

COMMON TRAINING

ALL TRAINING LEVELS

INSTRUCTIONAL GUIDE

SECTION 7

EO MX01.07 – PARTICIPATE IN HERITAGE MINUTES VIDEO ACTIVITIES

Total Time:	One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO MX01.07 (Participate in Heritage Minutes Video Activities) located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*, Chapter 4.

Select Heritage Minutes videos, and plan and prepare activities.

Heritage Minutes videos can be viewed on the Internet or purchased on DVD at www.historica-dominion.ca > VIDEO > HERITAGE MINUTES.

Example videos and accompanying activities are located at Annexes A–G.

In addition to the suggested Heritage Minutes video activities attached, activity leaders may choose their own Heritage Minutes videos and create their own interactive, challenging and fun activities. The suggested activities may be adapted as required.

For certain Heritage Minutes, the Historica-Dominion Institute provides activities that may be used by the activity leader. For example: www.historica-dominion.ca > VIDEO > HERITAGE MINUTES > BLUENOSE > LEARNING RESOURCES includes classroom tools for intermediate (Cadet Program Years 1 and 2) and secondary (Cadet Program Years 3 and 4).

Gather background information on the content of the selected videos so you are prepared to provide context to the cadets and answer any of their questions. Background information is available at http://www.historica-dominion.ca > VIDEO > HERITAGE MINUTES.

Gather the required resources:

- method to display the video (eg, television, DVD player, tablet, laptop),
- videos, and
- any other resources required as per selected activity.

PRE-LESSON ASSIGNMENT

Nil.

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APPROACH

An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of citizenship.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this session the cadets shall have participated in Heritage Minutes video activities.

IMPORTANCE

It is important for cadets to participate in Heritage Minutes video activities as part of being a good citizen is having an appreciation for Canadian historical figures and significant events.

ACTIVITY

1. Play the selected video or series of videos with a similar theme.
2. Conduct an activity in which the cadet will further explore the topic introduced in the video(s).

CONCLUSION

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for cadets to participate in Heritage Minutes video activities as part of being a good citizen and having an appreciation for Canadian historical figures and significant events.

INSTRUCTOR NOTES / REMARKS

There are numerous potential leadership opportunities for cadets when conducting a Heritage Minutes video activities session:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments, such as leading a Heritage Minutes video activity, IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

REFERENCES

Historica Dominion Institute. *Heritage Minutes Videos*. Retrieved March 15, 2013, from https://www.historica-dominion.ca/content/video.

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SUGGESTED HERITAGE MINUTES VIDEO ACTIVITIES: GENERAL

GENERAL INTRODUCTORY ACTIVITIES

Brainstorm. As a large group or in smaller groups, have the cadets list what they know about the video topic (eg, inukshuk). If the video topic is not well-known, prepare questions that may help stimulate the cadets' thinking (eg, Who first used inukshuk? Where are the Inuit from? Which territory's flag shows an inukshuk? What were inukshuk used for?). If conducted as a large group, write down key words in a thought web as the cadets brainstorm.

Think – Pair – Share. Have the cadets individually think about and list what they know about the video topic (eg, Winnie the Pooh). Have the cadets share what they know about the video topic with a partner. Invite the cadets to share what they learned from their partner with the larger group.

KWL Chart. Have the cadets complete a chart with three columns:

- what they **K**now about the video topic (eg, maple syrup),
- what they **W**ant to know about the video topic, and
- what they have **L**earned about the video topic (to be completed after watching the video as part of the follow-up activity).

GENERAL FOLLOW-UP ACTIVITIES

Highlights. Have the cadets individually list the three most interesting or surprising things they learned from watching the video. Have the cadets share and discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.

Cadets' Questions. Have the cadets write a question they have after watching the video. In other words, what more would they like to learn about this topic? Answer the cadets' questions or challenge them to find out the answer to their own question prior to the next session.

Activity Leader's Questions. Have the cadets respond to thought-provoking questions about the video topic. For example, if the video topic is the Avro Arrow, questions could include: What do you think the government's primary reasons were for cancelling the Arrow program? Do you agree / disagree with Prime Minister Diefenbaker's decision to cancel the Arrow program? What other technologies are recognized as being Canadian in origin, or associated with Canada?

