

COMMON TRAINING

PHASE THREE

INSTRUCTIONAL GUIDE

SECTION 9

EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-603/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.

Distribute to cadets the outline for delivering a presentation about a leader, located at Annex S, at least two weeks before the presentation is scheduled.

PRE-LESSON ASSIGNMENT

Using the outline for delivering a presentation about a leader located at Annex S, the cadets will research a leader of their choice (a military leader, political leader, spiritual leader, teacher, etc) prior to the lesson.

Cadets will bring to the class presentation materials and information about the leader they researched in order to deliver their presentation.

Ensure cadets are familiar with material from EO M309.01 (Explain the Principles of Instruction, Chapter 9, Section 1), EO M309.03 (Describe Effective-Speaking Techniques, Chapter 9, Section 3), EO M309.04 (Describe Questioning Techniques, Chapter 9, Section 4) and EO M309.05 (Select Appropriate Instructional Aids, Chapter 9, Section 5).

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience giving a presentation in a safe and controlled environment. This activity contributes to the development of leadership skills and knowledge in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

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OBJECTIVES

By the end of this lesson the cadet shall have delivered a presentation about a leader.

IMPORTANCE

It is important for cadets to deliver a presentation about a leader to assist in their leadership development. By researching and reporting on the core leadership qualities of the leader, cadets may gain an appreciation of how others put these qualities into practice. Having to make a presentation will also give the cadets another opportunity to practice their presentation skills.

Teaching point 1 **Supervise Cadets Delivering a Presentation About a Leader**

Time: 50 min Method: Practical Activity



The cadets will research a leader of their choice (a military leader, political leader, teacher, etc) prior to the lesson. Cadets will bring to the class presentation materials and information about the leader they researched in order to deliver their presentation.

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets deliver a presentation about a leader.

RESOURCES

- Presentation aids (e.g., whiteboard/flip chart/OHP/multimedia projector), and
- Information about the leader.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have a cadet volunteer to deliver their presentation.
2. The cadet will set up their presentation materials (if required).
3. The cadet will deliver a presentation to include an introduction of the leader, interesting points in the leader's career, the core leadership qualities displayed by the leader, and a conclusion.
4. Cadets will be encouraged to ask questions at the end of each presentation.
5. Repeat steps 1. to 4. until everyone has delivered a presentation.

SAFETY

N/A.

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CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' participation in the delivery of a presentation will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Seeing and hearing the example set by other leaders may assist the cadet in becoming a more effective leader. Leaders come from all walks of life and learning about how different leaders display core leadership qualities may help cadets further develop their leadership skills. Being given as many opportunities as possible to speak in front of groups will help develop the cadet's presentation and instructional skills.

INSTRUCTOR NOTES/REMARKS

It is recommended that this lesson be scheduled after all other lessons in PO 309 (Chapter 9).

If the corps has more than five Phase Three cadets, divide the cadets into groups of five, if facilities are available.

REFERENCES

N/A.

Unofficial convenience copy of A-CR-CCP-603/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-603-PF-001/A-CR-CCP-603-PF-001.pdf.
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LEADERSHIP TEAM MODEL

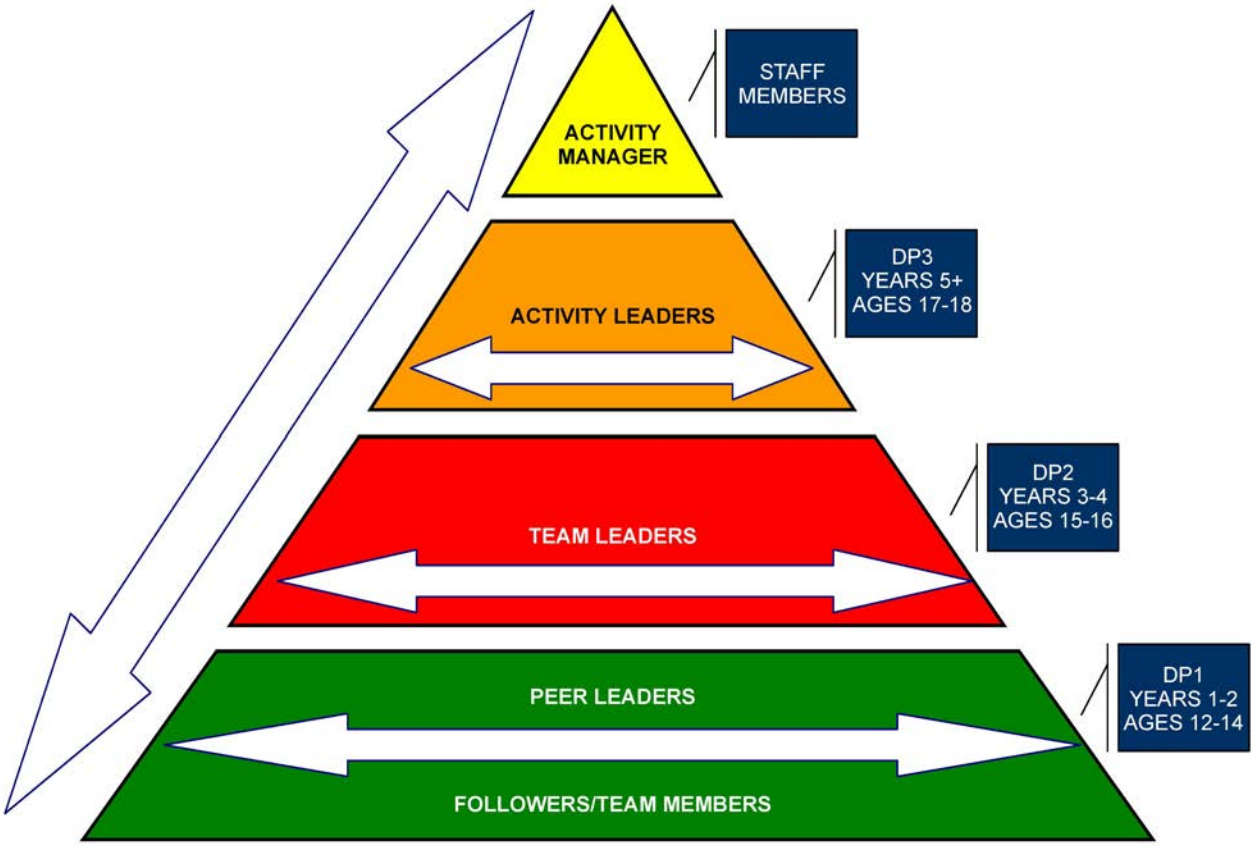

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Figure A-1 Leadership Team Model

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EXPECTATIONS OF A PHASE THREE CADET

CORE LEADERSHIP COMPETENCIES

Intrapersonal Management

Interpersonal Management

Teamwork

Effective Communication

Applied Leadership

Mentorship

Components of Intrapersonal Management	• identifying and satisfying personal needs; • exercising self-control; • exercising self-management; • pursuing self-improvement; and • establishing a positive identity.
Components of Interpersonal Management	• interacting positively within the cadet community; • interacting positively with others; and • dealing with interpersonal conflict in a respectful way.
Components of Teamwork	• participating in the stages of team development; • displaying positive team dynamics; and • participating in team-building activities.
Components of Effective Communication	• receiving information; • interpreting information; and • responding to information.
Components of Applied Leadership	• setting an example for others to follow; • participating in leadership assignments; • conducting the leadership assignment while supervising the team; • leading team-building activities; • debriefing the team; and • presenting an after-assignment report to their leader.
Components of Mentorship	• fulfilling the role of a mentored cadet; and • fulfilling the role of a mentor.

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SELF-ASSESSMENT RUBRICS

SELF-ASSESSMENT FOR CORE LEADERSHIP QUALITIES OF A CADET

Name: _____ Date: _____

Please rate your core leadership qualities by checking the correct box.

Core Leadership Quality	Never	Seldom	Often	Always
I am honest.				
I am dependable.				
I am loyal.				
I am collaborative.				
I am determined.				
I am courageous.				
I am analytical.				
I am positive.				
I am respectful.				
I am considerate.				
I am sympathetic.				

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SELF-ASSESSMENT FOR POSITIVE TEAM DYNAMICS

Name: _____ Date: _____

Please rate your positive team dynamics by checking the correct box.

Positive Team Dynamics	Never	Seldom	Often	Always
I follow the team leader.				
I include all participants.				
I encourage team members.				
I contribute to team morale and esprit de corps.				
I contribute to the accomplishment of team goals.				
I contribute to group decisions.				
I trust the team.				
I support team members.				
I appreciate team members.				
I celebrate team success.				

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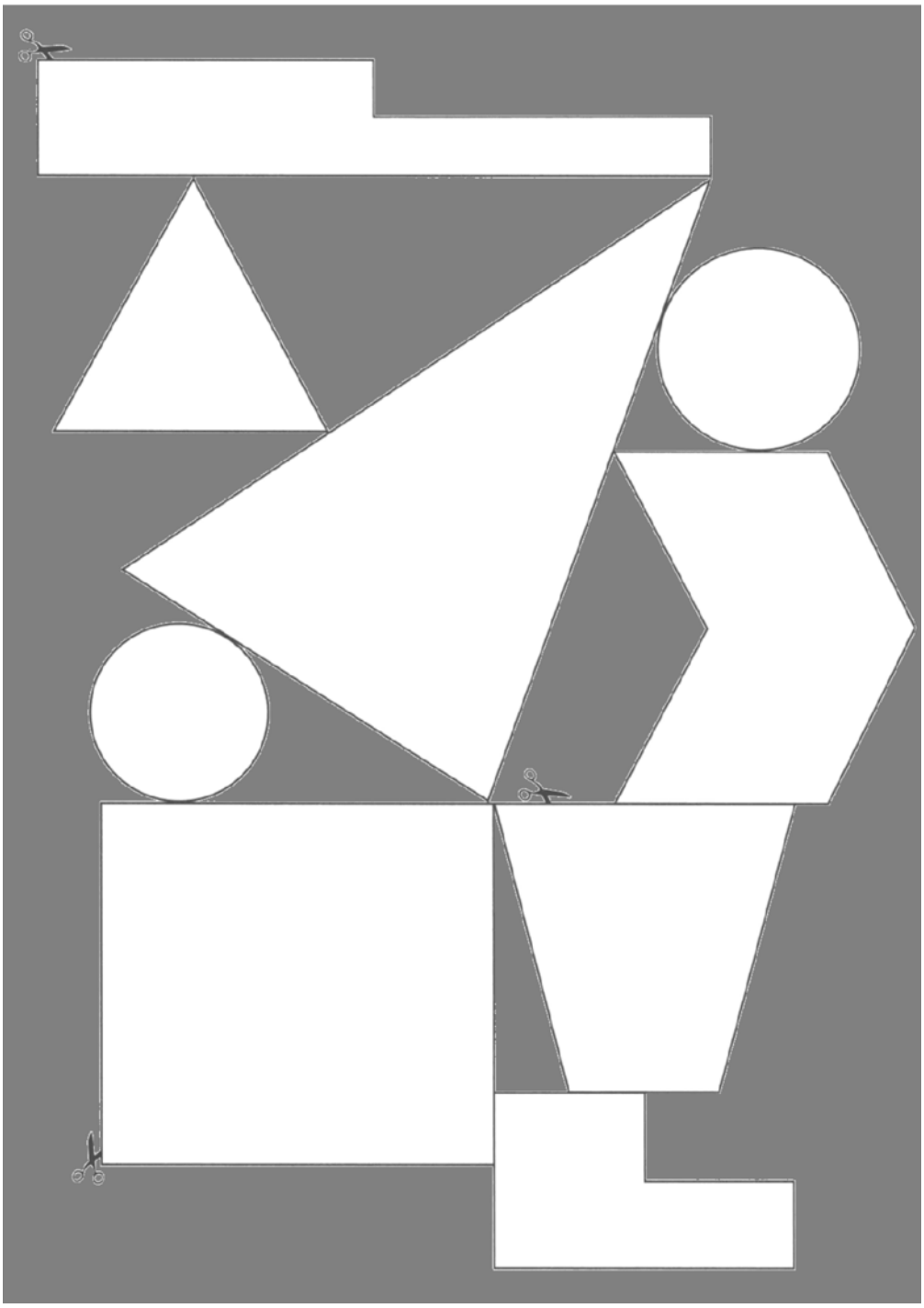
COMMUNICATION PUZZLE



M. G. MacGregor, Teambuilding With Teens, Free Spirit Publishing Inc. (p. 80)

Figure D-1 Communication Puzzle

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PROBLEM-SOLVING SCENARIOS

PROBLEM-SOLVING SCENARIO 1

You are a member of your school volleyball team and a member of your cadet corps. This year your team is doing very well and is expected to go to the zone championship three weekends from now. You have just realized that your zone tournament may be the same weekend as your corps tour of a Canadian Forces unit.

What do you do?

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PROBLEM-SOLVING SCENARIO 2

Your corps is conducting a tabloid sports meet tomorrow night. You have been assigned to organize the teams before the event begins.

What do you do?

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PROBLEM-SOLVING SCENARIO 3

Your parents are going out of town for the weekend on business. You and your younger brother, who is 11 years old, are staying home. Your corps is conducting its annual community service event.

What do you do?

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PROBLEM-SOLVING SCENARIO 4

You arrive at your cadet corps and you notice that your friend has extra money this week. You also know that she was working in the cadet canteen earlier that night.

What do you do?

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POSSIBLE YEAR THREE COMMON LEADERSHIP ASSIGNMENTS

RECREATIONAL MARKSMANSHIP ASSIGNMENTS

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.
- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

SUMMER BIATHLON ASSIGNMENTS

- Set up range for summer biathlon.
- Conduct a warm-up activity prior to participating in summer biathlon.
- Control pellets for summer biathlon.
- Conduct a cool-down activity after participating in summer biathlon.
- Tear down the range after summer biathlon.

RECREATIONAL SPORTS ASSIGNMENTS

- Set up a recreational sports activity.
- Tear down a recreational sports activity.
- Organize a team for recreational sports.
- Conduct a warm-up prior to recreational sports.
- Conduct a concurrent activity during recreational sports.
- Conduct a cool-down after recreational sports.

WEEKLY PARADE CADET NIGHT ASSIGNMENTS

- Set up chairs for a parade.
- Set up the dais area for a parade.
- Set up flags and parade markers for a parade.
- Tear down chairs after a parade.
- Tear down dais area after a parade.
- Tear down flags and parade markers after a parade.

WEEKLY CADET NIGHT ASSIGNMENTS

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff the canteen.

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- Tear down a canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.
- Set up for an extracurricular activity.
- Conduct a concurrent activity.

COMMUNITY SERVICE LEADERSHIP ASSIGNMENTS

- Organize a team during a community service activity.
- Conduct a concurrent activity during community service activity.
- Complete a final garbage sweep after a community service activity.

OTHER LEADERSHIP ASSIGNMENT POSSIBILITIES

- Embark and disembark personnel on vehicles during transportation.
- Conduct uniform inspection of year one cadets.
- Collect and dispose of garbage after weekly parade.
- Collect, sort and dispose of recycling after weekly parade.
- Turn off lights and close windows after weekly parade.

PRIOR TO A WEEKEND ACTIVITY

- Distribute personal equipment.
- Label personal equipment.
- Load group equipment and supplies.

SETTING UP FOR WEEKEND TRAINING

- Unload equipment and supplies.
- Set up the first aid station.
- Set up the female sleeping area.
- Set up the male sleeping area.

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ROUTINE TASKS THAT MAY OCCUR DURING WEEKEND TRAINING

- Organize the distribution of a meal.
- Clean up the eating area after a meal.
- Launch sailboats.
- Conduct a concurrent activity during weekend training.
- Secure sailboats.
- Organize lights out for the female cadets.
- Organize lights out for the male cadets.
- Organize wakey-wakey for female cadets.
- Organize wakey-wakey for male cadets.

SECURE WEEKEND TRAINING

- Secure the female sleeping area.
- Secure the male sleeping area.
- Secure the first aid station.
- Load group equipment and supplies.
- Complete a final garbage sweep.

AFTER WEEKEND TRAINING

- Unload equipment and supplies.
- Collect personal equipment.

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SAMPLE LEADERSHIP ASSIGNMENT

LEADERSHIP ASSIGNMENT
Rearrange Classroom Space
ASSIGNMENT DESCRIPTION
Organize a team of cadets to rearrange a classroom as required. Move the chairs and desks/tables to match the diagram (if provided) or as directed.
RESOURCES
• Chairs, • Diagram of placement of chairs (if required), • Desks/tables, • Electronic equipment (if required), • Whiteboards (if required), and • A minimum of four cadets.
TIME
A maximum of 10 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT FORMAT

1. Prepare for the leadership assignment by:
   a. ensuring the goal is understood;
   b. ensuring the required resources are available;
   c. completing a time appreciation; and
   d. making a plan.
2. Introduce the leadership assignment by:
   a. stating the assignment to be completed;
   b. stating the goal of the assignment;
   c. identifying the resources required for the assignment;
   d. communicating the overall plan;
   e. assigning tasks to team members as applicable; and
   f. ensuring the team members understand the assignment.
3. Conduct the leadership assignment by:
   a. supervising peers;
   b. maintaining team control;
   c. ensuring the assignment is progressing according to the time allotted; and
   d. modifying the plan as required.
4. Debrief the team following the leadership assignment by:
   a. reviewing the goal;
   b. providing feedback; and
   c. re-motivating the team.
5. Complete an after-assignment report and a self-assessment.
6. Attend a debriefing with the directing staff.

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AFTER-ASSIGNMENT REPORT AND ASSESSMENT RUBRIC

AFTER-ASSIGNMENT REPORT

1. How did you feel after the assignment was completed?

2. How did you feel about the teamwork among the members? How is teamwork related to the outcome of a leadership assignment?

3. What aspects of the leadership assignment went well?

4. Is there anything you would do differently if you were to complete the same assignment again?

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303 PC ASSESSMENT RUBRIC

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Communicate as a team leader	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets	Did not supervise cadets.	Only supervised cadets at the beginning and/or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems	Did not solve the problem(s).		Solved the problem(s).	
Complete the leadership assignment	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment	Did not complete the self-assessment.		Completed the self-assessment.	

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LEADERSHIP ASSIGNMENTS

LEADERSHIP ASSIGNMENT
Set Up a Range for Recreational Marksmanship

ASSIGNMENT DESCRIPTION

Organize a team of cadets to set up a range for recreational marksmanship. Determine the equipment required according to the number of firing lanes. Set up the area as per the diagram provided.

RESOURCES

- Range area,
- Air rifle targets,
- Target frames,
- Flags (red and green),
- First aid kit,
- Stretcher,
- Shooting mats,
- Safety glasses/goggles,
- Cadet air rifles,
- Cadet air rifle slings,
- Diagram of placement for all resources, and
- A minimum of six cadets.

TIME

A maximum of 20 minutes.

SAFETY CONSIDERATIONS

Ensure safety precautions are being obeyed at all times when handling cadet air rifles.

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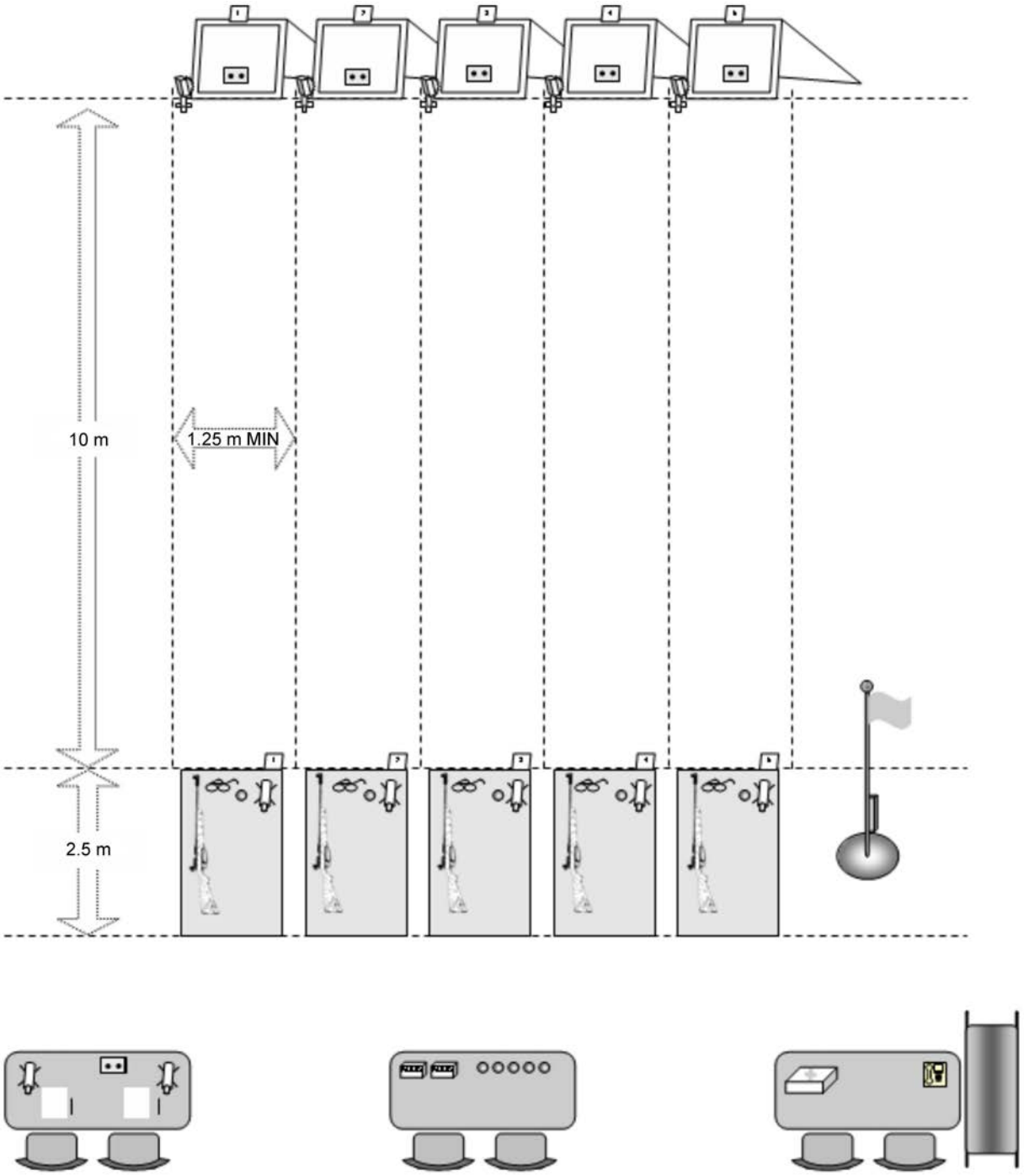

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Figure J-1 Sample Range Layout

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LEADERSHIP ASSIGNMENT
Organize Relays for Recreational Marksmanship
ASSIGNMENT DESCRIPTION
Organize the cadets into relays for recreational marksmanship according to the number of firing lanes.
RESOURCES
All participating cadets.
TIME
A maximum of 10 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT

Control Pellets and Issue Targets for Recreational Marksmanship

ASSIGNMENT DESCRIPTION

Organize a team of cadets to control and distribute pellets and issue targets for recreational marksmanship. Allocate the pellets required, per relay, according to the number of firing lanes.

