



## ROYAL CANADIAN AIR CADETS

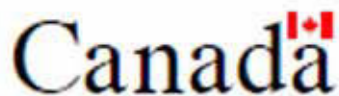
# PROFICIENCY LEVEL ONE INSTRUCTIONAL GUIDES

(ENGLISH)

(Supersedes A-CR-CCP-801/PF-001 dated 2015-09-01)

Cette publication est disponible en français sous le numéro A-CR-CCP-801/PF-002.

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**LIST OF EFFECTIVE PAGES**

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Dates of issue for original and changed pages are:

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## FOREWORD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-801/PF-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this IG was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, *Canadian Forces Individual Training and Education System*, with modifications to meet the needs of the Canadian Cadet Organization.
3. **Purpose of the IG.** The IG is to be used by Royal Canadian Air Cadet Squadrons in conjunction with other resources to conduct the Proficiency Level One Program. The IG provides instructors with the base means from which to deliver training. Individual IGs are to be reviewed in conjunction with the Lesson Specifications (LSs) found in Chapter 4 of A-CR-CCP-801/PG-001, *Royal Canadian Air Cadet Proficiency Level One Qualification Standard and Plan*, before instructing, so that each instructor can adequately plan for and prepare each lesson. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, eg, posters, videos, handouts, models, etc, supplemental to training control and support documents. Training, learning and support materials (TLSM) may be available for download from [www.cadets.ca](http://www.cadets.ca) or by distribution through the RCSU. Suggested instructional activities are included in most IGs to maximize learning and fun. Instructors are also encouraged to modify and / or enhance the activities, as long as they continue to contribute to enabling objective achievement.
4. **Use of the IG.** Throughout these instructional guides, a series of information boxes are used to highlight information; they include:



Note to the Instructor.



Key information to pass along to cadets.



Refer to the following CF regulations and policies.



Points of interest or special instructions the instructor should pass along to cadets.

5. **Suggested Changes.** Suggested changes to this document may be sent directly to [cadetraining@canada.ca](mailto:cadetraining@canada.ca).

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**CHAPTER 1**

**PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 1**

**EO MX01.01A – PARTICIPATE IN A CITIZENSHIP TOUR**

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Total Time:

One session (3 periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**COMMON TRAINING  
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INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 2**

**EO MX01.01B – ATTEND A PRESENTATION BY A COMMUNITY ORGANIZATION**

---

Total Time:

One session (3 periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**SECTION 3**

**EO MX01.01C – ATTEND A PRESENTATION BY A CITIZEN-OF-INTEREST**

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Total Time:

One session (3 periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**SECTION 4**

**EO MX01.01D – PARTICIPATE IN THE CANADIAN CITIZENSHIP CHALLENGE**

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Total Time:

One session (3 periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**COMMON TRAINING  
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CITIZENSHIP**



**SECTION 5**

**EO MX01.01E – HOST A CITIZENSHIP CEREMONY**

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Total Time:

One session (3 periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**COMMON TRAINING  
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INSTRUCTIONAL GUIDE**



**SECTION 6**

**EO MX01.01F – PARTICIPATE IN AN ELECTION**

Total Time:

One session = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX01.01F (Participate in an Election) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

In coordination with the appropriate authority, select a decision or appointment to be made democratically by the corps / squadron, such as the inventory of the canteen, the cadet representative to the officer cadre, or the destination for a year-end trip.

Complete a process with the appropriate authority to select up to four candidates for the election or up to four options for the referendum (unless it is a yes / no question). Referendum options selected should have wide support throughout the corps / squadron, ensuring that campaign teams are equally motivated and that cadets must decide between compelling options.

Arrange for and brief two assistant instructors to conduct simultaneous activities with groups of cadets.

Prepare the required resources:

- materials required for the roles and processes described in the Guide for Election Officials located at Annex B for each polling station (one station per 20 cadets), to include:
  - two copies of the Guide for Election Officials located at Annex B,
  - one box with a slot or opening in the top, to act as a ballot box,
  - sufficient tape to seal the ballot box,
  - one presentation board, or cut open box, to act as a voting screen,
  - two pencils,
  - one ruler,
  - one 8.5" by 11" envelope, marked "Spoiled Ballots," and
  - materials located at Annex C (Referendum) or Annex D (Election), to include:
    - 23 ballots,
    - one copy of the Official Statement of the Vote form,
    - one copy of the Tally Sheet;

- flipchart paper or other method of displaying the reflection questions included in Annex A;
- materials for creating campaign items, including flipchart paper, markers, and flagging tape; and
- a nominal roll of all cadets to act as the list of electors.

To make a more realistic simulation, resources, such as a ballot box, voting screen, and seals, may be ordered from Elections Canada (elections.ca) at 1-800-463-6868.

## PRE-LESSON ASSIGNMENT

Nil.

## APPROACH

A practical activity was chosen for this lesson as a fun and interactive way to build on the cadets' knowledge of citizenship.

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## INTRODUCTION

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## REVIEW

Nil.

## OBJECTIVES

By the end of this session the cadets shall have participated in a democratic process.

## IMPORTANCE

It is important for cadets to participate in an election as part of being a good citizen is having an appreciation for and awareness of the democratic process.