Learning Stations. The video may be a short introductory video to stimulate the cadets' interests as part of a more comprehensive activity, such as learning stations. For more guidance on how to conduct learning stations refer to EO MX01.01G (Participate in Citizenship Learning Stations).

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SUGGESTED ACTIVITY: *FLAGS* VIDEO

ACTIVITY: CREATE YOUR OWN FLAG

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Flag template located at Appendix 1,
- Pens / pencils, and
- Markers / coloured pencils.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Flags* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute copies of the “Design Your Own Flag” template located at Appendix 1 and markers / coloured pencils to each team.
4. Have each team choose whether their flag will represent their municipality, province or country.
5. Give the teams 15 min to create their own flag. Tell the cadets the design and colour of the flags must reflect team consensus.
6. Give each team 2–3 min to present their flag, describe its features and explain their design choice to the rest of the teams. If there are four or more teams, pair them and have the cadets present their flag to another team.
7. Give the cadets 5 min to reflect / discuss the challenges of forming a consensus. Suggested questions for discussion include:
   (a) What was the process your team used to reach a consensus?
   (b) How easy / difficult was it for your team to reach a consensus regarding the design / creation of your flag?
   (c) In the end, did all of the team members agree?
8. Display the flags at the corps / squadron for all to enjoy.

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DESIGN YOUR OWN FLAG

Use the template below to create your own flag. Your flag should reflect group consensus and can represent a nation, province or municipality.

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SUGGESTED ACTIVITIES: *SAM STEELE* VIDEO

ACTIVITY: "I WANT TO BE A CANADIAN"

TIME: 15 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Flipchart paper,
- Pens / pencils, and
- Markers.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Sam Steele* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper, pens / pencils and markers to each team.
4. Give the teams 5 min to brainstorm and compile a list of characteristics and attributes that they feel exemplify the Canadian spirit.
5. Give each team 2–3 min to present and explain their list to the other groups.
6. After all of the teams have presented, have the cadets compare the lists to identify common characteristics and compile a master list.
7. Display the master list for the rest of the corps / squadron to see.

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SUGGESTED ACTIVITIES: *SAM STEELE* VIDEO

ACTIVITY: ENTRANCE TO CANADA EXAM

TIME: 15 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Entrance to Canada Exam located at Appendix 1, and
- Pens / pencils.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Sam Steele* Heritage Minutes video.
2. In this role-play, the instructor will play “Sam Steele” and the cadets will play groups of people attempting to get into Canada.
3. Divide the cadets into teams of three or four to answer the questions in a role-play.
4. Have the cadets take the “Entrance to Canada Exam” administered by Sam Steele and answer ten of the questions correctly in order to “gain entry into Canada.”
5. Alternatively, have the cadets complete the written exam individually and hand them in to be marked by “Sam Steele.”



You may portray “Sam Steele” as a role-play in a realistic fashion, which could include wearing a Mountie uniform.

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ENTRANCE TO CANADA EXAM

Congratulations! You have just arrived at the US – Canada border. In order to gain entrance, you must correctly answer 10 of the questions below:

Q1. Canada is made up of five distinct regions. Name three of them.
A. Atlantic, Central, Prairie, West Coast, Northern.

Q2. What are the two official sports of Canada?
A. Hockey and lacrosse.

Q3. What is Canada's motto?
A. English - From sea to sea, French - D'un océan à l'autre, Latin - A Mari Usque Ad Mare.

Q4. Does Canada hold sovereignty over the North Pole?
A. No.

Q5. What is the floral emblem of Canada?
A. Maple leaf.

Q6. What is the national animal of Canada?
A. The beaver.

Q7. The Canadian Coat of Arms has two animals holding up the shield. What are the two animals?
A. A lion and a unicorn.

Q8. What are the three orders of government in Canada?
A. Federal, provincial / territorial, and municipal.

Q9. Who is Canada's Head of State?
A. The Monarch.

Q10. What is Canada's system of government called?
A. Parliamentary democracy and constitutional monarchy.

Q11. How are members of Parliament chosen?
A. Elected by Canadian citizens.

