COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 7

EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Review the information on seminars located at Attachment A.

Choose one of the four seminars. Prepare all materials for the seminar located at Attachments B–E.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A seminar method was chosen for this lesson to stimulate active participation in a tutorial setting and to allow cadets to practice reflective thinking skills. Seminars assist cadets in developing new and imaginative interpretations of leadership topics being explored. Seminars are an interactive way to exchange information on techniques and approaches to the leadership subjects being researched and discussed.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have participated in a leadership seminar.

IMPORTANCE

It is important for cadets to participate in a leadership seminar so they have an opportunity to further develop their leadership skills and knowledge. Leadership seminars allow cadets to discuss the best practices and

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explore leadership topics. This EO may be an introduction to the seminar format, which will be used throughout Phase Five.

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Teaching point 1 **Have the cadets participate in a leadership seminar.**

Time: 80 min Method: Seminar



Have the cadets participate in a leadership seminar on one or more of the following topics:

- problem solving,
- time management,
- communication, and
- supervision.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a leadership seminar.

RESOURCES

As per the selected topic (located at Attachments B–E).

ACTIVITY LAYOUT

Set up the classroom IAW the selected leadership seminar (located at Attachments B–E).

ACTIVITY INSTRUCTIONS

Follow the activity instructions IAW the selected leadership seminar (located at Attachments B–E).

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in a leadership seminar will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in a leadership seminar will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

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CLOSING STATEMENT

Participating in leadership seminars may assist you in further developing leadership skills and knowledge. One can never know all there is to know about leadership and seminars are an important tool to further explore each leadership topic. In addition, the seminar format used during this lesson will be used throughout Phase Five.

INSTRUCTOR NOTES / REMARKS

This EO may be conducted as many as four times during Phase Four training.

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SEMINAR INFORMATION

SEMINARS

Seminars are effective ways to communicate information on a particular topic to the rest of the group. Seminars are a tutorial arrangement involving an instructor and a small group. They are best used as a part of the developmental learning process. A seminar will be meaningful and realistic when it is focused on specific needs.

Seminars have many uses. They can be used to:

- pass on new information to a group;
- provide general guidance for a group working on a project;
- exchange information on techniques and approaches being explored by members of a group; and
- develop new and imaginative solutions to problems a group is encountering.

PREPARATION OF A GROUP

Prepare the group attending the activity so that they understand the importance of the seminar and are in the proper mindset. The instructor should:

1. prepare the problem, project, or topic of study in advance of the session;

2. introduce the lesson, identify the topic and its importance / relevance to the group, and describe how the seminar will proceed prior to the actual forum; and

3. assign research or study materials on a topic, prior to the seminar, if appropriate.

HOW TO CONDUCT A SEMINAR

During a seminar, employ strategies / approaches to explore new material, solve problems and exchange information such as:

- instructor presentation;
- learner presentation;
- group discussion;
- group brainstorming; or
- group work.

Follow the discussions and lead the group to draw conclusions regarding how to solve the problem or how they will use the new information.

Finally, close the discussion by highlighting the major conclusions and decisions made.

Workshops are similar and closely related to seminars. During a workshop, the group is presented with a problem or study subject and are required to produce possible solutions. A workshop can be used as an aspect of a seminar where the group concentrates on small amounts of material.

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LEADERSHIP SEMINAR

PROBLEM SOLVING

Total Time:	90 min

PREPARATION

Photocopy Appendices 1, 4, 5 and 6 to Attachment B for each cadet.

Photocopy Appendices 2 and 3 to Attachment B.

The following components are conducted during this seminar:

Number	Component	Time
1	Conduct an in-class activity where cadets solve the NASA moon survival scenario individually.	10 min
2	Conduct an in-class activity where cadets solve the NASA moon survival scenario as a group.	20 min
3	Conduct a group discussion on the NASA moon survival scenario.	10 min
4	Explain how to use the stepladder problem-solving technique and the six thinking hats technique.	10 min
5	Conduct an in-class activity where cadets solve a problem using the stepladder or six thinking hats technique.	10 min
6	Have cadets solve problems.	15 min
7	Conduct a group discussion on the problem-solving seminar.	5 min

CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE THE NASA MOON SURVIVAL SCENARIO INDIVIDUALLY

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets solve the NASA Survival on the Moon scenario individually.

RESOURCES

- NASA Survival on the Moon scenario and individual answer sheet located at Appendix 1 to Attachment B, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the NASA Survival on the Moon scenario and individual answer sheet to each cadet.
2. Have the cadets complete the NASA Survival on the Moon scenario.

