceived by the instructors*.



What do you think about this approach?

The scenario points out an ethical issue in experiential education that deserves some attention by leaders: the use of deception as an educational tool. To deceive a person or group of people means to mislead that person or group into believing that something is true, that is, in fact, not true.

Here is one of them: Suppose Cadet Kelly is extremely angry at Cadet Rose, wants to fight cadet Rose and asks where Cadet Rose can be found. Suppose you deceive them about where he is. Clearly it is his expressed interest to find him.



How would you feel about having deceived Cadet Kelly?

In a sense, your act of deception violates Cadet Kelly's interest to find Cadet Rose. However, you could reply that you did not deceive him to hurt him, but rather to protect him from doing something that works against his interest once he is not furious anymore.

Drawing from the previous example, an argument can be made that the wilderness leader was acting deceptively only to achieve educational goals.

There are many views on the use of deception in experiential education. Here are some questions that allow you to determine your opinion on this ethical issue:

- Is it right to deceive your subordinates in order to obtain good educational aims?
- What if what someone thinks what is in their best interest is not in fact in their best interest? What if someone wants something different than what they need?

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- If the student / teacher relationship is based on trust, how would a student trust that the teacher will not continue to deceive them continuously?

Sissela Bok (*Ethical Issues in Experiential Education*, p. 59) offers criteria to test whether an act of deception is right. One of them is for those using deception to ask themselves if they would object to this act if it were done to them.



Describe a situation where you or an instructor used deception as an instructional tool? How do you feel about it?

SECRECY

Scenario: *A group of students on a wilderness-based experiential education program are planning their final expedition route. The topographic maps are laid out and the group has settled on a tentative route. Before going on the expedition the students must have the route approved by their instructors. The head instructor studies the proposed route and notices that the students will end up bushwalking through a mosquito-infested swamp for a significant period of time. The instructor refrains from mentioning this fact and approves the route. Upon the completion of the expedition, the students angrily confront the instructor and demand why he did not inform them of the swamp. The instructor replies that his withholding of the information was done only in order that the students encounter a consequence of their route finding, and that had he told them what he knew, they probably would have missed a valuable learning experience*.



What do you think about this approach?

The issue of secrecy in experiential education is closely related to the issue of deception but it is slightly different. Where a deceptive act is one deliberately designed to induce people into believing that what is false is true, the secretive act is simply the withholding of information and not the distortion of information. Deception is active by nature and secrecy is passive by nature.

The whole issue of secrecy is complicated by the different ways in which secrecy manifests itself. For instance, in the example, secrecy was used as an educational tool for the goal of having students come to know what they did not know before. Another example could be the issue of having assured someone you would keep a conversation secret and confidential.

Teachers often times embrace ignorance on the part of the students. It is common to find outdoor leaders working with students' ignorance as a strong ally in the process of learning.

In the dialogue "Meno", Socrates describes his process of teaching geometry to an ignorant boy:

Socrates: At the beginning the boy did not know [...]. Nor indeed does he know it now, but then he thought he knew it and answered boldly, as was appropriate - he left no perplexity. Now however, he does feel perplexed (confused). Not only does he not know the answer; he doesn't even think he knows. Isn't he in a better position now in relation to what he didn't know? So in perplexing him, have we done him any harm?

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What do you think is the better situation of the two:

Someone who is not perplexed because they not realize that they do not know.

Someone who is perplexed because they realize they do not know.

Socrates: ***Do you suppose then that he would have attempted to look for, and learn what he thought he knew, though he did not, before he was thrown into perplexity, became aware of his ignorance, and felt a desire to know?***



Reflect on the comment in bold from Socrates.

Socrates did not try to eliminate the slave boy's ignorance as quickly as possible with a quick lesson. Socrates refers to the attempt to bring someone into realization of their own ignorance as "the numbing process". Socrates said "Whenever we push a student into perplexity rather than simply informing him, we are keeping our knowledge secret from him until he is ready for that knowledge." In other words, it could be said that perplexity is a necessary condition for the experiential approach to happen at all.

The motive behind the keeping of a secret seems vital here. The leader has to use secrecy to achieve a good end. Unfortunately, some leaders withhold information to gain the psychological upper hand over their cadets. Such use of secrecy can be dismissed as immoral rather easily, because the secret is held, not to make teaching more effective, but to raise the low self esteem of the leader.



Describe a situation where you think secrecy was used in an **appropriate** manner.