Q12. Name six responsibilities of citizenship.
A. Vote, help others, care for our heritage and environment, obey Canada's laws, respect the rights of others, and eliminate injustice.

Q13. How is the Prime Minster chosen?
A. The leader of the party with the most elected representatives becomes the Prime Minister.

Q14. What are the three main groups of Aboriginal peoples?
A. First Nations, Métis and Inuit.

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Q15. What are the two official languages of Canada?
A. French and English.

Q16. What do you call the Sovereign's representative in the provinces?
A. Lieutenant-Governor.

Q17. What does confederation mean?
A. Joining of provinces to make a new country.

Q18. What does it mean to say Canada is a constitutional monarchy?
A. Canada's Head of State is a hereditary sovereign (Queen or King) who reigns in accordance with the constitution.

Q19. What is the meaning of the Remembrance Day poppy?
A. To remember the sacrifice of Canadians who have served or died in wars up to the present day.

Q20. When is Canada Day and what does it celebrate?
A. The anniversary of Confederation - July 1st of each year.

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SUGGESTED ACTIVITY: *NELLIE MCCLUNG* VIDEO

ACTIVITY: THE RIGHT TO VOTE

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Flipchart paper,
- Pens / pencils, and
- Markers.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Nellie McClung* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper and markers to each group.
4. Give the teams 10 min to brainstorm and compile a list of reasons why it is important for all Canadian citizens to have the right to vote.
5. Give each team 2–3 min to present and justify their list to the rest of the teams.
6. After all of the teams have presented, have the cadets compare the lists to identify common reasons and compile a master list.
7. Give the cadets 5 min to discuss other voting issues. Suggested questions for discussion can include:
   (a) Should a Canadian citizen ever lose the right to vote?
   (b) Should prisoners be allowed to vote?
8. Display the master list for the corps / squadron to see.

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SUGGESTED ACTIVITIES: *AVRO ARROW* VIDEO

ACTIVITY: "CANADIAN OR NOT" GAME

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Gather the required resources:
  - "Canadian or NOT" flashcards at Appendix 1 (1 set per team),
  - Flipchart paper,
  - Pens / pencils, and
  - Markers.
- Photocopy the "Canadian or NOT" flashcards and cut them into individual cards.



Powerpoint slides can also be created to represent the flashcards. Feel free to create additional cards.

ACTIVITY INSTRUCTIONS :

1. Show the cadets the *Avro Arrow* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Select 15 items from the Canadian list and 10 items from the "Not" list to create flashcards or slideshow questions.
4. Show the cadets flashcards with the name / picture of either a Canadian invention or foreign invention.
5. Allow the teams time to discuss briefly and decide if the invention being displayed is "Canadian or NOT." Have an instructor / cadet keep score.
6. Repeat Steps 4 and 5 until all 25 flashcards have been seen by the cadets.
7. Declare the team with the most points at the end of the 25 cards the "Great Canadian Know-it-Alls."

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CANADIAN OR NOT?

Select 15 items from the Canadian list and 10 items from the "Not" list to create flashcards or slideshow questions. Feel free to add your own items.

CANADIAN	NOT
Blue Box 	**Bar Code** 
Zipper 	**Electric Blanket** 

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CANADIAN	NOT
Anti-G suit 	**Glider** 
Blackberry 	**DNA Sequencing** 
Paint Roller 	**Eyeglasses** 

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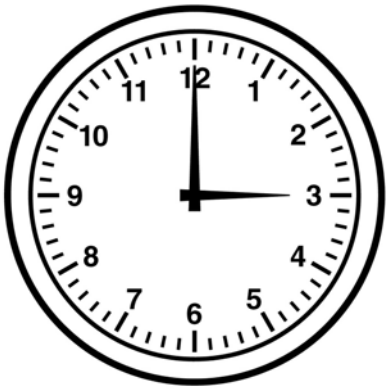
CANADIAN	NOT
Heart Pacemaker 	**Artificial Heart** 
Universal Standard Time 	**Aspirin** 
Prosthetic Hand 	**Safety Pin** 