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SAFETY

Nil.

CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE THE NASA MOON SURVIVAL SCENARIO AS A GROUP

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have cadets solve the NASA Survival on the Moon scenario as a group.

RESOURCES

- NASA Survival on the Moon scenario,
- Completed NASA Survival on the Moon scenario and individual answer sheet from previous activity,
- NASA Survival on the Moon team answer sheet located at Appendix 2 to Attachment B, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute NASA Survival on the Moon scenario to one cadet from the group.

2. Have one cadet read the scenario to the group.

3. Have the cadets complete the NASA Survival on the Moon scenario as a group using their previous answers as a guide.

4. Review the group's answers to the NASA Survival on the Moon scenario using Appendix 3 to Attachment B.

5. Have cadets score their answers as a group and then as individuals.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE NASA MOON SURVIVAL SCENARIO

Time: 10 min

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BACKGROUND KNOWLEDGE



The purpose of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Transactional leadership. Leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders. This type of leadership is task-oriented. The leader sets the rules and procedures to complete a task and the team members comply with the rules and follow the procedures to accomplish the task.

Transactional Leadership:

- Values problem and solution identification.
- Makes decisions – even if everyone has not been heard – in order to move forward.
- Uses standards and principles as guides in decision making.
- Develops the self to be a better decision maker for the group.
- Gets things done.
- Recognizes the importance of the product.
- Takes charge (personal power).

Transformational leadership. Focuses on the process of being a leader by helping team members transform themselves from followers into leaders. Transformational leadership involves assisting team members to transcend their own self-interest for the good of the group, organization or society; to consider their long-term needs to develop themselves, rather than their immediate needs; and generally, to become more aware of what is really important.

Transformational Leadership:

- Values the participation and contribution of others.
- Takes all viewpoints and advice into account before making a decision.
- Considers individuals within their contexts and situations.
- Uses individuals to test decisions.
- Develops the self first to be a better contributor to the group.
- Learns from experiences to generalize to ‘real life’.
- Recognizes the importance of the process.
- Shares leadership (group power).



Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program to meet its first aim—to develop in youth the attributes of good citizenship and leadership.

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Transactional leadership focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions. It is what people who are leaders do. Transformational leadership focuses on the process of leadership and what it means to be a leader. It is concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. Based on the two previous activities, which decisions were easier to make—individually or as a group?

Q2. Which do you think was more effective?

Q3. Give some examples of how decisions were made.

Q4. Who influenced the decisions and how?

Q5. Could better decisions have been made? How?

Q6. How was conflict managed?

Q7. How do you feel about the decisions?

Q8. Were you satisfied with each decision? Why or why not?

Q9. What would you change if you did this again?



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

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Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

EXPLAIN HOW TO USE THE STEPLADDER PROBLEM SOLVING TECHNIQUE AND THE SIX THINKING HATS TECHNIQUE

Time: 10 min

The Stepladder Technique

The stepladder technique is a step-by-step approach to help ensure that all members of the group are heard. The technique allows shy, quiet people to present their ideas to the group before other group members may influence them. This method allows everyone to hear many different viewpoints before reaching a final decision.

The stepladder technique steps:

1. present the problem or task;
2. form the core group of two members;
3. share ideas and discuss;
4. add the third member to the group;
5. share ideas and discuss;
6. add the fourth member to the group;
7. share ideas and discuss;
8. add additional members, one at a time, sharing ideas and discussing after each, until all members have been added; and
9. reach a final decision.

Many groups begin to lose effectiveness and the ability to make quality decisions if they have too many members. Keep the group small—four to six team members—to maximize effectiveness.

The Six Thinking Hats Technique

Six Thinking Hats is a good technique for looking at the effects of a decision from a number of different points of view. It allows necessary emotion and scepticism to be brought into what would otherwise be purely rational decisions. It opens up the opportunity for creativity within decision making. The Six Thinking Hats technique helps groups make better decisions by moving people outside their habitual ways of thinking. For example, persistently pessimistic cadets may be asked to be positive and creative.

Each Thinking Hat is a different style of thinking. These are:

White Hat. With this thinking hat, cadets must focus on the data available. They must look at the information they have and see what can be learned from it. They must look at gaps in the knowledge and either try to

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fill them or account for them. These cadets will analyze past trends and try to predict on the basis of what is known, what may happen.

