ROYAL CANADIAN ARMY CADETS

SILVER STAR

INSTRUCTIONAL GUIDE

SECTION 9

EO M326.07 – RECORD ENTRIES IN A JOURNAL

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

Photocopy Annex A and distribute to each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to introduce the journal and present background information.

A practical activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest in the journal.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have recorded entries in a journal during expedition training.

IMPORTANCE

It is important for cadets to understand the importance of recording entries in a journal, especially during expedition training. Completing entries in a journal records the cadet's involvement, not just their participation in the training. These entries provide a link between the knowledge learned throughout training and the direct experiences the cadet had.

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Teaching point 1 **Discuss Journals**

Time: 5 min Method: Interactive Lecture



This TP will take place in the evening while at the Expedition Centre. Team Instructors (TI) should ask the cadets to reflect on their previous experiences using journals.

Discuss how the cadets feel about previous experiences using a journal.

The cadets will be required to record entries in the journal during the evenings at the expedition centre.

When completing Leadership and Challenge, senior expeditions and international expeditions, cadets are required to keep a journal.

DIFFERENCE BETWEEN A JOURNAL, LOG AND RECORD BOOK

Journals, logs and record books are methods of recording information. Each records information about the expedition experience, from a different perspective.

Journals. Record personal thoughts, reactions to experiences, personal learning, and the participant's awareness of what happened in an experience. They are forms of expression that provide an avenue for reflection that is much different than speaking. Journals help people reflect on self-discovery, group dynamics, sense of place and professional development. They do not have a set format and can be a creative expression of the writer tying together experience and learning.

Some people who are reluctant to speak in front of a group find journals provide a place to express what is on their mind. Journals help open the thought process for some individuals, allowing them to speak freely about their entries at a later date.

Log. Logs are a written record of facts and events on a trip or activity. Logs contain information on what activities were accomplished and any incidents that took place. Logs also record factual information such as distance travelled, weather conditions, flora, fauna, wildlife encounters and campsite locations.

Logs are more formal forms of record keeping than journals and can often serve as legal documents in emergencies and critical incidents.

Record Book. A structured, fill-in-the-blanks document used to record the completion of specific training, skills and depth of experience.

THE PURPOSE OF JOURNALS

The purpose of journals is to allow the participant to record thoughts, feelings and experiences that allow the individual to grow and develop as a person.

TYPES OF JOURNALS

In addition to an individual's reflective journal, there are other journals which can be used in training. Examples of these are:

Group Journals. This type of journal is shared among participants. Each person takes a turn logging their impressions, thoughts and experiences. A person may also comment on someone else's entry. This type of

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journal assists in fostering group cohesion and creativity. Issues may be brought to the attention of the whole group or used as topics during group reflection.

Project Journals. This type of journal has entries that are related to a future project to be accomplished by an individual or by the entire group. It is often used for long-term experiences and provides participants the opportunity to reflect on the process of working on a project.



Have the cadets brainstorm instances when each type of journal could be used.

JOURNAL ENVIRONMENT

The environment in which entries are recorded in a journal is of the utmost importance. In general, the journal environment should:

- provide each cadet with a minimum of 20 uninterrupted minutes;
- account for cadets who will require more than 20 minutes to complete an entry (eg, no training should be completed directly after);
- provide each cadet enough space to be free from other cadets; and
- allow each cadet to express their thoughts wherever they wish within a given set boundaries.



Journals should be thought of as public documents. References that are made to or about other people must be made in a respectful and positive manner.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What is a journal?

Q2. What is a log?

Q3. What is a project journal?

ANTICIPATED ANSWERS

A1. A journal records personal thoughts and reactions to experiences and personal learning, and creates awareness of what happened in an experience. It is a form of expression that provides an avenue for reflection that is much different than speaking. Journals help people reflect on self-discovery, group dynamics, sense of place and professional development.

A2. A log is a written record of facts and events on a trip or activity. Logs contain information on what activities were accomplished, and any incidents that took place. Logs also record factual information such as weather conditions, flora, fauna, wildlife encounters and campsite locations.

A3. This type of journal has entries that are related to a future project to be accomplished by an individual or by the entire group.

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Teaching point 2 **Describe a Journal**

Time: 10 min Method: Interactive Lecture



The Silver Star expedition journal uses both journal and log information in order to train cadets on the functions of recording information.

The purpose of the Silver Star expedition journal is threefold:

(1) The journal will provide cadets with a training experience where they will take time to record personal experiences.

(2) The journal will serve as a record of the cadets involvement in local expedition training. It will provide the link between the Army Cadet Program and their expedition experiences.

(3) The journal will familiarize cadets with a new tool for their lives.

IMPORTANCE

Historically, logs and journals recorded a journey. Since then, they have been widely adopted among educators as a means of documenting personal development. The importance of a journal is to record activities and provide a chronological record of one's outdoor experiences which can serve as a tool for reflection on experience. The silver star expedition journal introduces elements of logs and journals.

