ROYAL CANADIAN ARMY CADETS

GOLD STAR

INSTRUCTIONAL GUIDE

SECTION 1

EO M407.01 – IDENTIFY GOLD 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-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Gold Star program training summary and time allocation, located at A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 2, Annex A, for each cadet.

Obtain a copy of the corps Gold Star annual training plan.

Confirm which leadership appointments Gold Star cadets will be completing.

Obtain a copy of the corps Full Value Contract (FVC) developed during EO M107.01 (Participate in a Discussion on Year One Training). Where a FVC is not developed or will be developed again, photocopy the examples located at Attachment A.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 4 to orient the cadets to and generate interest in Gold Star training opportunities.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about opportunities for leadership appointments at the corps. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

INTRODUCTION

REVIEW

Nil.

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OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities they will receive in Gold Star.

IMPORTANCE

It is important for cadets to receive an overview of the training that will be conducted during Gold Star as it may create eagerness and excitement to complete a year of new training experiences and leadership opportunities. The updates in the corps FVC should energize the cadets individually and as a group for the upcoming training year.

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Teaching point 1 **Identify Gold Star mandatory training opportunities.**

Time: 5 min Method: Interactive Lecture

Gold Star mandatory training is a plan of activities that corps, and specialized training establishments (expedition centres), must conduct for Gold Star cadets. Mandatory training is conducted as follows:

1. sixty periods of instruction to be conducted during training sessions (3 periods per session);

2. eighteen periods of instruction to be conducted during two mandatory training days (4.5 periods per day);

3. eighteen periods of instruction to be conducted during one weekend bivouac Field Training Exercise (FTX); and

4. eighteen periods of instruction to be conducted during one weekend expedition exercise at an expedition centre.

TRAINING COMMON TO SEA, ARMY AND AIR CADETS

As in Green, Red and Silver Star, there is training in Gold Star which is common and applies to sea, army and air cadets. POs for common training this year include:

PO No.	Topic	PO Statement
401	Citizenship	Recognize How the Legal System Affects Youth
402	Community Service	Perform Community Service
403	Leadership	Act as a Team Leader
404	Personal Fitness and Healthy Living	Update Personal Activity Plan
405	Recreational Sports	Participate in Recreational Sports
406	Air Rifle Marksmanship	Fire the Cadet Air Rifle During Recreational Marksmanship
407	General Cadet Knowledge	Serve in an Army Cadet Corps
408	Drill	Command a Platoon on Parade
409	Instructional Techniques	Instruct a Lesson
411	Biathlon	(Complementary Only)



The Annual Ceremonial Review (ACR) is also common to all three elements of cadets, but there is no specific training allocated for it.

Sea, army and air cadets are required to complete six periods of Positive Social Relations for Youth training during year four.

ARMY CADET ELEMENTAL TRAINING

There is training in Gold Star that is specifically designed for army cadets. POs for the army cadet specific training this year include:

PO No.	Topic	PO Statement
420	Canadian Forces (CF) Familiarization	Identify the Structure of the Canadian Army
421	Field Training	(Complementary Only)
422	Navigation	Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver
423	Trekking	(Complementary Only)
424	Wilderness Survival	Employ Natural Resources in a Survival Situation
425	Outdoor Leadership	Develop an Expedition Plan
426	Expedition	Perform Expedition Skills

Expedition is one activity that distinguishes army cadets from the other cadet elements. 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 Gold Star training, expedition is supported by PO 422 (Navigation), PO 424

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(Wilderness Survival), PO 425 (Outdoor Leadership) and PO 426 (Expedition). In Gold Star, cadets will have the opportunity to attend a weekend Expedition Exercise at a Regional Expedition Centre.

Assessment is an important aspect of cadet training. It is designed to assist cadets and their instructors to meet the training targets set for each PO. Cadets will be informed of the requirements prior to assessment starting. After the assessment is completed, the cadet will be informed of their results and given a copy to keep. The POs and methods to be assessed include:

- 403 (Act as a Team Leader). Performance assessment and personal communication.
- 408 (Command a Platoon on Parade). Performance assessment.
- 409 (Instruct a Lesson). Performance assessment.
- 422 (Follow a Multi-Leg Route Using a GPS Receiver). Performance assessment.
- 424 (Employ Natural Resources in a Survival Situation). Performance Assessment.
- 426 (Perform Expedition Skills). Performance assessment and personal communication.