Describe a situation where you think secrecy was used in an **inappropriate** manner.

The issue of secrecy and a promise to keep secrets becomes ethically interesting when the promise to keep a secret involves possible or probable harm to others. One way of approaching that issue is to make a distinction between making promises of secrecy that can be kept and making promises of secrecy that cannot be kept. For instance, when asked by cadets for a pledge of secrecy, the leader has the alternative to a simple yes or no. Instead, he could tell the cadets that he or she will honour the secret only if it does not harm others.

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ENVIRONMENTAL CONCERNS

Scenario 1: *Sammy was a first year cadet. During an overnight field training exercise, Sammy had an accident in which he soiled his pants and his sleeping bag. He was crying when he explained the situation to his officer. He asked if he could clean up in the stream. Realizing that complying with Sammy's wishes would probably result in some human waste entering the stream, the officer was faced with an ethical dilemma. Should they respect Sammy's wishes or should they follow the rules of minimum impact and deny Sammy's request?*



What would you do if you were in the officer's position?

The subject of environmental ethics is so broad and complex that it cannot be all covered. The issue looked at here is of when environmental value conflicts with a human value. This issue is directed to people who are already convinced about the worth of environmentally sound practices but who are nevertheless confronted with conflicts of values between human concern and environmental concerns.

Three positions can be taken:

1. The instructor says that it is never acceptable to pollute a stream even a little bit.

2. The instructor might take the opposite view and reason that given the good consequences for Sammy and the minor negative consequences to the stream's purity, that the right thing to do would be to grant Sammy's request.

3. The instructor may try to determine the degree of potential harm and benefit to both Sammy and other people (eg, farmers who use the stream's water) and act accordingly. Sammy's interests might well lose out to the interest of other people in this scenario.

To prevent such situations, leaders could determine beforehand what their actions will be, and make the participants aware of those decisions, so they can prepare accordingly.

These cases demand that the leaders use judgment to make a decision. To be rational, the judgment has to be made with clear understanding of what the levels of benefit and impact probably are. The leader cannot clearly know the benefits to Sammy washing up in the stream, but they certainly can have an idea of the benefits. The same applies for the impacts on the environment.

The judgment must reflect weighing of the competing values and of the possible benefits to the cadets and potential impact on an environment that other people (not on the scene) value being minimally impacted.

INDIVIDUAL VS GROUP BENEFIT

Scenario: *Cindy was a 17 year-old girl on a 23-day expedition course. She was in a group of nine other students from many different areas of Canada. From the beginning of the program, Cindy had been having problems with the physical aspect of the course due to the fact that she was quite overweight. She could not hike very far with a backpack without becoming thoroughly exhausted. As the course progressed, the group figured out ways to help Cindy, like distributing her load among the other, stronger group members. When Cindy first came on the course, her attitude had been terrible. She was belligerent and resentful of the abilities of the other students. As time went on, her attitude improved considerably and she began to show signs of dramatic psychological and interpersonal growth. She was becoming an accepted member of the group.*

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Sandy and Rachel were in the same group with Cindy. Both had been athletes in college and high school and both were physically fit. Neither of them had ever dealt with serious fear or pushed their limits to the utmost and that was why they had come on the expedition.

On day 15 of the course, the group was scheduled to do a climb of a large, snow-covered mountain. The day before the climb was to begin, the instructors got the group together and explained that it was going to be a difficult climb but one that many other groups had successfully climbed. During the discussion, several of the group members, following the leadership of Sandy and Rachel, asked Cindy if she would consider staying at the base camp that day, as it seemed clear that Cindy would be unable to complete the climb. The instructor pointed out that, as a safety matter, if one person had to turn back, then the whole group would have to turn back. A long discussion ensued and the group was unable to reach a consensus of what to do. The group was evenly split on whether Cindy should attempt the climb, with Cindy being very clear about her desire to attempt the climb. Therefore, the group asked the instructor to make the decision for them and everyone agreed to abide by the instructor's decision.



How would you approach this situation?

The conflict in value between Cindy, Rachel and Sandy and the rest of the group is typical of the conflict between individual and group benefits that leaders frequently encounter.

In the case of Cindy versus the group, the instructor could try to resolve the conflict in a psychological way, by trying to show the group that the real testing of their limits would lie in their ability to adapt to Cindy's limitations.