INFORMATION REQUIRED IN THE SILVER STAR EXPEDITION JOURNAL

Information required in the journal includes:

Day and Date. The day of the trip. (eg. Day 2 of a 2 day trip) and the calendar date.

Mode of Travel. Record the mode of travel. How is the group travelling? Is the group hiking, biking or canoeing?

Time. Record the time the group woke up and went to bed. This will give a record of how long the days were. Record the start and finish time of the activity. This will be useful when debriefing and completing any reports required. It will also give an accurate estimate of the time required to make the trip at a given time of year (eg, canoeing in the spring will be faster than in the fall due to the melting snow).

Start and End Location. Record the start and end locations for the day. This should be a precise grid reference but can also be a description of the area.

Distance and Campsite Grid Reference (GR). The total distance travelled throughout the day and the grid reference of the campsite for the night.

Route Travelled. A chart with columns for the name of the trail or route, time it took to complete the section, how many kilometres the route was and a physical description of the route. The description could include any sections on the route that were difficult, if there were obstacles on sections, and the state of the trail.

Campsite Description. A description of the campsite and the area surrounding it. Does it require maintenance? Are there any special characteristics about it? Sufficient number of tent sites?

Weather. A written description of the weather including the temperature, cloud cover, wind speed, direction and a prediction for the short term.

Personal Goals. This is the place to set personal goals for the day and for the next day or few days.

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Where Can I Use This Training? Is the training useful? Will the training be used in the future? Record where the training could be used and how it will benefit you.

Best Thing of the Day/Worst Thing of the Day/My Best Moments. A short description of the best and worst parts of the day and feelings felt.

Personal Reflections and Observations. Include anything with regard to the trip itself. Notes on weather, animals, and significant events can also be added. This is also a great place to record recurring themes and assess personal involvement. Incorporate any personal reflections or other observations not covered in other sections.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. Why are journals so important?

Q2. What is recorded in the times section?

Q3. What goes into the personal reflections section?

ANTICIPATED ANSWERS

A1. The importance of a journal is to record activities and provide a chronological record of one's outdoor experiences which can serve as a tool for showing a person's depth of experience.

A2. The times section records time the group woke up and went to bed. This will give a record of how long the days were and the start and finish time of the activity. This will be useful when debriefing and completing any reports required. It will also give an accurate estimate of the time required to make the trip at a given time of year (eg, canoeing in the spring will be faster than in the fall due to the melting snow).

A3. The personal reflection section is for any observation or thoughts not recorded in any other section.

Teaching point 3 **Have the Cadets Record Entries in a Journal During an Expedition**

Time: 10 min Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to familiarize the cadet with the Silver Star Expedition Journal. During expedition training cadets will make two entries in their journals.

RESOURCES



A variety of resources may be used during this activity. The writing and marking materials are not limited to this list.

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There are many pages to the journal, although only the structured information page is covered within this lesson. The remainder of the journal is for free flowing thought.

- Silver Star Expedition Journal located at Annex A, and
- Pencils/pens.

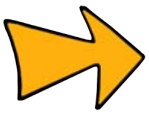
ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

TIs will facilitate the journal activity as a group while cadets record comments into their own journals.

1. Distribute a journal located at Annex A to each cadet.
2. Have each cadet read and become familiar with the journal. Introduce the journal, which includes:
   a. a front page;
   b. a page of possible ideas that will provoke thoughts for writing during training;
   c. daily pages (one of which is to be completed each day following completion of taining);
   d. one extra page to be used after the expedition for any final thoughts or ideas that occurred throughout or after training; and
   e. a page for sketches, to be completed after expedition training.
3. Have the cadet record entries.



Within the journal, the page of possible ideas should be used as a guide, especially if a cadet is experiencing difficulty deciding what to write. Each entry should have a common theme.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in recording entries in a journal will serve as the confirmation of this lesson.

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CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-703/PG-001, Chapter 3, Annex B, Appendix 8 (326 PC).

CLOSING STATEMENT

Recording entries in a journal is a way for the cadets to express themselves and reflect freely, without speaking. There will always be individual differences within every group and a journal allows the cadets to express themselves using a variety of means. After expedition training, all the cadets will be given time to reflect on their expedition experiences.

INSTRUCTOR NOTES/REMARKS

The cadet will make two entries in the journal while at the expedition centre.

This EO has been allocated one period in the overall course period allocation. Each expedition centre may adjust this allocation to reflect the choice of activities, facilities and available resources at the expedition centre.

REFERENCES

C2-109 (ISBN 0-7872-6561-6) Sugerman, D., Dohery, K., Garvey, D., & Gass, M. (2000). *Reflective Learning: Theory and Practice*. Dubuque, IO: Kendall/Hunt Publishing Company.

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