RESOURCES

- Air rifle pellets,
- Containers to hold pellets,
- Suitable targets, and
- A minimum of two cadets.

TIME

One relay, approximately 10 minutes.

SAFETY CONSIDERATIONS

Ensure all cadets wash their hands after handling pellets.

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LEADERSHIP ASSIGNMENT
Conduct a Concurrent Activity During Recreational Marksmanship
ASSIGNMENT DESCRIPTION
Organize and conduct a concurrent activity during recreational marksmanship (e.g., ground sweep, team-building activity, etc) for a small team of cadets. Ensure maximum participation of all cadets.
RESOURCES
• As directed by the directing staff based on the concurrent activity, and • A small team of cadets.
TIME
A maximum of 20 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT

Tear Down a Range After Recreational Marksmanship

ASSIGNMENT DESCRIPTION

Organize a team of cadets to tear down a range after recreational marksmanship. Return all equipment to the supply area. Count all equipment and report numbers to the directing staff after completing the assignment.

RESOURCES

- Resource checklist, and
- A minimum of six cadets.

TIME

A maximum of 20 minutes.

SAFETY CONSIDERATIONS

- Ensure safety precautions are being obeyed at all times when handling cadet air rifles.
- Ensure all cadets wash their hands after handling pellets.

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Resources	Quantity Returned
Target Frame	
Red Flag	
Green Flag	
First Aid Kit	
Stretcher	
Shooting Mats	
Safety Glasses/Goggles	
Cadet Air Rifle	
Cadet Air Rifle Sling	
Pellets (Boxes)	

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Figure J-2 Sample Resource Checklist

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LEADERSHIP ASSIGNMENT

Set up a Range for Summer Biathlon

ASSIGNMENT DESCRIPTION

Organize a team of cadets to set up a range for summer biathlon as required. Determine the equipment required according to the number of firing lanes. Set up the area as per the diagram provided.

RESOURCES

- Range area,
- Biathlon air rifle targets (BART),
- Flags (red and green),
- First aid kit,
- Stretcher,
- Stopwatch,
- Shooting mats,
- Safety glasses/goggles,
- Cadet air rifles,
- Diagram of placement for all resources, and
- A minimum of six cadets.

TIME

A maximum of 20 minutes.

SAFETY CONSIDERATIONS

Ensure safety precautions are being obeyed at all times when handling cadet air rifles.

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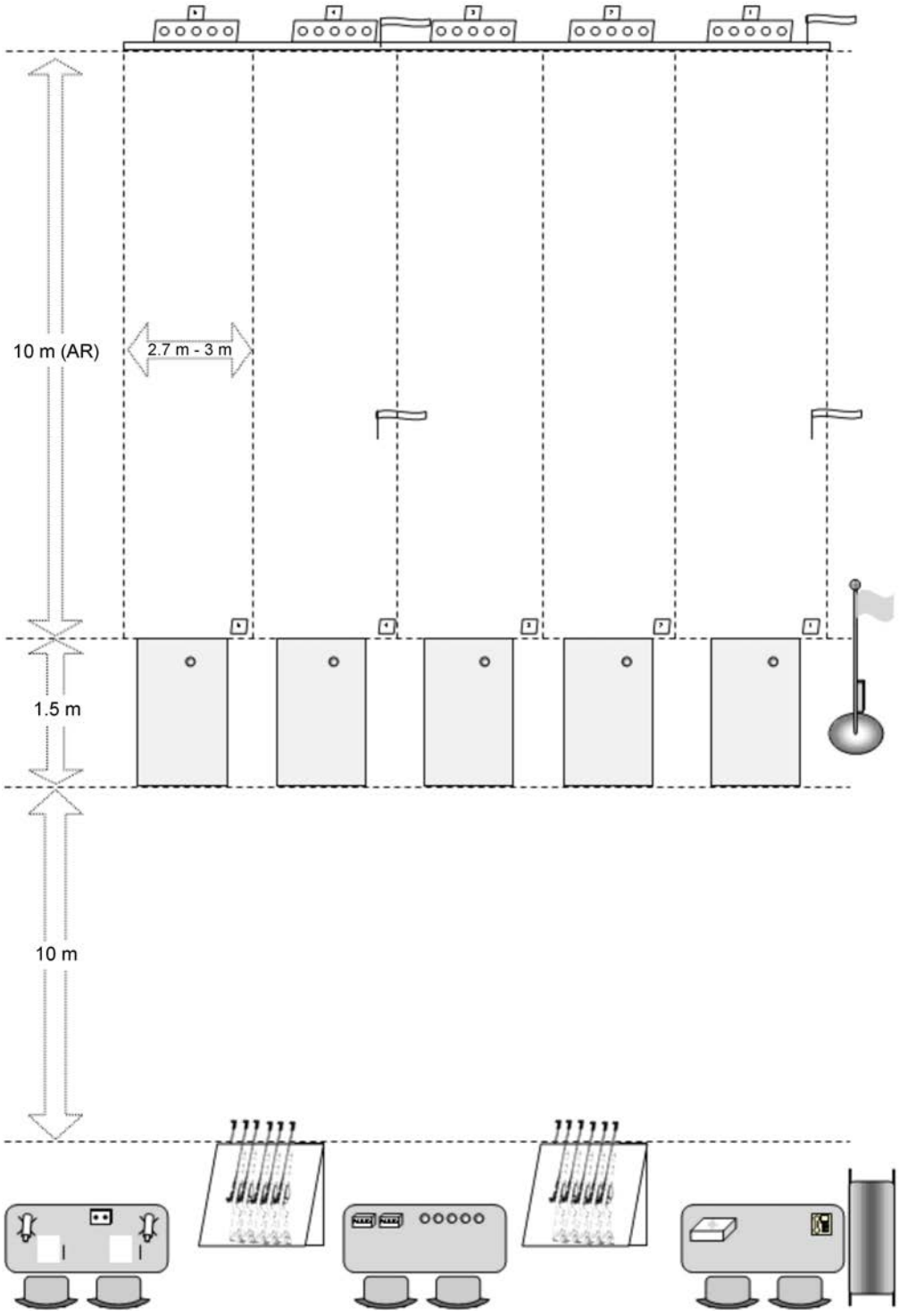

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Figure J-3 Sample Biathlon Range Layout

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LEADERSHIP ASSIGNMENT
Conduct a Warm-Up Activity Prior to Participating in Summer Biathlon
ASSIGNMENT DESCRIPTION Organize and conduct a warm-up activity for a small team of cadets prior to participating in summer biathlon. Ensure maximum participation of all cadets.
RESOURCES • Handout of sample stretches (located at Annex K), and • A small team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT

Control Pellets for Summer Biathlon

ASSIGNMENT DESCRIPTION

Organize a team of cadets to control and distribute pellets for summer biathlon. Allocate the pellets required, for each firing bout, according to the number of firing lanes.

RESOURCES

- Air rifle pellets,
- Containers to hold pellets, and
- A minimum of two cadets.

TIME

As per activity.

SAFETY CONSIDERATIONS

Ensure all cadets wash their hands after handling pellets.

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LEADERSHIP ASSIGNMENT
Conduct a Cool-Down Activity After Participating in Summer Biathlon
ASSIGNMENT DESCRIPTION
Organize and conduct a cool-down activity for a team of cadets after participating in summer biathlon. Ensure maximum participation of all cadets in the team.
RESOURCES
• Handout of sample stretches (located at Annex K), and • A team of cadets.
TIME
A maximum of 20 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT

Tear Down a Range After Summer Biathlon

ASSIGNMENT DESCRIPTION

Organize a team of cadets to tear down a range after summer biathlon. Return all equipment to supply area. Count all equipment and report numbers to the directing staff after completing the assignment.

RESOURCES

- Resource checklist, and
- A minimum of six cadets.

TIME

A maximum of 20 minutes.

SAFETY CONSIDERATIONS

- Ensure safety precautions are being obeyed at all times when handling cadet air rifles.
- Ensure all cadets wash their hands after handling pellets.

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Resources	Quantity Returned
Biathlon Air Rifle Target (BART)	
Red Flag	
Green Flag	
First Aid Kit	
Stretcher	
Stopwatch	
Shooting Mats	
Safety Glasses/Goggles	
Cadet Air Rifle	
Pellets (Boxes)	

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Figure J-4 Sample Resource Checklist

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LEADERSHIP ASSIGNMENT
Set up a Recreational Sports Activity
ASSIGNMENT DESCRIPTION
Organize a team of cadets to set up a recreational sports activity as required. Move the scoring tables, stopwatch and any other sports equipment as directed.
RESOURCES
• Scoring tables, • Stopwatch, • Sports equipment (as required), and • A minimum of four cadets.
TIME
A maximum of 10 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT
Tear Down a Recreational Sports Activity
ASSIGNMENT DESCRIPTION
Organize a team of cadets to set up a recreational sports activity as required. Remove the scoring tables, stopwatch and any other sports equipment as directed.
RESOURCES
• Scoring tables, • Stopwatch, • Sports equipment (as required), and • A minimum of four cadets.
TIME
A maximum of 10 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT Organize a Team for Recreational Sports
ASSIGNMENT DESCRIPTION Organize the cadets into teams for recreational sports as directed (e.g., teams, scorekeepers, timekeepers, etc).
RESOURCES • Stopwatches, • Pens/pencils, and • All participating cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT
Conduct a Warm-Up Activity Prior to Participating in Recreational Sports
ASSIGNMENT DESCRIPTION
Conduct a warm-up activity for a team of cadets prior to participating in recreational sports. Ensure maximum participation of all cadets in the team.
RESOURCES
• Handout of sample stretches (located at Annex K), and • A team of cadets.
TIME
A maximum of 20 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT Conduct a Concurrent Activity During Recreational Sports
ASSIGNMENT DESCRIPTION Conduct a concurrent activity during recreational sports (e.g., team-building activity, cheering, etc) for a team of cadets. Ensure maximum participation of all cadets in the team.
RESOURCES • As directed by the directing staff based on the concurrent activity, and • A team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT Conduct a Cool-Down Activity After Participating in Recreational Sports
ASSIGNMENT DESCRIPTION Conduct a cool-down activity for a team of cadets after participating in recreational sports. Ensure maximum participation of all cadets in the team.
RESOURCES • Handout of sample stretches (located at Annex K), and • A team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT
Set up Chairs for a Parade
ASSIGNMENT DESCRIPTION
Organize a team to set up chairs for guests of a parade. Count the chairs, which will already be on-site, then set them up as illustrated in the diagram or as directed.
RESOURCES
• Chairs, • Diagram of placement of chairs (if required), and • A minimum of four cadets.
TIME
A maximum of 10 minutes.
SAFETY CONSIDERATIONS
N/A.

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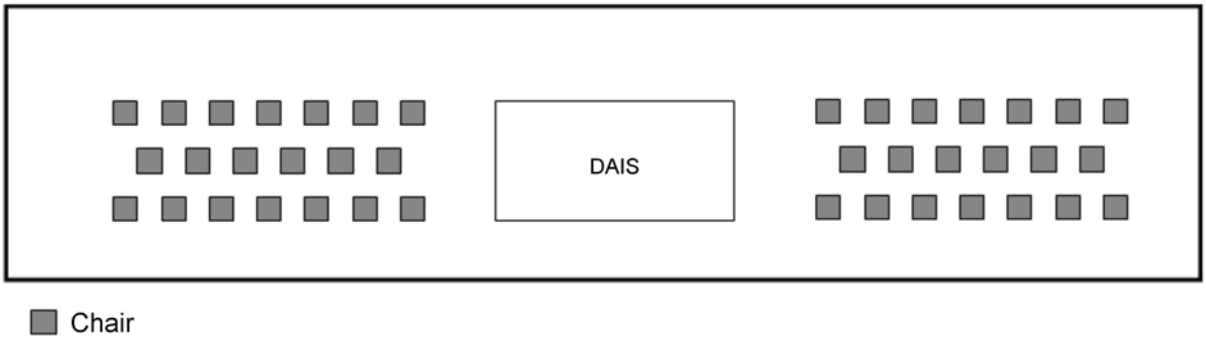

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Figure J-5 Sample Placement of Chairs

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LEADERSHIP ASSIGNMENT
Set up the Dais Area for a Parade
ASSIGNMENT DESCRIPTION
Organize a team to set up the dais area for dignitaries attending a parade. Using the resources provided, set up the dais area as illustrated in the diagram or as directed.
RESOURCES
• Dais, • Podium (if required), • Chairs (if required), • Diagram of dais area (if required), and • A minimum of four cadets.
TIME
A maximum of 10 minutes.
SAFETY CONSIDERATIONS
N/A.

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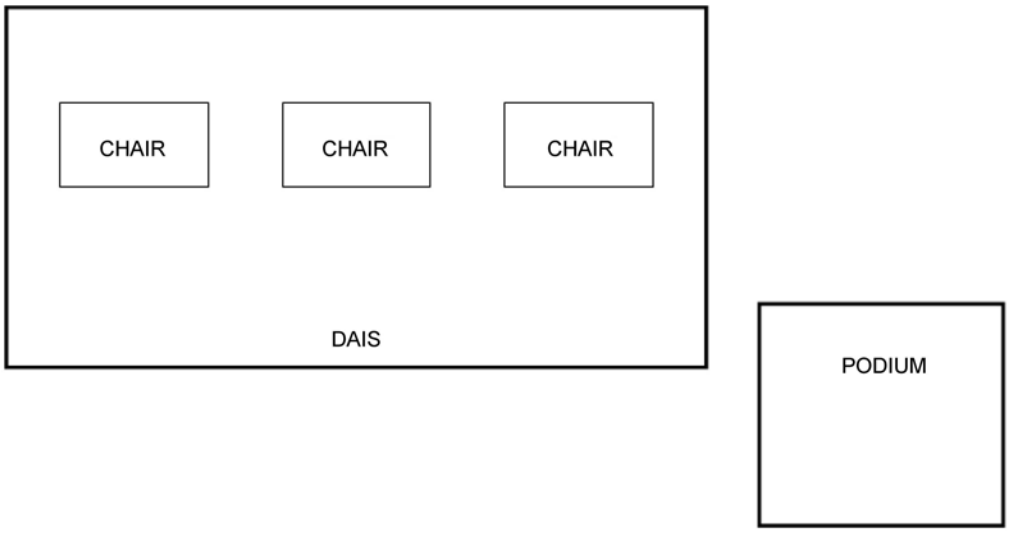

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Figure J-6 Sample Dais Area

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LEADERSHIP ASSIGNMENT

Set up Flags and Parade Markers for a Parade

ASSIGNMENT DESCRIPTION

Organize a team to set up flags and parade markers for a parade. Set them up as illustrated in the diagram or as directed.

RESOURCES

- Provincial and territorial flags,
- Parade markers,
- Diagram of placement of flags and parade markers (if required), and
- A minimum of four cadets.

TIME

A maximum of 15 minutes.

SAFETY CONSIDERATIONS

N/A.

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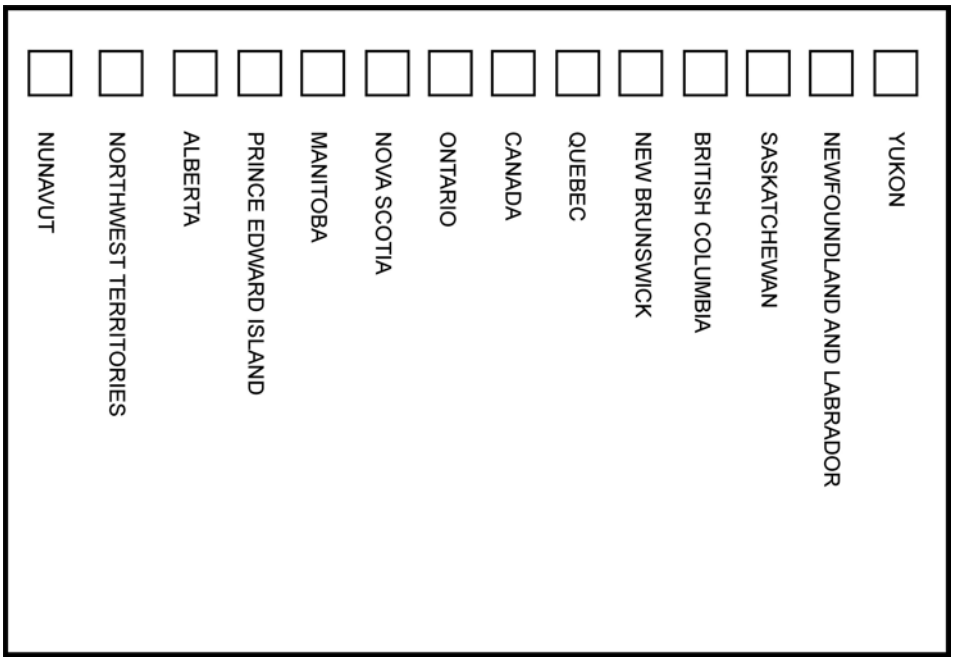

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Figure J-7 Sample Placement of Flags

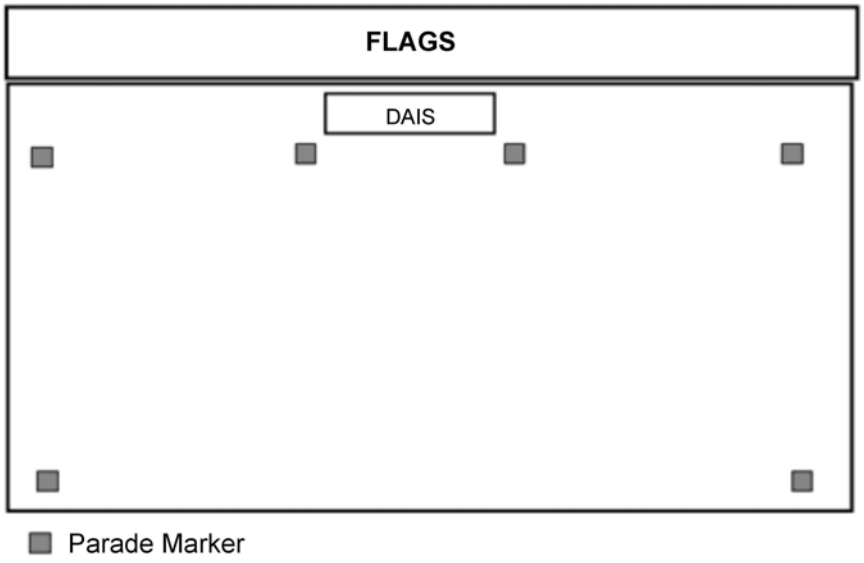

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Figure J-8 Sample Placement of Parade Markers

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LEADERSHIP ASSIGNMENT

Tear Down Chairs After a Parade

ASSIGNMENT DESCRIPTION

Organize a team to tear down chairs after a parade. Move the chairs to the designated supply area. Count all equipment and report numbers to the directing staff after completing the assignment.

RESOURCES

- Paper,
- Pen/pencil, and
- A minimum of four cadets.

TIME

A maximum of 15 minutes.

SAFETY CONSIDERATIONS

N/A.

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LEADERSHIP ASSIGNMENT

Tear Down the Dais Area After a Parade

ASSIGNMENT DESCRIPTION

Organize a team to tear down the dais area after a parade. Return all equipment to the designated supply area. Count all equipment and report numbers to the directing staff after completing the assignment.

RESOURCES

- Paper,
- Pen/pencil, and
- A minimum of four cadets.

TIME

A maximum of 15 minutes.

SAFETY CONSIDERATIONS

N/A.

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LEADERSHIP ASSIGNMENT
Tear Down Flags and Parade Markers After a Parade
ASSIGNMENT DESCRIPTION
Organize a team to tear down flags and parade markers after a parade. Return all equipment to the designated supply area. Count all equipment and report numbers to the directing staff after completing the assignment.
RESOURCES
• Paper, • Pen/pencil, and • A minimum of four cadets.
TIME
A maximum of 15 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT

Set up Classroom Space

ASSIGNMENT DESCRIPTION

Organize a team of cadets to set up a classroom as required. Move the chairs, desks/tables and any other equipment as directed.

RESOURCES

- Chairs,
- Desks/tables,
- Electronic equipment (if required),
- Whiteboards (if required), and
- A minimum of four cadets.

TIME

A maximum of 10 minutes.

SAFETY CONSIDERATIONS

N/A.

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LEADERSHIP ASSIGNMENT

Rearrange Classroom Space

ASSIGNMENT DESCRIPTION

Organize a team of cadets to rearrange a classroom as required. Move the chairs and desks/tables to match the diagram (if provided) or as directed.

RESOURCES

- Chairs,
- Diagram of placement of chairs (if required),
- Desks/tables,
- Electronic equipment (if required),
- Whiteboards (if required), and
- A minimum of four cadets.

TIME

A maximum of 10 minutes.

SAFETY CONSIDERATIONS

N/A.

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LEADERSHIP ASSIGNMENT

Tear Down Classroom Space

ASSIGNMENT DESCRIPTION

Organize a team of cadets to tear down a classroom as required. Remove the chairs and desks/tables to match the diagram (if provided) or as directed.

RESOURCES

- Chairs,
- Diagram of placement of chairs (if required),
- Desks/tables,
- Electronic equipment (if required),
- Whiteboards (if required), and
- A minimum of four cadets.

TIME

A maximum of 10 minutes.

SAFETY CONSIDERATIONS

N/A.

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LEADERSHIP ASSIGNMENT Set up a Canteen
ASSIGNMENT DESCRIPTION Organize a team of cadets to set up a canteen. Move the tables/counters, chairs, stock, cashbox and any other equipment as directed.
RESOURCES • Chairs, • Tables/counter, • Stock, • Cashbox, and • A minimum of four cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT
Staff a Canteen
ASSIGNMENT DESCRIPTION
Organize a team of cadets to staff a canteen. Ensure team know the price of each item to be sold.
RESOURCES
• Chairs, • Tables/counter, • Stock, • Cashbox, and • A minimum of four cadets.
TIME
A maximum of 20 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT
Tear Down a Canteen
ASSIGNMENT DESCRIPTION
Organize a team of cadets to tear down a canteen. Remove the tables/counters, chairs, stock, cashbox and any other equipment as directed. Ensure cashbox is returned to an area that is secured.
RESOURCES
• Chairs, • Tables/counter, • Stock, • Cashbox, and • A minimum of four cadets.
TIME
A maximum of 10 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT

Set up a Presentation Area for a Guest Speaker

ASSIGNMENT DESCRIPTION

Organize a team to set up a presentation area for a guest speaker. Set up the podium, chairs and electronic equipment (if required) as directed.

RESOURCES

- Podium,
- Chairs,
- Electronic equipment (if required), and
- A minimum of two cadets.

TIME

A maximum of 15 minutes.

SAFETY CONSIDERATIONS

N/A.

