ROYAL CANADIAN ARMY CADETS

GOLD STAR

INSTRUCTIONAL GUIDE

SECTION 2

EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CTC) 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.

Review year four CTC training opportunities found at CATO 40-01, *Army Cadet Program Outline*, as the prerequisites for courses may change.

Review CTC staff cadet employment opportunities found at CATO 13-28, *Advanced Training–Staff Cadets*, as the prerequisites for positions may change.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year four CTC training opportunities. Sharing in the discussion encourages the cadets 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 cadets' listening skills and team development.

An interactive lecture was chosen for TPs 2 and 3 to orient the cadets to the selection process for year four CTC training opportunities and to generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified year four CTC training opportunities.

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IMPORTANCE

It is important for cadets to identify year four CTC training and employment opportunities because as Gold Star cadets, each cadet should know the available options for summer training or employment. Some year four opportunities are the same as year three opportunities, with some additions. These opportunities will enable cadets to professionally develop in the program by transitioning from a course cadet to a staff cadet. The ability to set early goals will prepare them for future opportunities.

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Teaching point 1 **Review the specialty areas for year four CTC training.**

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.

Write the specialty areas on a whiteboard / flip chart and discuss the activities associated with each area.

Cadets will have already completed courses in these specialty areas and will have a general idea of the activities associated with each area.

CEREMONIAL LEADERSHIP

Cadets will develop the knowledge and skills required to improve leadership abilities in a peer and small group setting. Topics include:

- leadership,
- confidence building,
- problem solving, and
- ceremonial drill.

EXPEDITION LEADERSHIP

Cadets will develop expedition knowledge and skills in a field setting. Topics include:

- adventure training activities,
- field training,
- trekking,
- navigating,
- wilderness survival, and
- expedition.

FULLBORE MARKSMANSHIP

Cadets will develop the knowledge and skills required to improve fullbore marksmanship abilities. Topics include:

- marksmanship with fullbore rifles,
- recreational marksmanship, and
- course level marksmanship competition.

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AIR RIFLE MARKSMANSHIP

Cadets will develop the knowledge and skills required to improve air rifle marksmanship abilities. Topics include:

- two-position shooting (standing and prone),
- recreational marksmanship,
- course level marksmanship competition, and
- biathlon.

FITNESS AND SPORTS

Cadets will improve individual fitness and sports knowledge and skills. Topics include:

- studying personal fitness;
- studying rules and regulations of sports; and
- organizing and delivering sports activities.

MILITARY BAND

Cadets will develop music knowledge and skills. Topics include:

- studying music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band; and
- developing individual music skills.

PIPE BAND

Cadets will develop music knowledge and skills. Topics include:

- studying music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a pipe and drum band; and
- developing individual music skills.

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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. Which summer training activities interest you?

Q2. Who is interested in applying for summer training this year? Why?

Q3. What areas of interest do you plan to pursue? Why?



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 1

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

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Teaching point 2 **Describe year four CTC courses.**

Time: 15 min Method: Interactive Lecture



A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

COMMON COURSES

The CTC courses listed below are common and apply to sea, army and air cadets.



Refer to CATO 40-01, *Army Cadet Program Outline* for prerequisites.

Air Rifle Marksmanship Instructor. The aim of this course is to develop specialist knowledge and skills in air rifle marksmanship and biathlon. This will allow the cadet to assist in the development and implementation of a competitive marksmanship program and instruct marksmanship training in the corps program. This six-week course is regionally conducted.

Fitness and Sports Instructor. The aim of this course is to improve individual fitness and develop the knowledge and skills needed to allow the cadet to assist in the organization and delivery of various sports activities. This six-week course is regionally conducted.

Military Band–Intermediate Musician and Advanced Musician. The aims of these courses are to expand on the knowledge and skills required to play and lead a unit military band. Both six-week courses are regionally conducted.

Pipe Band–Intermediate Musician and Advanced Musician. The aims of these courses are to expand on the knowledge and skills required to play and lead a unit pipe band. Both six-week courses are regionally conducted.

ARMY CADET ELEMENTAL COURSES

The CTC courses listed below are specifically designed for army cadets.

Drill and Ceremonial Instructor. The aim of this course is to continue to develop leadership knowledge and skills required for junior leadership positions supporting the corps program. It also develops a specialty in drill and ceremonial and drill instruction. This six-week course is regionally conducted.

