ROYAL CANADIAN ARMY CADETS

GOLD STAR

INSTRUCTIONAL GUIDE

SECTION 1

EO M425.01 – ESTABLISH EXPEDITION PARAMETERS

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 Section 1 of the Expedition Planning Booklet located at Attachment A for each cadet.

Photocopy the Expedition Parameters Information Sheet located at Attachment B for each cadet.

Photocopy the Silver Star Expedition Information Sheet located at Attachment C for each cadet.

Review the completed Section 1 of the Expedition Planning Booklet located at Attachment D.

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 knowledge and opinions about the reasons for conducting expeditions. 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 TP 2 to orient the cadets to expedition objectives and generate interest.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest in planning an expedition.

INTRODUCTION

REVIEW

Nil.

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OBJECTIVES

By the end of this lesson the cadet shall have established expedition parameters by determining the corresponding goals, objectives and guidelines.

IMPORTANCE

It is important for cadets to establish the parameters for an expedition as this knowledge is a critical first step in the process of planning an expedition. Identifying objectives and guidelines provides the basis to develop all other aspects of the expedition plan. The process for establishing expedition parameters can also be applied to planning other types of activities.

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Teaching point 1 **Discuss reasons for conducting expeditions.**

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.



The *Canadian Oxford Dictionary* defines expedition as an organized voyage or journey across land or water, with a specific goal.

REASONS FOR CONDUCTING EXPEDITIONS

Organizations conduct expeditions for a variety of reasons. In most cases, expeditions are conducted to allow participants to meet the specific outcomes of the organization. Examples include:

- challenging participants;
- developing hard and soft skills;
- providing leadership opportunities;
- increasing physical fitness levels; and
- providing opportunities to earn qualifications.

ARMY CADET EXPEDITION PHILOSOPHY

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. Army cadet expedition training evolved from a common vision by stakeholders in 1998 and was refined over the course of a decade.

Expeditions provide an excellent platform for army cadets to achieve the aims and participant outcomes of the Cadet Program. Expeditions:

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

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OUTWARD BOUND EXPEDITION PHILOSOPHY

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 provides students an opportunity to participate in a wilderness expedition that places challenge at the forefront of all activities, thereby allowing for personal growth in self-reliance, physical fitness, craftsmanship, and community service and compassion.

Outward Bound, an outdoor leadership school, uses expeditions as a medium to 'teach' their students about goal setting, teamwork and leadership through practical experiences. These experiences allow for character development in a way that cannot be experienced in a classroom setting or without the inherent struggles and challenges experienced on an expedition. By facing real problems, solving them with newly-learned skills, and making decisions that matter, Outward Bound believes that their students will emerge more aware of their strengths and able to use them in a variety of situations.

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 an expedition?

Q2. How does expedition training differ from training conducted on a field training exercise?

Q3. Where does expedition training fit within the Army Cadet Program?

Q4. Using experiences from the Silver Star expedition as a guideline, what are some reasons that expeditions are conducted?

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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 1

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

Teaching point 2 **Discuss expedition goals and objectives.**

Time: 10 min Method: Interactive Lecture



The purpose of this TP is to introduce cadets to the concept of expedition goals and objectives. Encourage cadets to use their own expedition experience(s) to add to the material.

Distribute to each cadet:

- the Expedition Parameters Information Sheet located at Attachment B, and
- a Duo-Tang.

Discuss the Expedition Planning Booklet, by informing cadets that:

- the Expedition Planning Booklet will be used to simulate the planning of an expedition in each of the EOs in PO 425 (Develop an Expedition Plan);
- the Expedition Planning Booklet is divided into sections which mirror the expedition planning process;
- sections of the Expedition Planning Booklet will be completed, during the lesson and as homework, using a Silver Star expedition scenario; and
- each section will be distributed in the corresponding EO and should be placed in a provided Duo-Tang.

The development of sound goals and objectives provides guidance to individuals as they plan an expedition. The foundation of an effective trip plan is well-defined program goals and objectives. Goals and objectives can be divided into two categories:

- trip, and
- program.

Trip goals and objectives can only be developed in conjunction with program goals and objectives. Likewise, program goals and objectives must be developed in conjunction with the overall philosophy of the organization conducting the expedition.

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Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure 1 Goals and Objectives Hierarchy



Remind cadets of the organization philosophy of army cadet expeditions discussed in TP 1 as it relates to the goals and objectives hierarchy.

Goals. Goals represent broad, intended outcomes to be experienced as a result of participating in the expedition. Goals provide direction for leaders and participants as they engage in the expedition experience.