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LEADERSHIP ASSIGNMENT

Tear Down a Presentation Area After a Guest Speaker

ASSIGNMENT DESCRIPTION

Organize a team to tear down a presentation area after a guest speaker. Return all equipment to supply area. Count all equipment and report numbers to the directing staff after completing the assignment.

RESOURCES

- Paper,
- Pen/pencil, and
- A minimum of two cadets.

TIME

A maximum of 10 minutes.

SAFETY CONSIDERATIONS

N/A.

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LEADERSHIP ASSIGNMENT
Set Up for an Extracurricular Activity
ASSIGNMENT DESCRIPTION
Organize a team of cadets to set up for an extracurricular activity (e.g., recreational sports, tour of a facility, field trip, summer biathlon, etc).
RESOURCES
As provided by directing staff.
TIME
A maximum of 20 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT Conduct a Concurrent Activity
ASSIGNMENT DESCRIPTION Conduct a concurrent activity (e.g., ground sweep, team-building activity, singing, etc) for a team of cadets who are awaiting further direction. Ensure maximum participation of all cadets in the team.
RESOURCES • As directed by the directing staff based on the concurrent activity, and • A team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS Cadets should be kept out of high-traffic areas.

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LEADERSHIP ASSIGNMENT Organize a Team During a Community Service Activity
ASSIGNMENT DESCRIPTION Organize a team of cadets during a community service activity. Move people and equipment as directed.
RESOURCES A team of cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS Cadets should be kept out of high-traffic areas.

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LEADERSHIP ASSIGNMENT

Conduct a Concurrent Activity During a Community Service Activity

ASSIGNMENT DESCRIPTION

Conduct a concurrent activity during a community service activity (e.g., ground sweep, team-building activity, singing, etc) for a team of cadets who are awaiting further direction. Ensure maximum participation of all cadets in the team.

RESOURCES

- As directed by the directing staff based on the concurrent activity, and
- A team of cadets.

TIME

A maximum of 20 minutes.

SAFETY CONSIDERATIONS

Cadets should be kept out of high-traffic areas.

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LEADERSHIP ASSIGNMENT
Complete a Final Garbage Sweep After a Community Service Activity
ASSIGNMENT DESCRIPTION Organize a team of cadets to complete a final garbage sweep after a community service activity and ensure all areas used are free of garbage.
RESOURCES • Garbage bags, and • A minimum of 10 cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT

Embark and Disembark Personnel on Vehicles During Transportation

ASSIGNMENT DESCRIPTION

Organize a team of cadets to ensure all personnel embark and disembark vehicles in a safe manner. Count all personnel when embarking and disembarking the vehicle. Assist in supervision while personnel are being transported.

RESOURCES

- Vehicle, and
- A minimum of seven cadets.

TIME

Travel time.

SAFETY CONSIDERATIONS

Cadets must sit facing the front of the vehicle and must use seat belts.

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LEADERSHIP ASSIGNMENT Conduct Uniform Inspections of Year One Cadets
ASSIGNMENT DESCRIPTION Organize a team of cadets to conduct uniform inspections of year one cadets.
RESOURCES • Uniform inspection rubrics, • Year one cadets, and • A team of cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS N/A.

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UNIFORM INSPECTION RUBRICS

	Incomplete	Completed With Difficulty	Completed Without Difficulty
Headdress	The cadet was not wearing a uniform.	The cadet was wearing headdress, but it was either not correctly positioned or fitted, or had an incorrectly attached cap tally.	The cadet was wearing a properly fitting headdress with a properly attached cap tally.
Uniform	The cadet was not wearing a uniform.	The cadet was wearing a uniform, but it was either not correctly worn or fitting, or had signs of being dirty or not having been properly pressed.	The cadet was wearing a properly fitting and properly pressed uniform.
Badges	The cadet was not wearing a uniform.	The cadet had badges worn on the uniform, but some were either not correctly positioned or had missing badges.	The cadet's rank and all other badges were worn and correctly positioned.
Footwear	The cadet was not wearing a uniform.	The cadet had boots, but they were either poorly maintained or poorly shone.	The cadet had well maintained boots with the entire boot shone equally.
Personal Appearance	The cadet was either not on parade or was not hygienic.	The cadet was on parade, but their personal appearance was somewhat below the standard IAW dress instructions (e.g., hair, shaving, makeup, jewellery, etc.).	The cadet was on parade, and their personal appearance met the standard IAW dress instructions (e.g., hair, shaving, makeup, jewellery, etc.).

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UNIFORM INSPECTION CHECKLIST

Name	Headdress	Uniform	Badges	Footwear	Personal Appearance	Comments
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						

I – Incomplete D – Completed With Difficulty W – Completed Without Difficulty

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LEADERSHIP ASSIGNMENT Collect and Dispose of Garbage After Weekly Parade
ASSIGNMENT DESCRIPTION Organize a team of cadets to collect and dispose of garbage and ensure all areas used are free of garbage.
RESOURCES • Garbage bags, and • A minimum of five cadets.
TIME A maximum of 10 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT

Collect, Sort and Dispose of Recycling After Weekly Parade

ASSIGNMENT DESCRIPTION

Organize a team of cadets to collect, sort and dispose of material to be recycled. Ensure all areas used are free of material to be recycled.

RESOURCES

- Garbage bags,
- Recycling containers or bags (as required), and
- A minimum of five cadets.

TIME

A maximum of 10 minutes.

SAFETY CONSIDERATIONS

N/A.

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LEADERSHIP ASSIGNMENT
Turn Off Lights and Close Windows After Weekly Parade
ASSIGNMENT DESCRIPTION
Organize a team of cadets to turn off lights and close windows after weekly parade.
RESOURCES
A minimum of five cadets.
TIME
A maximum of five minutes.
SAFETY CONSIDERATIONS
N/A.

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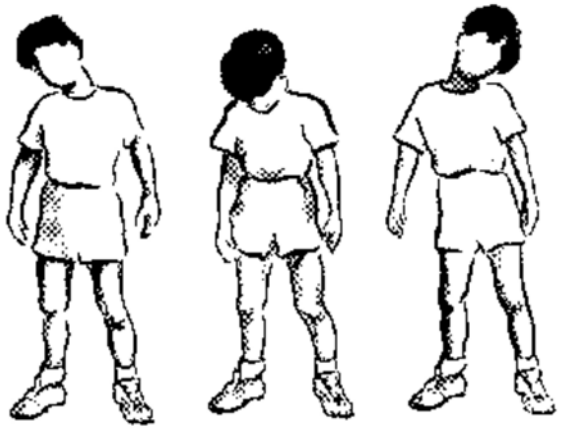
SAMPLE STRETCHES

1. Neck:

 *B. Hanson, Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#I1* Figure K-1 Neck Stretch	Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.

2. Shoulders:

 *B. Hanson, Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#I1* Figure K-2 Shoulder Push	Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders. Hold this position for a minimum of 10 seconds.
 *B. Hanson, Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#I1* Figure K-3 Shoulder Shrug	Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up. Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible. Hold each position for a minimum of 10 seconds.

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 *Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from http://www.marthajefferson.org/warmup.php* Figure K-4 Arm Circles	Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size. Reverse the direction of your circles.
 *Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/* Figure K-5 Shoulder Stretch	Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull lightly on the elbow towards your chest. You should feel the stretch in your right shoulder. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

3. Arms:

 *Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from http://www.2protect.com/home.htm* Figure K-6 Wrist Rotations	Rotate your hands in circular motions at the wrist. Change direction and repeat on both sides.
 *Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/* Figure K-7 Triceps Stretch	Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

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 *Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved October 26, 2006, from http:// www.physionline.co.za/conditions/article.asp?id=49* Figure K-8 Forearm Stretch	In a kneeling position, place your hands on the floor in front of you turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back. Hold this position for a minimum of 10 seconds.

4. Chest and Abdominals:

 *Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/* Figure K-9 Chest Stretch	Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 *B. Hanson, Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#I1* Figure K-10 Side Stretch	Stand with your left arm up over your head. Bend at your waist towards the right side of your body. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

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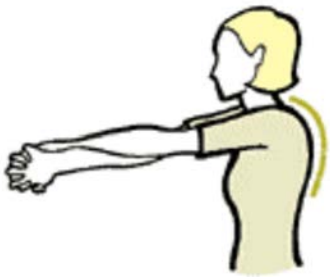
5. Back:

 *Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/* Figure K-11 Lower Back Stretch	Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.
 *Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/* Figure K-12 Upper Back Stretch	Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

6. Legs:

 *Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/* Figure K-13 Hamstring Stretch	Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands. Hold this position for a minimum of 10 seconds.

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 *Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/* Figure K-14 Inner Thigh Stretch	Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight. Hold this position for a minimum of 10 seconds. Grab your ankles and push your knees down toward the floor with your elbows. Hold this position for a minimum of 10 seconds.
 *Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/* Figure K-15 Hip Flexor	Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 *Running Exercises. Retrieved October 26, 2006, http:// www.physionline.co.za/conditions/article.asp?id=46* Figure K-16 Ankle Rotations	From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction. Switch and repeat on the opposite side.

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 *Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/* Figure K-17 Calf Stretch	Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 *Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/* Figure K-18 Quadriceps Stretch	Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

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LEADERSHIP ASSIGNMENTS

LEADERSHIP ASSIGNMENT
Distribute Personal Equipment
ASSIGNMENT DESCRIPTION
Organize a team to distribute personal equipment required for weekend training to the members of their.
RESOURCES
• Field pack (one per cadet), • Sleeping bag (one per cadet), • Air mattress (one per cadet), and • A minimum of three cadets.
TIME
A maximum of 15 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT Label Personal Equipment
ASSIGNMENT DESCRIPTION Organize the cadets to label their personal equipment that was distributed for the weekend training.
RESOURCES • Field pack (one per cadet), • Sleeping bag (one per cadet), • Air mattress (one per cadet), • Masking tape, • Markers, and • A minimum of eight cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT

Load Team Equipment and Supplies for Weekend Training

ASSIGNMENT DESCRIPTION

Organize a team to load equipment and supplies on the supply vehicle for weekend training.

RESOURCES

- Resources as detailed by the directing staff, such as:
  - first aid kits,
  - fire extinguishers,
  - garbage bags,
  - flashlights,
  - flashlight batteries,
  - radios,
  - radio batteries,
  - personal floatation devices (PFDs),
  - rope,
  - boatswain knives,
  - whipping twine,
  - meals for the weekend training,
  - paper,
  - markers,
  - masking tape, and
  - pens/pencils.
- Supply vehicle,
- Resource checklist,
- Pen/pencil, and
- A minimum of four cadets.

TIME

A maximum of 30 minutes.

SAFETY CONSIDERATIONS

Cadets should be kept out of high-traffic areas.

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LEADERSHIP ASSIGNMENT
Unload Team Equipment and Supplies for Weekend Training
ASSIGNMENT DESCRIPTION
Organize a team to unload team equipment and supplies from the supply vehicle.
RESOURCES
• Team equipment and supplies, • Supply vehicle, and • A minimum of four cadets.
TIME
A maximum of 20 minutes.
SAFETY CONSIDERATIONS
Equipment should be kept out of high-traffic areas.

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LEADERSHIP ASSIGNMENT Set up the First Aid Station
ASSIGNMENT DESCRIPTION Organize a team to set up the first aid station.
RESOURCES • First aid equipment, and • A minimum of three cadets.
TIME A maximum of 15 minutes.
SAFETY CONSIDERATIONS Equipment and supplies must be safely handled.

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LEADERSHIP ASSIGNMENT
Set Up the Female Sleeping Area
ASSIGNMENT DESCRIPTION
Organize the female cadets into groups. Ensure they are aware of the female sleeping area boundaries. Supervise the cadet and ensure personal equipment is stored.
RESOURCES
All female cadets.
TIME
A maximum of 30 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT Set Up the Male Sleeping Area
ASSIGNMENT DESCRIPTION Organize the male cadets into groups. Ensure they are aware of the male sleeping area boundaries. Supervise the cadets and ensure personal equipment is stored.
RESOURCES All male cadets.
TIME A maximum of 30 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT
Organize the Distribution of a Meal
ASSIGNMENT DESCRIPTION
Divide the cadets into groups and organize the distribution of a meal.
RESOURCES
N/A.
TIME
A maximum of 30 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT
Clean Up the Eating Area After a Meal
ASSIGNMENT DESCRIPTION
Organize a team to clean up the eating area after a meal. Ensure all of the dishes are clean and put back in their proper place. Ensure tables are clean and all garbage is disposed of.
RESOURCES
• Garbage bags, • Water, and • A minimum of four cadets.
TIME
A maximum of 20 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT
Launch Sailboats
ASSIGNMENT DESCRIPTION
Organize a team to launch sailboats and secure them alongside a dock.
RESOURCES
• PFDs (one per cadet), • sailboats, and • A minimum of 10 cadets.
TIME
A maximum of 30 minutes.
SAFETY CONSIDERATIONS
Ensure A-CR-CCP-030/PT-001, *Water Safety Orders* is adhered to throughout the activity.

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LEADERSHIP ASSIGNMENT

Conduct a Concurrent Activity During Weekend Training

ASSIGNMENT DESCRIPTION

Conduct a concurrent activity (e.g., ground sweep, team-building activity, singing, etc) for a team of cadets who are awaiting further direction. Ensure maximum participation of all cadets in the team.

RESOURCES

- As directed by the directing staff based on the concurrent activity, and
- A team of cadets.

TIME

A maximum of 20 minutes.

SAFETY CONSIDERATIONS

Cadets should be kept in an area that does not conflict with training.

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LEADERSHIP ASSIGNMENT Secure Sailboats
ASSIGNMENT DESCRIPTION Organize a team to take sailboats out of the water and secure them ashore.
RESOURCES • PFDs (one per cadet), • sailboats, and • A minimum of 10 cadets.
TIME A maximum of 30 minutes.
SAFETY CONSIDERATIONS Ensure A-CR-CCP-030/PT-001 is adhered to throughout the activity.

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LEADERSHIP ASSIGNMENT Organize Lights Out for the Female Cadets
ASSIGNMENT DESCRIPTION Organize lights out for the female cadets. Ensure that all female cadets are accounted for and that all personal equipment is stored.
RESOURCES A minimum of two cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT Organize Lights Out for the Male Cadets
ASSIGNMENT DESCRIPTION Organize lights out for the male cadets. Ensure that all male cadets are accounted for and that all personal equipment is stored.
RESOURCES A minimum of two cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT
Organize Wakey-Wakey for Female Cadets
ASSIGNMENT DESCRIPTION
Ensure female cadets are awake, all personal kit is organized and cadets are ready for morning training.
RESOURCES
All female cadets.
TIME
A maximum of 40 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT
Organize Wakey-Wakey for Male Cadets
ASSIGNMENT DESCRIPTION
Ensure male cadets are awake, all personal kit is organized and cadets are ready for morning training.
RESOURCES
All male cadets.
TIME
A maximum of 40 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT
Secure the Female Sleeping Area
ASSIGNMENT DESCRIPTION
Ensure female cadets are awake and all personal kit is packed. Ensure the female sleeping area is clean.
RESOURCES
All female cadets.
TIME
A maximum of 40 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT
Secure the Male Sleeping Area
ASSIGNMENT DESCRIPTION
Ensure male cadets are awake and all personal kit is packed. Ensure the male sleeping area is clean.
RESOURCES
All male cadets.
TIME
A maximum of 40 minutes.
SAFETY CONSIDERATIONS
N/A.

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LEADERSHIP ASSIGNMENT
Dismantle First Aid Station
ASSIGNMENT DESCRIPTION
Organize a team to dismantle the first aid station. Return resources to the supply area as required.
RESOURCES
A minimum of six cadets.
TIME
A maximum of 10 minutes.
SAFETY CONSIDERATIONS
Equipment and supplies must be safely handled.

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LEADERSHIP ASSIGNMENT Load Group Equipment and Supplies After Weekend Training
ASSIGNMENT DESCRIPTION Organize a team to load equipment and supplies on the supply vehicle after weekend training.
RESOURCES • Resources as detailed by the instructional staff, • Supply vehicle, and • A minimum of four cadets.
TIME A maximum of 30 minutes.
SAFETY CONSIDERATIONS Equipment and supplies must be safely handled.

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LEADERSHIP ASSIGNMENT Complete a Final Garbage Sweep
ASSIGNMENT DESCRIPTION Organize a team of cadets to complete a final garbage sweep. Conduct a final garbage sweep, ensuring all areas used are free of garbage.
RESOURCES • Garbage bags, and • A minimum of 10 cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS N/A.

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LEADERSHIP ASSIGNMENT Unload Equipment and Supplies After
ASSIGNMENT DESCRIPTION Organize a team to unload team equipment and supplies from the supply vehicle. Place the equipment in a designated area.
RESOURCES • Supply vehicle, and • A minimum of four cadets.
TIME A maximum of 20 minutes.
SAFETY CONSIDERATIONS Equipment should be kept out of high traffic areas.

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LEADERSHIP ASSIGNMENT

Collect Personal Equipment

ASSIGNMENT DESCRIPTION

Organize a team to collect personal equipment (e.g., sleeping bags and air mattresses) after completing weekend training. Count all equipment and report numbers to the directing staff after completing the assignment.

RESOURCES

- Paper,
- Pen/pencil,
- Cadets with personal equipment to return, and
- A minimum of three cadets for collection.

TIME

A maximum of 20 minutes.

SAFETY CONSIDERATIONS

N/A.

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LEADERSHIP ASSIGNMENT PLANNING GUIDE

ENSURE GOAL Questions to the directing staff (e.g., time to complete the task, etc)
REQUIRED RESOURCES Task assignment to peers/allocating resources (e.g., are all tasks accomplished, etc)
MAKE A PLAN Reconnaissance of area, etc
COMPLETE THE TIME APPRECIATION
DIAGRAMS

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LESSON ACTIVITIES

LIST OF ACTIVITIES FOR ANNEX N

Title		Page Number
ENERGIZERS	Toe to Toe	3N-2
	Pass the Buck	3N-3
	Toe Tag	3N-4
	Triangle Tag	3N-5
	What Can You Do With This?	3N-6
ICEBREAKERS	Personal Trivia	3N-7
	ESP	3N-8
	One Common Goal	3N-9

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TEAM-BUILDING ACTIVITY **ENERGIZER**

TOE TO TOE **TIME:** 10 min

RESOURCES

- A large, open space free from obstacles, and
- Masking tape.

ACTIVITY LAYOUT

Place the masking tape in a straight line approximately 4.5 m (15 feet) long on the ground.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Have each pair stand facing each other as if they were standing on a tight rope (on the masking tape line). The cadets are to stand with their right foot in front of the left, with the left foot directly in line with the right and about one foot length behind.
3. Have the cadets move toward each other so the toes of their right feet are touching.
4. Have the cadets grasp right hands in a handshake.
5. Explain the following to the cadets:
   (a) The objective of the activity is to try to bring their partner off balance and try to get them to fall off the tight rope (masking tape).
   (b) At no time may the cadets let go of their partners' hand.
   (c) They are not permitted to use their feet to try to knock their partner off balance. Feet must remain positioned on the line at all times.
   (d) All movements must be made in slow motion. They are not permitted to push or shove their partner. There is to be no sharp, thrusting movements or any sudden shifts in movement.
6. On the start signal, have the cadets try to knock their partner off balance and step off the tight rope (masking tape).
7. As time permits, have the cadets switch partners and attempt the activity again.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 77–78). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
PASS THE BUCK	**TIME:** 10 min

RESOURCES

- A large, open space free from obstacles,
- Stopwatch,
- First set of objects for passing (e.g., bag of potato chips, air-filled balloon, roll of masking tape, mug, small ball, newspaper, etc), and
- Second set of objects for passing (e.g., bag of potatoes, mug full of water, water-filled balloon, pillow, rolled sleeping bag, large ball, large textbook, etc).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets stand in a circle, facing the centre.
2. Assign one cadet as the “point”. This cadet will indicate the beginning and end of each cycle.
3. Explain the following to the cadets:
   (a) The objective of the activity is to pass the set of objects around the circle three times.
   (b) Each time the last object passes the “point” a cycle is complete.
   (c) If an object is dropped, all objects must go back to the “point” to begin again.
   (d) If the objects are successfully passed around the circle three times in one minute, 15 points are awarded. Each additional item that completes a cycle, earns the group one point.
4. Start the activity by passing the objects to the “point” one at a time. At this time, start the stopwatch for one minute.
5. Continue this activity until time has lapsed or the cadets understand the objective of the activity.
6. As time allows, have the cadets follow the directions for the second set of objects.

SAFETY

N/A.

REFERENCE

(ISBN 0-7879-4835-7) Sugar, S., & Takacs, G. (2000). *Games That Teach Teams*. (pp. 139–142). San Francisco, CA: Jossey-Bass/Pfeiffer.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
TOE TAG	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into partners.
2. Have each set of partners stand apart from the other cadets.
3. Have the partners stand with their backs to one another.
4. On a start signal, have the cadets spin around in a 180-degree circle and try to “tag” the toe of their partner before they get tagged.
5. Each set of partners should attempt this two to three times.
6. Have the cadets switch partners and try the activity again.

SAFETY

Ensure the cadets remember the name of the game is “tag”, not “stomp”.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (p. 97). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
TRIANGLE TAG	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet volunteer to be “it”.
2. Divide the remainder of the cadets into groups of three.
3. Have each group form a circle, holding hands and facing the centre of their circle.
4. Explain the following to the cadets:
   (a) One cadet within each circle will be designated to be tagged—the “tagee”. The other two members of the group will be that cadet’s protectors.
   (b) On a start signal, the cadet who is “it” must try to tag the cadet within the circle who is designated the “tagee”.
   (c) The cadets are to protect the “tagee” by spinning in circles to avoid the cadet who is “it”.
   (d) If a cadet is tagged, they will become “it” and the former cadet who was “it” will join the group with a new cadet being designated the “tagee”.
   (e) After a couple of minutes if the same cadet is still “it” change the roles of the cadets and give someone else an opportunity to be “it”.
5. On a start signal, have the cadets begin to spin to avoid the cadet designated as “it”.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (p. 98). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY **ENERGIZER**

WHAT CAN YOU DO WITH THIS? **TIME:** 10 min

RESOURCES

- A large, open space,
- An odd object (e.g., staple remover, kitchen tongs, kitchen strainer, plastic container, etc),
- Paper, and
- Pens/pencils (one per group).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Distribute a piece of paper and a pen/pencil to each group.
3. Explain the following to the cadets:
   (a) Once they see an item they will have to list as many possible uses for the object as they can.
   (b) They will have a time limit of five minutes to make the list.
   (c) After the time is up both groups are to come back together and the lists will be discussed as a full group.
4. Pull the object out of the bag and have the cadets begin their lists.
5. After five minutes, have the groups come together and present their lists to the other groups.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (p. 25). Richland, WA: Rec Room Publishing.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
PERSONAL TRIVIA	**TIME:** 10–15 min

RESOURCES

- A large, open space free from obstacles,
- Index cards (one per cadet),
- Paper (one sheet per cadet), and
- Pens/pencils (one per cadet).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute an index card and a pen/pencil to each cadet.
2. Have each cadet write the following on their index card:
   (a) their name, and
   (b) five little-known facts about themselves (e.g., favourite movie, favourite singer/band, favourite television show, favourite restaurant, favourite sport, etc).
3. Collect all of the index cards.
4. Distribute a piece of paper to each cadet.
5. Read out each index card, one at a time, and have each cadet write down the name of the cadet whose card they think was read.
6. After the last card was read, have the cadets read out their guesses and identify which cadets guessed them correctly.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (p. 26). Richland, WA: Rec Room Publishing.

