ROYAL CANADIAN ARMY CADETS

RED STAR

INSTRUCTIONAL GUIDE

SECTION 1

EO M207.01 – IDENTIFY RED STAR TRAINING OPPORTUNITIES

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-702/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.

A handout of the POs and EOs for Red Star training is located in A-CR-CCP-702/PG-001, Chapter 2, Annex A. Photocopy if required.

Obtain the corps full value contract developed during EO M107.01 (Participate in a Discussion on Year One Training). If a full value contract was not developed, instructors may choose one from Annex A to complete with the cadets as an optional activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to introduce the cadets to year two training and to generate an interest.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the training they will receive in Red Star and evaluate individual and group goals.

IMPORTANCE

It is important for cadets to know what training will be conducted during Red Star to give them an overview of what the training year will entail. Red Star will be an exciting year of new experiences. Providing the cadets with

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a brief overview of the program may create eagerness to complete training. The updates in the cadet corps full value contract should energize the individual cadets and the entire group for the upcoming training year.

Teaching point 1 **Discuss Red Star Mandatory Training**

Time: 5 min Method: Interactive Lecture

COMMON TRAINING

There is common training which applies to Sea, Army and Air Cadets. POs for training that is common to all cadets in year two include:

PO Number and Topic	PO Statement
201 Citizenship	Identify the Role of an Environmentally Conscious Canadian Citizen
202 Community Service	Perform Community Service
203 Leadership	Demonstrate Leadership Attributes Within a Peer Setting
204 Personal Fitness and Healthy Living	Update Personal Activity Plan
205 Recreational Sports	Participate in Recreational Sports
206 Marksmanship	Fire the Cadet Air Rifle During Recreational Marksmanship
207 General Cadet Knowledge	Serve in an Army Cadet Corps
208 Drill	Execute Drill as a Member of a Squad
211 Summer Biathlon	Participate in Competitive Summer Biathlon Activities

ARMY CADET TRAINING

There is elemental training which is specific to Army Cadets. POs for training that is specific to Army Cadets in year two include:

PO Number and Topic	PO Statement
220 Canadian Forces Familiarization	Recognize Canadian Forces Peace Support Operations
221 Field Training	Perform the Duties of a Section Member During a Weekend Bivouac Exercise
222 Navigation	Navigate Along a Route Using a Map and Compass
223 Trekking	Hike Along a Route as Part of an Overnight Exercise
224 Wilderness Survival	Identify Immediate Actions to Take When Lost

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Expedition is one activity that distinguishes Army Cadets from the other cadet elements. According to CATO 41-05, *Royal Canadian Army Cadet Expedition Program*, expedition is defined as any activity that consists of dynamic travel of no less than 36 hours in duration, where there is a clear goal associated with the activity. In Red Star training, expedition is supported by PO 221 Field Training, PO 222 Navigation, PO 223 Trekking and PO 224 Wilderness Survival.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What is common training?

Q2. What are the common training POs?

Q3. What are the Army specific POs?

ANTICIPATED ANSWERS

A1. Training that applies to Sea, Army and Air Cadets.

A2. Common training POs include:

- 201 Citizenship;
- 202 Community Service;
- 203 Leadership;
- 204 Personal Fitness and Healthy Living;
- 205 Recreational Sports;
- 206 Marksmanship;
- 207 General Cadet Knowledge;
- 208 Drill; and
- 211 Summer Biathlon.

A3. Army specific POs include:

- 220 CF Familiarization;
- 221 Field Training;
- 222 Navigation;
- 223 Trekking; and
- 224 Wilderness Survival.

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Teaching point 2 **Discuss Red Star Complementary Training**

Time: 5 min Method: Interactive Lecture



This TP will vary by cadet corps. Discuss the complementary training the cadet corps will pursue throughout the Red Star Program. Refer to the corps annual training plan for complementary training opportunities.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What complementary training will be completed in the field?

Q2. What complementary training is available to Sea, Army and Air Cadets?

Q3. What complementary training is the most interesting?

ANTICIPATED ANSWERS

A1. Answers will vary.

A2. Answers will vary but will be only be from common POs.

A3. Answers will vary.