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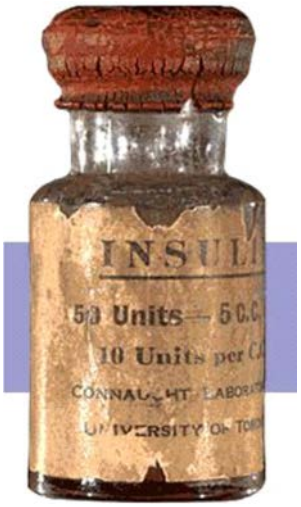
CANADIAN	NOT
Insulin 	**Matchstick** 
Robertson Screw 	**Paperclip** 
Pablum 	**Pencil** 

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CANADIAN	NOT
Pealess Whistle 	**Tetra Pak** 
Lightbulb 	**Pencil Sharpener** 
Electric Wheelchair 	**Stethoscope** 

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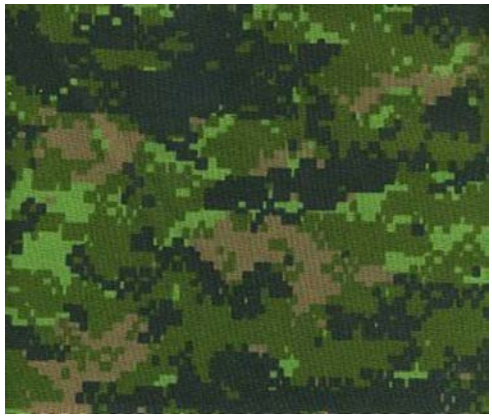
CANADIAN	NOT
CADPAT 	**Gore Tex** 
Goalie Mask 	
Plexiglass 	

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CANADIAN	NOT
Alkaline Battery 	
Egg Carton 	
Garbage Bag 	

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SUGGESTED ACTIVITIES: *GREY OWL* VIDEO

ACTIVITY: WHY MOVE TO CANADA?

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Flipchart paper,
- Pens / pencils, and
- Markers.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Grey Owl* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper and markers to each team.
4. Give the teams 15 min to brainstorm and answer the following question: "*What is it about Canada that makes people from all over the world decide to move here and become citizens?*"
5. Give each team 2–3 min to present their answers to the rest of the teams.
6. After all of the teams have presented, have the cadets compare the answers to compile a master list.
7. Display the master list for the rest of the corps / squadron to see.

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SUGGESTED ACTIVITIES: *GREY OWL* VIDEO

ACTIVITY: "LET'S MARKET CANADA"

TIME: 60 min

TRAINING LEVEL: 3–4

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Canada: "The" Place to Live! fact-sheet template located at Appendix 1,
- Flipchart paper,
- Pens / pencils, and
- Markers.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Grey Owl* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper, markers and fact-sheet template to each team.
4. Give the teams 35 min to create a marketing campaign to sell Canada around the world, including a poster, a slogan and a fact-sheet of reasons why Canada is "the place to live."
5. Give each team 5 min to present their campaign to the rest of the teams.
6. Declare the team with the most convincing campaign the "Canadian Marketeers."
7. Display campaign materials for the rest of the corps / squadron to enjoy.

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CANADA

“The” Place to Live!

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SUGGESTED ACTIVITY: HERITAGE MINUTES VIDEO

ACTIVITY: STORYBOARD / DIY HERITAGE MINUTES VIDEO

TIME: 60 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Storyboard template located at Appendix 1,
- Pens / pencils,
- Markers, and
- Video recording devices, if available.

ACTIVITY INSTRUCTIONS:

1. Show the cadets two or three of the Heritage Minutes videos.
2. Divide the cadets into teams of three or four.
3. Distribute copies of the Heritage Minutes video template and pencils to each team.
4. Have each team choose a prominent Canadian figure, event or symbol to be the subject of their own one-minute Heritage Minutes video.
5. Give the teams 20 min to brainstorm their own concept for a one-minute “Heritage Minutes” video and create a basic script / stick figure storyboard using the template provided.
6. If resources allow, have the teams record their videos in addition to creating a storyboard. A variety of devices can be used, such as cell phones, digital cameras, or video cameras.
7. Give each team 2–3 min to explain their concept and present their storyboard / video to the rest of the teams.
8. The corps / squadron Commanding Officer may authorize exceptional videos to be uploaded to corps / squadron websites / Youtube channels or shown at Annual Ceremonial Reviews, Mess Dinners, etc.