Red Hat. With this thinking hat, cadets must look at the decision using intuition, gut reaction and emotion. They must try to think how other people may react emotionally, and try to understand the responses of others who do not know how the decision was made.

Black Hat. With this thinking hat, cadets must look at things pessimistically, cautiously and defensively. They try to see why ideas and approaches might not work. This may highlight the weak points in a plan or course of action. This allows the group to alter the approach or prepare contingency plans to counter problems that arise.

Yellow Hat. With this thinking hat, cadets must think only positively. They must keep an optimistic viewpoint that helps to see all the benefits and opportunities that arise from the decision or course of action. Yellow hat thinking helps to keep the group going when everything seems to be gloomy or difficult.

Green Hat. With this thinking hat, cadets must think creatively. They try to develop new, innovative and imaginative solutions to the problem or task. These cadets must think outside the box and not critique their own ideas before expressing them.

Blue Hat. With this thinking hat, cadets must focus on process control. This is the hat worn by people chairing the problem-solving session. When running into difficulties because ideas are running dry, they may direct cadets into a different coloured hat.

Using the Six Thinking Hats technique should improve the quality of decision-making. By "wearing" each of the thinking hats in turn, decisions are systematically explored.

CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE A PROBLEM SCENARIO USING THE STEPLADDER OR SIX THINKING HATS TECHNIQUE

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have cadets solve a problem using the stepladder or Six Thinking Hats technique.

RESOURCES

Scenario located at Appendix 4 to Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets select the stepladder technique or six thinking hats technique to solve the scenario.
2. Distribute the scenario to each cadet.
3. Have the cadets read the scenario.
4. Divide the cadets into groups of no more than six.
5. Have the cadets solve the scenario using the technique selected.

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SAFETY

Nil.

HAVE CADETS SOLVE PROBLEMS

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets solve problems.

RESOURCES

- Brainteasers and puzzles located at Appendix 5 to Attachment B, and
- Answer keys located at Appendix 6 to Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS



There are 10 problems to be solved. Cadets do not have to solve all the problems. Cadets should work on the problems in small groups.

1. Distribute Appendix 5 to Attachment B to each cadet.
2. Divide cadets into groups of no larger than three.
3. Have cadets solve the problems.
4. After 12 minutes, distribute answer keys located at Appendix 6 to Attachment B to each group.
5. Have the groups check their answers.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE PROBLEM-SOLVING SEMINAR

Time: 5 min



The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

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GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. What have you learned during this seminar?

Q2. Which activities did you enjoy during the seminar? Why?

Q3. Will this information be useful to you?

Q4. Where do you think you will use the information from this seminar?

Q5. Now that you know the Stepladder and Six Thinking Hats Techniques, how have you changed your approach to solving a problem? How will this impact your decision-making?



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



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

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NASA Survival on the Moon

Scenario:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 kilometres from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-kilometre trip. The 15 items left intact and undamaged after landing are listed on the next page. Your task is to rank them in order of importance for your crew to help them reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 for the least important.

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NASA Survival on the Moon Individual Answer Sheet

Name _____

To be completed individually.

_____ Box of Matches

_____ Food Concentrate

_____ 15 Metres of Nylon Rope

_____ Parachute Silk

_____ Portable Heating Unit

_____ Two .45 Calibre Pistols

_____ One Case of Dehydrated Milk

_____ Two 50-Kilogram Tanks of Oxygen

_____ Stellar Map

_____ Self-Inflating Life Raft

_____ Magnetic Compass

_____ 20 Litres of Water

_____ Signal Flares

_____ First Aid Kit, Including Injection Needle

_____ Solar-Powered FM Receiver-Transmitter

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NASA SURVIVAL ON THE MOON TEAM ANSWER SHEET

TEAM NAME_____

To be completed as a group.

Team ranking NASA Ranking

_____ Box of Matches _____

_____ Food Concentrate _____

_____ 15 Metres of Nylon Rope _____

_____ Parachute Silk _____

_____ Portable Heating Unit _____

_____ Two .45 Calibre Pistols _____

_____ One Case of Dehydrated Milk _____

_____ Two 50-Kilogram Tanks of Oxygen _____

_____ Stellar Map _____

_____ Self-inflating Life Raft _____

_____ Magnetic Compass _____

_____ 20 Litres of water _____

_____ Signal Flares _____

_____ First Aid Kit, Including Injection Needle _____

_____ Solar-Powered FM Receiver-Transmitter _____

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ANSWERS TO THE SURVIVAL ON THE MOON