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TEAM-BUILDING ACTIVITY **ICEBREAKER**

ESP **TIME:** 10–15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Demonstrate three physical gestures that will be used for the activity. The three gestures should be from a similar category. For example, three of the following sports-related gestures could be chosen:
   (a) swimming;
   (b) swinging a golf club;
   (c) swinging a baseball bat;
   (d) shooting a hockey puck; or
   (e) kicking a soccer ball.
2. Divide the cadets into pairs.
3. Have the cadets practice these gestures a couple of times.
4. Have the pairs line up back to back in a straight line with plenty of room between each set of pairs.
5. Explain the following to the cadets:
   (a) The objective of the activity is to try to perform the same gesture as your partner, without any clues, as many times as possible.
   (b) On a start signal from the leader, the cadets will turn around and face their partner while performing one of the three given gestures.
   (c) After completing each gesture, the partners will stand back to back again without giving any clues to each other as to the next gesture they will perform.
   (d) The cadets will continue to do this on each start signal from the leader until the time is complete.
   (e) The cadets should count how many times they successfully performed the same gesture as their partner.
   (f) Upon completion of the activity, have each group state how many times they were successful.
6. On a given start signal have the cadets turn around to face their partner while performing one of the gestures.
7. Have the cadets continue this until the time has lapsed.
8. Have the cadets state how many times they were successful at performing the same gesture as their partner on completion of the activity.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 57–58). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
ONE COMMON GOAL	**TIME:** 10–15 min

RESOURCES

- A large, open space,
- Paper (one sheet per pair), and
- Pens/pencils (one per pair).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute a piece of paper and a pen/pencil to each pair.
3. Explain that each pair is to think of as many common traits (e.g., hair colour, number of siblings) between them as they can and write them on the piece of paper.
4. After approximately six minutes, have the cadets come together as a group and present their common traits one pair at a time.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (p. 31). Richland, WA: Rec Room Publishing.

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ENERGIZERS AND ICEBREAKERS ACTIVITIES

LIST OF ACTIVITIES FOR ANNEX O

Title		Page Number
ENERGIZERS	Shipwreck	3O-2
	Balloons	3O-3
	Mirror Image	3O-4
	Have You Ever?	3O-5
	Zip Zap	3O-6
	Tall Ship	3O-7
	Chic-a-Boom	3O-8
	Pig Personality Profile	3O-9
	Circle the Circle	3O-10
	Clumps	3O-11
	Cadet Feud #1	3O-12
	Cadet Feud #2	3O-14
	Tiny Teach	3O-16
	Four Up	3O-17
	Yurt Circle	3O-18
	Hoop Relay	3O-19
	All Aboard	3O-21
	Line Up	3O-22
	Pick Pocket	3O-23
	About Now	3O-25
	Mass Stand Up	3O-26
	Word Puzzle	3O-27
ICEBREAKERS	Categories	3O-30
	Human Scavenger Hunt	3O-31
	The Walking Billboard	3O-32
	Getting Acquainted	3O-33
	Bingo Blast	3O-34
	Team Charades	3O-36
	Double Take	3O-37
	Peculiarities	3O-38
	I Like Me Because	3O-40
	Group Juggle	3O-41
	Meet ‘N Greet	3O-42
	Who Are You?	3O-43
	Birthday Line	3O-44
	A Coat of Arms	3O-45
	Martian Names	3O-47

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
SHIPWRECK	**TIME:** 10 min

RESOURCES

- A large, open space free from obstacles,
- Rope (enough for 0.5 m [1.6 feet] per group), and
- Scissors.

ACTIVITY LAYOUT

Cut the rope into 0.5 m (1.6 feet) lengths and tie to make one circle per group.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of five.
2. Give each group a “ship” (rope circle).
3. With all members holding on to the sides of the “ship”, the cadets must run back and forth the length of the playing field.
4. When the leader yells “SHARK”, all members must lay the “ship” down and jump “on board” (inside the rope circle). The first group with all feet off the ground gains a point.
5. Repeat the procedure until a group reaches five points.

SAFETY

N/A.

REFERENCE

(ISBN 0-8403-5682-X) Rohnke, K. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities*. (p. 112). Dubuque, IA: Kendall/Hunt Publishing Company.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
BALLOONS	**TIME:** 10 min

RESOURCES

- A large, open space free from obstacles,
- Balloons (a minimum of one per group),
- Funnel, and
- Water.

ACTIVITY LAYOUT

Blow up the balloons and put a small amount of water in each.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of five.
2. Have each group form a circle.
3. Give each group a balloon with a small amount of water in it.
4. Have the cadets try to keep the balloon off the ground by using their feet to hit it to the other cadets in the group.
5. Encourage teams to try to keep the balloon moving from cadet to cadet for as long as possible.

SAFETY

N/A.

REFERENCE

(ISBN 0-8403-5682-X) Rohnke, K. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities*. (p. 67). Dubuque, IA: Kendall/Hunt Publishing Company.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
MIRROR IMAGE	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs (pairs should be close to the same height).
2. Within each pair, have one cadet initiate an action and the other imitate it, becoming the “mirror image”.
3. Encourage the initiator to make slow movements, stretches and jumps.
4. Swap roles after a few minutes.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 76–77). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
HAVE YOU EVER?	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets form a circle, either seated or standing.
2. Ask for a volunteer to sit or stand in the middle (the “questioner”).
3. Have the “questioner” ask an appropriate question to the group that is prefaced with “Have you ever….?” (e.g., Have you ever stayed up for 48 hours straight? Have you ever been to another Cadet Summer Training Centre?). The question that the “questioner” asks must be something that they have actually done.
4. If there are cadets in the circle who have experienced what the “questioner” asked, they are to leave their place in the circle and find an empty place somewhere else in the circle. The “questioner” also tries to find an empty space.
5. The person who is left without a place in the circle once everyone has moved is the new “questioner”.
6. Continue the process with a new “questioner”.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 193–194). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
ZIP ZAP	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets stand in a circle.
2. Ask for a volunteer to stand in the middle. This cadet is the “zipper”.
3. Have the “zipper” approach someone with their hands pressed together and all fingers pointing forward, look them straight in the eye and say “zip”.
4. Once “zip” is called, the cadet being pointed at is to duck down—the “ducker”. The two cadets on each side of the “ducker” are to face in toward each other, with their hands clasped and index fingers pointing at the other person. Each cadet is to yell “zap” at the other person (this will usually occur simultaneously). These people are the “zappers”.
5. If the “ducker” does not duck quick enough or a cadet gets zapped, that cadet is to go to the middle and become the new “zipper”.
6. After two or three rounds, invite another “zipper” to the middle to create more challenge. Continue the activity with two or more “zippers”.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 58–59). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
TALL SHIP	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

Determine the bow, stern, port and starboard sides of the “ship”.

ACTIVITY INSTRUCTIONS

1. Have the cadets stand in a circle in the centre of the “ship”.
2. Demonstrate and explain the seaworthy terms and chores that the cadets will be performing:
   (a) “Bow”–move to the front;
   (b) “Stern”–move to the rear;
   (c) “Port”–move to the left;
   (d) “Starboard”–move to the right;
   (e) “Attention”–cadets stand at attention and salute;
   (f) “Swab the Deck”–cadets get on their hand and knees and scrub the deck;
   (g) “Sailor Overboard”–all cadets drop to the deck on either the port or starboard sides;
   (h) “Lifeboats”–groups of three form a single file line, sit and pretend to row a boat; and
   (i) “Rig the Sails”–groups of two join hands and pretend to set up the sails.
3. As the Captain, issue a series of commands to the cadets.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 87–88). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
CHIC-A-BOOM!	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

Look over the dance moves and the words to the Chic-a-Boom song.

ACTIVITY INSTRUCTIONS

1. Have the group stand in a circle.
2. Teach the group the following moves—with the index fingers, point up to the sky and alternate thrusts of each hand to a beat (e.g., left hand up, then right hand up). Point down with alternating thrusts, point to the left while taking rocking steps and point to the right while taking rocking steps.
3. Using the dancing moves, teach the cadets the Chic-a-Boom song:
   "Hey there (enter name), you're a real cool cat.
   You've got a lot of this, and you've got a lot of that.
   So come on in and get down…
   …aaaand, up chic-a-boom, chic-a-boom, chic-a-boom.
   And down chic-a-boom, chic-a-boom, chic-a-boom.
   To the left, chic-a-boom, chic-a-boom, chic-a-boom.
   To the right, chic-a-boom, chic-a-boom, chic-a-boom."
4. Have one cadet volunteer to be the first cadet to go in the middle of the circle.
5. Have the cadets sing the song and complete the dance moves. The cadet in the middle begins to sing while looking directly at someone in the circle. When the song gets to the "*come on in and get down*" part, have the cadet in the middle sidle up to another cadet, link arms and lead them to the centre of the circle.
6. On the next turn, both cadets stay in the middle and bring another cadet in, and so on.
7. Encourage cadets to be creative and expressive with their singing and dancing when they are in the middle of the circle. They could bring some attitude or even beat boxing into the circle.
8. The activity ends when all cadets are in the middle of the circle.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 74–75). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY **ENERGIZER**

PIG PERSONALITY PROFILE **TIME:** 10 min

RESOURCES

- Paper (one sheet per cadet), and
- Pens/pencils (one per cadet).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute a piece of paper and a pen/pencil to each cadet.
2. Read the following out loud, “On a blank piece of paper, draw a pig. Don’t look at your neighbour’s pig. Don’t even glance.”
3. Allow approximately three minutes for the cadets to draw a pig.
4. When all cadets are finished, allow a few moments for the cadets to look at their neighbours’ pigs.
5. Explain that the pig drawings could indicate a person’s personality traits. Share the personality traits of the pig exercise with the group. If the pig is drawn:
   (a) toward the top of the paper, you are a positive, cheerful person;
   (b) toward the middle of the paper (top to bottom), you are a practical person;
   (c) toward the bottom of the paper, you are gloomy and have a tendency to behave negatively;
   (d) facing left, you believe in tradition, are friendly and remember dates, including birthdays;
   (e) facing forward (looking toward you), you are direct, enjoy playing devil’s advocate and neither fear nor avoid discussions;
   (f) facing right, you are innovative and active but don’t have a strong sense of family, nor do you remember dates;
   (g) with many details, you are investigative, cautious and distrustful;
   (h) with few details, you are emotional and naïve, care little for details and are a risk taker;
   (i) with four legs showing, you are secure, stubborn and stick to your ideals;
   (j) with less than four legs showing, you are insecure or are living through a period of major change;
   (k) the size of the pig’s ears indicates how good a listener you are—large is good; and
   (l) the length of the pig’s tail indicates your energy level—longer indicates more.
6. Allow time for the cadets to discuss their pigs with others.

SAFETY

N/A.

REFERENCE

(ISBN 0-943210-44-5) Pike. B., & Busse, C. (1995). *101 More Games for Trainers*. (pp. 102–103). Minneapolis, MN: Lakewood Publications.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
CIRCLE THE CIRCLE	**TIME:** 10 min

RESOURCES

- A large, open space free from obstacles, and
- Hula hoop.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets form a circle and hold hands with the cadet on either side of them.
2. Rest a hula hoop on two cadets' grasped hands.
3. Have the cadets try to have the hoop travel around the circle, while everyone is still holding hands.
4. If the activity is completed quickly, have the cadets try again.

SAFETY

N/A.

REFERENCE

(ISBN 0-8403-5682-X) Rohnke, K. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities*. (p. 60). Dubuque, IA: Kendall/Hunt Publishing Company.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
CLUMPS	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets gather in the designated space.
2. Explain that numbers will be shouted out (e.g., “four”, “seven”, etc). When numbers are shouted out, the cadets are to form groups consisting of that number of people. Those cadets who do not form a group can simply wait until another number is shouted out, and then form a group.
3. If the cadets catch on quickly, add a new rule that each cadet cannot form a new group with any cadet who was in their previous group.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 32–33). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY **ENERGIZER**

CADET FEUD #1 **TIME:** 10 min

RESOURCES

- Cadet Feud Survey (one per cadet),
- Scissors,
- Pens/pencils (one per cadet),
- Tennis ball,
- Chalkboard/whiteboard, and
- Chalk or whiteboard markers.

ACTIVITY LAYOUT

- Photocopy, cut out and have the cadets complete the survey.
- Conduct the attached survey.
- Tally and rank the top five answers for each question.
- Prepare the chalkboard/whiteboard by writing the numbers one through five.

ACTIVITY INSTRUCTIONS

Note: This game is played in the same manner as the television show “Family Feud.”

1. Divide the group into two teams and have them sit facing each other.
2. Place a tennis ball on a table or on the floor. Have the first person from each team come forward and sit an equal distance away from the tennis ball (this will serve as the “buzzer”).
3. Ask the first question (e.g., “Name five of the top restaurants.”). The first person to grab the ball will get a chance to answer the question. If the ball is grabbed early, stop reading the question and allow for the cadet to give an answer.
4. If the cadet gives an answer that is on the list, write it beside the corresponding number. If this person has not guessed the number one answer, the other player may have a turn to guess. The person who guesses the highest answer on the list gets to choose whether his/her team will play or pass.
5. After this, each team gets three strikes (wrong answers). The team that is playing gets the chance to guess the remaining answers on the board. Give each person a turn, down the line.
6. Once the playing team gets three strikes, the other team decides as a group what one answer they want to give to try to fill in one of the remaining blanks.
7. If the first team fills in all the blanks, they win the round, but if the opposing team guesses one of the remaining answers, they win the round.
8. Continue with the rest of the questions in the same manner.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 36–37). Richland, WA: Rec Room Publishing.

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CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

Questions	Answers
1. What is your favourite restaurant?	
2. What is your favourite type of music?	
3. What is your hair colour?	
4. What is your favourite shampoo?	
5. What is your favourite winter activity?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

Questions	Answers
1. What is your favourite restaurant?	
2. What is your favourite type of music?	
3. What is your hair colour?	
4. What is your favourite shampoo?	
5. What is your favourite winter activity?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

Questions	Answers
1. What is your favourite restaurant?	
2. What is your favourite type of music?	
3. What is your hair colour?	
4. What is your favourite shampoo?	
5. What is your favourite winter activity?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

Questions	Answers
1. What is your favourite restaurant?	
2. What is your favourite type of music?	
3. What is your hair colour?	
4. What is your favourite shampoo?	
5. What is your favourite winter activity?	

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TEAM-BUILDING ACTIVITY **ENERGIZER**

CADET FEUD #2 **TIME:** 10 min

RESOURCES REQUIRED

- Cadet Feud Survey (one per cadet),
- Scissors,
- Pens/pencils (one per cadet),
- Tennis ball,
- Chalkboard/whiteboard, and
- Chalk or whiteboard markers.

ACTIVITY LAYOUT

- Photocopy, cut out and have the cadets complete the survey.
- Conduct the attached survey.
- Tally and rank the top five answers for each question.
- Prepare the chalkboard or whiteboard by writing the numbers one through five.

ACTIVITY INSTRUCTIONS

Note: This game is played in the same manner as the television show “Family Feud.”

1. Divide the group into two teams and have them sit facing each other.
2. Place a tennis ball on a table or on the floor. Have the first person from each team come forward and sit an equal distance away from the tennis ball (this will serve as the “buzzer”).
3. Ask the first question (e.g., “Name five of the top celebrities.”). The first person to grab the ball will get a chance to answer the question. If the ball is grabbed early, stop reading the question and allow for the cadet to give an answer.
4. If the cadet gives an answer that is on the list, write it beside the corresponding number. If this person has not guessed the number one answer, the other player may have a turn to guess. The person who guesses the highest answer on the list gets to choose whether his/her team will play or pass.
5. After this, each team gets three strikes (wrong answers). The team that is playing gets the chance to guess the remaining answers on the board. Give each person a turn, down the line.
6. Once the playing team gets three strikes, the other team decides as a group what one answer they want to give to try to fill in one of the remaining blanks.
7. If the first team fills in all the blanks, they win the round, but if the opposing team guesses one of the remaining answers, they win the round.
8. Continue with the rest of the questions in the same manner.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 36–37). Richland, WA: Rec Room Publishing.

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CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

Questions	Answers
1. Who is your favourite celebrity?	
2. Where is your favourite place to shop (store name)?	
3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
5. What is your dream job?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

Questions	Answers
1. Who is your favourite celebrity?	
2. Where is your favourite place to shop (store name)?	
3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
5. What is your dream job?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

Questions	Answers
1. Who is your favourite celebrity?	
2. Where is your favourite place to shop (store name)?	
3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
5. What is your dream job?	

CADET FEUD SURVEY

Answer the following questions. Be sure to write only one answer.

Questions	Answers
1. Who is your favourite celebrity?	
2. Where is your favourite place to shop (store name)?	
3. What is your favourite sport?	
4. What is the colour of your toothbrush?	
5. What is your dream job?	

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
TINY TEACH	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Explain that there will be a series of partner activities announced that the cadets will have to perform.
3. Introduce each performance:
   (a) **Tie a Pair of Shoelaces.** Each pair of cadets will untie the laces of the shoe closest to their partner as they stand side by side. The object is for each pair of cadets, using only one hand, to tie the shoelaces (one from each shoe) together with a standard bow.
   (b) **Whistle in Your Hands.** Cup the hands tightly together to form an air-tight container, but leave a small gap in the top between the thumbs. Try to make a hollow-pitched whistle sound.
   (c) **Tell a Joke.** No matter how long or short, funny or not, pass on an **appropriate** joke to the other cadet.
   (d) **Let Me Show You.** Each cadet will present a skill or talent they choose to their partner (e.g., curl of the tongue, a yoga move, etc).
   (e) **Body Gym.** Each pair takes turns showing and teaching the other how to do something completely bizarre with their bodies.
4. Call out a performance and have each pair of cadets perform it. Continue calling out different performances.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 44–45). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
FOUR UP	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the group sit on the ground, with space between each cadet.
2. Explain to the cadets that anyone can stand up when they would like to, but no one can remain standing for longer than five seconds before they sit again.
3. Once some cadets begin to stand, tell them that the goal is to have exactly four people standing up at all times.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (p. 172). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
YURT CIRCLE	**TIME:** 10 min

RESOURCES

A large, open space with a non-slip surface.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets form a circle and grasp the hands or wrists of their neighbours.
2. Have the cadets move back and stretch out the circle without letting go (not to the full extent of the arms).
3. With everyone's feet together and planted on the ground, instruct everyone to lean backwards.
4. Encourage the cadets to adjust the position of their feet if they are uncomfortable.
5. Try to get everyone to fully support each other's weight. This may take a few tries!

SAFETY

Ensure cadets look out for the safety of each other so they do not fall backwards.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 91 and 92). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
HOOP RELAY	**TIME:** 10 min

RESOURCES

- A large, open space free from obstacles, and
- Hula hoops (four).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets form a single file, one behind the other.
2. Have the cadets hold hands front-to-back by reaching backward through their legs to grasp the free hand of the person behind them.
3. Designate one cadet to be the “starter”. Have the “starter” stand in front of the line, holding four hula hoops.
4. Explain that when signalled to begin the game, the “starter” will place one of the hula hoops over the head of the first person in line. The cadets will have to try to have the hula hoop travel from cadet to cadet. When the first hoop reaches the third person in line, the “starter” may add another hoop, and so on. If the “starter” wishes to be part of the game, they can simply start the last hoop and become the first person in line.
5. Signal to begin the game.
6. When the first hoop reaches the last cadet in the line, they will run to the front of the line with the hoop, grab the hand of the now second cadet and start to move the hoop to the end of the line.
7. Continue until the original front cadet returns to their original position.

SAFETY

N/A.

REFERENCE

(ISBN 0-8403-5682-X) Rohnke, K. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities*. (p. 61). Dubuque, IA: Kendall/Hunt Publishing Company.

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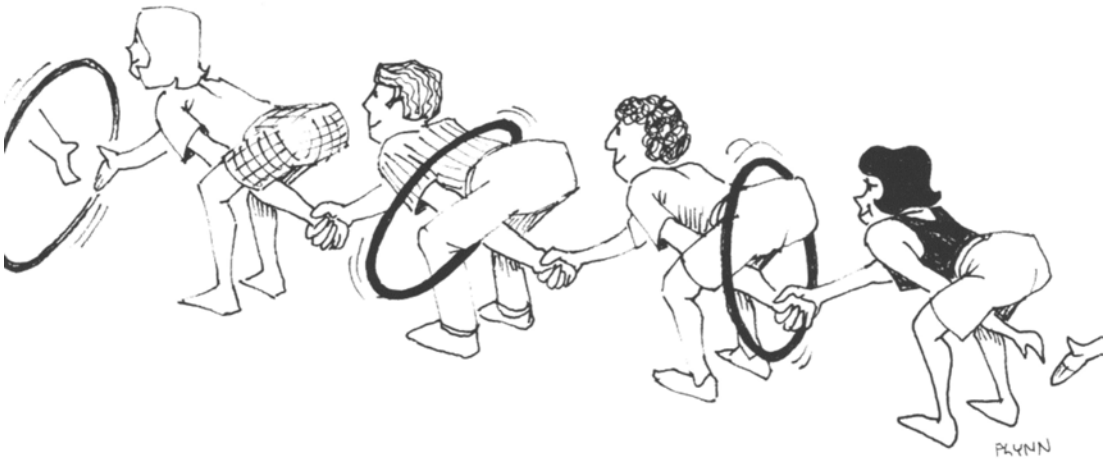

K. Rohnke, Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities, Kendall/Hunt Publishing Company (p. 61)

Figure O-1 Hoop Relay

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
ALL ABOARD	**TIME:** 10 min

RESOURCES

- A large, open space free from obstacles,
- Balloons of varying colours (two per cadet), and
- Markers (one per group).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of four.
2. Distribute deflated balloons of varying colours around the space.
3. Have each group get into train formation (together in single file) and give the first person in each line, the “engine”, a marker.
4. Explain to the cadets that each group is a passenger “train” that must pick up “passengers”, balloons, two per person. Each person in the train will be a “car”.
5. Balloons become “passengers” when they are inflated and have a face. One cadet must inflate the balloon, tie it and paint a face on it with the marker.
6. Each train must move around together and pick up “passengers”. “Passengers” must be the same colour and everyone must be carrying two. The train must stay still while a cadet is inflating and drawing. The objective is for each train to have all “passengers” that are the same colour.
7. The first “train” to reach the destination point with all “passengers” accounted for (two balloons per cadet) wins the game.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-134984-7) West, E. (1999). *The Big Book of Icebreakers*. (pp. 135–136). New York, NY: McGraw-Hill.