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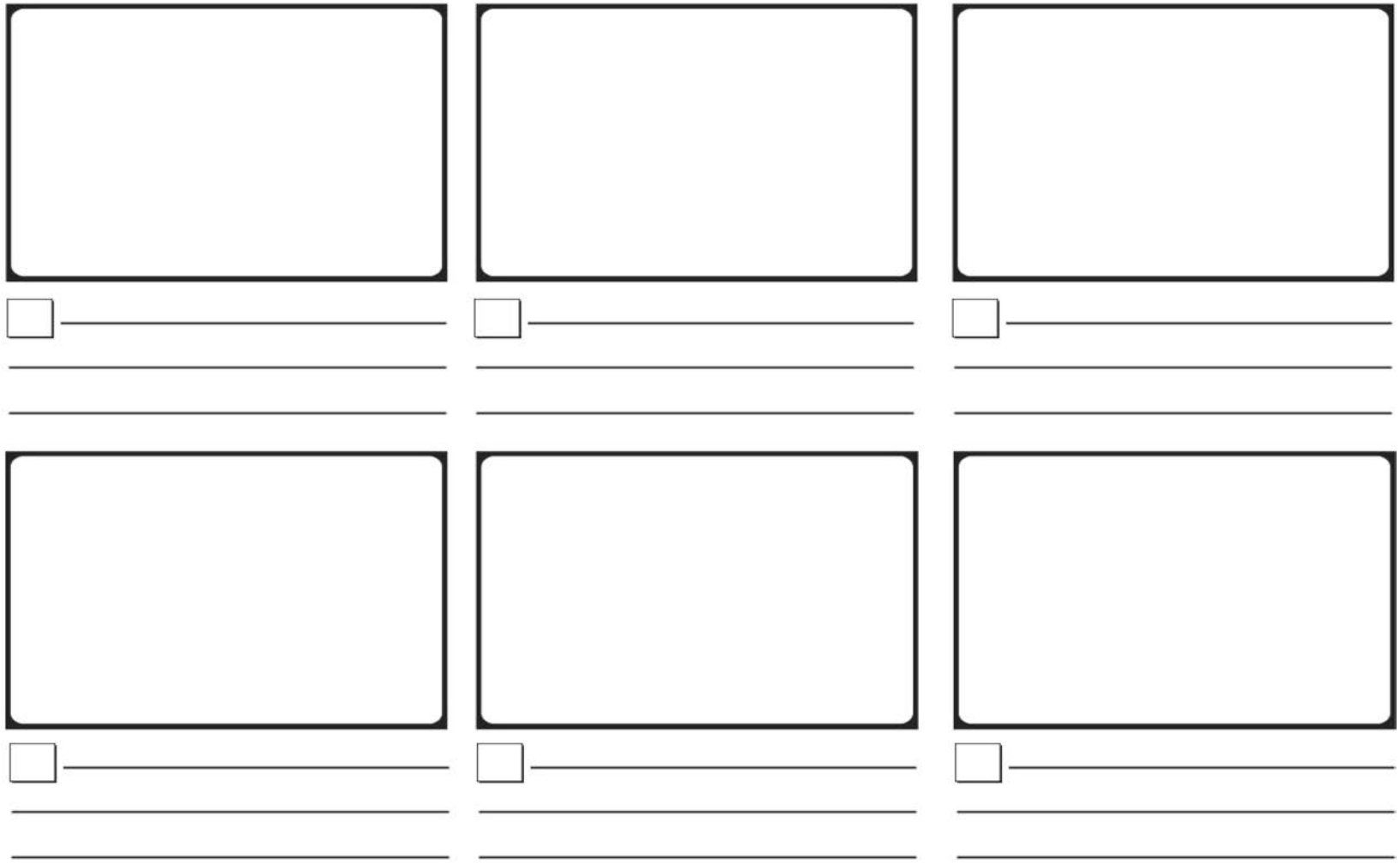
HERITAGE MINUTES VIDEO
STORYBOARD TEMPLATE

Name of Project:_____ Group Members: _____



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