---

## ACTIVITY

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1. Divide the cadets into three groups. Phase One / Green Star / Proficiency Level One and Phase Two / Red Star / Proficiency Level Two cadets will form "the electorate," Phase Three / Silver Star / Proficiency Level Three cadets will form "the campaigners," and Phase Four / Gold Star / Proficiency Level Four cadets will form "the election officials." A ratio of 15 cadets per three campaigners and per two election officials is ideal.



The grouping of cadets may be modified to meet individual corps / squadron requirements. For example, cadets may be moved between groups, despite their phase / star / proficiency level, to meet the 15 : 3 : 2 ratio. If there are not enough cadets to form all three groups, adult staff may be used to fill the role of campaigners.

2. Conduct the election as per the Election Instructions located at Annex A.



In this election, the instructor will be filling the role of Returning Officer, the official in charge of ensuring the election is carried out properly and providing materials.



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## CONCLUSION

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### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

It is important for cadets to participate in an election, as part of being a good citizen is having an appreciation for and awareness of the democratic process.

### INSTRUCTOR NOTES / REMARKS

There are numerous potential leadership opportunities for cadets when conducting an election session, such as:

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

Two assistant instructors are required for this lesson.

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## REFERENCES

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Elections Canada. (2010). *Canada at the Polls!* Retrieved March 13, 2013, from <http://elections.ca/content.aspx?section=vot&dir=yth/stu/gui&document=index&lang=e>.

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## ELECTION INSTRUCTIONS

<b>STEP 1: PREPARATION</b>		<b>TIME: 25 MIN</b>
<b>ELECTORATE (YEARS 1 &amp; 2)</b>	<b>CAMPAIGNERS (YEAR 3)</b>	<b>ELECTION OFFICIALS (YEAR 4)</b>
<p>Conduct an activity to stimulate an interest in democratic decision making, such as participating in:</p> <ul style="list-style-type: none"> <li>• a presentation by a guest speaker as per MX01.01B (Attend a presentation by a Community Organization) or MX01.01C (Attend a Presentation by a Citizen-of-Interest), such as an Elections Canada official, a former political candidate, or a former campaign worker;</li> <li>• related Heritage Minutes video activities as per EO MX01.01G (Participate in Heritage Minutes Video Activities), such as <i>Nellie McClung</i>, <i>Responsible Government</i> or <i>Baldwin &amp; LaFontaine</i>; and</li> <li>• relevant learning stations as per EO MX01.01H (Participate in Citizenship Learning Stations).</li> </ul>	<p>Prepare the campaigners to present their positions to the corps / squadron by:</p> <ol style="list-style-type: none"> <li>1. forming one campaign team per candidate and assigning candidates to those teams if an election is being conducted, forming two teams and assigning “yes” and “no” positions if a referendum is to be conducted on a yes / no question, allowing the cadets to form teams for their desired option if a referendum is to be conducted on an open-ended question;</li> <li>2. having the teams form a platform, including details on their option or candidate and points on why the candidate or option is the most desirable; and</li> <li>3. having the teams plan a campaign, including a presentation to the electorate.</li> </ol>	<p>Prepare the election officials to fill their role, by:</p> <ol style="list-style-type: none"> <li>1. grouping the cadets into teams of two, one cadet filling the role of Deputy Returning Officer and the other Poll Clerk;</li> <li>2. reviewing the roles and administering the oaths of office as per the Guide for Election Officials located at Annex B;</li> <li>3. reviewing the importance for strict impartiality by election officials — while they may have a position on the election / referendum, they must appear to be completely neutral (eg, they may not discuss the election / referendum, support a candidate or campaign, or otherwise allow for their preference to be known) — thereby helping to ensure that electors and campaigners have faith in the process and outcome;</li> <li>4. assigning a portion of the corps / squadron to each station by name (eg, A–H at Polling Station 1, I–M at Polling Station 2, etc.), providing the appropriate nominal roll to each station, and labeling the ballot box appropriately, if there is a need for more than one polling station; and</li> <li>5. having the cadets begin to set up polling stations as per the Guide for Election Officials located at Annex B.</li> </ol>
<b>STEP 2: CAMPAIGN</b>		<b>TIME: 20 MIN</b>
<b>ELECTORATE (YEARS 1 &amp; 2)</b>	<b>CAMPAIGNERS (YEAR 3)</b>	<b>ELECTION OFFICIALS (YEAR 4)</b>
<p>Have the campaign teams present their platforms to the corps / squadron, allowing equal time for each. Campaign teams may also distribute materials or methods of identifying their supporters, such as coloured flagging tape or signs.</p> <p>Election officials will observe the campaign activities, but, as discussed above, may not participate nor show support for any campaign.</p>		