Objectives. Objectives are the targeted outcomes used to assess the accomplishment of each identified goal.

Well-written goals and objectives serve the same purpose as a good map—they provide leaders with a specific path to follow as they create and execute the expedition. Goals and objectives will also assist leaders to make decisions while on the expedition. For example, if a primary goal of developing participants' canoeing skills in Class II moving water was not being met, leaders could choose to cut out a day of hiking to spend an additional day canoeing.

Creating Goals and Objectives

Leaders must put thought and time into the purpose of the expedition when creating goals and objectives. It is important to make goals and objectives:

Specific. Goals and objectives should be specific yet remain flexible from a programming standpoint to allow for differences in group abilities and experiences.

Measurable. Goals and objectives must represent measurable outcomes. For example, ride a mountain bike on familiarization trails, not to exceed Level 3, for 30–40 km.

Achievable. Goals and objectives must be realistic and all required resources must be accessible / available.

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Relevant. Goals and objectives must be worthwhile for all individuals involved. It is inadvisable to create a goal and subsequent objectives that affect only certain members of an expedition team.

Timed. Goals and objectives must be able to be completed within the timeframe of the expedition.



Review the purpose for conducting the expedition and the goals and objectives for the Silver Star Expedition as detailed in the Expedition Parameters information sheet. Cadets will be required to transfer that information into Section 1 of the Expedition Planning Booklet.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. Into what two categories are goals and objectives divided?

Q2. What are the differences between goals and objectives?

Q3. When created, goals and objectives must meet what criteria?

ANTICIPATED ANSWERS:

A1. Goals and objectives are divided into the categories of trip and program.

A2. Goals represent broad, intended outcomes to be experienced as a result of participating in the expedition. Goals provide direction for leaders and participants as they engage in the expedition experience. Objectives are the targeted outcomes used to assess the accomplishment of each identified goal.

A3. Goals and objectives must be:

- specific,
- measurable,
- achievable,
- relevant, and
- timed.

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Teaching point 3 **Have the cadets, in groups of no more than three, identify expedition guidelines and record information in the Expedition Planning Booklet.**

Time: 10 min Method: In-Class Activity



The information included in the Completed Section 1 of the Expedition Planning Booklet, located at Attachment A, was designed as a sample for use in this EO and all subsequent EOs in this PO. In their groups, cadets can develop their own guidelines as long as they meet the expectations of the expedition. If cadets experience difficulties developing guidelines, provide them assistance using information included in the completed Section 1. The guidelines that each group establishes shall be carried forward for all other aspects of the expedition planning process.

The Silver Star Expedition Information Sheet is included to provide cadets with a general idea of the purpose and delivery of the Silver Star expedition. Not all information required to establish the expedition guidelines is included in the information sheet. Cadets will have to work with their group to develop the specific guidelines.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets, in groups of no more than three, identify expedition guidelines and record the information in the Expedition Planning Booklet.

RESOURCES

- Section 1 of the Expedition Planning Booklet located at Attachment A (one per cadet),
- Expedition Parameters Information Sheet located at Attachment B (one per cadet), and
- Silver Star Expedition Information Sheet located at Attachment C (one per cadet).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than three.
2. Distribute to each cadet:
   a. Section 1 of the Expedition Planning Booklet, and
   b. the Silver Star Expedition Information Sheet.
3. Have each group turn to the page on expedition guidelines in the Expedition Planning Booklet.
4. Introduce the expedition guidelines, to include:
   a. time of year the expedition is taking place,
   b. number of days,

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c. number of participants,

d. participant experience level,

e. budget, if applicable, and

f. mode(s) of travel, to include:

(1) distance, and

(2) terrain.

5. Have the groups read through the Silver Star Expedition Information Sheet.

6. Have the groups fill in the expedition guidelines in Section 1 of the Expedition Planning Booklet using personal experience and information gathered from the Silver Star Expedition Information Sheet.

7. Have the groups share their answers.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. Identify two reasons for conducting expeditions.

Q2. What is the purpose of creating goals and objectives?

Q3. What are two guidelines that must be established when planning an expedition?

ANTICIPATED ANSWERS:

A1. Expeditions are conducted for the following reasons:

- to challenge participants;
- to develop hard and soft skills;
- to provide leadership opportunities;
- to increase physical fitness levels; and / or
- to provide opportunities to receive qualifications.

A2. Goals and objectives serve the same purpose as a good map—they provide leaders with a specific path to follow as they create and execute the expedition. Goals and objectives will also assist leaders in making decisions while out on the expedition.