The details for each assessment can be located at A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What PO interests you the most? Why?

Q2. How many periods of Positive Social Relations for Youth training are Gold Star cadets required to complete?

Q3. Which POs support expedition training in Silver Star?

ANTICIPATED ANSWERS:

A1. Answers will vary.

A2. Six periods.

A3. Expedition training in Gold Star is supported by POs 422 (Navigation), 424 (Wilderness Survival), 425 (Outdoor Leadership) and 426 (Expedition).

Teaching point 2 **Identify Gold Star complementary training opportunities.**

Time: 5 min Method: Interactive Lecture



This TP will vary by cadet corps. Refer to the corps annual training plan and discuss the complementary training the cadet corps will conduct throughout the Gold Star program.

Gold Star complementary training is a plan of activities that corps and specialized training establishments may conduct. These activities complement mandatory activities and form an integral part of the Star Level program. Every PO identified in TP 1, except for PO 426 (Perform Expedition Skills) has complementary activities

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available to be selected. Commanding Officers (COs) have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor Gold Star training to match the corps' interests and resources.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What complementary training is being conducted in Gold Star that is also available to sea and air cadets?

Q2. What army cadet specific complementary training is being conducted in Gold Star?

Q3. What complementary training is most interesting as a Gold Star cadet?

ANTICIPATED ANSWERS:

A1. Answers will only be from common POs.

A2. Answers will vary.

A3. Answers will vary.

Teaching point 3 **Discuss leadership appointment opportunities at the corps.**

Time: 5 min Method: Group Discussion

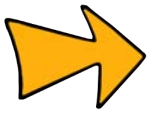
BACKGROUND KNOWLEDGE



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.

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity where the team leader applies leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.



Leadership assignments in Gold Star may be the same as Silver Star or of a longer duration, with or without greater complexity. Each cadet should have already completed at least two leadership assignments during Silver Star.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. These may be organizational appointments (eg, Platoon Warrant Officer), training appointments (eg, Star Level Instructor) or supplementary appointments (eg, Drill Team Commander). These appointments must be based on the frequency and duration of the major duties or tasks. The team leader must meet with their team on a number of occasions to provide feedback and

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mentoring. Leadership appointments may be held by a single fourth year cadet (eg, Drill Team Commander) or the fourth year cadets may rotate through a position (eg, Canteen Steward).

The team leader must supervise, communicate, solve problems, motivate and provide feedback to all team members while striving to meet their needs and expectations. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior, usually an activity leader or activity manager.



During Gold Star, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS



This list is not inclusive. For further information and a complete list of leadership appointments, see A-CR-CCP-704/PF-001, *Gold Star Instructional Guides*, EO M403.06 (Act as a Team Leader During a Leadership Appointment).

Organizational Appointments:

- Regimental Sergeant Major (RSM),
- Company Sergeant Major (CSM),
- Platoon Warrant Officer,
- Drum Major,
- Flag Party Commander,
- Training Assistant,
- Supply Assistant, and
- Administration Assistant.

Training Appointments:

- Star Level Non-commissioned Officer (NCO),
- Drill and Ceremonial Instructor,
- Expedition Instructor,
- Fitness and Sports Instructor,
- Music Instructor, and
- Air Rifle Marksmanship Instructor.

Supplementary Appointments:

- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,

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- Marksmanship Team Captain,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain (only if there is a sufficient frequency and duration for practices, games and tournaments).



Gold Star cadets will typically be assigned leadership appointments of Platoon Warrant Officer or supplementary appointments. As required, Gold Star cadets may be assigned various other organizational and training appointments.



For the purposes of PO 403 (Act as a Team Leader), Gold Star cadets will be required to fill a leadership appointment that meets the criteria defined above. The appointment involves an assigned, established team of cadets outside the Gold Star cadets peer group. In some circumstances, some of the examples may not meet the criteria (eg, a smaller corps that only has one cadet assigned to supply.