ITEM	NASA RANKING	NASA REASONING
Box of Matches	**15**	Virtually worthless—there is no oxygen on the moon to sustain combustion.
Food Concentrate	**4**	Efficient means of supplying energy requirements.
15 Metres of Nylon Rope	**6**	Useful for scaling cliffs and for tying team members together while scaling cliffs.
Parachute Silk	**8**	Protection from the sun's rays.
Portable Heating Unit	**13**	Not needed unless on the dark side of the moon.
Two .45 Calibre Pistols	**11**	Possible means of self-propulsion.
One Case of Dehydrated Milk	**12**	Bulkier duplication of food concentrate.
Two 50-Kilogram Tanks of Oxygen	**1**	Most pressing survival need (weight is not a factor since gravity is one-sixth of the Earth's).
Stellar Map	**3**	Primary means of navigation—star patterns appear essentially identical on the moon as on Earth.
Self-Inflating Life Raft	**9**	Carbon dioxide bottle in the military raft may be used for propulsion.
Magnetic Compass	**14**	The magnetic field on the moon is not polarized, so it is worthless for navigation.
20 Litres of Water	**2**	Needed for tremendous liquid loss on the light side of the moon.
Signal Flares	**10**	Use as distress signal when the mother ship is sighted.
First Aid Kit Including Injection Needle	**7**	Needles connected to vials of vitamins and medicines will fit in a special aperture in the NASA spacesuit.
Solar-Powered FM Receiver-Transmitter	**5**	For communications with the mother ship (FM radio requires line of sight transmission and can only be used over a short range).

Scoring:

For each item, mark the number of points that your team score differs from the NASA ranking, then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.

0–25 excellent

26–32 good

33–45 average

46–55 fair

56–70 poor—suggests use of Earth-bound logic.

71–112 very poor—you are one of the casualties of the space program!

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STEPLADDER OR SIX THINKING HATS SCENARIO

Your corps has been given a large grant from the town / city of $20 000. The corps staff want to spend the money on a tour. The entire corps can go on a fully paid tour of Washington, DC for seven days or the corps can send two cadets from each Phase on a fully paid tour for one week to World War II sites in Europe. A decision must be made and the corps staff would like your input.

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PROBLEMS TO SOLVE

Problem #1

Four women, Louise, Lise, Carol and Lily, are seated at a table. They are chatting about their holidays.

They went to California, Texas, Florida and Arizona riding a lion, a tiger, a zebra, and a pony.

Question: What are the destinations and mode of transportation for each woman?

Hints:

- The woman riding the zebra did not smoke.
- Carol declared that she loved Miami.
- The woman riding the tiger had a cigarette with Lily.
- Louise said "Buy your pony a new saddle, Carol. I saw some during our trip to California?"
- The women riding the tiger mentioned that she has seen the Alamo in Texas.
- Lise was a chain smoker.

Problem #2

An army general wanted 10 soldiers to cross a river. There was no bridge and the soldiers could not swim. The general saw a row boat with two children on board. The boat could only hold two children or one soldier.

Question: How did the soldiers cross the river in the boat?

Problem #3

A crime has been committed. A life has been taken. The name, address and personal information are known to the police. However, this person shall never go to trial.

Question: Why?

Problem #4

A knight wanted to visit a princess. He had to arrive exactly at 1700 hours. If he travelled at 15 kilometres per hour, he would arrive one hour too early. If he travelled at 10 kilometres per hour, he would arrive one hour too late.

Questions:

At what time should he leave?

What distance will he travel?

At what speed will he travel?

Problem #5

A large ship is ignited on the high seas. All sailors, except the captain, leave aboard lifeboats. The captain dives and swims under the water for 90 metres. He hears an explosion. When he surfaces, he immediately hears another explosion. The captain rejoins a lifeboat and is pulled aboard by the sailors.

The captain mentions that he heard two explosions. The sailors state that they only heard one explosion. Both the captain and the sailors are telling the truth.

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Question: How is this possible?

Problem #6

A girl, who was just learning to drive, went down a one-way street in the wrong direction, but did not break the law.

Question: How is this possible?

Problem #7

After school on Monday, Jody found this note in code taped to her locker.

Yg ctg jcxkpi c uwtrtkug rctva hqt Ou. Dtqyp.

At first, she couldn't figure it out. Then someone whispered in her ear, "M stands for K." Just that one clue helped Jody crack the code.

Question: What does the note say? How did you crack the code?