Teaching point 3 **Revisit the Cadet Corps Full Value Contract**

Time: 15 min Method: Interactive Lecture



A corps full value contract (FVC) may have been developed in EO M107.01 (Participate in a Discussion on Year One Training). The information below is a refresher of the FVC.

Discuss the existing corps FVC. All cadets should be aware of the corps goals that were developed.

Re-evaluate and update the existing corps FVC. The cadets may agree that some goals need to be changed or that some need to be added or deleted.

If the corps does not have a FVC, the objectives and goals must still be discussed. No time has been allotted to complete a FVC in this lesson; however complementary time may be allocated as required. The instructions for completing a FVC are found at Annex A.

FULL VALUE CONTRACT

The objectives of the FVC are:

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

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When instructors and cadets respect one another, it is easier to work together toward the same goal and support everyone in the learning process.

Goals of the FVC

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

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

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

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

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

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

Using a FVC

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

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What are the objectives of the FVC?

Q2. Before letting go and moving on, what must happen?

Q3. How is the FVC used?

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ANTICIPATED ANSWERS

A1. The objectives of the FVC are:

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

A2. Members must choose to put aside differences and move forward in order to achieve the goals.

A3. One can refer to a FVC after an activity, experience, or situation by asking to the group how they have acted and reacted.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What are some of the POs in Red Star that are specific to Army Cadets?

Q2. What complementary training will the cadet corps participate in?

Q3. What are the five goals of the FVC?

ANTICIPATED ANSWERS

A1. PO 221 Field Training, PO 222 Navigation, PO 223 Trekking and PO 224 Wilderness Survival.

A2. Answers will vary by cadet corps.

A3. The five goals are:

- be here;
- be safe;
- set goals;
- be honest; and
- let go and move on.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Cadets should know what can be expected in their training year in order to maintain interest in the program. Before opportunities occur, the cadets should have an idea of the training in which they would like to participate.

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INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.

A2-031 CATO 40-01 D Cdts 3. (2003). *Army Cadet Program Outline*. Ottawa, ON: Department of National Defence.

A2-035 CATO 41-05 D Cdts 4. (2006). *Army Cadet Expedition Program*. Ottawa, ON: Department of National Defence.

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

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ACTIVITY



A Full Value Contract (FVC) can take many forms. Examples of FVCs are located at Annex B.

Time: 30 min

OBJECTIVE

The objective of this activity is to develop a corps 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:

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

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Using flipchart paper to record ideas, brainstorm with the cadets by asking what 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 flipchart 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

N/A.

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EXAMPLES OF FULL VALUE CONTRACTS

Full Value Contract: The Circle

Draw a wheel. At the centre of the wheel, draw a circle. This circle represents the individuals, the group, and the goals.

Draw rays from this circle. On these rays, write each selected value.

The outer circle symbolizes that the group is one and that all members go toward the same direction. Without the respect of the chosen values by everyone, the group could not make a wheel, and could not walk toward the same goals.



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

Figure B-1 The Circle

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Full Value Contract: The Village

Draw a frame on cardboard or flipchart paper.

Have the cadets think about values, qualities, and behaviours that make them feel safe and respected, both as an individual and in a group setting.

Every cadet must select their most important value, quality, or behaviour.

Have each cadet represent what they chose by drawing or writing it on a piece of paper.

Once completed, have each cadet glue their drawing or writing inside the frame (village) and briefly explain to the others why that choice was made.

Repeat the activity by including something that will prevent the group from reaching their goals and will destroy the running of the village.

Once again, have each cadet explain why they chose their representation. Next, each cadet will glue their drawing or writing outside the village.

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

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

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Full Value Contract: The Five-Finger Contract

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

The five fingers on the hand represent the following:

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

On a piece of cardboard or flipchart paper, write the representations of the fingers. Discuss the elements with the group so that all cadets have a clear understanding. Each cadet must agree that these five elements are important for group members to feel secure, respected, and part of the group.

Each cadet will draw his/her hand on a sheet of paper and write inside each finger the element associated with each.

Each cadet will sign their hand and glue it on bristol board or flipchart paper. The set of the group's hands represents everyone's commitment to each other.