Unofficial convenience copy of A-CR-CCP-603/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-603-PF-001/A-CR-CCP-603-PF-001.pdf.
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TEAM-BUILDING ACTIVITY	**ENERGIZER**
LINE UP	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Explain to the cadets that instructions will be given for them to line up in a particular way.
2. Once lined up, the group must sit at the same time, to indicate that they are finished.
3. Possible categories include:
   (a) order of shoe size;
   (b) alphabetically by favourite colour;
   (c) order by the number of siblings each cadet has;
   (d) order by age, youngest to oldest;
   (e) order by hair colour, lightest to darkest;
   (f) alphabetically by first name; and
   (g) alphabetically by last name.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-134984-7) West, E. (1999). *The Big Book of Icebreakers*. (pp. 87–89). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
PICK POCKET	**TIME:** 10 min

RESOURCES

- Pick Pocket Activity Sheet (one per group),
- Scissors,
- Pens/pencils (one per group), and
- Stopwatch.

ACTIVITY LAYOUT

Photocopy and cut the survey.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Explain to the cadets that they will have five minutes to try and find as many items on the Pick Pocket Activity Sheet as possible.
3. Distribute a Pick Pocket Activity Sheet to each group.
4. Start the activity.
5. Once five minutes have passed, bring the cadets back to one area and compare which items were found by each group.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-134984-7) West, E. (1999). *The Big Book of Icebreakers*. (pp. 53–55). New York, NY: McGraw-Hill.

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PICK POCKET ACTIVITY SHEET

_____ A purple pen,
_____ A piece of gum,
_____ A pair of sunglasses,
_____ A comb,
_____ A padlock key,
_____ A bobby pin,
_____ A picture of a friend or relative,
_____ Money,
_____ A bank card, and
_____ A mint.

PICK POCKET ACTIVITY SHEET

_____ A purple pen,
_____ A piece of gum,
_____ A pair of sunglasses,
_____ A comb,
_____ A padlock key,
_____ A bobby pin,
_____ A picture of a friend or relative,
_____ Money,
_____ A bank card, and
_____ A mint.

PICK POCKET ACTIVITY SHEET

_____ A purple pen,
_____ A piece of gum,
_____ A pair of sunglasses,
_____ A comb,
_____ A padlock key,
_____ A bobby pin,
_____ A picture of a friend or relative,
_____ Money,
_____ A bank card, and
_____ A mint.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
ABOUT NOW	**TIME:** 10 min

RESOURCES

- A large, open space free from obstacles, and
- Stopwatch.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Gather the group in an area.
2. Explain to the group that on the command “Now” everyone will try to count 60 seconds in their head and then sit. There is to be no talking and the cadets cannot look at their watches.
3. While looking at the stopwatch, yell “Now” to signal the cadets to begin.
4. Note the cadet who sits down closest to the 60 second time frame.
5. When all cadets are sitting, announce who was the closest.
6. Repeat the activity.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (p. 148). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
MASS STAND UP	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two equal groups.
2. Have each group sit in a circle, with their backs to the middle.
3. Have the cadets in each group link elbows with the cadets sitting on either side of them.
4. Explain that on the command “Go” everyone will try to stand up as one.
5. Give the command “Go.” This activity may require a lot of encouragement and many tries.

SAFETY

N/A.

REFERENCE

(ISBN 0-8403-5682-X) Rohnke, K. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities*. (p. 100). Dubuque, IA: Kendall/Hunt Publishing Company.

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TEAM-BUILDING ACTIVITY	**ENERGIZER**
WORD PUZZLE	**TIME:** 10 min

RESOURCES

- A large space,
- Word puzzle sheet (one per cadet),
- Pens/pencils (one per cadet), and
- Stopwatch.

ACTIVITY LAYOUT

Photocopy a word puzzle sheet for every cadet.

ACTIVITY INSTRUCTIONS

1. Distribute a word puzzle sheet and a pen/pencil to each cadet.
2. Explain to the cadets that they have three minutes to try and complete as many word puzzles as possible.
3. After three minutes, have the cadets form groups of three. Among the three cadets, encourage them to come up with as many answers as possible.
4. Share the word puzzle answers with the cadets.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-046414-6) Scannel, E., & Newstrom, J. (1994). *Even More Games Trainers Play*. (pp. 137–177). New York, NY: McGraw-Hill Companies.

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WORD PUZZLE

1 	2 NE1410S	3 CYCLE CYCLE CYCLE	4 
5 Jan. Feb. Mar. DUE	6 	7 HEAD LO VE HEELS	8 
9 L Bus Term L	10 BAN ANA	11 T K The R C A	BACK CK 12 K
13 LAL	14 I'm nhappy	15 ME QUIT	16 DOM
17 S P L I T	18 PETS A	19 CI Life TY	20 YOU / JUST / ME

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WORD PUZZLE ANSWERS

1. A tall tale.
2. Anyone for tennis?
3. Tricycle.
4. Curve ball.
5. Three months overdue.
6. Hole in one.
7. Head over heels in love.
8. Type written.
9. Bus terminals.
10. Banana split.
11. The inside track.
12. Full back, half back, quarterback.
13. All mixed up.
14. I’m unhappy without you.
15. Quit following me.
16. Domino.
17. Split down the middle.
18. A step backwards.
19. Life in the big city.
20. Just between you and me.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
CATEGORIES	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the group gather.
2. Explain to the group that they will separate and regroup according to the categories announced.
3. Announce a category. Possible categories include:
   (a) number of siblings,
   (b) last digit in home telephone number,
   (c) position of thumbs when hands are clasped (e.g., left over right or right over left),
   (d) month of birth,
   (e) colour of eyes,
   (f) colour of hair,
   (g) type of breakfast ate this morning,
   (h) favourite hot or cold drink, and
   (i) distance travelled to get here.
4. Once groups are formed, announce another category. Continue announcing categories until the time has lapsed.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 31–32). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
HUMAN SCAVENGER HUNT	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

Create a list of scavenger hunt items if other choices than those listed are preferred.

ACTIVITY INSTRUCTIONS

1. Have the group stand or sit together.
2. Read a point from the human scavenger hunt. The team must send a cadet to the front who fits the description. For example, if the leader says “Two cadets who have the same middle name,” members must talk and find out if there are two cadets in the group who fit the description and then quickly send those cadets to the leader.
3. The human scavenger hunt could consist of:
   (a) Two cadets who have the same first and last initials.
   (b) The cadet in the group who was born the furthest away.
   (c) Two cadets with the same middle name.
   (d) A group of cadets whose ages add up to 40.
   (e) Two cadets who were born on the same date (e.g., June 14th and September 14th)
   (f) Two cadets who were born in the same month.
   (g) A group of cadets whose shoe sizes add up to 30.
   (h) The cadet who lives the closet to here.
   (i) A group of cadets who can spell a word by putting together the first letters of their first names.
   (j) A group of three cadets who all have different coloured eyes.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 18–19). Richland, WA: Rec Room Publishing.

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TEAM-BUILDING ACTIVITY **ICEBREAKER**

THE WALKING BILLBOARD **TIME:** 10 min

RESOURCES

- A large, open space free from obstacles,
- Flip chart paper (one sheet per cadet),
- Markers (one per cadet), and
- Masking tape (one roll).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute a piece of flip chart paper and a marker to each cadet. Get all the cadets to place their first and last names at the top.
2. Write and post the following questions on a piece of flip chart paper:
   (a) What is your favourite food?
   (b) What is your biggest pet peeve?
   (c) What is your all-time favourite movie?
   (d) What is your dream job?
3. Allow time for each cadet to write their answers on their piece of flip chart paper.
4. Using masking tape, have the cadets help each other attach the flip chart paper to the writer's shoulders, to look like a "walking billboard".

SAFETY

N/A.

REFERENCE

(ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). *The Big Book of Presentation Games*. (pp. 125–126). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
GETTING ACQUAINTED	**TIME:** 10 min

RESOURCES

- A large, open space,
- Large sticky notes (one per cadet), and
- Pens/pencils (one per cadet).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute a large sticky note and a pen/pencil to each cadet.
2. Have each cadet write their first and last names on their sticky note.
3. Allow two or three minutes for each cadet to write down two words or brief phrases that tell something about themselves and can be used as conversation starters (e.g., hometown, hobby, quirk, etc).
4. Have the cadets start to mingle and form groups of two or three and discuss their words or phrases with other cadets.
5. Once a few minutes have passed, tell the cadets to switch groups while encouraging them to meet and mingle with as many cadets as possible.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). *The Big Book of Presentation Games*. (pp. 23–24). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
BINGO BLAST	**TIME:** 10 min

RESOURCES

- A large, open space,
- Bingo Blast cards (one per cadet), and
- Pens/pencils (one per cadet).

ACTIVITY LAYOUT

Photocopy a Bingo Blast card for each cadet.

ACTIVITY INSTRUCTIONS

1. Distribute a bingo card and a pen/pencil to each cadet.
2. Allow five minutes for the cadets to roam around the area trying to find a person to fit each description on the card. Once a person is found, that cadet will sign their name on the bingo card. Encourage the cadets to try to fill out the complete card.
3. Once time is up, have the cadets gather in one area and sit.
4. Read the descriptions out loud and see who fits each description.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). *The Big Book of Presentation Games*. (pp. 28–29). New York, NY: McGraw-Hill.

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BINGO BLAST

PLAYS TENNIS _____	HAS TRAVELLED OUTSIDE OF CANADA _____	SPEAKS TWO LANGUAGES _____	HAS BROWN EYES _____	HAS AN OLDER BROTHER _____
HAS BROKEN A BONE _____	HATES BRUSSELS SPROUTS _____	HAS RED HAIR _____	HAS A PET FISH _____	PLAYS AN INSTRUMENT _____
HAS NEVER BEEN TO A CSTC BEFORE _____	HAS CANOED _____	**FREE**	HAS HAD A CAVITY _____	LOVES PICKLES _____
CAN SWIM _____	HAS A PET DOG _____	HAS BLUE EYES _____	HAS THEIR TOENAILS PAINTED _____	PLAYS VOLLEYBALL _____
HAS BLONDE HAIR _____	LIKES MATH _____	HAS A BIRTHDAY DURING THE COURSE _____	KNOWS A SET OF TWINS _____	KNOWS HOW TO DO THE HOKEY POKEY _____

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
TEAM CHARADES	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two equal groups.
2. Give each group five minutes to:
   (a) choose a name for the team that best represents it; and
   (b) discuss a set of charades or acts that they will use to try to get the others to guess their team name.
3. Allow one minute for each group to act out their group's name, while the rest of the cadets guess.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). *The Big Book of Presentation Games*. (p. 161). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
DOUBLE TAKE	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets spread out in the area.
2. Have the cadets walk around shaking hands and introducing themselves to other cadets.
3. Call out a characteristic and have the cadets form groups with other cadets who share that characteristic. Some characteristics could include:
   (a) hair colour,
   (b) eye colour,
   (c) shoe size,
   (d) favourite colour,
   (e) favourite pizza topping,
   (f) pet ownership,
   (g) favourite sport, and
   (h) favourite music.
4. Encourage the cadets to form groups with different cadets as frequently as possible.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-134984-7) West, E. (1999). *The Big Book of Icebreakers*. (pp. 25–29). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
PECULIARITIES	**TIME:** 10 min

RESOURCES

- A large, open space,
- Peculiarities Activity Sheet (one per cadet), and
- Pens/pencils (one per cadet).

ACTIVITY LAYOUT

Photocopy a Peculiarities Activity Sheet for each cadet.

ACTIVITY INSTRUCTIONS

1. Distribute an activity sheet and a pen/pencil to each cadet.
2. Allow five minutes for the cadets to roam around the area trying to find a cadet to fit each description on the card. Once a cadet is found, have the cadet tick their peculiarity off the list and write their name next to the description. Encourage the cadets to try to tick off as many as possible.
3. Once time is up, have the cadets join in one area and sit.
4. Read the descriptions out loud and see who fits each description.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-134984-7) West, E. (1999). *The Big Book of Icebreakers*. (pp. 105–107). New York, NY: McGraw-Hill.

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PECULIARITIES ACTIVITY SHEET

1. Who was born on February 29th?

2. Who has or had a dog named Spot, Midnight, Lucky, Shadow or Snoopy?

3. Who competes in sporting activities such as running, basketball, etc?

4. Who likes pizza with anchovies?

5. Who was born in a different province than the one in which they reside?

6. Who was born outside of Canada?

7. Who has been to Nunavut?

8. Who writes songs or poetry?

9. Who has a twin brother or sister?

10. Who has a shoe size greater than 10?

11. Who has milked a cow?

12. Who has been to a concert in the past three months?

13. Who has been on a radio or television show?

14. Who prefers winter to summer?

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
I LIKE ME BECAUSE	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs, preferably two cadets that do not know each other well.
2. Have the pairs sit facing each other and decide who will go first and who will go second.
3. Have each pair make eye contact and sit with an open body posture (e.g., do not cross arms).
4. Explain that each pair will have two minutes each to answer the question “What do I like about myself?” The partner not answering the question cannot talk but must express a keen interest in the cadet through body language.
5. Have the first cadet speak about themselves. At the end of the two minutes, have the cadets switch roles.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-046513-4) Newstrom, J., & Scannel, E. (1998). *The Big Book of Team Building Games*. (pp. 73–74). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
GROUP JUGGLE	**TIME:** 10 min

RESOURCES

- A large, open space free from obstacles, and
- Tennis balls (three).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets stand in a circle.
2. Start the activity using one ball. All cadets will begin the game with one arm in the air. The cadet with the ball will call out their own name and the name of the cadet to whom they are going to throw the ball they will then throw the ball to that cadet. The ball must be thrown to a cadet with their arm in the air to ensure each cadet has the opportunity to participate. Once the cadet has caught the ball they are to put their arm down.
3. Have the cadet who catches the ball say their own name, say the name of the cadet to whom they are going to throw the ball and then throw the ball to that cadet.
4. Continue the game until the cadets seem comfortable using one ball.
5. Add more balls. The rules remain the same, only that the cadets have to pay much more attention! Continue until everyone has caught a ball, then all cadets should start again with their arm in the air.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-059532-1) Snow, H. (1997). *Indoor/Outdoor Team-Building Games for Trainers*. (p. 109). New York, NY: McGraw-Hill Companies, Inc.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
MEET 'N GREET	**TIME:** 10 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three or four.
2. Allow two minutes for each group to find three distinctive things that all of the cadets have in common. The only rule is that the three distinctive things cannot be related to the Cadet Program (e.g., won the marksmanship team or received an award at the Annual Ceremonial Review). Some examples could be:
   (a) all are from the same province;
   (b) all have an older brother; and
   (c) all grew up in a single parent home.
3. Once all groups have completed Step 2., have the cadets regroup and share the three commonalities with the remainder of the cadets.
4. If time remains, complete the activity again with different groups.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-046414-6) Newstrom, J. (1994). *Even More Games Trainers Play*. (p. 11). New York, NY: McGraw-Hill Companies.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
WHO ARE YOU?	**TIME:** 10 min

RESOURCES

- A large, open space,
- Index cards (one per cadet), and
- Pens/pencils (one per cadet).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute an index card and a pen/pencil to each cadet.
2. Have each cadet write down one thing about themselves that they do not think anyone else would know.
3. Collect all the cards and shuffle them. Randomly distribute one card to each cadet.
4. Allow five minutes for the cadets to circulate the room and ask questions to the other cadets to try to find out whose card they have.
5. Have each cadet sit after they have found the person whose card they have and when the cadet with their card locates them.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-046501-0) Scannel, E., & Newstrom, J. (1998). *The Big Book of Presentation Games*. (pp. 23–24). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
BIRTHDAY LINE	**TIME:** 10 min

RESOURCES

- A large, open space free from obstacles, and
- Tape/rope (approximately 10 m [32 feet]).

ACTIVITY LAYOUT

- If using tape, tape two parallel lines 50 cm (20 inches) apart, each approximately 5 m (16 feet) long on the floor.
- If using rope, place two parallel lines 50 cm (20 inches) apart, each approximately 5 m (16 feet) long on the ground.

ACTIVITY INSTRUCTIONS

1. Have all the cadets stand side by side inside the two lines, without their feet touching them.
2. Tell the cadets to organize themselves in order of birthday without stepping outside or on the lines.
3. If completed quickly, have the cadets organize themselves again using different criteria (e.g., height, shoe size, hair colour).

SAFETY

N/A.

REFERENCE

(ISBN 0-07-059532-1) Snow, H. (1997). *Indoor/Outdoor Team-Building Games for Trainers*. (p. 57). New York, NY: McGraw-Hill Companies, Inc.

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
A COAT OF ARMS	**TIME:** 10 min

RESOURCES

- A large, open space,
- Coat of arms template (one per cadet),
- Pens/pencils (one per cadet).

ACTIVITY LAYOUT

Photocopy a coat of arms template for each cadet.

ACTIVITY INSTRUCTIONS

1. Distribute a coat of arms template and a pen/pencil to each cadet.
2. Have the cadets fill in their coat of arms by reading the following aloud, one at a time:
   (a) In Space 1, draw something that characterizes a recent peak performance.
   (b) In Space 2, sketch something about yourself that very few people know about.
   (c) In Space 3, draw a symbol of how you like to spend your free time.
   (d) In Space 4, represent something that you are very good at.
   (e) In Space 5, write or draw something that could be your personal motto.
3. When complete, use the remaining the time for the cadets to mingle with others to share their coat of arms.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-046513-4) Newstrom, J., & Scannel, E. (1998). *The Big Book of Team Building Games*. (pp. 77–79). New York, NY: McGraw-Hill.

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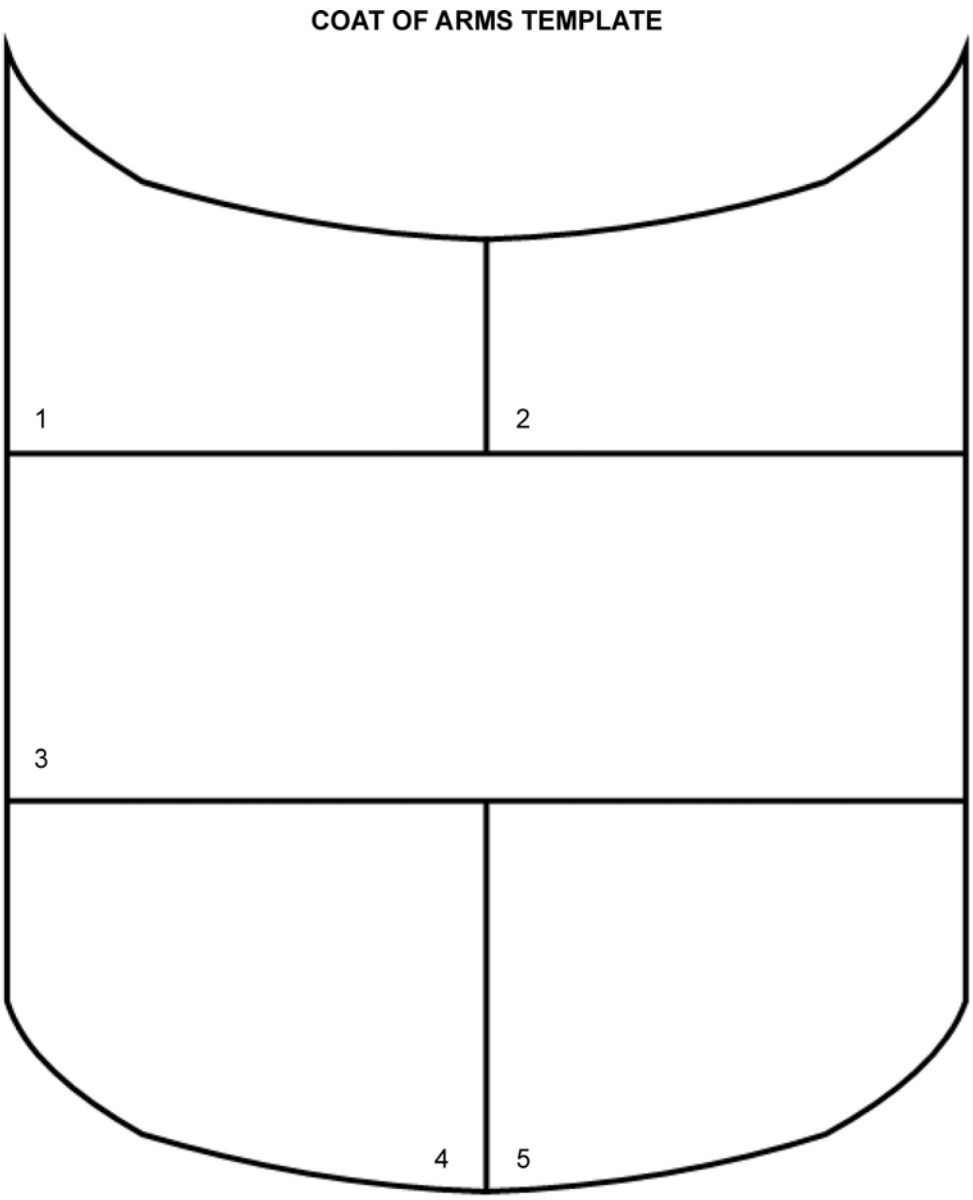

J. Newstrom & E. Scannel, The Big Book of Team Building Games, McGraw-Hill (p. 79)

Figure O-2 Coat of Arms Template

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TEAM-BUILDING ACTIVITY	**ICEBREAKER**
MARTIAN NAMES	**TIME:** 10 min

RESOURCES

- A large, open space,
- Paper (one piece per cadet), and
- Pens/pencils (one per cadet).

ACTIVITY LAYOUT

Prepare your Martian name and meaning on a piece of paper.

ACTIVITY INSTRUCTIONS

1. Tell the following story:“Imagine you have just landed on Mars and need to introduce yourself to your Martian tour guide. Language on Mars is the complete reverse of ours. This means you must change your name so it is backward: last name first, first name last and both spelled backward, letter by letter. In addition, every name on Mars means something special and relates to the person who has that name. On your sheet of paper, write your name as it would appear on Mars. Practice pronouncing it. Think about what your Martian name means and be prepared to share it with the group.”
2. Show the cadets your Martian name and meaning. For example, Sarah Jones becomes “Senoj Haras,” which means “enjoys taking long trips and hiking with my friends” or Joshua Carew becomes “Werac Auhsoj,” which means “warrior of the desert.”
3. Distribute a piece of paper and a pen/pencil to each cadet and allow two minutes for the cadets to complete their Martian names.
4. Have the cadets share their Martian names with the group.

SAFETY

N/A.

REFERENCE

(ISBN 1-57542-265-4) MacGregor, M. (2008). *Teambuilding With Teens: Activities for Leadership, Decision Making and Group Success*. (pp. 8–9). Minneapolis, MN: Free Spirit Publishing, Inc.