The instructor could try and change people's perception of the situation. For example:

- They could make the students believe that the real testing for them would be in learning to delay or deny their own gratifications and learn the difficult lesson of compassion for Cindy.
- They could make Cindy believe that what she really needed to do was learn the lesson of compassion for her fellow students who had already sacrificed so much for her benefit. They could make Cindy realize that her beliefs about what was in her own best interests were mistaken.

Granted that would be convenient, it is not always going to happen that way. Suppose that no one wants to change their minds. Suppose, also, that what Cindy believes is in her best interest really is in her best interest and that **no amount of persuasive skill from the instructor will resolve these conflicts of value**. This is where the ethical issue presents itself.

There are many ways to look at this:

- Maximize the greatest good for the greatest number (Utilitarian concept in ethics). This would justify requiring Cindy to stay in base camp to allow the rest of the group to complete the hike.
- Take those with the highest abilities and ensure that they go as far as possible to achieve the highest benefit. By allowing the most capable to achieve a high level of benefit, everyone else benefits from these high achievers' great contributions.
- Cast the issue as a question of fairness. That would imply answering questions such as: Given all the sacrifices made by the group to Cindy, is it fair for to allow Cindy to attempt the climb, knowing that her participation would likely preclude any of the other students from finishing? Similarly, is it fair to deny Cindy her wish just because the others were claiming their due?

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One way of dealing with the fairness is by addressing it as the students enter the program. When students enter a program and agree to function by their rules, then they are obliged to obey those rules.

For example, someone who joins a football team is obligated to follow the rules. If during a game they drop the ball, and look at the referee with a plaintiff gaze to get the ball back (and affirm that their self-esteem depends on it), there would be no question as to the fairness of the situation. The rules apply. It would be unreasonable if the ball was returned to them.

A similar reasoning process could be applied to the example with Cindy. If the goal of the program was to allow all of the students to test their physical limits, then it would be unfair to the rest of the group to deny them access to the same challenges enjoyed by Cindy exclusively. On the other hand, if the goal of the program was to have every activity, at least attempted by every member of the group, then Cindy should be permitted to attempt the climb.

As originally formulated, the conflict between Cindy and the group was presented without reference to any previously agreed-to rules. No one had agreed to a rule therefore, no one knew about what moral principles should guide them in their resolution of the conflict.

This points out the necessity that leaders in outdoor education ought to spend considerable time formulating the goals of their program.



Activate Your Brain #5:

If a group of 20 cadets is going to a high ropes course **as a means for personal development**. The group has 200 minutes (average of 10 minutes each) to enjoy the course. If a cadet is experiencing extreme fear and has been on the course for over 20 minutes, how should the instructor react?



Activate Your Brain #6:

If a group of 20 cadets is going to a high ropes course **to have fun and have a chance to try the course**. The group has 200 minutes (average of 10 minutes each) to enjoy the course. If a cadet is experiencing extreme fear and has been on the course for over 20 minutes, how should the instructor react?

In general, this issue is extremely complex. Judgments made by leaders have to be based on some standard of fairness and justice. They also have to be prepared to offer rational arguments in support of their decisions.

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Decisions that are equally difficult are made on a regular basis at your cadet unit.

Think about what YOU would do if:

Five thousand dollars have been donated to your unit. You can invest it in many different areas. The biathlon team needs skis, the sport equipment at your unit needs some updating, the band needs 2 glockenspiels and a snare drum, and finally the administration officer needs a new computer / printer. How do you decide?

You are planning an expedition for your senior cadets. What level of difficulty are you going to offer the cadets for the hike portion? Challenging for some or challenging for all (knowing that some cadets will not be able to complete all of it)?



Congratulations, you have completed your self study package on EO C525.02 (Recognize Individual Behaviour During an Expedition). Complete the following exercise and hand the completed self study package to the Training Officer / Course Officer who will record your completion in your Master Cadet logbook.

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FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. How can fear be minimized? How can you help cadets deal with fear when outdoors?

2. Describe the following concepts and how they are used or how they affect experiential education.

   a. Secrecy:

   b. Environmental concerns:

   c. Individual vs. group benefit:

3. Describe which situation has made you learn the most valuable lesson and why.

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ACTIVATE YOUR BRAIN ANSWER KEY



***Activate Your Brain #1*:**

Assign the following actions with the appropriate predispositions / strengths.