<b>STEP 3: VOTE</b>		<b>TIME: 15 MIN</b>
<b>ELECTORATE (YEARS 1 &amp; 2)</b>	<b>CAMPAIGNERS (YEAR 3)</b>	<b>ELECTION OFFICIALS (YEAR 4)</b>
<p>Have the cadets filling the role of election officials administer the polling station for the corps / squadron as per the Guide for Election Officials located at Annex B. Have the election officials vote just before opening the polling station to the corps / squadron.</p> <p>One representative from each campaign may act as a scrutineer after taking the required oath (administered by the Deputy Returning Officer as per the handout located at Annex B) by observing the administration of a polling station. Campaigners may also continue to lobby cadets not attending the polling station.</p>		
<b>STEP 4: TABULATION AND REFLECTION</b>		<b>TIME: 15 MIN</b>
<b>ELECTORATE (YEARS 1 &amp; 2)</b>	<b>CAMPAIGNERS (YEAR 3)</b>	<b>ELECTION OFFICIALS (YEAR 4)</b>
<p>Prompt reflection on the process by posing the following questions to the group to bring about understanding of the variety of decision-making processes used by citizens during elections and of the importance of the secret ballot to fair elections:</p> <p>Q1. What did you base your decision on?</p> <p>Q2. What role did the campaigns play in your decision?</p> <p>Q3. How did you find the voting process?</p> <p>Q4. At one time, citizens voted by standing up in front of a big crowd and announcing who they were voting for. How might this have affected how people voted?</p>	<p>Conduct a group discussion to draw awareness to the following points:</p> <ul style="list-style-type: none"> <li>• campaign teams must present a united front, even if that means hiding their individual beliefs;</li> <li>• creating a platform requires compromise and is a blend of different beliefs; and</li> <li>• joining a campaign can be an interesting way to get involved in an election.</li> </ul> <p><b>Suggested Questions:</b></p> <p>Q1. What did you learn from the campaign process?</p> <p>Q2. Did you find it difficult to reach a collective platform?</p> <p>Q3. In supporting the campaign team, did you find that you ever had to express support for a position that you, personally, did not support? How did you feel about that?</p> <p>Q4. Do you plan to get involved in a campaign during the next election / referendum? Why or why not?</p>	<p>Tabulate the ballots as per the Guide for Election Officials located at Annex B;</p>

<b>STEP 5: RESULTS, DE-BRIEF, AND REFLECTION</b>		<b>TIME: 10 MIN</b>
<b>ELECTORATE (YEARS 1 &amp; 2)</b>	<b>CAMPAIGNERS (YEAR 3)</b>	<b>ELECTION OFFICIALS (YEAR 4)</b>
Announce the results and declare the candidate / option with the plurality (greatest number) of votes selected.		
<p>Complete the following steps to debrief the cadets and link the election to Canadian elections:</p> <ol style="list-style-type: none"> <li>1. provide time for the campaign team with a plurality to thank the electorate and the other campaign teams,</li> <li>2. explain that this process is similar to that which is conducted to elect members of parliament,</li> <li>3. identify the riding(s) relevant to the corps / squadron and the respective member(s) of parliament, and</li> <li>4. note that all Canadian citizens age 18 or over may participate in those elections.</li> </ol>		<p>Conduct a discussion to bring out the following points:</p> <ol style="list-style-type: none"> <li>1. election officials, like public servants more generally, must give up some of their rights in order to maintain the impartiality of democratic processes; and</li> <li>2. election officials play a key role in ensuring the fairness of elections by following a set of clear procedures that allow for results to be verified and trusted.</li> </ol> <p><b>Suggested Questions:</b></p> <ol style="list-style-type: none"> <li>Q1. What did you observe about the election process?</li> <li>Q2. How did you feel about remaining impartial throughout the election?</li> <li>Q3. Would you be interested in performing this role again? Why or why not?</li> </ol>

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## GUIDE FOR ELECTION OFFICIALS

### OATH OF OFFICE

*This oath will be administered by the Returning Officer to the DRO and PC before they begin performing their duties.*

*I solemnly affirm that:*

- I am a member of \_\_\_\_\_ (give the name of the corps / squadron);*
- I will act faithfully without partiality, fear, favour or affection and in every respect according to the law;*
- at the polling station, I will maintain the secrecy of the vote.*

### ROLE DESCRIPTION AND CHECKLIST FOR THE DEPUTY RETURNING OFFICER

- Take the required oath as per the note box above.

#### Prepare the Polling Station

With the Poll Clerk, the Deputy Returning Officer shall:

- set up the polling station with the necessary materials as per Figure A-1;
- count the ballots provided by the Returning Officer;
- enter the number of ballots provided into the appropriate place on the Official Record of the Vote; and
- place their initials on the back of all ballots.

#### LAYOUT OF A POLLING STATION

Figure A-1 demonstrates a suggested layout for a polling station. The table for the campaign representatives is not required. If supplies permit, all material may be placed on a single table.

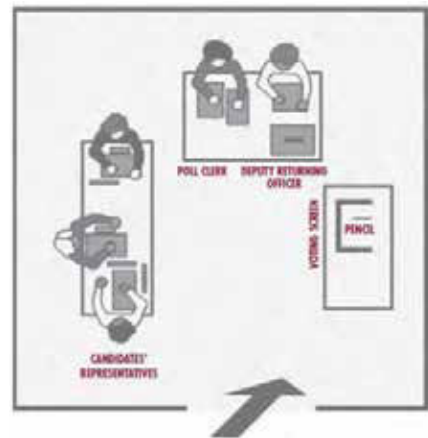


Figure A-1 Layout of a Polling Station

#### Administer the Voting Process

To open the polling station, the DRO shall:

- Administer the following oath to campaign representatives: *I solemnly affirm that: I will maintain the secrecy of the vote; I will not interfere with the marking of a ballot by any voter nor ask any voter how they are about to vote or have voted; and I will not induce a voter to show a marked ballot to any person;* and
- show all present that the ballot box is empty and seal it.

