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.

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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.

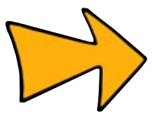
Adventure learning stemmed from a need to better prepare outdoor instructors through formal leadership courses. The current training and education evolved over many decades, and now extends around the globe with the common goal of training outdoor leaders to a high degree of professionalism.

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.

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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



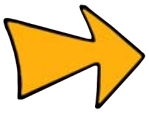
The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.



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

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HISTORICAL DEVELOPMENT AND RATIONALE OF THE PROGRAM

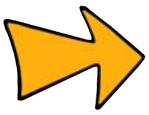


Expedition is defined as an organized voyage or journey across land or water, with a specific aim.

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:

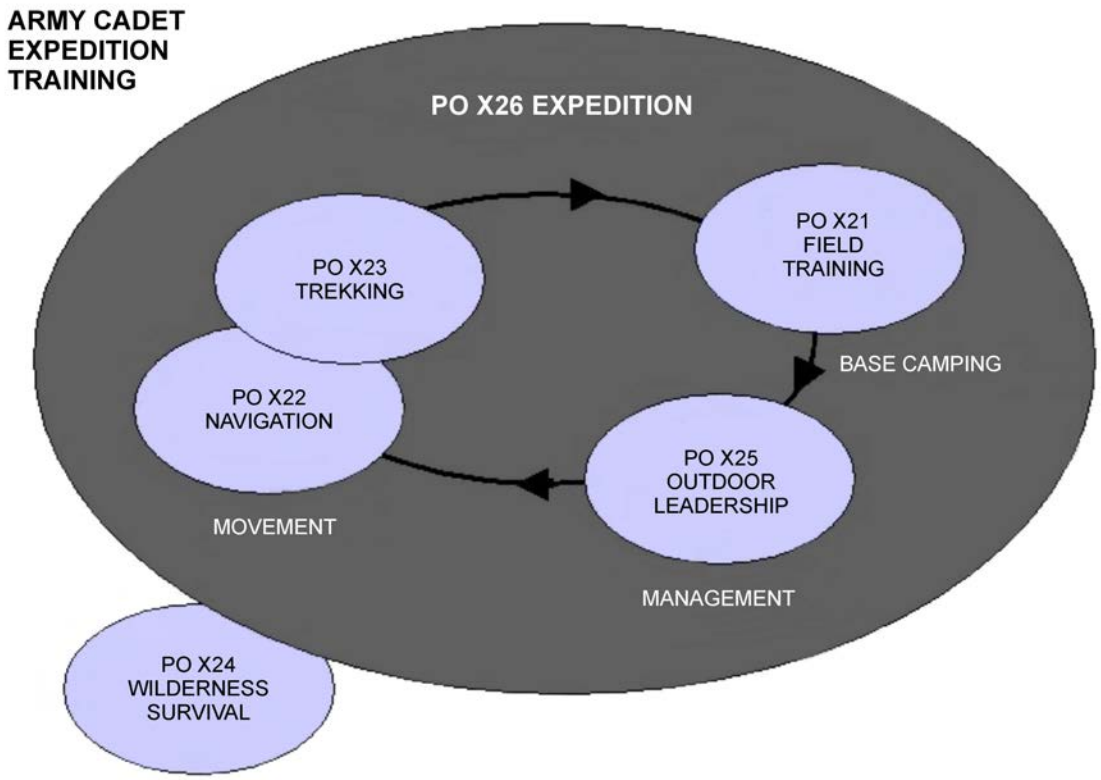
- to ensure all cadets participate in army cadet adventure training activities as part of mandatory training;
- promote retention and recruiting at the corps;
- develop leadership skills, while enhancing self-reliance, self-confidence, self-esteem, and self-discipline; and
- raise the profile and promote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



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

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THE ARMY CADET EXPEDITION MODEL



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

Figure 1 Army Cadet Expedition Model

As illustrated in Figure 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.

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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.

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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.

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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*.

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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).

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- 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.

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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.

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