A3. The following guidelines must be established when planning an expedition:

- time of year expedition is taking place,
- number of days,

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- number of participants,
- participant experience level,
- budget, if applicable, and
- mode(s) of travel, to include:
  - distance, and
  - terrain.

CONCLUSION

HOMEWORK / READING / PRACTICE

Complete Section 1 of the Expedition Planning Booklet.

METHOD OF EVALUATION

This lesson is assessed IAW A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B, 425 PC.

CLOSING STATEMENT

A well-planned expedition is one in which the planners have spent ample time developing a succinct set of goals and objectives that adhere to both the trip and program expectations. Once goals and objectives have been established, the planners will then have what they require to develop the remaining components of the expedition plan. Expedition planning is a multi-purpose skill that can be applied to planning other activities.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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EXPEDITION PLANNING BOOKLET

Cadet Name: _____

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IDENTIFY THE PURPOSE FOR CONDUCTING THE EXPEDITION

ESTABLISH EXPEDITION GOALS AND OBJECTIVES:

Goals represent broad, intended outcomes to be experienced as a result of participating in the expedition. Goals provide direction for leaders and participants as they engage in the expedition experience. Objectives are the targeted outcomes used to assess the accomplishment of each identified goal.

When creating goals and objectives it is important to ensure that they follow the SMART (specific, measurable, achievable, relevant and timed) philosophy.

Goal 1

Objective 1:	
Objective 2:	
Objective 3:	

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Goal 2

Objective 1:	
Objective 2:	
Objective 3:	

Goal 3

Objective 1:	
Objective 2:	
Objective 3:	

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Goal 4

Objective 1:	
Objective 2:	
Objective 3:	

IDENTIFY EXPEDITION GUIDELINES

Time of Year	
Number of Days	
Number of Participants	
Participant Information: • **age,** • **gender,** • **physical fitness level,** • **health, and** • **prior experience.**	
Budget (if applicable)	

	1	2	3 (if applicable)

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Mode of Travel			
Distance			
Terrain			

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EXPEDITION PARAMETERS INFORMATION SHEET

IDENTIFY THE PURPOSE FOR CONDUCTING THE EXPEDITION

Silver Star expedition training is designed to provide the Silver Star cadet with the opportunity to develop expedition skills in a structured environment under the supervision and instruction of highly qualified staff.

ESTABLISH EXPEDITION GOALS AND OBJECTIVES

Goal 1

To provide challenging activities that promote the development of expedition skills, using an experiential approach.	
Objective 1:	Provide cadets with the opportunity to develop their personal expedition skills in at least two of the following modes of travel—mountain biking, canoeing and hiking.
Objective 2:	Develop an expedition route that incorporates the selected modes of travel and requires cadets to employ newly-learned skills.
Objective 3:	Require cadets to lead at least one leg of the expedition route to assess their ability to successfully navigate from point A to point B.

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Goal 2

To provide a variety of opportunities for the cadets to complete daily expedition activities to promote the development of a well-rounded expedition team member.	
Objective 1:	Provide cadets with the opportunity to practice campsite set-up and departure routine by changing campsite locations.
Objective 2:	Require cadets to perform campsite routine activities such as meal preparation, water purification and food storage.
Objective 3:	Require cadets to become familiar with de-kitting procedures associated with expedition training.

Goal 3

To facilitate positive group experiences that enhance character development through social interactions.	
Objective 1:	Facilitate formal team briefings at the end of each day of training to discuss team concerns.
Objective 2:	Encourage cadets to share their personal experiences with the rest of the team to promote empathy and tolerance for diversity.
Objective 3:	Integrate games and team-building activities throughout the expedition to enhance positive social interactions.

Goal 4

To provide a variety of opportunities for personal reflection in order to promote the formation of self-identity.	
Objective 1:	Require each cadet to maintain a personal journal throughout the expedition weekend.
Objective 2:	Provide a minimum of 15 minutes for cadets to be alone for personal reflection and journal time.
Objective 3:	Provide an opportunity for each cadet to have a personal interview with their Team Instructor (TI) at the end of the expedition to discuss their own personal growth and discoveries as a result of the experience.

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SILVER STAR EXPEDITION INFORMATION SHEET

Expedition centre training has been designed to provide the Silver Star cadet with the opportunity to develop expedition skills in a structured environment under the supervision and instruction of highly qualified staff using a weekend format where the cadets will arrive Friday evening and depart Sunday afternoon (2 nights, 3 days).