When an elector comes to vote, the DRO shall:

- ensure the DRO's initials are placed on the ballot paper, fold it twice as per Figure A-2, and present it to the elector with instructions to: go behind the voting screen, mark the circle opposite their choice (or, if using a write-in ballot, write their choice in the space provided), and return it folded the same way;
- check that the DRO's initials are on the ballot returned by the elector and return it to the elector with instructions to place it in the ballot box;
- if an elector indicates they have made a mistake, receive the spoiled ballot, place it in the envelope of spoiled ballots, and issue a new ballot to the elector;
- if an elector requires assistance to vote, provide assistance in such a way that the privacy of the vote is maintained (eg, instead of asking "who would you like to vote for?" ask the voter to point or write down the name of the person) and that it is done within full view of the Poll Clerk; and
- after voting, make sure the poll clerk places "V," for voted, next to the elector's name on the voters' list.

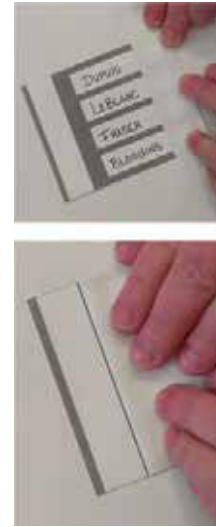


Figure A-2 Folding a Ballot

### Count the Votes

After voting is completed, counting of the ballots will commence. Only the DRO may handle ballots. The DRO shall:

- empty the contents of the ballot box onto the table;
- one by one, check each ballot for their initials, unfold, call out the name of the candidate or option that has been marked, and show the ballot to the candidates' representatives and to the poll clerk, who records the votes on a tally sheet;
- if a ballot does not clearly reflect a voter's intention or includes identifying information (eg, name or initials), declare that ballot rejected;
- place the ballots in piles, one for each candidate or option, with separate piles for rejected or spoiled ballots; and
- once counting is completed, complete the official statement of the vote.

ACCEPTABLE BALLOTS	UNACCEPTABLE (REJECTED) BALLOTS
Ballots marked with cross (X) or other symbol	Ballots not supplied by the Deputy Returning Officer (initials not present on back)
Ballots marked with a pencil or pen different than which was provided	Ballots not marked
Ballots where the mark leaves the circle	Ballots with a mark in the circle for more than one candidate (including if candidates appear to be ranked)
Ballots where the circle has been completely, or partially, shaded in	Ballots marked or written on by an elector in such a way that the elector could be identified
For write-in ballots, ballots with only part of the option as long as it is possible to determine the intended option	Ballots not marked in any of the circles



## **ROLE DESCRIPTION AND CHECKLIST FOR THE POLL CLERK**

- Take the required oath as per the note box above.

### **Open the Polling Station**

The Poll Clerk (PC) shall assist the DRO in setting up the polling station as per above.

### **Administer the Voting Process**

After assisting the DRO in opening the polling station, the PC will process electors. When an elector comes to vote, the PC shall:

- have the elector state their name and division / platoon / flight;
- locate the elector's name on the list and draw a line through the entry; and
- once the elector has exercised their right to vote, place a V for "voted" next to the elector's name on the list.

### **Count the Votes**

After voting has concluded, the PC shall:

- keep a tally of the votes cast as the DRO calls out the candidate or option selected using the tally sheet;
- report the total votes cast to the DRO; and
- assist the DRO in completing the Official Record of the Vote.

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## MATERIALS FOR A REFERENDUM

If you are conducting an election, to select a candidate for a position, see the materials at Annex D.

### Ballot for a Referendum with a “Yes” or “No” Question

		YES	<input type="radio"/>
		NO	<input type="radio"/>

		YES	<input type="radio"/>
		NO	<input type="radio"/>

		YES	<input type="radio"/>
		NO	<input type="radio"/>

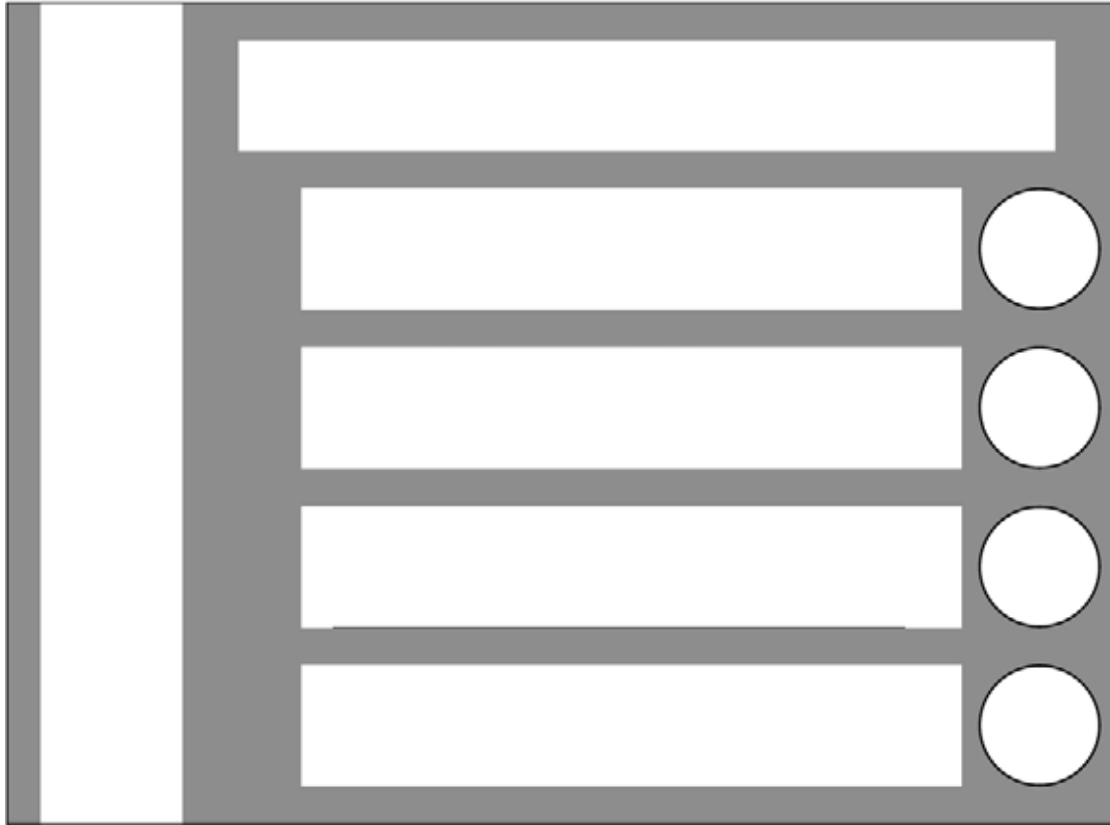
		YES	<input type="radio"/>
		NO	<input type="radio"/>