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COMMUNICATION, PROBLEM-SOLVING AND TRUST-BUILDING ACTIVITIES

LIST OF ACTIVITIES FOR ANNEX P

Title		Page Number
COMMUNICATION	Snowflake	3P-2
	Back-to-Back	3P-3
	Group Construction	3P-6
	Where Do I Go?	3P-7
	Missing Bucket	3P-8
	Charade Line	3P-9
	The Rock	3P-11
	King/Queen Frog	3P-12
	Mute Lineup	3P-13
	Marriage	3P-14
	That Ain't Me!	3P-15
	Blind Shapes	3P-16
	Wink	3P-17
	Minefield	3P-18
	Categories Twist	3P-19
	Negotiation	3P-20
PROBLEM-SOLVING	Magic Carpet	3P-21
	Raft	3P-22
	Moonwalk	3P-23
	Balance Beam	3P-24
	Group Search	3P-26
	Traffic Jam	3P-27
	Circle Wars	3P-28
	Untying Knots	3P-29
	Stepping Stones	3P-30
	Swamp Trail	3P-31
	Human Knot	3P-33
	Spider's Web	3P-34
	Circle Clap	3P-36
	Quick Shuffle	3P-37
	Tall Tower	3P-38
	Swamp Crossing	3P-39
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TRUST-BUILDING	Egg Construction	3P-42
	Water Carry	3P-43
	Crazy Maze	3P-45
	Everybody Up	3P-46
	Slice & Dice	3P-47
	Hog Call	3P-49
	Hug a Tree	3P-50
	Blindfold Build	3P-51
	Lighthouse	3P-52
	Trust Tag	3P-53

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
SNOWFLAKE	**TIME:** 15 min

RESOURCES

8-1/2 x 11 inch sheet of white paper (one per cadet).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute a piece of paper to each cadet.
2. Explain that the cadets are to individually follow the directions you are about to give without asking questions or seeking clarification.
3. Give the following directions quickly, with no clarification:
   (a) Fold the paper in half and tear off a top corner.
   (b) Fold it in half again and tear off the top corner.
   (c) Fold it in half again and tear off the left corner.
   (d) Rotate the paper to the right three times and tear off the bottom corner.
   (e) Fold it in half again and tear off the middle piece.
4. Instruct the group to unfold their papers and compare their snowflakes with those around them. They will find that their snowflakes may or may not match others depending on how the instructions were understood.

SAFETY

N/A.

REFERENCE

(ISBN 1-57542-265-4) MacGregor, M. G. (2008). *Team-Building With Teens*. (pp. 67–68). Minneapolis, MN: Free Spirit Publishing Inc.

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
BACK-TO-BACK	**TIME:** 10–15 min

RESOURCES

- Paper,
- Pens/pencils (one per group), and
- Drawings (two per group).

ACTIVITY LAYOUT

Photocopy both drawings for each group.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs. Have each pair sit back to back.
2. Distribute a copy of Figure P-1 to one cadet from each pair. Distribute a piece of paper and pen/pencil to the other cadet.
3. On the signal to start, the cadet with the drawing is to guide their partner to draw the figure without letting them see the original. The cadets are to use symbols and metaphors to describe the drawing, but not geometrical shapes. For example, the cadet cannot say draw a square or circle.
4. Allow the cadets approximately five minutes to draw the figure. When the time is up, have the cadets compare the drawing to the original drawing.
5. Have the cadets reverse roles. Distribute a copy of Figure P-2 to the cadet who drew first and a piece of paper and a pen/pencil to the other cadet. Repeat Steps 3. and 4.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-059532-1) Snow, H. (1997). *Indoor/Outdoor Team-Building Games for Trainers*. (pp. 95–97). New York, NY: McGraw-Hill.

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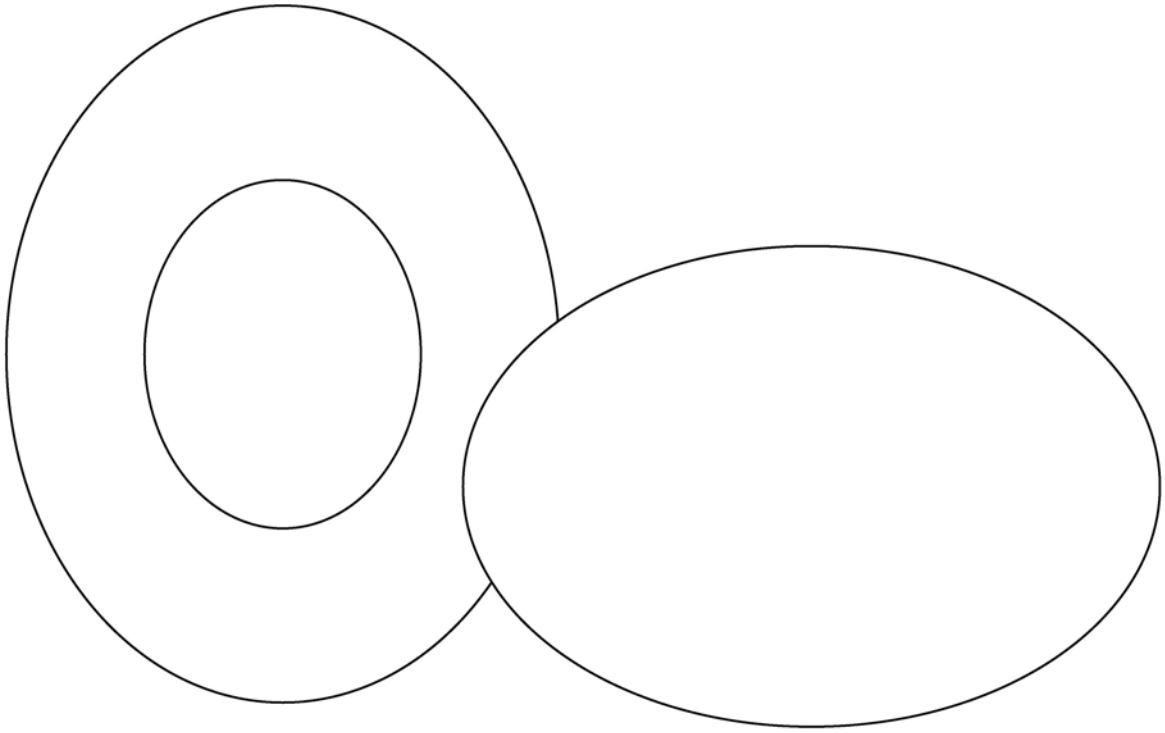
DRAWING 1



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure P-1 Drawing 1

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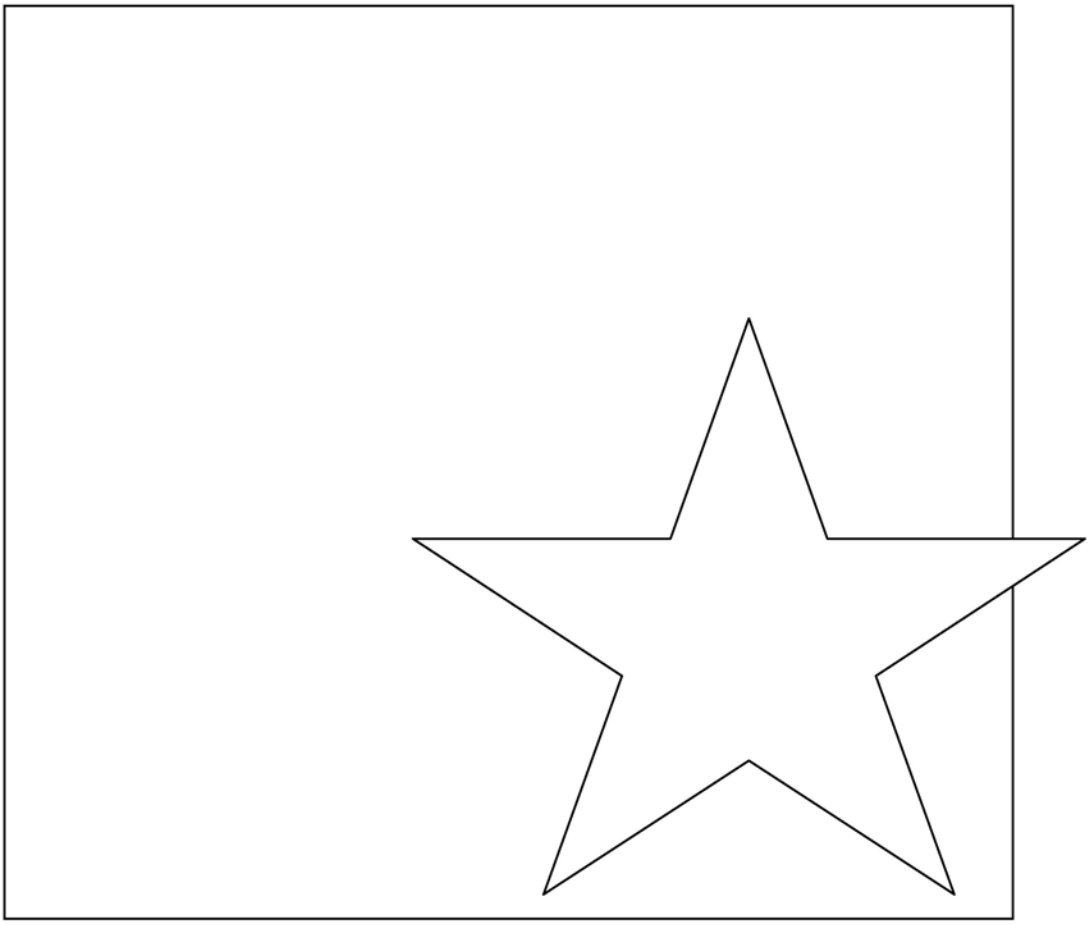
DRAWING 2



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure P-2 Drawing 2

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
GROUP CONSTRUCTION	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles, and
- Toothpicks/popsicle sticks/straws (10 per cadet).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets sit in a semicircle with their backs to the centre. Ensure they are spread out enough that they cannot see the toothpicks/popsicle sticks/straws of the cadets near them.
2. Inform the cadets that they are not allowed to speak or look at the other cadets' design throughout the activity.
3. Distribute 10 toothpicks/popsicle sticks/straws to each cadet, including yourself.
4. As the "construction manager" you will build a design on the floor one toothpick/popsicle stick/straw at a time.
5. After placing each toothpick/popsicle stick/straw on the ground, verbally guide the cadets to place their toothpicks/popsicle sticks/straws in the same position.
6. When you have placed all 10 toothpicks/popsicle sticks/straws into a design, the designs of the cadets' should mimic your design.
7. Upon completion of the activity, look at the cadets' designs to see how close they are to the original.

SAFETY

N/A.

REFERENCE

(ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). *Essentials of Team Building*. (p. 54). Champaign, IL: Human Kinetics.

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
WHERE DO I GO?	**TIME:** 10-15 min

RESOURCES

- A large, open space free from obstacles,
- Two small objects (e.g., coins, paper clips, toothpicks, etc), and
- Blindfold.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Ask one cadet to volunteer to go first in the activity.
2. Have the remainder of the cadets sit in a circle approximately 3 m (10 feet) in diameter.
3. Blindfold the volunteer and have them stand in the middle of the circle.
4. Have a member of the group place the two small objects on the ground, inside the circle, close enough together that the volunteer can simultaneously cover one object with each foot.
5. On a start signal, each group member, one at a time, can give one direction to the volunteer (e.g., “Move your left foot forward 6 inches.”).
6. Each member can give just one direction with the intent of getting the volunteer to cover one object with each foot.
7. As time permits, have more cadets volunteer to participate as the cadet in the middle of the circle.

SAFETY

Ensure cadets look out for the safety of the cadet in the centre of the circle.

REFERENCE

(ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). *Essentials of Team Building*. (p. 58). Champaign, IL: Human Kinetics.

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TEAM-BUILDING ACTIVITY **COMMUNICATION**

MISSING BUCKET **TIME:** 10-15 min

RESOURCES

- A large, flat and open space free from obstacles,
- Rope/pylons to mark boundaries,
- Blindfolds (one per every two cadets),
- 20 L (five gallon) bucket,
- 4 L (one gallon) jug,
- Plastic drinking cups (enough for half the cadets), and
- 8–10 objects to use as obstacles.

ACTIVITY LAYOUT

- Place the rope/pylons to create an area that is approximately 3.5 m (10–12 feet) wide and 7.5 m (25 feet) long.
- Set up obstacles throughout the course in a random pattern.
- Fill the 20 L (five gallon) bucket with water and place it at the start line.
- Place the empty 4 L (one gallon) container (the receiving container) at the finish line.
- Place the plastic drinking cups at the start line.

ACTIVITY INSTRUCTIONS

1. The goal of the activity is for a group of blindfolded cadets to be verbally led through the obstacle course by the non-blindfolded cadets while transferring water. The blindfolded cadets are to transfer the water in the bucket to the receiving container at the finish line without moving the buckets.
2. Cadets are to avoid the obstacles as they proceed through the course.
3. Non-blindfolded cadets are not allowed to touch the bucket, the receiving container or the drinking cups.
4. If anyone breaks a rule or steps on an obstacle, that cadet must return to the starting line without emptying their water into the receiving container.
5. The activity is complete when the receiving container is filled to the designated mark.

SAFETY

The cadets must ensure the safety of the blindfolded cadets at all times throughout this activity.

REFERENCE

(ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). *Essentials of Team Building*. (pp. 126–127). Champaign, IL: Human Kinetics.

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
CHARADE LINE	**TIME:** 15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

Create sample situations for the activity if you wish to use different ones than the samples given here.

ACTIVITY INSTRUCTIONS

1. Divide the cadets in two groups.
2. Have the first group come to the front (performance area) and the second group be the audience.
3. Explain the activity to the cadets, to include:
   (a) Line up facing the back of the cadet in front of you.
   (b) Act out a situation for the cadet in front of you without using any verbal communication.
   (c) That person will act out the situation for the next person in line and so forth down the line.
4. Have the group in the performance area line up with their backs to you. Tap the first cadet on the shoulder and have them turn around.
5. Act out a situation. For example, you may mime the following:
   (a) you walk in swinging a bag in your hand;
   (b) you pull up a chair and have a seat;
   (c) you take a fishing rod out of the bag and cast your line;
   (d) you pull in the line when you feel a tug on it;
   (e) you find a rubber boot on your line instead of a fish; and
   (f) you dump the water out of the boot, put it on your foot and leave.
6. That cadet then taps the next cadet, acts out the same situation and so forth down the line. Expect the situation being acted out to change as it passes through the line.
7. The group of cadets acting as the audience may laugh but not offer any advice or guidance.
8. Once the last cadet has observed the situation they should act it out for you and the initial cadet and the entire group should watch while you perform the original situation once more.
9. Have the groups reverse roles so the original audience becomes the actors and vice versa. Have the cadets repeat Steps 4. to 8. with a new situation. For example, you may mime the following:
   (a) you pull a lottery ticket out of your back pocket;
   (b) you pull out a chair and sit;
   (c) you pull a newspaper out of a bag;
   (d) you check the numbers on your lottery ticket with the numbers on the newspaper; and
   (e) you realize all the numbers match and jump up and down in amazement!

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SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 202–203). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
THE ROCK	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles, and
- Small rock (must be small enough to be concealed in a fist).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets stand in a circle, facing the centre.
2. Have the cadets close their eyes and stand with both of their hands clenched behind their backs.
3. Explain that if they would like to be the cadet holding the rock, they must open one fist into a cupped position, ready to receive the rock. Cadets not wishing to hold the rock should remain with their hands clenched. Once a cadet receives the rock they are to clench their hand into a fist.
4. Walk around the circle, as quietly as possible and place the small rock into one of the open hands.
5. Continue around the circle to the point from which you started.
6. Have all cadets clench their hands, open their eyes and sit in the circle, keeping their hands clenched at all times.
7. Every person, including the one holding the rock, will have a chance to guess who is holding the rock.
8. After a minute of everyone looking around the circle, allow the group to start making guesses. There is to be no talking among the cadets.
9. Ask for a volunteer to guess first. If a cadet guesses wrong they are not allowed to guess again.
10. Each cadet is given an opportunity to make one guess until the rock holder is discovered.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp.189–190). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY **COMMUNICATION**

KING/QUEEN FROG **TIME:** 15 min

RESOURCES

- A large, open space free from obstacles, and
- Poly spots/chairs (one per cadet).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets sit in a circle, facing the centre. Mark each position with spots or chairs.
2. Every cadet must have a unique action that represents an animal. For example:
   (a) a gorilla beating on their chest;
   (b) a monkey scratching their armpits;
   (c) a bird fluttering their wings;
   (d) a dog wagging their tail;
   (e) a cat grooming their face;
   (f) a snake slithering through the grass;
   (g) a penguin waddling;
   (h) an elephant raising their trunk;
   (i) a rabbit hopping;
   (j) a lobster moving their claws; or
   (k) a chicken clucking.
3. Go around the circle and have each cadet demonstrate their action. You may act as the King/Queen Frog or designate one cadet to hold this position. The action for the King/Queen Frog will be a frog leaping.
4. Each round will start with the King/Queen Frog. That cadet will perform their gesture and then the gesture of another cadet. This cadet must quickly do their action, followed by another cadet's action and so forth.
5. If a cadet is too slow, messes up the action or goes in the wrong sequence the game stops. This cadet will leave their spot and sit directly to the left of the King/Queen Frog. This causes everyone sitting to the right of this cadet to move one seat to the left to fill in the gap.
6. When a cadet moves seats, their action does not move with them, it stays with the seat!
7. The object of the game is to get into the royal throne. This occurs when the King/Queen Frog makes a mistake and everyone in the circle moves one seat to the left.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 182–183). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
MUTE LINEUP	**TIME:** 15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Explain to the group that from this point on they are all mute—no verbal communication is allowed. The cadets are also not to write anything down on paper, flip charts, etc.
2. Have the group line up in a straight line according to set criteria (e.g., height, birth date, number of letters in their first/last name, etc).
3. Once the cadets think they are lined up in the correct order, have them sit to signify they are done.
4. Go through the lineup verbally to see if they were able to get in the correct sequence with non-verbal communication.
5. If time permits, have the group line up using different criteria to see if there were any lessons learned from the first attempt.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 145–146). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY **COMMUNICATION**

MARRIAGE **TIME:** 10-15 min

RESOURCES

- A large, open space free from obstacles, and
- Deck of playing cards (Joker included).

ACTIVITY LAYOUT

Based on the number of cadets in the group, pull out a card for each player. Ensure you have a card for each participant, including one Joker. The other cards must be pairs in the same colour and denomination (e.g., three of hearts and three of diamonds, ten of spades and ten of clubs).

If there is an even number of cadets participating in the activity, exclude the Joker.

ACTIVITY INSTRUCTIONS

1. Each cadet is given a card and asked not to show it to anyone.
2. Explain that the cadets are to find the person in the room that has their matching card based on colour and denomination (e.g., the queen of hearts would be looking for the queen of diamonds).
3. Explain that the cadets are not allowed to show their card at any time and are not allowed to say colours or numbers.
4. Have the cadets try to find their match. They may use words such as “I have a fire engine coloured card and like shiny objects in rings” to determine they have a red card that is a diamond.
5. When pairs think they have found each other they are to link arms and wait for the other participants to finish.
6. The Joker in the room is to do the same thing throughout the activity but will not be able to find their partner as there is only one Joker in the group leaving them as the unmarried card at the end of the activity.

SAFETY

N/A.

REFERENCE

(ISBN 0-7575-4094-5) Cummings, M. (2007). *Playing With a Full Deck: 52 Team Activities Using a Deck of Cards*. (p. 93). Dubuque, IA: Kendall/Hunt Publishing Company.

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
THAT AIN'T ME!	**TIME:** 10-15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Explain that each cadet will have to mime three things about themselves to their partner enabling their partner to later verbally introduce them to the remainder of the group.
3. The cadets are not allowed to use any form of verbal communication. Cadets should be given approximately three minutes to mime their information to their partner.
4. Cadets can mime things such as:
   (a) part-time jobs,
   (b) favourite school subject,
   (c) favourite hobby/pastime, and
   (d) favourite movie/television show.
5. Once everyone has had time to mime their information, gather the group. Each cadet will then have to verbally introduce their partner based on the information that was mimed.
6. If cadets introduce something that was misinterpreted from the mime, their partner should state, "That ain't me!". This activity is complete when all the cadets have introduced their partners.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 52–53). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
BLIND SHAPES	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles,
- Blindfolds (one per cadet), and
- Length of rope long enough for all cadets to hold on to at once.

ACTIVITY LAYOUT

Tie the end of the rope in a knot.

ACTIVITY INSTRUCTIONS

1. Have the cadets stand in a circle and blindfold each of them.
2. Place the length of rope on the ground near the feet of the cadets. Explain that the first thing they will have to do is find the rope and pick it up. The cadets are allowed to verbally communicate throughout this activity.
3. Tell the cadets to form a square. After a few minutes, ask the cadets if they think they have formed the square. If they say no, allow them to continue, even if they already are in a square. If they say yes, allow them to remove their blindfolds and look at the shape they have formed.
4. Continue with other shapes (e.g., triangles, rectangles, ovals, etc) as time allows.

SAFETY

Ensure the safety of all blindfolded cadets.

REFERENCE

(ISBN 0-7872-0107-3) (1995). *Youth Leadership in Action*. (pp. 63–64). Dubuque, IA: Kendall/Hunt Publishing Company.

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
WINK	**TIME:** 15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets sit in a circle facing the centre.
2. Explain that there is a mystery “winker” among the group, but not even that cadet knows who it is yet.
3. Have the cadets close their eyes. Secretly assign the “winker” by tapping them on the shoulder.
4. Explain that the cadets must mingle with all the others and greet each other. The “winker” will be secretly winking at cadets to get them out of the game.
5. Explain that the cadets must wait at least 10 seconds before sitting after they have been winked at by the “winker”. Cadets who have been winked at are to be seated while others continue to mingle.
6. If a cadet who is still in the game suspects someone of being the “winker,” they may raise a hand and announce, “I accuse”. Stop the proceedings and ask if there is a seconder, who is a second cadet who suspects they know who the “winker” may be. If there is no seconder the game will continue.
7. If a seconder speaks up, the facilitator is to count to three and each accuser must point directly to the person they believe is the “winker”. If they each point to a different person, regardless if one of them is correct, they are both out of the game. If they point to the same wrong person, they are both out of the game. If they are correct the activity is over.
8. The activity continues until either everyone is out or two people make a successful accusation.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 179–180). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
MINEFIELD	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles,
- Large quantity of small balls (e.g., tennis balls, golf balls, ping pong balls, etc),
- Stopwatch, and
- Blindfolds (two).

ACTIVITY LAYOUT

- Place the balls around the floor in a random pattern.
- Mark off a start and a finish line.