Boys may have their backpacks in the van faster, but the girls will have everything they need in them the first time. Detailed thinking / General or Global Thinking

If you recite a list of things to put in a backpack, most girls will remember it. Boys will remember the first and last things, but not much in the middle of the list. If they see the stuff they need to pack, they will remember it better. Hearing & listening / Seeing & watching

Girls do not mind reading manuals to put things together or watching the instructor passively for a while; boys prefer to just begin to assemble and learn by doing. Language & talking / Doing & showing



***Activate Your Brain #2*:**

Knowing this, how would you approach the task of explaining to a group (with boys and girls) the items to be brought on an expedition?

When explaining the items that are meant to be packed for an expedition, the leader could show each item while saying the name as well as giving a written checklist. This hits the hearing and listening strength of most girls and the seeing and watching strength of most boys. It also gives a back-up strategy for those who forget the details or are easily distracted.

***Activate Your Brain #3*:**



Fill in the blanks.

(1) Adolescents care about what their superiors say, but they care even more about their peer's opinions.

(2) As a leader, it is important to create a proper atmosphere to ensure that the group develops as a team as quickly as possible.

(3) When placed in a new group, adolescents have a tendency to retreat while they size up the situation.



***Activate Your Brain #4*:**

What are the two main factors that increase fear?

Factors increasing fear are mainly helplessness and hopelessness.

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Activate Your Brain #5:

If a group of 20 cadets is going to a high ropes course **as a means for personal development**. The group has 200 minutes (average of 10 minutes each) to enjoy the course. If a cadet is experiencing extreme fear and has been on the course for over 20 minutes, how should the instructor react?

Activity as a means implies that the activity itself is serving as a vehicle to another goal. The activity itself is not the focus. In this case, the high ropes course is designed as a mean to human growth and development. The goal of the course is to provide a setting where groups can learn lessons of trust, group cohesiveness, conquering of fears, and increased willingness to take calculated risks. If a particular cadet takes a very long time to complete the course, due to extreme fear, then the other cadets are forced to wait and, at times, forfeit even attempting the course. In this scenario, it is arguable to most participants can attain most of the educational goals without everyone completing or even attempting the course. The cadet slowly dealing with his fear on the course is learning the lesson of courage and their belayers below her are learning the lessons of patience and compassion. This is a situation in which the leader needs to highlight the lessons learned through the situation and bring the cadets to that realization.



Activate Your Brain #6:

If a group of 20 cadets is going to a high ropes course **to have fun and have a chance to try the course.** The group has 200 minutes (average of 10 minutes each) to enjoy the course. If a cadet is experiencing extreme fear and has been on the course for over 20 minutes, how should the instructor react?

Activity as an end means that the doing (or at least the attempting) of the activity, is primary and that the activity provides its own end. This group is going to a high ropes course only because they want to have fun and have an adventure, not because they want to attain personal growth goals. With groups like these, the instructor faced with a slow cadet should evaluate the situation differently. In this case, fairness would be to provide every participant with an opportunity to attempt the course. Access to the course being the primary goal, the instructor should approach the situation with that in mind.

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FINAL EXERCISE ANSWER KEY

Cadet's Name: _____ Date: _____

1. How can fear be minimized? How can you help cadets deal with fear when outdoors?
Individuals better control fear better when:

- they have confidence in their equipment;
- they have confidence in the technical ability of their immediate superior; and
- they concentrate on the job to be done.

To diminish the level of fear in their participants, there are many things leaders could do. Here are some examples (**other answers could be correct**):

- gain the trust of their subordinates (by acting safe, by keeping them informed, by being calm);
- thoroughly explain situations or things that may create fear (such as noises, sounds, waste management); and
- emergency training (eg, fire drills, evacuations, capsize drills).

2. Describe the following concepts and how they are used or how they affect experiential education.

a. Secrecy:
Where a deceptive act is one deliberately designed to induce people into believing that what is false is true, the secretive act is simply the withholding of information and not the distortion of information. Deception is active by nature and secrecy is passive by nature. It may be used as an instructional tool to have students learn something they did not know before, as a communication tool, or as a way of withholding information learned about someone while on a course.

b. Environmental concerns:
The issue of environmental concerns arises when environmental value conflicts with a human value. That can be represented by the need to have a fire, to wash in a stream or to take an off-trail route because of an emergency. (Other examples could be cited.)

c. Individual vs. group benefit:
This issue arises when an individual's benefit is different from the rest of the group. This conflict may arise because of different levels of physical ability, technical ability or fear per example.**(Other answers could be correct.)**

3. Describe which situation has made you learn the most valuable lesson and why.
Answers will vary.

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