COMMON TRAINING

INSTRUCTIONAL GUIDE

SECTION 12

EO C203.05 – PARTICIPATE IN TRUST-BUILDING ACTIVITIES

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-602/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.

The time spent on each activity is at the discretion of the instructor. If time permits, activities may be conducted consecutively. If the group is large, activities may be conducted concurrently. When conducting activities concurrently, ensure enough resources and supervision are available.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience trust-building activities and define that experience on a personal level. They will be given the opportunity to reflect on and examine what they saw, felt and thought while they were having the experience, and consider how this will relate to future experiences.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in trust-building activities.

IMPORTANCE

It is important for cadets to participate in trust-building activities as it may improve their leadership abilities in a peer setting by allowing cadets to practice communication skills and positive group dynamics.

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BACKGROUND KNOWLEDGE

Trust is a powerful and essential leadership attribute because it is a key to personal involvement. A cadet will seldom take a physical or emotional chance if they perceive callousness or an unreasonable risk. A group surrounded with positive experiences and successes will undergo growth in trust and personal confidence. Trust, within the framework of leadership, is gained with patience, thoughtfulness and care over a period of time. Trust can also be lost in a second by carelessness or inconsiderate behaviour. Cultivating and protecting the trust that another individual offers should be a fundamental leadership quality to be acquired.

Teaching point 1 **ACTIVITY 1**

Time: 20 min Method: Experiential

OBJECTIVE

The objective of this activity is to have cadets develop trust in their peer group.

RESOURCES

- A large empty space with four walls, and
- A blindfold.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Brief the cadets on any safety rules or any other guidelines pertaining to the activity.

1. Have one cadet stand with their back to one wall of a large four-walled room. This cadet becomes the jogger.

2. The jogger must hold their hands up in front of their body, palms out, to protect themselves.

3. Blindfold the jogger.

4. Place three-quarters of the group in a line with their backs to the wall that the jogger will be approaching. They will act as spotters. The spotter's job is to prevent the jogger from running into the wall.

5. Place the remaining quarter of the group three-quarters of the way down the room to prevent wildly disoriented joggers from running into the side walls.

6. Ask the jogger to jog toward the far wall at a steady, unchanging pace.

7. Have cadets take turns being the jogger.

SAFETY

The spotters must be as quiet as possible to increase the resolve of the jogger.

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The spotters must concentrate on the jogger at all times. If the jogger hits a wall the trust of the group may be broken.

ACTIVITY 2

Time: 20 min

OBJECTIVE

The objective of this activity is to have cadets develop trust in their peer group.

RESOURCES

A blindfold.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Brief the cadets on any safety rules or any other guidelines pertaining to the activity.

1. Divide the group into pairs.
2. Blindfold one cadet. This cadet becomes the walker. The walker must hold their hands up in front of their body, palms out, to protect themselves.
3. The second cadet becomes the talker.
4. The talker must lead the walker on a tour through a pre-determined location in the cadet corps facility.
5. The talker must give directions as simply as possible. (e.g. take two steps forward, turn to your left, take four steps to the right, etc.).
6. The talker is not allowed to touch the walker, unless the walker is about to fall.
7. Have cadets change positions and repeat the activity.

SAFETY

If there are stairs at the cadet corps facility, ensure extra supervision.

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REFLECTION

Time: 5 min

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. 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. How did it feel to trust others in your group? Why?

Q2. How did it feel to have others trust you? Why?

Q3. How does it feel when someone does not trust you?

Q4. Why is trust an important part of leadership?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing the discussion to ensure that all teaching points have been covered. The instructor must also take this opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

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TEACHING POINTS

TP1. Trust is a powerful and essential leadership attribute because it is a key to personal involvement.

TP2. A group surrounded with positive experiences and successes will undergo growth in trust and personal confidence.

TP3. Trust can also be lost in a second by carelessness or inconsiderate behaviour.

TP4. Cultivating and protecting the trust that another individual offers should be a fundamental leadership quality to be acquired.



Reinforce those answers given and comments made during reflection, but ensure that the teaching points have been covered. Any teaching point not brought out during the group discussion shall be covered during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Trust is a key leadership attribute that may assist cadets in leading in a peer setting. Participating in trust-building activities may assist cadets by increasing the confidence others have in them and this should increase their own self-confidence.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities.* Dubuque, Iowa: Kendall/Hunt Publishing Company.

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