Problem #8

One man, one woman and some kids are out boating. There were three boats—one red, one blue, and one yellow—out on the river that morning. The boats were three different types: a yacht, a sailboat and a canoe. The people on the boats were from three different countries: France, Sweden and Italy.

Questions: What colour is each boat? What type is each boat? Who is on each boat? Which country do the people come from?

Hints:

- The woman is not in a yellow boat and is not from France.
- The red boat is not from Italy.
- The kids are in a blue boat, but they are not from Italy or Sweden.
- The man and his dog are on a yacht with an Italian flag.
- The sailboat is from France, while the canoe is red.

Problem #9

Amir tied two sacks of salt to the back of his donkey and headed for the market to sell the salt. On the way, Amir and the donkey passed a stream. The donkey jumped in to cool himself. As a result, much of the salt dissolved into the water, ruining the salt for Amir but improving matters for the donkey because his load became much lighter. Amir tried to get to the market on the following days, but the donkey always ruined the salt. Finally, Amir decided to teach the donkey a lesson. He once again set out with the donkey and the two sacks.

Question: What did Amir do differently this time so that after that day the donkey stopped taking a swim?

Problem #10

Train A and train B are crossing the country, from coast to coast, over 5 000 kilometres of railroad track. Train A is going from east to west at 80 kilometres per hour, and Train B is going from west to east at 90 kilometres per hour.

Question: Which train will be closer to the west coast when they meet?

Hint: You don't have to do any math to get the answer.

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ANSWER KEY TO PROBLEMS

Problem #1

Answer:

Louise - California - zebra

Lise - Texas - tiger

Carol - Florida - pony

Lily- Arizona - lion

Problem #2

Answer:

Start with two children crossing. One child gets out of the boat, the other child returns in the boat. The second child gets out of the boat and the soldier crosses. The first soldier gets out of the boat, and the first child gets in the boat and returns. Repeat the process until all the soldiers, the general and the children have crossed the river.

Problem #3

Answer:

No person shall go to trial because the crime was a suicide.

Problem #4

Answer:

He should leave at 1200 hours. He will travel 60 kilometres. He will travel 12 kilometres per hour.

Problem #5

Answer:

It is true because sound travels more rapidly under water than on the surface.

Problem #6

Answer:

She was walking.

Problem #7

Answer:

The message reads, “We are having a surprise party for Ms. Brown.” M stands for K tells you that the alphabet has shifted two letters.

STRATEGY: Write the alphabet in a row, with a second alphabet below it, starting with a below c. When you get to x in the second row, go to the a in the top row and write y below it and z below b.

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Problem #8

Answer:

Yellow - yacht - man - Italy

Red - canoe - woman - Sweden

Blue - sailboat - kids - France

Problem #9

Answer:

Amir loaded the sacks not with salt but with sand. When the donkey jumped in the stream and got the sacks wet, they became much heavier.

Problem #10

When the trains meet, they will be at exactly the same point. Therefore, they will each be the same distance from the west coast.

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SCENARIO FOR CREATING A TO-DO LIST

It is Friday morning at 8:00 am. All tasks must be completed by 8:00 am on Monday.