Expedition Instructor. The aim of this course is to develop subject matter knowledge and specialist skills required to successfully participate in and lead during an intermediate level expedition. This six-week course is regionally conducted.

Leadership and Challenge. The aim of this course is to develop a specialist with the hard skills, attitude and subject matter knowledge required to successfully participate in and lead expeditions. This six-week course is nationally conducted.

Fullbore Marksman Phase II. The aim of this course is to develop a specialist with the attitude, skills and subject matter knowledge required to participate in competitive fullbore marksmanship as a member of a

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competitive team. This six-week course is nationally conducted and selection is primarily drawn from cadets who are merit listed during the Fullbore Marksman Phase I qualification.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What year four CTC courses are common to sea, army and air cadets?

Q2. What year four CTC courses are only for army cadets?

Q3. What CTC courses are only available to year four cadets?

ANTICIPATED ANSWERS:

A1. Year four CTC common courses include:

- Air Rifle Marksmanship Instructor,
- Fitness and Sports Instructor,
- Military Band–Intermediate Musician and Advanced Musician, and
- Pipe Band–Intermediate Musician and Advanced Musician.

A2. Year four CTC courses for army cadets only include:

- Drill and Ceremonial Instructor,
- Expedition Instructor,
- Leadership and Challenge, and
- Fullbore Marksman Phase II.

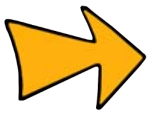
A3. The courses only available to year four cadets are:

- Leadership and Challenge, and
- Fullbore Marksman Phase II.

Teaching point 3 **Describe staff cadet employment opportunities.**

Time: 5 min Method: Interactive Lecture

STAFF CADETS



The information below provides a brief introduction to what a staff cadet is and the types of opportunities that exist. To obtain more detailed and up to date information CATO 13-28, *Advanced Training–Staff Cadets* should be consulted prior to conducting this lesson.

CATO 13-28, *Advanced Training–Staff Cadets* defines staff cadets as follows:

- Staff cadets are appointed to such rank as is authorized by the Commanding Officer (CO) of a CTC established to conduct summer training.
- On the authority of the CO of the CTC, staff cadets may be requested to participate in advanced training, including instructional, supervisory or administrative functions that are approved by the Regional Cadet Support Unit (RCSU) CO for that training centre.

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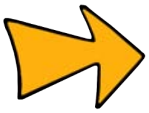
- Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.
- Staff cadets are not employees. Participation by the staff cadet during authorized CTC summer training constitutes advanced training.



While staff cadets are not considered employees, they do receive pay during their time at a CTC. Each position has a designated rank that corresponds to pay incentive. For more details see Annexes C and E of CATO 13-28, *Advanced Training–Staff Cadets*.



There are more advanced positions available. For the purpose of this lesson, only positions available to year four cadets will be introduced.

Staff cadet classifications are divided into two distinct categories:

- Type 1—Those who provide direct training to cadets (eg, platoon staff, canoe instructor, and sports instructor), and
- Type 2—Those who have administrative / support roles (eg, canteen staff, storesman, and photographer).



Prerequisites are outlined in CATO 13-28, *Advanced Training–Staff Cadets* for each individual position outlined above.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. Who authorizes a staff cadet to be appointed to their rank at the CTC?

Q2. What is the age requirement for staff employment opportunities?

Q3. What are the two staff cadet classifications?

ANTICIPATED ANSWERS:

A1. Staff cadets are appointed to such rank as is authorized by the CO of a CTC established to conduct summer training.

A2. Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.

A3. Staff cadet classifications are divided into two distinct categories:

- Type 1—Those who provide direct training to cadets (eg, platoon staff, canoe instructors, and sports instructors), and
- Type 2—Those who have administrative / support roles (eg, canteen staff, storesman, and photographers).

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion on year four CTC opportunities will serve as the confirmation of this lesson.

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CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Summer training is a fun and exciting aspect of the Cadet Program, which offers training in specialty areas. CTCs are places to meet other cadets and to make new friends from across Canada. It is important to be familiar with the training and employment options available at CTCs. This will prepare cadets to plan their training with the intention of preparing for specific employment positions in the future.

INSTRUCTOR NOTES / REMARKS

This EO shall be conducted before the summer training application deadline.

It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

REFERENCES

A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.

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

A0-128 CATO 13-28 Director Cadets 2. (2006). *Advanced training–Staff cadets*. 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.

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