ACTIVITY INSTRUCTIONS

1. Ask for two volunteers and blindfold them.
2. Divide the cadets in two groups. Have each group of cadets place themselves evenly throughout the “minefield”. One group will be responsible for verbally guiding the first blindfolded cadet through the “minefield”. The second group will be responsible for verbally guiding the second blindfolded cadet to try to tag the first blindfolded cadet.
3. Explain that the first blindfolded cadet will be the “sidewinder”. This cadet is to aim for the finish line and will be verbally guided through the “minefield” by their group. If the “sidewinder” touches a “mine” (ball) on their way through the “minefield” they must swing both of their arms in a full circle 10 times, counting each revolution aloud.
4. One minute after the “sidewinder” is released into the minefield, launch the second blindfolded cadet, the “missile” into the “minefield”. The “missile’s” team is to guide them to try to tag the “sidewinder”.
5. If the “missile” tags the “sidewinder” prior to them reaching the finish line, the mission is complete.

SAFETY

Ensure the safety of the blindfolded cadets at all times throughout the duration of the activity.

REFERENCE

(ISBN 0-8403-5682-X) Rohnke, K. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities*. (p. 24). Dubuque, IA: Kendall/Hunt Publishing Company.

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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
CATEGORIES TWIST	**TIME:** 15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three.
2. Have each group go to a quiet area away from the other groups. Allow approximately four minutes for the group to come up with as many categories as possible of things they have in common—the odder the better (e.g., they have all seen a zebra).
3. Each group will have to share three things with the rest of the group. One item should not be true.
4. Have everyone come back to a common meeting place in the room and sit.
5. Have each group, one at a time, come to the front and state their three commonalities with a straight face.
6. The remaining groups are to decide which commonality is not true. This activity will allow the cadets to start reading people's non-verbal communication skills.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (p. 178). Beverly, MA: Project Adventure, Inc.

Unofficial convenience copy of A-CR-CCP-603/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-603-PF-001/A-CR-CCP-603-PF-001.pdf.
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TEAM-BUILDING ACTIVITY	**COMMUNICATION**
NEGOTIATION	**TIME:** 15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three or four small groups (depending on the number of cadets).
2. Explain that each group will go to an area where the other groups can not see them and decide on a physical gesture that they will later have to reveal to the rest of the cadets. Examples of gestures may include:
   (a) waving their hands in the air;
   (b) jumping up and down;
   (c) performing jumping jacks;
   (d) flapping their arms like a bird;
   (e) spinning around in a circle; or
   (f) rubbing their stomachs while patting their heads.
3. After approximately three minutes, have each group come back to the centre of the training area, and stand in a position where every other group can seem them. Explain that the cadets are no longer allowed to use any verbal communication.
4. On the word “go” have every cadet in each group simultaneously demonstrate their group’s gesture for the remainder of the cadets.
5. Explain that the cadets are to now decide on one gesture among all the groups. Remember that the cadets are not allowed to communicate verbally throughout the remainder of this activity.
6. The goal is to see how many times it will take to get every group doing the same gesture without any verbal communication. The gesture may be one from of the groups or a combination of the gestures.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 150–151). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**PROBLEM-SOLVING**
MAGIC CARPET	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles, and
- Piece of plastic or material approximately 1.2 m (4 feet) by 1.5 m (5 feet).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Explain that everyone must stand on the magic carpet and that everyone must maintain contact with the magic carpet at all times throughout the activity.
2. Explain that the group is on a magic carpet ride high above the CSTC when suddenly you discover that you are travelling in the wrong direction because the magic carpet is upside down.
3. Have the cadets turn the magic carpet over without stepping off. Every cadet must maintain contact with the magic carpet at all times.

SAFETY

Ensure all cadets maintain contact with the magic carpet. This will prevent cadets from being picked up or carried on shoulders.

REFERENCE

(ISBN 0-7872-4532-1) Cain, J., & Jolliff, B. (1998). *Teamwork & Teamplay*. (pp. 125–126). Dubuque, IA: Kendall/Hunt Publishing Company.

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TEAM-BUILDING ACTIVITY	**PROBLEM-SOLVING**
RAFT	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles, and
- Piece of tarp/plywood approximately 1.2 m (4 feet) by 1.2 m (4 feet) depending on the size of the group (should be just large enough for all of the cadets to fit on).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Explain to the cadets that their cruise ship has hit a reef and they are required to abandon ship.
2. Explain that there are a number of sharks in the water nearby and the group must all get aboard the life raft in order to be rescued by the Coast Guard. The rescue helicopter can only pick them up if no one is in the water (touching the ground) for at least 20 seconds.
3. The objective is for all the cadets to remain on the life raft for at least 20 seconds in order for the rescue helicopter to come to the rescue.
4. Have the cadets participate in the activity.

SAFETY

Ensure the safety of all cadets while on the raft.

REFERENCE

(ISBN 0-07-059532-1) Snow, H. (1997). *Indoor/Outdoor Team-Building Games for Trainers*. (pp. 113–115). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY	**PROBLEM-SOLVING**
MOONWALK	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles,
- Hula hoops (minimum of eight), and
- Large rubber bands or pieces of soft fabric (one per every two cadets).

ACTIVITY LAYOUT

Place eight or more hula hoops randomly on the ground no more than a foot apart.

ACTIVITY INSTRUCTIONS

1. Have the cadets assemble on one end of the hula hoops. Place the rubber bands around their ankles, connecting them to each other so that the cadets have to move together as a team.
2. Explain that they must move from one hoop to the next without stepping outside.
3. Explain that if someone steps outside a hoop the team must go back to the start and begin again, attempting to communicate and decide how to best move through the hula hoops.
4. The goal is for the cadets to communicate and problem solve the best method of travelling through the hula hoops from the beginning to the end.
5. Have the cadets participate in the activity.

SAFETY

Ensure the rubber bands are large enough not to be too tight on the cadets' ankles.

REFERENCE

(ISBN 0-07-059532-1) Snow, H. (1997). *Indoor/Outdoor Team-Building Games for Trainers*. (pp. 123–124). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY **PROBLEM-SOLVING**

BALANCE BEAM **TIME:** 15 min

RESOURCES

- A large, open space on grass or soft ground,
- 3 m (10 feet) plank of wood approximately 5 cm (2 inches) thick and 20 cm (8 inches) wide,
- Cinder block,
- Surveyor's tape, and
- Eggs (as per Step 2. in Activity Instructions).

ACTIVITY LAYOUT

- Set up the plank of wood so it is balanced in the middle on the cinder block.
- Mark a "V" on the ground in front of the cinder block with the surveyor's tape (as illustrated in Figure P-3).

ACTIVITY INSTRUCTIONS

1. Stand on the plank while you brief the team. Demonstrate how a slight shift in weight causes the plank to turn into a see-saw.
2. Explain that all of the cadets are to mount the plank, one at a time, from between the "V" marked on the ground, balance the plank as a group for a minimum of 10 seconds, and dismount, one at a time, between the "V" without causing either end of the plank to touch the ground—an egg can be laid under each end to ensure the plank has not touched the ground on either end.
3. Allow the cadets approximately five minutes to plan a strategy. Explain that once the cadets begin to mount the plank, there will be no more verbal communication.
4. The activity is complete when all of the cadets have successfully stepped off the plank into the "V".

SAFETY

- Ensure the activity is set up on grass or soft ground. In situations where this is not possible, have gym mats set up on either side of the plank.
- Have one or two assistant instructors to spot the cadets on the plank.
- Caution the cadets that if they are about to lose their balance they should step off the plank to avoid causing other cadets to fall or jump.
- Ensure the cadets do not jump off the plank as it could cause it to spin.

REFERENCE

(ISBN 0-07-059532-1) Snow, H. (1997). *Indoor/Outdoor Team-Building Games for Trainers*. (pp. 125–128). New York, NY: McGraw-Hill.

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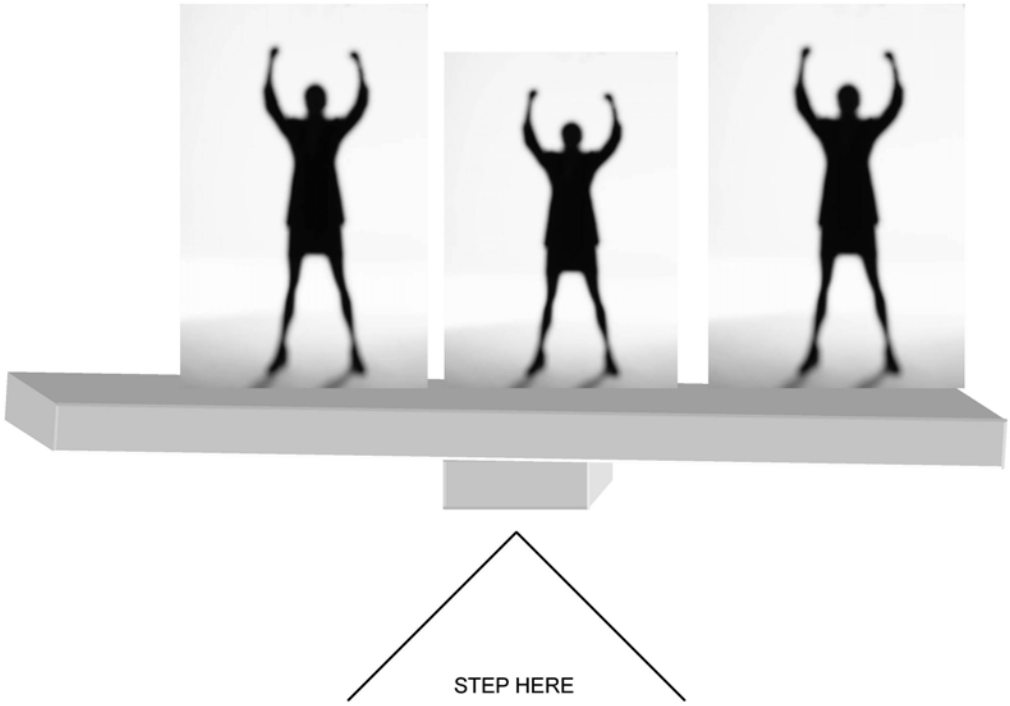

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Figure P-3 Balance Beam Set-Up

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TEAM-BUILDING ACTIVITY **PROBLEM-SOLVING**

GROUP SEARCH **TIME:** 15 min

RESOURCES

- A large, open space free from obstacles,
- Masking tape/long piece of cloth (approximately 1.2 m [4 feet] long),
- Blindfolds (one per every two cadets),
- Stopwatch, and
- Three small toys/objects that will fit in a hand (e.g., plastic dinosaur, plastic boat, plastic plane, plastic tank, doll, ball, etc).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Show the first group the three objects they will have to find.
3. Explain that the group, together as a team, will have to find the three objects while blindfolded.
4. Put masking tape or a long piece of cloth around the first group to attach them together.
5. Blindfold the first group of cadets.
6. Place the objects at various places on the ground within approximately 9 m (30 feet) of their location.
7. Have the cadets' move to find the three objects with the verbal assistance of the second group. It is the cadets' goal to decide how best to move about the area without breaking the tape/cloth or removing their blindfolds.
8. As the cadets find each object they are to identify what it is to the leader.
9. Have the groups reverse roles and repeat Steps 2. to 8.
10. Time both groups to see which group found and identified all three objects faster.

SAFETY

Ensure the safety of the cadets who are blindfolded and attached to their team. The cadets in the other group should be watching out for any safety concerns and alerting the blindfolded cadets.

REFERENCE

(ISBN 0-07-059532-1) Snow, H. (1997). *Indoor/Outdoor Team-Building Games for Trainers*. (pp. 133–134). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY	**PROBLEM-SOLVING**
TRAFFIC JAM	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles, and
- Tape or pieces of cardboard/plywood (there should be one more space than the number of cadets).

ACTIVITY LAYOUT

- Mark spaces on the ground (as illustrated in Figure P-4) with tape or pieces of cardboard/plywood (there should be one more space than the number of cadets).
- Mark the centre space with an “X” (as illustrated in Figure P-4).

ACTIVITY INSTRUCTIONS

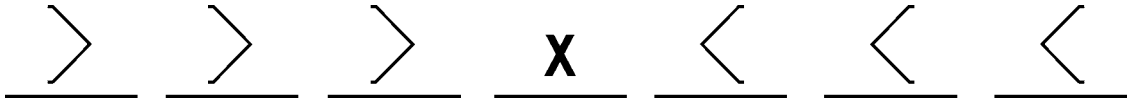
1. Divide the cadets into two equal groups.
2. Have each group stand on a space facing the middle space.
3. Explain that the group is to attempt to move past each other so that the group to the right of the ’X’ ends up on the left and vice versa.
4. Explain the following rules:
   (a) Cadets are not allowed to move around someone facing the same direction as them.
   (b) Cadets are not allowed to move backwards around someone.
   (c) Cadets are allowed to step forward onto an empty space.
   (d) Cadets are allowed to step around someone facing them into an empty space.
5. The activity is complete when all cadets have successfully changed sides.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-059532-1) Snow, H. (1997). *Indoor/Outdoor Team-Building Games for Trainers*. (pp. 149–150). New York, NY: McGraw-Hill.



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure P-4 Traffic Jam Set-Up

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TEAM-BUILDING ACTIVITY **PROBLEM-SOLVING**

CIRCLE WARS **TIME:** 15 min

RESOURCES

- A large, open space free from obstacles, and
- 15 rope circles of varying sizes between 0.3–1 m (1–3 feet) in diameter.

ACTIVITY LAYOUT

Place the circles on the ground approximately 0.3–1 m (1–3 feet) apart from each other.

ACTIVITY INSTRUCTIONS

1. Explain to the cadets that they are to put both of their feet entirely in a circle. More than one cadet can put their feet in a circle at a time.
2. On the word “change” have the cadets, when possible, move to another circle and put their feet entirely in that circle.
3. After each time you say “change”, casually pick up one or two of the circles. This will cause the cadets to move faster as circles disappear.
4. Once you get down to the last one or two circles, remind the cadets that they are not allowed to move them. Remind them that it is problem-solving initiative and they are to work with what they have in order to develop possible solutions.
5. This activity is complete when the cadets all have their feet in the last circle.

SAFETY

N/A.

REFERENCE

(ISBN 0-07-059532-1) Snow, H. (1997). *Indoor/Outdoor Team-Building Games for Trainers*. (pp. 163–165). New York, NY: McGraw-Hill.

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TEAM-BUILDING ACTIVITY **PROBLEM-SOLVING**

UNTYING KNOTS **TIME:** 15 min

RESOURCES

- A large, open space free from obstacles, and
- Soft cloth ropes approximately 2.5 m (8 feet) long (one per every cadet).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets stand in a circle approximately 3 m (10 feet) in diameter.
2. Have every cadet hold a piece of rope in their right hand.
3. Explain that the cadets must join their free hand with the ropes of other cadets in the circle. Explain that the cadets are not to hold the rope of a cadet standing next to them.
4. This process continues until all cadets are holding a piece of rope in each hand and are joined to the rope in one cadet's right hand and a different cadet's left hand. This will create a knot in the cadets through the ropes (much like a human knot).
5. Have the cadets untie the knot the ropes have created using the following rules:
   (a) cadets are not allowed to let go of their ropes or change hands with the ropes;
   (b) cadets are to communicate and move around to untie the knot to form a connected circle; and
   (c) cadets may end up facing outward from the circle.

SAFETY

N/A.

REFERENCE

(ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). *Essentials of Team Building*. (pp. 56–57). Champaign, IL: Human Kinetics.

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TEAM-BUILDING ACTIVITY **PROBLEM-SOLVING**

STEPPING STONES **TIME:** 15 min

RESOURCES

- A large, open space free from obstacles, and
- One base (e.g., pieces of cardboard/plywood/tape) per cadet plus one extra.

ACTIVITY LAYOUT

Place each base/tape mark in a straight line approximately 30–38 cm (12–15 inches) apart.

ACTIVITY INSTRUCTIONS

1. Have the cadets stand in a specified order of their choosing, on a base each.
2. Have the cadets determine where the extra base goes.
3. The objective is for the team to end up standing in reverse order from their starting position.
4. The following rules apply:
   (a) Only one person may touch a base at a time.
   (b) When moving bases, a cadet may move in either direction to a neighbouring base.
   (c) Cadets may move to a new base only if it is empty.
   (d) The bases cannot be moved.
   (e) Cadets are not allowed to touch the ground during the activity.
   (f) If any one cadet breaks a rule, the entire group must start the task over.

SAFETY

Secure the bases to the ground or use tape so that the bases do not move.

REFERENCE

(ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). *Essentials of Team Building*. (pp. 106–107). Champaign, IL: Human Kinetics.

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TEAM-BUILDING ACTIVITY	**PROBLEM-SOLVING**
SWAMP TRAIL	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles,
- Twelve 30-cm (12-inch) bases (e.g., cardboard/poly spots/tape),
- Tape, and
- Six beanbags.

ACTIVITY LAYOUT

- Designate a start and finish line approximately 4.5 m (15 feet) apart (the swamp is the area in between the two lines).
- Place the bases in two parallel lines between the start and finish lines.
- Place a beanbag at various distances, between 0.5–1.5 m (2–4 feet) away from bases 2, 3, 5, 7, 9 and 10 (as illustrated in Figure P-5).

ACTIVITY INSTRUCTIONS

1. Explain to the cadets that they must cross a swamp as a team, holding hands along the way. Each cadet must make it to the other side without stepping into the swamp or letting go of their team members' hands.
2. Explain that along the way, the cadets are to pick up the beanbags.
3. The following rules apply:
   (a) The team must hold hands for the duration of the activity.
   (b) A cadet who is attempting to pick up a beanbag may let go of their team member's hand but must rejoin hands before moving to a new base.
   (c) No one may touch the swamp during the trip through to the other side.
   (d) Each cadet is permitted to pick up and carry only one beanbag.
4. Have the cadets participate in the activity.

SAFETY

- Ensure the bases are secured to the ground or tape is used so that there is no chance of them slipping.
- Each cadet must ensure the safety of their fellow team members as they cross the swamp.

REFERENCE

(ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). *Essentials of Team Building*. (pp. 166–167). Champaign, IL: Human Kinetics.

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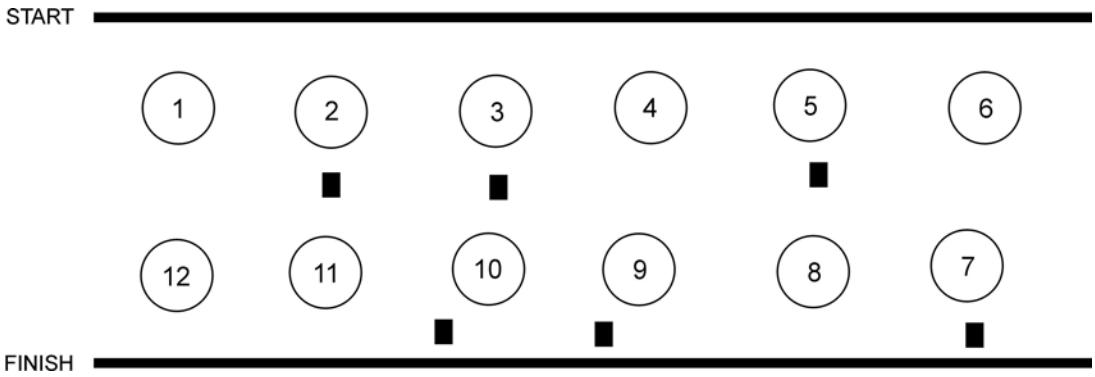

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Figure P-5 Swamp Trail Set-Up

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TEAM-BUILDING ACTIVITY	**PROBLEM-SOLVING**
HUMAN KNOT	**TIME:** 15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets form a tight circle facing the centre, raise their arms in the air and grasp the hands of two different cadets. The cadets should not be holding hands with the cadets directly on either side of them.
2. Have the cadets untangle themselves without letting go of the other cadets' hands.
3. The activity is complete when the cadets have untied the knot and formed a circle.

SAFETY

The cadets are to ensure the safety of their team members at all times throughout the duration of this activity.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 165–166). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY **PROBLEM-SOLVING**

SPIDER'S WEB **TIME:** 15 min

RESOURCES

- A large, open space free from obstacles,
- Poles/trees to tie the spider's web on,
- Rope/twine/para cord (approximately 15 m [50 feet] long), and
- Gym mats (approximately four)/soft ground (e.g., grass/sand).

ACTIVITY LAYOUT

Create a spider's web between two poles/trees on soft ground or place gym mats around the area to be used (as illustrated in Figure P-6). The spider's web should have more openings than there are number of people. The openings must be shapes and sizes that the cadets can pass through with some ease.

ACTIVITY INSTRUCTIONS

1. Explain that each cadet must pass through a different opening in the spider's web until all cadets have passed from one side to the other.
2. Explain that no cadet may touch the web with any part of the body.
3. The cadets may reach through the web to assist a team member but may not touch the web.
4. Have the cadets participate in the activity.
5. If a cadet touches the web or passes through an opening that another team member has already passed through, that cadet and an already successful team member must go back and attempt the task again.
6. The activity is complete when the entire team has passed successfully through the spider's web to the other side.

SAFETY

- Cadets are not permitted to dive through the openings.
- The cadets must ensure the safety of their team members at all times throughout this activity.

REFERENCE

(ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). *Essentials of Team Building*. (pp. 154–155). Champaign, IL: Human Kinetics.