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 is the difference between a leadership assignment and a leadership appointment?

Q2. What leadership appointments are available at the corps?

Q3. Do you have any concerns knowing that you will fill a leadership appointment during this training year?

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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 cadets' participation in the group discussion will serve as the confirmation of this lesson.

Teaching point 4 **Review the goals of a FVC.**

Time: 10 min Method: Interactive Lecture



A corps FVC was developed in EO M107.01 (Participate in a Discussion on Year One Training) and revisited in Red and Silver Star as a refresher of the FVC.

Review the elements of the corps' existing FVC. All cadets should be aware of the corps goals that were developed.

The cadets may agree that some goals need to be changed, added or even deleted.

GOALS OF THE FVC



A FVC can take many forms. Examples are located at Attachment A.

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 their actions. This means that everyone shows interest in supporting others 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 to 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

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FVC calls for the members of a group to work collectively toward the attainment of group goals and to support each other to meet individual goals.

Be honest. Being honest assumes that one 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.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. What are the goals of the FVC?

Q2. In the FVC, what does ‘be honest’ imply?

Q3. What must happen before letting go and moving on?

ANTICIPATED ANSWERS:

A1. The goals of the FVC are:

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

A2. That everyone is honest with others and themselves.

A3. Everyone must choose to put aside differences and move forward in order to achieve the goals.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What POs are army specific?

Q2. What leadership appointments interest you?

Q3. What changes have you noticed in the FVC over the years?

ANTICIPATED ANSWERS:

A1. The following POs are army specific:

- 420 (CF Familiarization),
- 421 (Field Training [complementary only]),
- 422 (Navigation),

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- 423 (Trekking),
- 424 (Wilderness Survival),
- 425 (Outdoor Leadership), and
- 426 (Expedition).

A2. Answers will vary.

A3. Answers will vary.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Knowing what to expect in the Gold Star program allows an understanding of the training ahead. It also aids in maintaining interest and anticipation of the emerging leadership opportunities for a Gold Star cadet.

INSTRUCTOR NOTES / REMARKS

For Gold Star complementary training opportunities in TP 2, refer to the corps' annual training plan.

This EO should be scheduled as early as possible in the training year. See the sample schedule located at A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 2, Annex C.

REFERENCES

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A2-077 CATO 40-01 Director Cadets 4. (2008). *Army Cadet Program outline*. Ottawa, ON: Department of National Defence.

C2-038 ISBN 0-7872-2459-6 Henton, M. (2006). *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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Full Value Contract: The Circle

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

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

3. The outer circle symbolizes that the group is one and that all members go toward the same direction.

4. 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 Director Cadets 3, 2007, Ottawa ON: Department of National Defence.

Figure A-1 The Circle

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Full Value Contract: The Village

1. Draw a frame (village) on cardboard or flipchart paper.

2. 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.

3. Have each cadet select their most important value, quality, or behaviour.

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

5. Have each cadet glue their drawing or writing inside the village and briefly explain to the others why that choice was made.

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

7. Have each cadet explain why they chose their representation.

8. Have each cadet glue their drawing or writing outside the village.

9. Discuss the values 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.

10. 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.

1. On a piece of cardboard or flip chart 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.

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

3. Have each cadet sign their hand and glue it on bristol board or flip chart paper. The set of the group's hands represents everyone's commitment to each other.



Note. Created by Director Cadets 3, 2007, Ottawa ON: Department of National Defence.

Figure A-2 The Five Finger Contract

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Full Value Contract: The Being

1. Draw the outline of a body on two pieces of flip chart paper, taped together.

2. 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.

3. 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.

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

5. Have all cadets sign the being.



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

Figure A-3 The Being

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Full Value Contract: The Chain of Hands

1. 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.

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

3. On a sheet of flip chart 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.

4. Have the cadets sign his or her own hand.



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Figure A-4 The Chain of Hands

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

1. Give two pieces of different coloured paper to each cadet.

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

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

4. Have the cadets think about what they could provide to the group in order to have other team members feel safe and respected in the group.

5. On the remaining piece of paper, have the cadets write the most important item.

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

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

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

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