		YES	<input type="radio"/>
		NO	<input type="radio"/>

		YES	<input type="radio"/>
		NO	<input type="radio"/>

**Ballot for a Referendum with Options**

Before reproducing the ballots, cut out the ballot, write in the question and options, and, if necessary, cut to modify the ballot for two or three options.





**Referendum Tally Sheet**

	OPTION					OPTION					OPTION					OPTION					
5																					5
10																					10
15																					15
20																					20
25																					25
30																					30
35																					35
40																					40
45																					45
50																					50
55																					55
60																					60
65																					65
70																					70
75																					75
80																					80
85																					85
90																					90
95																					95
100																					100
105																					105
110																					110
115																					115

**Official Statement of the Referendum Vote**

Polling Station: \_\_\_\_\_ Date: \_\_\_\_\_  
(Name or number)

OPTIONS (same order as on ballot)	NUMBER OF VOTES

VALID VOTES CAST

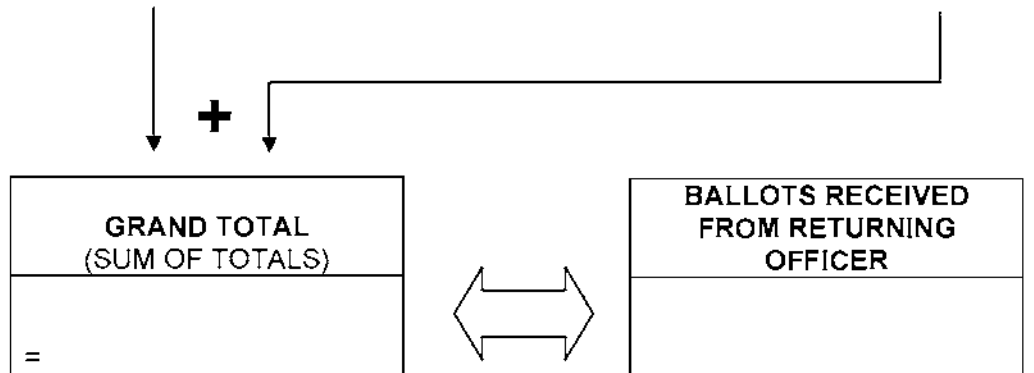
SPOILED BALLOTS

REJECTED BALLOTS + \_\_\_\_\_

UNUSED BALLOTS + \_\_\_\_\_

TOTAL VOTES CAST = \_\_\_\_\_

TOTAL BALLOTS NOT USED TO VOTE = \_\_\_\_\_



GRAND TOTAL OF THE COUNT MUST EQUAL THE NUMBER OF  
BALLOTS RECEIVED FROM THE RETURNING OFFICER

\_\_\_\_\_  
*Signature of Deputy Returning Officer*

\_\_\_\_\_  
*Signature of Poll Clerk*

\_\_\_\_\_  
*Signature of Campaign Representative*

\_\_\_\_\_  
*Signature of Campaign Representative*

\_\_\_\_\_  
*Signature of Campaign Representative*

\_\_\_\_\_  
*Signature of Campaign Representative*

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## MATERIALS FOR AN ELECTION

### Ballot for an Election

Before reproducing, cut out the ballot, write in the candidate names, and, if necessary, cut to modify the ballot for two or three options.

A ballot form template consisting of a rectangular frame. On the left side, there is a vertical white strip. The main area is divided into four horizontal rows by thick grey lines. To the right of these rows, there are four circular punch holes, one centered vertically in each row. The entire form is outlined in grey.

A second ballot form template, identical in structure to the first one. It features a vertical white strip on the left, four horizontal rows defined by thick grey lines, and four circular punch holes on the right, one per row. The form is outlined in grey.

**Write-in Ballot for an Election**

If time does not permit for sufficient ballots to be prepared a write-in ballot may be used. Post a list of options at the polling station and on the back of the voting screen and provide the ballot below to electors.