The expedition centre will provide training through an experiential approach, which will allow the cadet to develop skills such as mountain biking and hiking through direct experience at a personal level. Each cadet will be given the opportunity to examine what they saw, felt and thought during the weekend, and consider how it related to what they already learned as well as how it will relate to future expedition experiences.

Expedition centres will select and train at least two of the following dynamic modes of travel:

1. canoeing,
2. mountain biking, or
3. hiking.

The following are the training expectations for each dynamic mode of travel:

- **Canoeing.** The cadet shall paddle a tandem canoe on flatwater.
- **Mountain biking.** The cadet shall ride a mountain bike on familiarization mountain bike trails.
- **Hiking.** The cadet shall hike along a route consisting of a combination of Class 1, 2 and 3 terrain. At least one third of the route must be Class 2 terrain.

When developing a training schedule, expedition centres may choose to incorporate additional Army Cadet Adventure Training Activities (ACATA) as outlined in A-CR-CCP-930/AG-001, *Cadet Program Interim Activity Safety Direction*, as long as this does not impede the cadets' ability to meet mandatory training requirements.

All training will be conducted based on a small group model. The cadet will be placed into teams of no more than nine cadets upon arrival Friday evening. An expedition centre Team Instructor (TI) will be assigned to each team and will remain with the team for the duration of the weekend. These team sizes take into account the instructor / cadet training ratios.

All equipment required for the expedition is located at the expedition centre. Models and types of equipment are dependent on the availability of resources within the region and the modes of travel selected. Personal equipment required by cadets is detailed in the cadet joining instructions.

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COMPLETED SECTION 1 OF THE EXPEDITION PLANNING BOOKLET

IDENTIFY THE PURPOSE FOR CONDUCTING THE EXPEDITION

Silver Star expedition training is designed to provide the Silver Star cadet with the opportunity to develop expedition skills in a structured environment under the supervision and instruction of highly qualified staff.

ESTABLISH EXPEDITION GOALS AND OBJECTIVES

Goal 1

To provide challenging activities that promote the development of expedition skills, using an experiential approach.	
Objective 1:	Provide cadets with the opportunity to develop their personal expedition skills in at least two of the following modes of travel—mountain biking, canoeing and hiking.
Objective 2:	Develop an expedition route that incorporates the selected modes of travel and requires cadets to employ newly-learned skills.
Objective 3:	Require cadets to lead at least one leg of the expedition route to assess their ability to successfully navigate from point A to point B.

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Goal 2

To provide a variety of opportunities for the cadets to complete daily expedition activities to promote the development of a well-rounded expedition team member.	
Objective 1:	Provide cadets with the opportunity to practice campsite set-up and departure routine by changing campsite locations.
Objective 2:	Require cadets to perform campsite routine activities such as meal preparation, water purification and food storage.
Objective 3:	Require cadets to become familiar with de-kitting procedures associated with expedition training.

Goal 3

To facilitate positive group experiences that enhance character development through social interactions.	
Objective 1:	Facilitate formal team briefings at the end of each day of training to discuss team concerns.
Objective 2:	Encourage cadets to share their personal experiences with the rest of the team to promote empathy and tolerance for diversity.
Objective 3:	Integrate games and team-building activities throughout the expedition to enhance positive social interactions.

Goal 4

To provide a variety of opportunities for personal reflection in order to promote the formation of self-identity.	
Objective 1:	Require each cadet to maintain a personal journal throughout the expedition weekend.
Objective 2:	Provide a minimum of 15 minutes for cadets to be alone for personal reflection and journal time.
Objective 3:	Provide an opportunity for each cadet to have a personal interview with their Team Instructor (TI) at the end of the expedition to discuss their own personal growth and discoveries as a result of the experience.

IDENTIFY EXPEDITION GUIDELINES

Time of Year	Spring (April–May) / Fall (September–October).
Number of Days	2 nights, 3 days (arrive Friday evening, depart Sunday afternoon).
Number of Participants	36 cadets (12 females, 24 males), 8 staff (5 male, 3 female) = 44 total participants

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Participant Information: • **age,** • **gender,** • **physical fitness level,** • **health, and** • **prior experience.**	• Cadets are 14–16 years old. • There is a mix of male and female cadets (1/3 female). • The physical fitness level of each participant is unknown (will be identified upon cadet's arrival at expedition centre). • Cadets are either training Silver Star or Silver Star qualified. • Some cadets will have completed Basic Expedition.
Budget (if applicable)	Not applicable.

	1	2	3 (if applicable)
Mode of Travel	Canoeing	Mountain Biking	
Time	between 8–10 km	between 35–40 km	
Terrain	flatwater	familiarization trails	

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