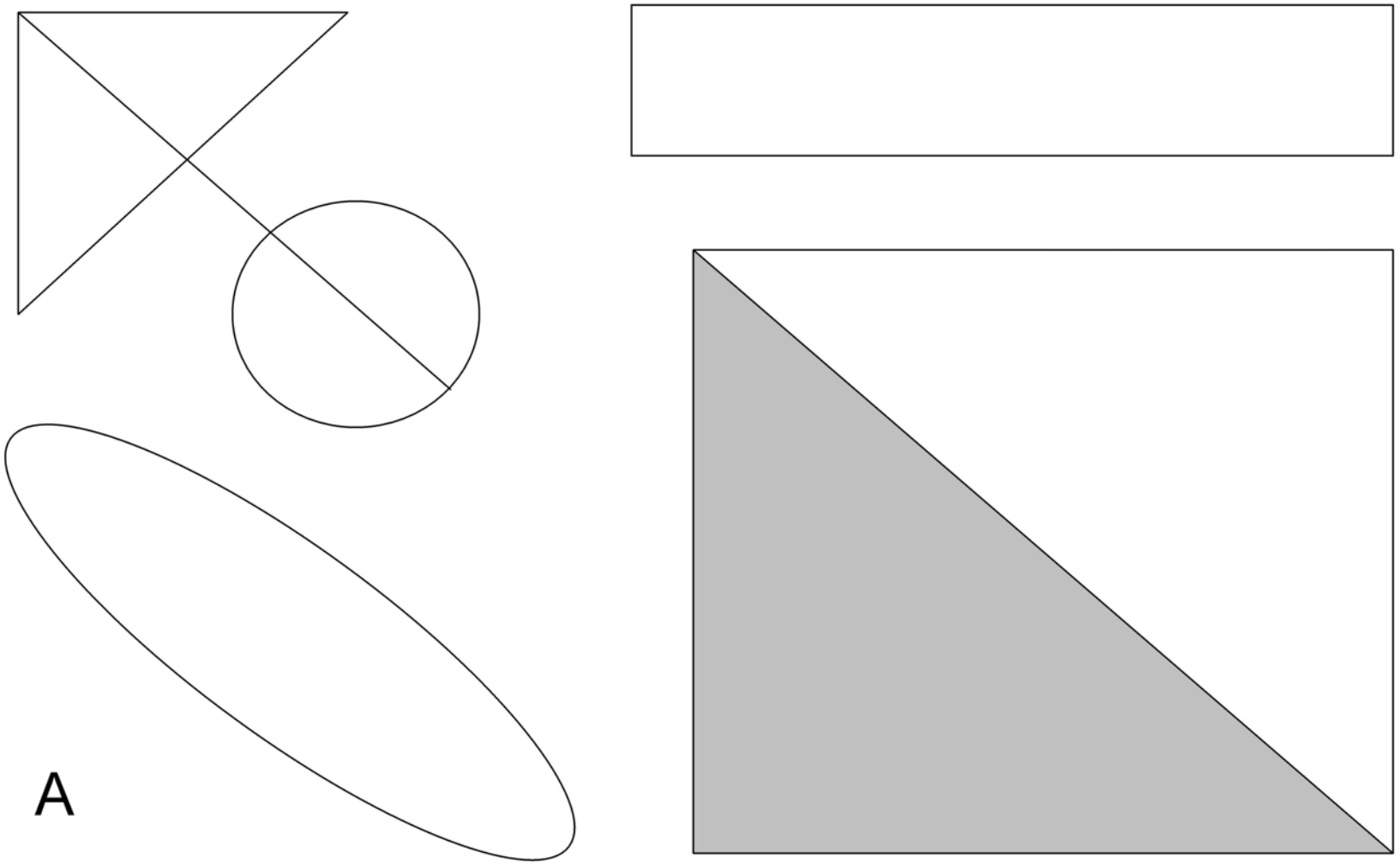
The following tasks must be accomplished. Create a to-do list in priority order.

- Go to school from 9:00 am to 3:00 pm on Friday.
- Work from 6:00 pm to 9:00 pm on Saturday night.
- Pick up your sister from ballet on Sunday at 1:00 pm.
- Clean your room.
- Polish your boots.
- Take out the garbage.
- Make a lesson plan for cadets on Monday night.
- Go to a movie.
- Hang out with your friends.
- Cut the lawn.
- Do your homework which includes a 1 000 word essay, four math problems, and reading two chapters of your history text.
- Play basketball on Saturday.
- Update your resume.
- Have supper at your grandparents on Sunday.
- Study for final exams.
- Eat meals.
- Sleep at least eight hours a night.
- Work out with weights.