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

**Election Tally Sheet**

	CANDIDATE				CANDIDATE				CANDIDATE				CANDIDATE				
<b>5</b>																<b>5</b>	
<b>10</b>																<b>10</b>	
<b>15</b>																<b>15</b>	
<b>20</b>																<b>20</b>	
<b>25</b>																<b>25</b>	
<b>30</b>																<b>30</b>	
<b>35</b>																<b>35</b>	
<b>40</b>																<b>40</b>	
<b>45</b>																<b>45</b>	
<b>50</b>																<b>50</b>	
<b>55</b>																<b>55</b>	
<b>60</b>																<b>60</b>	
<b>65</b>																<b>65</b>	
<b>70</b>																<b>70</b>	
<b>75</b>																<b>75</b>	
<b>80</b>																<b>80</b>	
<b>85</b>																<b>85</b>	
<b>90</b>																<b>90</b>	
<b>95</b>																<b>95</b>	
<b>100</b>																<b>100</b>	
<b>105</b>																<b>105</b>	
<b>110</b>																<b>110</b>	
<b>115</b>																<b>115</b>	

**Official Statement of the Election Vote**

Polling Station: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Name or number)

CANDIDATES (same order as on ballot)	NUMBER OF VOTES

VALID VOTES CAST

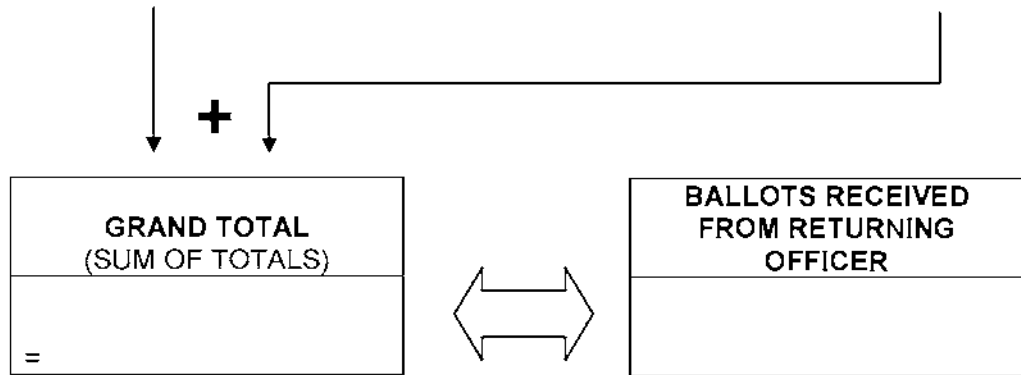
SPOILED BALLOTS

REJECTED BALLOTS + \_\_\_\_\_

UNUSED BALLOTS + \_\_\_\_\_

TOTAL VOTES CAST = \_\_\_\_\_

TOTAL BALLOTS NOT USED TO VOTE = \_\_\_\_\_



GRAND TOTAL OF THE COUNT MUST EQUAL THE NUMBER OF  
 BALLOTS RECEIVED FROM THE RETURNING OFFICER

\_\_\_\_\_  
*Signature of Deputy Returning Officer*

\_\_\_\_\_  
*Signature of Poll Clerk*

\_\_\_\_\_  
*Signature of Campaign Representative*

\_\_\_\_\_  
*Signature of Campaign Representative*

\_\_\_\_\_  
*Signature of Campaign Representative*

\_\_\_\_\_  
*Signature of Campaign Representative*



**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE**



**SECTION 7**

**EO MX01.01G – PARTICIPATE IN HERITAGE MINUTES VIDEO ACTIVITIES**

Total Time:

One session = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX01.01G (Participate in Heritage Minutes Video Activities) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Select Heritage Minutes videos, and plan and prepare activities.

Heritage Minutes videos can be viewed on the Internet or purchased on DVD at [www.historica-dominion.ca](http://www.historica-dominion.ca) > VIDEO > HERITAGE MINUTES.

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

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

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

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

Gather the required resources:

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

**PRE-LESSON ASSIGNMENT**

Nil.

## **APPROACH**

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

---

## **INTRODUCTION**

---

## **REVIEW**

Nil.

## **OBJECTIVES**

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

## **IMPORTANCE**

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

---

## **ACTIVITY**

---

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

---

## **CONCLUSION**

---

## **METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

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

## **INSTRUCTOR NOTES / REMARKS**

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

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

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## **REFERENCES**

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

## SUGGESTED HERITAGE MINUTES VIDEO ACTIVITIES: GENERAL

### GENERAL INTRODUCTORY ACTIVITIES

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

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

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

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

### GENERAL FOLLOW-UP ACTIVITIES

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

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

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

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

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## SUGGESTED ACTIVITY: *FLAGS VIDEO*

### ACTIVITY: CREATE YOUR OWN FLAG

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

#### PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

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

#### ACTIVITY INSTRUCTIONS:

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

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# DESIGN YOUR OWN FLAG

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



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## **SUGGESTED ACTIVITIES: SAM STEELE VIDEO**