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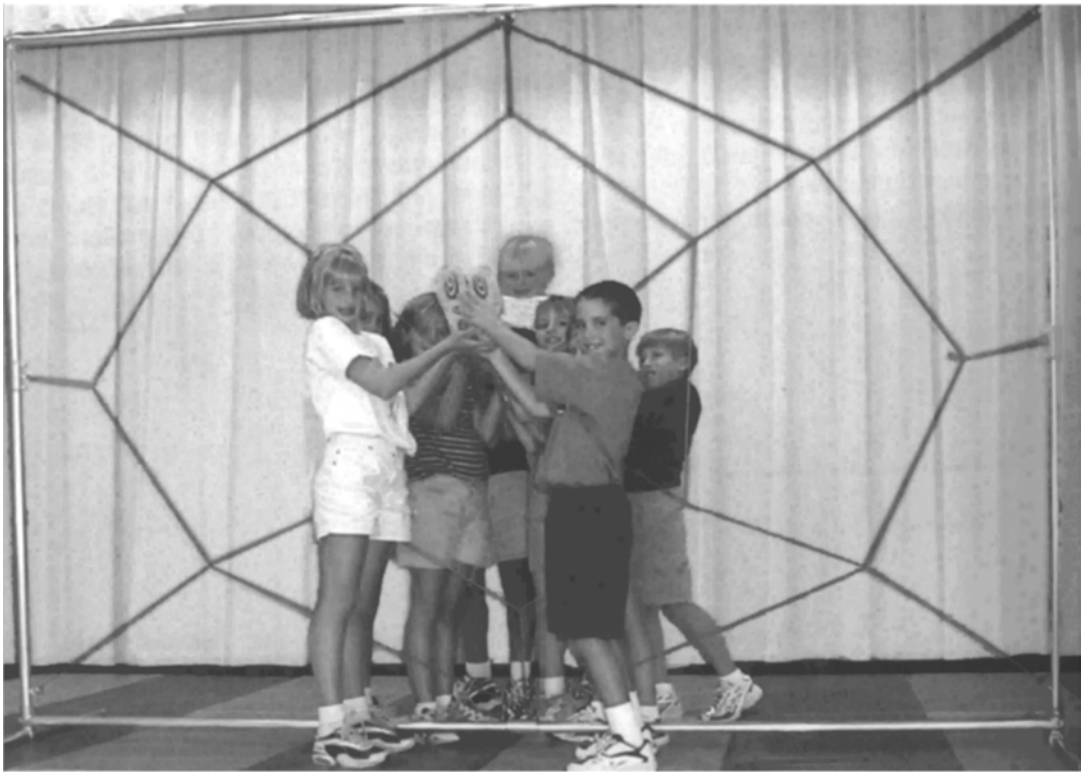

D. W. Midura, & D. R. Glover, Essentials of Team Building, Human Kinetics (p. 154)

Figure P-6 Spider Web Set-Up

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TEAM-BUILDING ACTIVITY **PROBLEM-SOLVING**

CIRCLE CLAP **TIME:** 10-15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Explain that the objective of this activity is for everyone to simultaneously clap hands with the person next to them.
2. Have the cadets form a circle. Choose a cadet to begin and have each cadet clap once in succession.
3. Next, have the cadets attempt to make one solitary clap, all clapping in unison.
4. Once they have achieved this, have the cadets attempt to make one solitary clap—the catch being they cannot clap their own hands together. The cadets must clap their hands with the hands of the cadets on either side of them.
5. This activity is complete when the cadets have successfully made one solitary clap by clapping the hands of the cadets on both sides of them.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 155–156). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**PROBLEM-SOLVING**
QUICK SHUFFLE	**TIME:** 10-15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups. The cadets should not be evenly divided (e.g., if there are 10 cadets, divide them into a group of seven and a group of three).
2. Have the larger group stand in one line, side by side, in front of the smaller group. Note the order of the larger group as a reference at the end of the activity.
3. Have the smaller group look at the lineup of cadets for approximately 10 seconds. Then have the cadets close their eyes until directed to open them. While these cadets have their eyes closed, have the larger group quietly shuffle their positions within the lineup.
4. Tell the smaller group to open their eyes and try to put the lineup back into their original configuration.
5. This activity is complete when the cadets have been put into their original configuration.
6. If the cadets complete this activity quickly, rearrange the groups and repeat Steps 1. to 5.

SAFETY

N/A.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (p. 147). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**PROBLEM-SOLVING**
TALL TOWER	**TIME:** 10-15 min

RESOURCES

- A large, open space free from obstacles, and
- Supplies for each group to build a tower (e.g., paper, raw spaghetti noodles, marshmallows, toothpicks, straws, paper clips, paper cups, chewing gum, tape, etc).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of two to four cadets.
2. Distribute an equal amount of the supplies to each group.
3. Explain to each group that they are to build the tallest tower they can using only the supplies given to them.
4. Allow the groups approximately seven minutes to build their towers. Have each group display their tower for the other groups.
5. Determine which group has the tallest tower.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 92–93). Richland, WA: Rec Room Publishing.

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TEAM-BUILDING ACTIVITY	**PROBLEM-SOLVING**
SWAMP CROSSING	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles,
- Pieces of cardboard about 30 cm (12 inches) square (two fewer pieces than there are cadets), and
- Three 2-L plastic jugs with lids, and
- Water.

ACTIVITY LAYOUT

- Fill the plastic jugs with water and put the lids on them.
- Designate the start and finish lines for the swamp and place the plastic jugs at the finish.

ACTIVITY INSTRUCTIONS

1. Tell the cadets the following story:
   “Your group is stranded on an island and you need fresh water. The only water is in jugs on the other side of the salt-water, alligator-infested swamp. You must go and get it. You must do this as a group because the island gorillas are on the other side and are protective of their water but are afraid of a large group. You may use these special floating stepping stones (give them one or two fewer pieces of cardboard than there are cadets) that you can move across the water. The stones may be moved only by being picked up and set back down. You may not slide them because this will cause them to sink into the swamp.”
2. Explain that the cadets may not make a bridge with the stones but must move the last one to the front in order to advance through the swamp.
3. Have the cadets cross the swamp, get the jugs of water and return safely to the start of the swamp with the jugs.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 104–105). Richland, WA: Rec Room Publishing.

Unofficial convenience copy of A-CR-CCP-603/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-603-PF-001/A-CR-CCP-603-PF-001.pdf.
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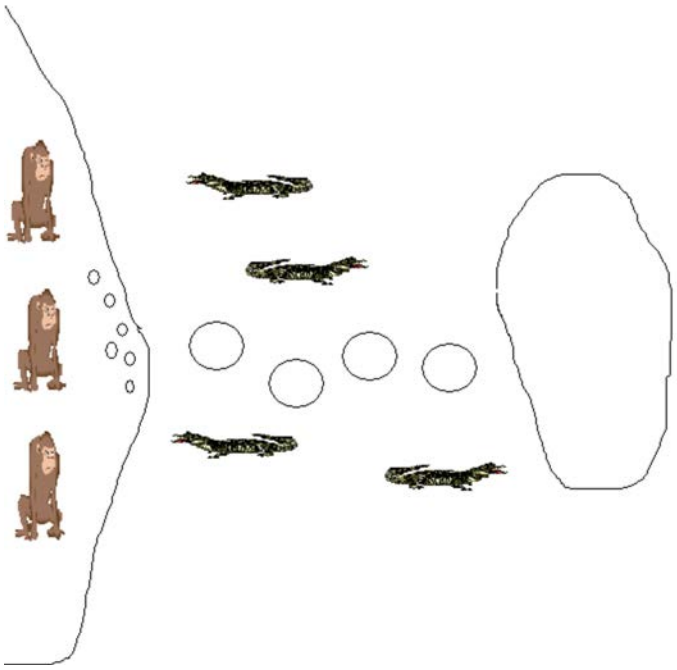

Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure P-7 Swamp Crossing Set-Up

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TEAM-BUILDING ACTIVITY	**PROBLEM-SOLVING**
WATER TRANSFER	**TIME:** 10-15 min

RESOURCES

- A large, open space free from obstacles,
- Four old bicycle tire inner tubes/three hula hoops,
- Chalk/tape,
- Two large coffee cans, and
- Water.

ACTIVITY LAYOUT

- In a large, open area draw/tape a circle on the ground that is approximately 4.5 m (15 feet) in diameter.
- Place one large coffee can, half-filled with water, in the centre of the circle.

ACTIVITY INSTRUCTIONS

1. Explain to the cadets that they are to get the can of water out of the circle without spilling any of the water.
2. Give the cadets either four old bicycle inner tubes or three hula hoops.
3. Explain that the following rules apply:
   (a) Cadets are not allowed to cross into the circle with any part of their body.
   (b) The extra coffee can may be used for practice before moving the coffee can holding the water.
   (c) Once the cadets have retrieved the can of water they are to pour it into the empty can without the two cans touching.
4. Have the cadets participate in the activity.
5. This activity is complete when the cadets have successfully retrieved the can with water out of the circle and poured it into the second can without spilling any water.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 114–115). Richland, WA: Rec Room Publishing.

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TEAM-BUILDING ACTIVITY **PROBLEM-SOLVING**

EGG CONSTRUCTION **TIME:** 15 min

RESOURCES

- Raw eggs (one per group), and
- Supplies to build an egg protection cover (e.g., straws, tape, paper, popsicle sticks, glue, etc).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Distribute a raw egg and an equal amount of supplies to each group.
3. Have the cadets build an egg protection cover for their egg which will be dropped from a height of at least 2 m (6 feet).
4. Explain that once each group has their covers built they are to gather as a complete group and drop their eggs to see if they break or are protected.
5. Have the groups drop their eggs, one group at a time, to see if they are adequately protected.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (p. 116). Richland, WA: Rec Room Publishing.

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TEAM-BUILDING ACTIVITY **PROBLEM-SOLVING**

WATER CARRY **TIME:** 15 min

RESOURCES

- A large, open space free from obstacles,
- Ten paper cups,
- Cafeteria-style tray, and
- Water, and
- Paper towels/mop.

ACTIVITY LAYOUT

- Fill the 10 paper cups with water, about three-quarters full.
- Place five paper cups at one end of the space and five at the opposite end (the space should be a minimum of 4.5 m [15 feet] apart).
- Place the cafeteria-style tray in the middle of the area (as illustrated in Figure P-8).
- Have an extra jug of water to refill cups and paper towel or a mop to clean up spills.

ACTIVITY INSTRUCTIONS

1. Explain that the cadets are to start in the middle of the space where the cafeteria-style tray is placed.
2. Have the cadets retrieve all 10 cups and place them onto the tray without spilling any of the water. The following rules apply:
   (a) Cadets may only get one cup at a time.
   (b) Before getting a second cup from that side of the room, the cadets must travel to the other side of the room with the tray and retrieve a cup from that side.
   (c) When cadets have retrieved all 10 cups of water, they are to place the tray on the floor in the centre of the space.
   (d) Each cadet can only use one foot and one hand for the duration of this activity.
3. Explain that if any water is spilled the whole group must start over.
4. This activity is complete when the 10 cups have been successfully placed on the tray in the centre of the space.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 146–147). Richland, WA: Rec Room Publishing.

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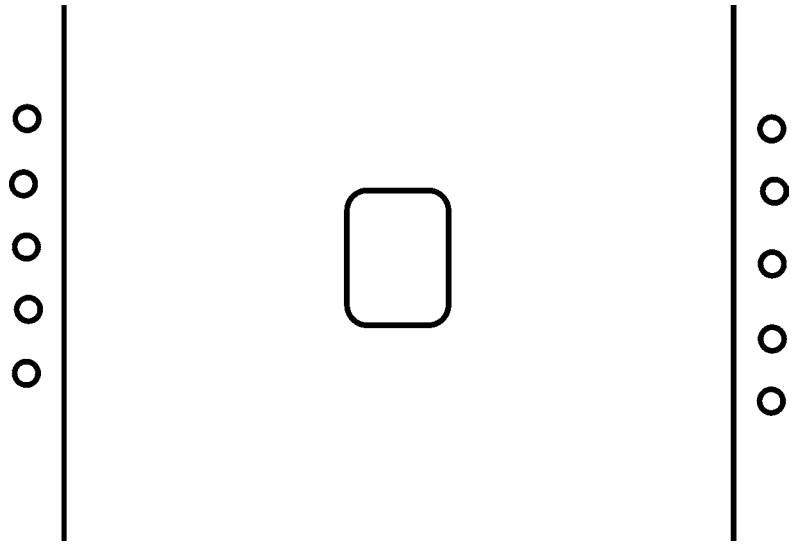

Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure P-8 Water Carry Set-Up

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TEAM-BUILDING ACTIVITY	**TRUST-BUILDING**
CRAZY MAZE	**TIME:** 15 min

RESOURCES

- A large, open space,
- Chairs (minimum of 10),
- Yarn, string or thin rope (approximately 15 m [50 feet] long) for each group, and
- Blindfolds (two).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Distribute a minimum of five chairs and yarn, string or thin rope to each group.
3. Have the two groups go to separate parts of the training area.
4. Have each group create a maze with the chairs and yarn, string or rope, with as many twists and turns as possible and perhaps even some dead ends along the way.
5. Once each group has completed their maze, have a blindfolded volunteer from each group walk through the other group's maze. The mazes will be completed one at a time.
6. The blindfolded cadet will be verbally led through the maze by their group. Members of the group that constructed the maze may try to confuse the cadet by giving opposing directions. At no time may the groups touch the blindfolded cadet to help them through the maze.

SAFETY

The cadets must ensure the safety of the blindfolded cadets at all times throughout this activity.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 136–137). Richland, WA: Rec Room Publishing.

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TEAM-BUILDING ACTIVITY	**TRUST-BUILDING**
EVERYBODY UP	**TIME:** 15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs (the first time this activity is done it may be best to try to pair the cadets by size).
2. Have the cadets sit in two straight lines, facing their partners, with the soles of their shoes pressed against their partner's shoes.
3. Have the cadets grab their partner's hands.
4. On your count, have the cadets try to pull each other up to a standing position without letting go of each other's hands.
5. If time allows, the cadets can switch partners and attempt this activity with a new partner of a different size.

SAFETY

The cadets must ensure the safety of their partners at all times throughout this activity by maintaining a solid grasp of one another and staff members must supervise carefully to ensure proper procedures are being followed.

REFERENCE

(ISBN 0-7872-0107-3) (1995). *Youth Leadership in Action*. (pp. 86–87). Dubuque, IA: Kendall/Hunt Publishing Company.

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TEAM-BUILDING ACTIVITY	**TRUST-BUILDING**
SLICE & DICE	**TIME:** 10-15 min

RESOURCES

A large, open space free from obstacles.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets line up in two separate lines facing each other approximately 1–1.5 m (3.5–5 feet) apart.
2. Select a volunteer to be the first walker.
3. Explain that upon starting the activity the cadets in the lines should start to swing their arms full stretch in front of them in a chopping motion, bringing the arms up and down in succession (as illustrated in Figure P-9). This activity should be started slowly and may pick up speed as the cadets get used to the motion.
4. Have the walker walk through the line of swinging arms at a steady pace.
5. As time allows, have as many walkers go through the line as possible.

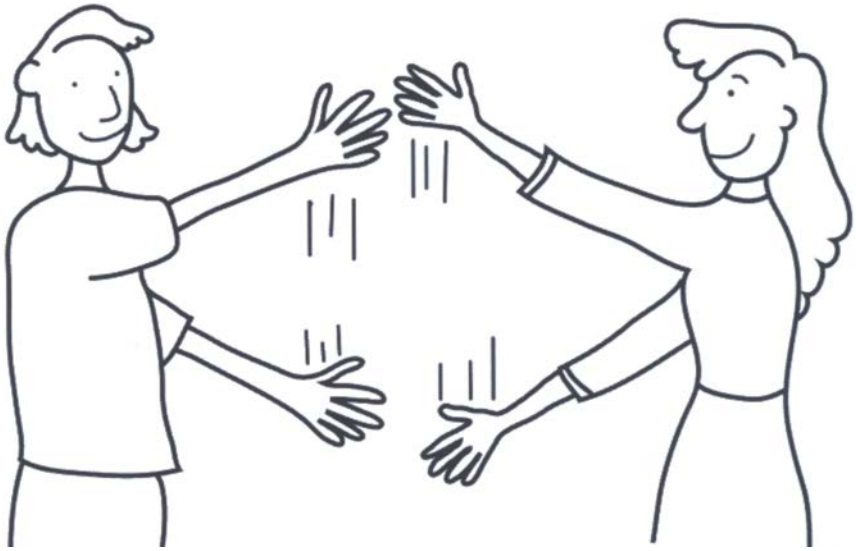
SAFETY

Explain the following safety considerations to the group:

- Members swinging their arms are to ensure they do not touch the walker.
- Walkers are to ensure they keep their eyes open.
- Walkers are to ensure they keep a steady pace while walking through the lines.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 136–137). Beverly, MA: Project Adventure, Inc.



M. Collard, No Props: Great Games With No Equipment, Project Adventure, Inc. (p. 136)

Figure P-9 Slice and Dice

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TEAM-BUILDING ACTIVITY **TRUST-BUILDING**

HOG CALL **TIME:** 10-15 min

RESOURCES

- A large, open space free from obstacles, and
- Blindfolds (one per cadet).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets form two lines facing each other. The cadets facing each other will become partners. If there is an odd number, form one group of three.
2. Assign each group a matching set of words from the following list (or have cadets quickly come up with their own set of appropriate words):
   (a) peanut-butter,
   (b) Coca-Cola,
   (c) salt-pepper,
   (d) bubble-gum,
   (e) french-fry,
   (f) Ken-Barbie,
   (g) Power-Rangers,
   (h) Batman-Robin,
   (i) snap-crackle-pop, and
   (j) Larry-Curly-Moe.
3. Have each line move to opposite ends of the training space. Have each group turn away from the other and blindfold all of the cadets. Each group of cadets will mix themselves up among the other participants.
4. On a signal, have the cadets start the activity by shouting their partner's word. For example, if your word was peanut, you would shout "butter" and your partner would shout "peanut" until you found each other.
5. Once partners find each other have them sit together and remove their blindfolds until all cadets have found their partners.

SAFETY

All cadets are asked to place their hands in front of their torso with palms facing forward and elbows tucked in to avoid running into anything. The cadets are to move around the space cautiously to avoid running into anyone or anything.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 126–127). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**TRUST-BUILDING**
HUG A TREE	**TIME:** 15 min

RESOURCES

- A large, open space (preferably outdoors with lots of obstacles), and
- Blindfolds (one per two cadets).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Blindfold one partner at a time and have the other cadet verbally guide them to an object that is at least 40–50 m (130–160 feet) away from the point from which they started.
3. Once led to the object (e.g., a distinctive tree, fallen log, rock, etc) have the blindfolded cadet spend up to one minute getting acquainted with the object. The cadet should be encouraged to feel and smell the object.
4. Have the cadet who is not blindfolded guide the blindfolded cadet back to the starting point—preferably not using a direct line.
5. Upon arriving back at the starting point remove the blindfold.
6. Have the cadet who was blindfolded attempt to find the object that they were introduced to while they were blindfolded. Have their partner accompany them while they attempt to find the object but should not offer them any clues.
7. As time allows, have the cadets reverse roles.

SAFETY

The cadet who is not blindfolded is to ensure the safety of the blindfolded cadet at all times throughout this activity.

REFERENCE

(ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. (pp. 122–123). Beverly, MA: Project Adventure, Inc.

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TEAM-BUILDING ACTIVITY	**TRUST-BUILDING**
BLINDFOLD BUILD	**TIME:** 15 min

RESOURCES

- A large, open space free from obstacles,
- Blindfolds (one per two cadets), and
- Building blocks (minimum 40).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two even groups. Blindfold the cadets from one group.
2. Use the building blocks to build a structure with half of the blocks while the non-blindfolded cadets watch. Give them one minute to study the structure.
3. Hide the structure and scatter the other half of the pieces around the space.
4. Have the non-blindfolded cadets guide the blindfolded cadets to build the same structure. The non-blindfolded cadets must not touch any building blocks.
5. Once the structure is complete, have the cadets remove their blindfolds. Inform the group how close they were to the original.
6. As time allows, have the cadets reverse roles.

SAFETY

N/A.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 66–67). Richland, WA: Rec Room Publishing.

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TEAM-BUILDING ACTIVITY	**TRUST-BUILDING**
LIGHTHOUSE	**TIME:** 10-15 min

RESOURCES

- A large, open space,
- Various obstacles (e.g., desks, chairs, boxes, crates, pylons, etc),
- Blindfold, and
- Pieces of wrapped candy (one piece per lighthouse).

ACTIVITY LAYOUT

Set up obstacles around the training area.

ACTIVITY INSTRUCTIONS

1. Have one cadet volunteer to be the “cargo ship”. Blindfold this cadet.
2. Have three or four cadets stand at various points among the obstacles. These cadets will be the “lighthouses”.
3. Give the “cargo ship” three or four pieces of the wrapped candy.
4. Explain that the job of each “lighthouse” is to guide the “cargo ship” through the rough waters (obstacle course) so the cargo (wrapped candy) can be delivered to each “lighthouse” safely.
5. Have the “lighthouse” closest to the start point verbally guide the “cargo ship” safely to their “lighthouse”. If successful, the “cargo ship” should deliver the cargo (a piece of candy) to that person.
6. Have each “lighthouse” guide the “cargo ship” to them in succession as the “cargo ship” makes their way through the rough water (obstacles).
7. The only “lighthouse” allowed to give directions at a given time is the one the “cargo ship” is headed toward. If the “cargo ship” is in danger of crashing into an obstacle the guiding lighthouse does not receive their shipment of cargo. As well if the “lighthouse” is unable to successfully guide them to the “lighthouse” and the “cargo ship” passes by, they do not receive their shipment of cargo and the next “lighthouse” takes over the directions.
8. As time allows, have the cadets change positions and assume different roles.

SAFETY

The cadets acting as lighthouses are to ensure the safety of the cargo ship throughout the activity.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 88–89). Richland, WA: Rec Room Publishing.

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TEAM-BUILDING ACTIVITY	**TRUST-BUILDING**
TRUST TAG	**TIME:** 15 min

RESOURCES

- A large, open space free of obstacles, and
- Blindfolds (one per two cadets).

ACTIVITY LAYOUT

Mark off a playing area.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs. Blindfold one cadet from each pair.
2. Designate one pair to be “it”.
3. Have the blindfolded cadets play a game of tag while their partners verbally guide them through the game. The cadets are to walk for this activity, not run. The non-blindfolded cadet of the team who is “it” must attempt to guide their partner to tag someone. The non-blindfolded cadets of the other partners must attempt to guide their partners away from the cadet who is “it”.
4. Halfway through the time, have the cadets reverse roles.

SAFETY

- The cadets who are not blindfolded are to ensure the safety of the blindfolded cadets at all times throughout this activity.
- Cadets are not permitted to run.

REFERENCE

(ISBN 0-9662341-6-2) Jones, A. (1999). *Team-Building Activities for Every Group*. (pp. 102–103). Richland, WA: Rec Room Publishing.

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TEAM-BUILDING PLANNING GUIDE

TEAM-BUILDING ACTIVITY	**Type:** _____
Name of Activity: _____	**Time:** _____ minutes
QUESTIONS TO THE INSTRUCTOR	
TIME APPRECIATION **Introduction:** **Conduct of Activity:** **Debriefing:**	
ACTIVITY LAYOUT	
ACTIVITY INSTRUCTIONS	
SAFETY	
DEBRIEFING QUESTIONS	

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SELF-ASSESSMENT FORM – LEAD A TEAM-BUILDING ACTIVITY

1. How did you feel after leading a team-building activity?

2. How did you feel about the teamwork among the members? How did this affect your experience in leading the activity?

3. Which aspects did you feel went well while leading the activity? Which aspects did you feel did not go so well? Why?

4. What would you do differently given another opportunity lead a team-building activity?

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OUTLINE FOR DELIVERING A PRESENTATION ABOUT A LEADER

Use the information and techniques discussed from PO 309 (Instruct a Lesson, Chapter 9) while delivering this presentation.

This presentation is another opportunity to practice presentation skills.

This presentation is to be no less than 7 minutes and no more than 10 minutes long. Notes may be used to deliver this presentation. Presentation aids may be used during the delivery of the presentation (e.g., whiteboard/flip chart/OHP/multimedia projector/handouts).

This presentation will not be evaluated for delivery or content, however each cadet should do their best.

INTRODUCTION

- Name of the leader,
- Date and place of birth,
- Date of death (if applicable),
- Display a picture of the leader (if available), and
- Information about the childhood of the leader.

BODY

- Interesting points of the leader's career, to include:
  - positions of responsibility (if applicable); and
  - incidents where they used their influence;
- How and where the core leadership qualities were displayed by the leader, and
- Other interesting facts about the leader.

CONCLUSION

- Why you chose this leader,
- Three questions to ensure confirmation of the presentation, and
- A final summary sentence about the leader.

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