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Figure B-2 The Five Finger Contract

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Full Value Contract: The Being

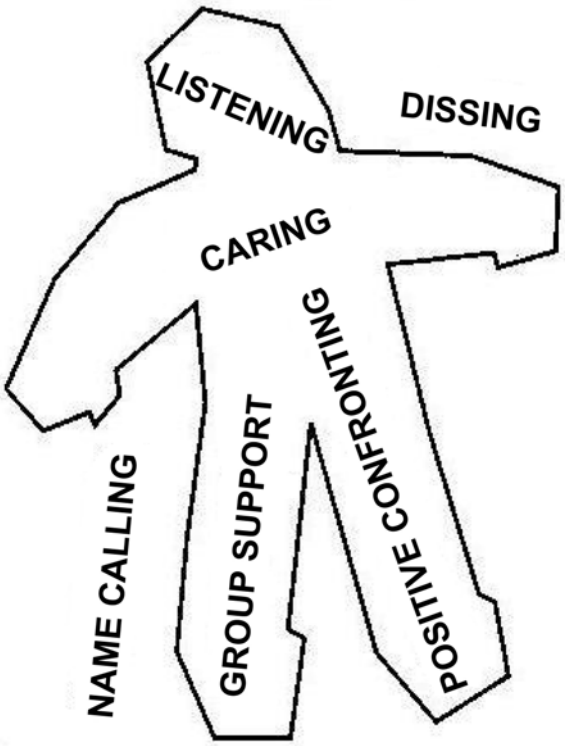
Draw the outline of a cadet's body on a two pieces of flipchart paper, taped together.

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

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

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

When completed, have all cadets sign the being.



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

Figure B-3 The Being

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Full Value Contract: The Chain of Hands

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

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

On a sheet of flipchart paper (two may be required), have the cadets draw their hands around the sheet. Write the 10 selected words or sentences in the middle of the sheet.

Everyone must sign his or her own hand.

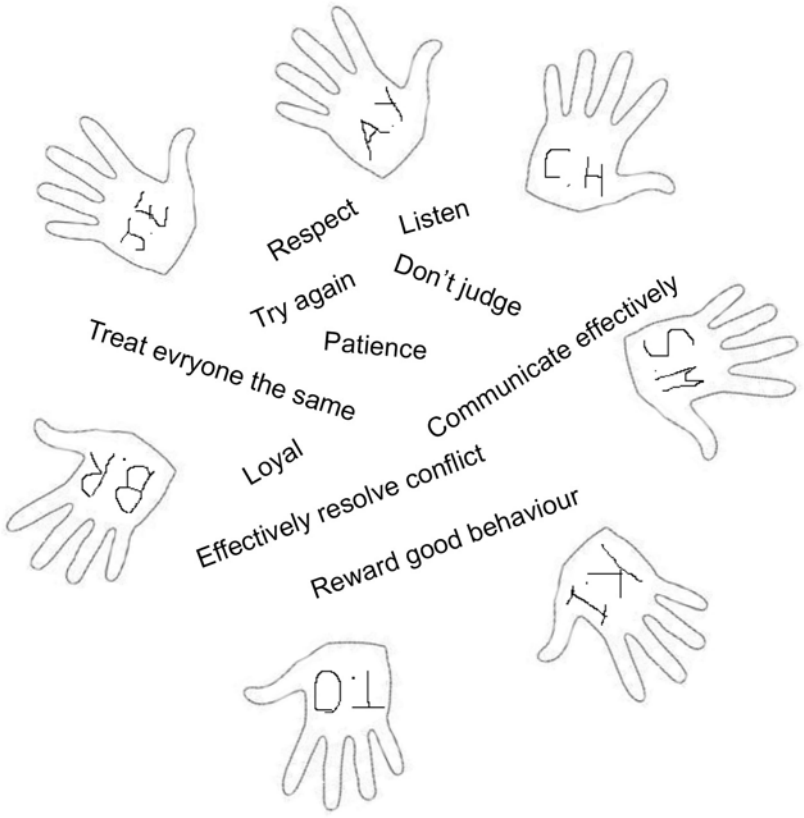

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Figure B-4 The Chain of Hands

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

Give two pieces of different coloured paper to each cadet.

Ask them to think about what they need in order to feel secure and respected in the group.

Have the cadets write the most important item they need on one of the pieces of paper.

Now, ask 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, have the cadets present what they wrote to the group.

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

Ask the cadets if they need more explanations and then have everyone sign.

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