### **ACTIVITY: "I WANT TO BE A CANADIAN"**

**TIME:** 15 min

**TRAINING LEVEL:** 1–4

#### **PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

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

#### **ACTIVITY INSTRUCTIONS:**

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

## SUGGESTED ACTIVITIES: SAM STEELE VIDEO

### ACTIVITY: ENTRANCE TO CANADA EXAM

**TIME:** 15 min

**TRAINING LEVEL:** 1–4

#### PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

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

#### ACTIVITY INSTRUCTIONS:

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



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

# ENTRANCE TO CANADA EXAM



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

- Q1. **Canada is made up of five distinct regions. Name three of them.**  
A. Atlantic, Central, Prairie, West Coast, Northern.
- Q2. **What are the two official sports of Canada?**  
A. Hockey and lacrosse.
- Q3. **What is Canada's motto?**  
A. English - From sea to sea, French - D'un océan à l'autre, Latin - A Mari Usque Ad Mare.
- Q4. **Does Canada hold sovereignty over the North Pole?**  
A. No.
- Q5. **What is the floral emblem of Canada?**  
A. Maple leaf.
- Q6. **What is the national animal of Canada?**  
A. The beaver.
- Q7. **The Canadian Coat of Arms has two animals holding up the shield. What are the two animals?**  
A. A lion and a unicorn.
- Q8. **What are the three orders of government in Canada?**  
A. Federal, provincial / territorial, and municipal.
- Q9. **Who is Canada's Head of State?**  
A. The Monarch.
- Q10. **What is Canada's system of government called?**  
A. Parliamentary democracy and constitutional monarchy.
- Q11. **How are members of Parliament chosen?**  
A. Elected by Canadian citizens.
- Q12. **Name six responsibilities of citizenship.**  
A. Vote, help others, care for our heritage and environment, obey Canada's laws, respect the rights of others, and eliminate injustice.
- Q13. **How is the Prime Minister chosen?**  
A. The leader of the party with the most elected representatives becomes the Prime Minister.
- Q14. **What are the three main groups of Aboriginal peoples?**  
A. First Nations, Métis and Inuit.
- Q15. **What are the two official languages of Canada?**  
A. French and English.
- Q16. **What do you call the Sovereign's representative in the provinces?**  
A. Lieutenant-Governor.

**Q17. What does confederation mean?**

A. Joining of provinces to make a new country.

**Q18. What does it mean to say Canada is a constitutional monarchy?**

A. Canada's Head of State is a hereditary sovereign (Queen or King) who reigns in accordance with the constitution.

**Q19. What is the meaning of the Remembrance Day poppy?**

A. To remember the sacrifice of Canadians who have served or died in wars up to the present day.

**Q20. When is Canada Day and what does it celebrate?**

A. The anniversary of Confederation - July 1st of each year.



## **SUGGESTED ACTIVITY: *NELLIE MCCLUNG* VIDEO**

### **ACTIVITY: THE RIGHT TO VOTE**

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

#### **PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

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

#### **ACTIVITY INSTRUCTIONS:**

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

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## SUGGESTED ACTIVITIES: AVRO ARROW VIDEO

### ACTIVITY: "CANADIAN OR NOT" GAME

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

#### PRE-ACTIVITY INSTRUCTIONS:

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



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

#### ACTIVITY INSTRUCTIONS :

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

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# CANADIAN OR NOT?

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

CANADIAN	NOT
<p data-bbox="224 432 363 464"><b>Blue Box</b></p> 	<p data-bbox="894 432 1034 464"><b>Bar Code</b></p> 
<p data-bbox="224 875 326 907"><b>Zipper</b></p> 	<p data-bbox="894 875 1133 907"><b>Electric Blanket</b></p> 

<b>CANADIAN</b>	<b>NOT</b>
<p data-bbox="77 216 245 247"><b>Anti-G suit</b></p> 	<p data-bbox="748 216 841 247"><b>Glider</b></p> 
<p data-bbox="77 821 245 852"><b>Blackberry</b></p> 	<p data-bbox="748 821 1008 852"><b>DNA Sequencing</b></p> 
<p data-bbox="77 1367 256 1398"><b>Paint Roller</b></p> 	<p data-bbox="748 1367 922 1398"><b>Eyeglasses</b></p> 

<b>CANADIAN</b>	<b>NOT</b>
<p data-bbox="224 216 487 247"><b>Heart Pacemaker</b></p>  <p data-bbox="313 289 782 730">A photograph of a Medtronic Kappa DR701 heart pacemaker. The device is oval-shaped with a clear plastic top and a metal base. Text on the device includes "IS-1", "Medtronic Kappa™", "DR701", "SN PGU123456", and "USA".</p>	<p data-bbox="893 216 1117 247"><b>Artificial Heart</b></p>  <p data-bbox="982 289 1458 699">A photograph of a hand holding a mechanical artificial heart. The device is complex, with multiple ports and a central chamber, and is held against a white background.</p>
<p data-bbox="224 751 597 783"><b>Universal Standard Time</b></p>  <p data-bbox="357 835 738 1203">A black and white illustration of a standard analog clock face. The clock has a circular dial with numbers 1 through 12 and two hands.</p>	<p data-bbox="893 751 1003 783"><b>Aspirin</b></p>  <p data-bbox="1063 846 1372 1045">A photograph of two white, round aspirin tablets. One tablet is slightly behind and to the right of the other, both set against a white background.</p>
<p data-bbox="224 1234 470 1266"><b>Prosthetic Hand</b></p>  <p data-bbox="316 1312 779 1654">A black and white photograph of a person's arm wearing a prosthetic hand. The prosthetic is dark-colored and appears to be a myoelectric or body-powered hand, with the person's hand visible at the wrist.</p>	<p data-bbox="893 1234 1052 1266"><b>Safety Pin</b></p>  <p data-bbox="1039 1318 1388 1507">A photograph of a standard metal safety pin. The pin is silver-colored and is shown in its closed position, with the sharp point tucked back.</p>