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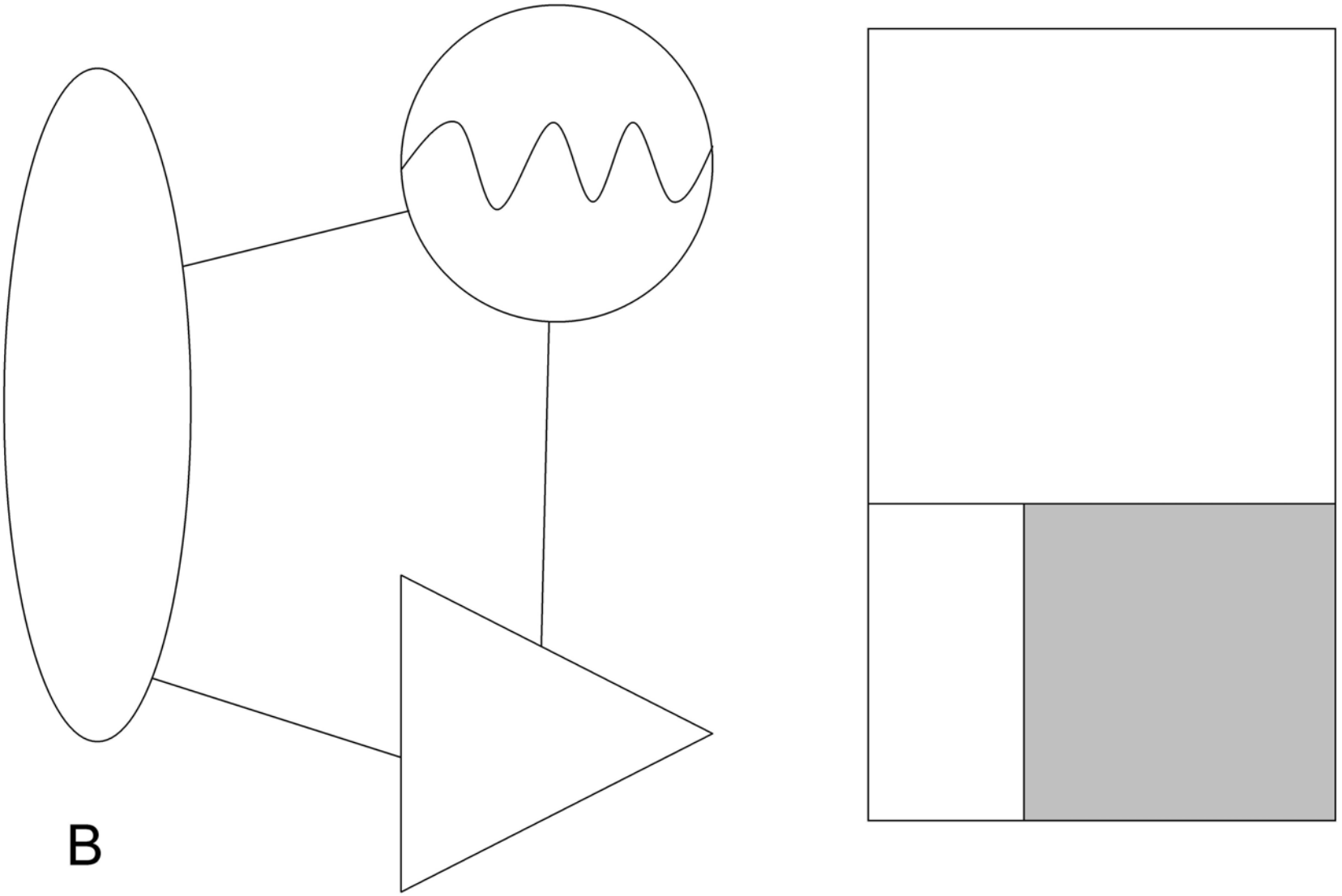
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Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

Figure D1-1 Picture A

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Figure D1-2 Picture B

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SCENARIO FOR ROLE-PLAY

You are a second year cadet who is often timid and shy. You are often late to parade nights and you do not take care of your uniform very well. You attended the General Training (GT) course last summer and this summer you wish to attend the three-week Basic Musician Course.

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READING BODY LANGUAGE

Body language reveals a cadet's true thoughts. It may forewarn problems, such as lack of understanding, disagreement or budding conflict. It may signal support, agreement or encouragement. It may show how comfortable a cadet is with what is being said or how committed they really are to their own words.

Reading Other's Body Language

Most people understand body language intuitively and quickly, and the conclusions that are reached go straight into the subconscious. However, it pays to look out for certain positive and negative signals. If other's body language is read correctly, one should know whether one's communications are succeeding or missing their mark.

The Signal	What it may say
Nodding the head.	This cadet is listening to me. This cadet agrees with me.
Scratching the neck or rubbing eyes and looking at the ceiling (female) or the floor (man).	This cadet may not be telling the truth.
Clenched hands.	This cadet is frustrated.
Hand on cheek.	This cadet has some doubts.
Hand on cheek with thumb under chin.	This cadet is interested but has some doubts.
Picking off imaginary lint.	This cadet disagrees with or disproves of what has been said but is not willing to say so.
Crossed arms and legs.	This cadet is tuning out or filtering what is being said.

One must be careful of a cadet's unspoken messages. Crossed arms may say "I feel threatened by what you are saying and I am closed to hearing it", but it may also say "I'm cold". A tapping foot may mean "I would like to be on my way", but it may also reflect a lot of nervous energy or a need to go to the washroom.

Look Out for Negative Signals

A cadet's body language may serve as an early warning signal that something is amiss in the communication process. Negative signals include:

- feet pointing away from the speaker;
- tapping feet;
- rapidly nodding the head;
- covering the nose;
- rubbing or scratching the neck or nose;
- looking skyward;
- avoiding or limiting eye contact;
- covering the mouth;
- body orienting away from the speaker;
- tense posture;
- covering or rubbing of the ears;
- "dancing" around;
- forming a fist, clenching the hands;
- rapidly exhaling breath;
- fidgeting (eg, tapping a pencil);
- drumming the fingers on the table; and
- buttoning the coat or jacket.

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Boredom may look like:

- doodling;
- drumming the fingers;
- crossed legs with the foot swinging or kicking;
- head held in hands;
- a blank stare;
- taking deep breaths;
- tapping the floor with the foot; and
- clicking a pen in and out.

Frustration may look like:

- short breaths;
- "tssk" sounds;
- hands tightly clenched;
- fist-like gestures;
- wringing hands;
- pointing index fingers;
- running hands through the hair;
- rubbing the back of the neck; and
- kicking the ground at an imaginary object.

Look Out for Positive Signals

Just as body language may alert one to looming problems, it may also herald success. Positive signals include:

- nodding thoughtfully;
- relaxed posture;
- body oriented toward the speaker;
- open hands;
- feet pointed towards the speaker;
- stroking of the chin;
- open body position;
- eye contact, particularly when the pupils are dilated (enlarged);
- handling the documents or materials one is presenting; and
- thoughtful "um-hums".

Cooperation may look like:

- open hands;
- sitting on the edge of the chair;
- unbuttoning the coat or jacket;
- tilted head;
- leaning toward the speaker; and
- moving closer to the speaker.

Evaluation may look like:

- hand-to-face gestures;
- tilted head;
- stroking the chin or chin in the palm of the hand;
- taking their glasses off to clean them;
- sucking on a pen or glasses' arm; and
- peering over their glasses.

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SUPERVISION SYSTEMS

In general, the system of supervision will vary according to:

- the type of activity,
- the location of the activity,
- the age and skill of cadets, and
- the age and skill of the team leader / supervisor.

An assessment of the situation will determine the most appropriate supervision system to ensure the safety of cadets. The following systems may be used to cater to various situations.

Direct and Constant Supervision

Some activities require direct and constant supervision by a team leader to ensure all cadets remain safe. To determine whether direct and constant supervision is required, an assessment must be made on the level or risk involved in the activity and the skills and development of the cadets participating in the activity.

Intermittent Supervision

Intermittent supervision is appropriate for the supervision of more mature, responsible cadets participating in low-risk activities. Intermittent supervision must be well planned. The expectations for the cadets must be clearly stated and the cadets must be checked regularly.

Area Supervision

Area supervision requires a team leader to take responsibility for a particular area such as a basketball court or dining area. Area supervision allows cadets to move freely between areas and is easy to manage and plan.

Group Supervision

Group supervision relates to the supervision of a group of cadets regardless of the area they are in. Group supervision is more useful on excursions to venues where it is more difficult to supervise a large group of cadets or allow cadets to be grouped according to interest or skill level.

Floater Supervision

Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

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HOW TO SUPERVISE EFFECTIVELY

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;
- positioning;
- listening; and
- being "with it".

Scanning

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

Positioning

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

Listening

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

Being "With It"

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;
- what is happening in the present; and
- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.

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SCENARIO FOR SUPERVISION PLAN

Your corps is going on a weekend citizenship tour. The corps will travel by bus approximately 150 kilometres. The bus will depart Saturday morning at 8:00 am. The first stop for the corps will be a museum. Lunch will occur at 12:00 pm on site at the museum. The bus will depart the museum and travel to a restaurant for supper at 4:30 pm. The bus will depart the fast food restaurant after one hour to drive to the armoury. The corps will spend the night sleeping in the armoury. On Sunday morning, breakfast will be brought to the armoury at 08:30 am. The bus will depart the armoury at 10:00 am to drive to a mall. Cadets will have lunch in the mall at the food court. The bus will depart the mall at 2:30 pm to return home.

The corps will take 15 first year cadets, 10 second year cadets, 7 third year cadets, 4 fourth year cadets, and 2 fifth year cadets. There will be 6 adult supervisors: 4 officers and 2 Civilian Instructors.

Create a supervision plan for the weekend activity using third, fourth and fifth year cadets. Adult supervisors may also be used.

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