<b>CANADIAN</b>	<b>NOT</b>
<p data-bbox="77 216 181 247"><b>Insulin</b></p> 	<p data-bbox="748 216 917 247"><b>Matchstick</b></p> 
<p data-bbox="77 814 344 846"><b>Robertson Screw</b></p> 	<p data-bbox="748 814 894 846"><b>Paperclip</b></p> 
<p data-bbox="77 1287 196 1318"><b>Pablum</b></p> 	<p data-bbox="748 1287 846 1318"><b>Pencil</b></p> 



<b>CANADIAN</b>	<b>NOT</b>
<p data-bbox="224 216 467 247"><b>Pealess Whistle</b></p> 	<p data-bbox="893 216 1039 247"><b>Tetra Pak</b></p> 
<p data-bbox="224 657 370 688"><b>Lightbulb</b></p> 	<p data-bbox="893 657 1156 688"><b>Pencil Sharpener</b></p> 
<p data-bbox="224 1165 521 1197"><b>Electric Wheelchair</b></p> 	<p data-bbox="893 1165 1088 1197"><b>Stethoscope</b></p> 

CANADIAN	NOT
<p data-bbox="77 216 211 247"><b>CADPAT</b></p> 	<p data-bbox="748 216 889 247"><b>Gore Tex</b></p> 
<p data-bbox="77 716 269 747"><b>Goalie Mask</b></p> 	
<p data-bbox="77 1266 240 1297"><b>Plexiglass</b></p> 	

<b>CANADIAN</b>	<b>NOT</b>
<p data-bbox="224 237 467 275"><b>Alkaline Battery</b></p> 	
<p data-bbox="224 726 399 764"><b>Egg Carton</b></p> 	
<p data-bbox="224 1182 423 1220"><b>Garbage Bag</b></p> 	

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## **SUGGESTED ACTIVITIES: GREY OWL VIDEO**

### **ACTIVITY: WHY MOVE TO CANADA?**

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

#### **PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

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

#### **ACTIVITY INSTRUCTIONS:**

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

## **SUGGESTED ACTIVITIES: GREY OWL VIDEO**

### **ACTIVITY: "LET'S MARKET CANADA"**

**TIME:** 60 min

**TRAINING LEVEL:** 3–4

#### **PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

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

#### **ACTIVITY INSTRUCTIONS:**

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



# CANADA

*"The" Place to Live!*



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## **SUGGESTED ACTIVITY: HERITAGE MINUTES VIDEO**

### **ACTIVITY: STORYBOARD / DIY HERITAGE MINUTES VIDEO**

**TIME:** 60 min

**TRAINING LEVEL:** 1–4

#### **PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

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

#### **ACTIVITY INSTRUCTIONS:**

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

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# HERITAGE MINUTES VIDEO STORYBOARD TEMPLATE

Name of Project: \_\_\_\_\_

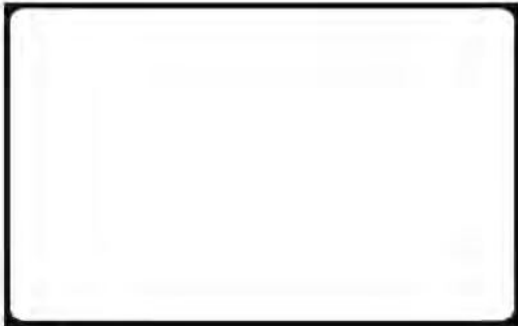
Group Members: \_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



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**COMMON TRAINING**  
**ALL TRAINING LEVELS**  
**INSTRUCTIONAL GUIDE**



**SECTION 8**

**EO MX01.01H – PARTICIPATE IN CITIZENSHIP LEARNING STATIONS**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX01.01H (Participate in Citizenship Learning Stations) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Select learning stations, and plan and prepare activities. Learning station activities are located at Annexes A–M.

Learning Station	Annex	Self-Directed	Instructor Directed	Time		Trg Lvl	
				15 min	30 min	1-2	3-4
Rights and Responsibilities of Canadian Citizens	A	X	X	X		X	X
Great Canadian Trivia Game	B	X	X	X		X	X
History of Canada in 30 Min or Less	C		X		X	X	X
Canadian Contributions: Parking Spaces	D	X	X		X	X	
Canadian Contributions: Great Canadians	E	X	X		X		X
How Canadians Govern Themselves	F		X		X	X	X
Elections	G		X	X		X	X
Canadian Justice System	H	X	X		X	X	X
Canadian Symbols: Treasure Hunt	I		X		X	X	
Canadian Symbols: Coat of Arms	J	X	X		X		X
Canada's Economy	K	X			X	X	X
Canada's Regions: Symbols Map	L	X	X		X	X	
Canada's Regions: Worksheet	M	X			X		X

In addition to the suggested activities at Annexes A–M, instructors may choose to create their own interactive, challenging and fun activities.

Gather the required resources for the selected activities, as well as a stop watch or other timer. Some learning stations require assistant instructors.

**PRE-LESSON ASSIGNMENT**

Nil.

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## INTRODUCTION

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### APPROACH

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

### REVIEW

Nil.

### OBJECTIVES

By the end of this session the cadets shall have gained an understanding of citizenship topics covered in the selected learning stations.

### IMPORTANCE

It is important for cadets to understand our national history, government, identity and values in order to help them become responsible citizens and members of their communities.

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## ACTIVITY

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1. Divide the cadets into teams of four.
2. Arrange a system of rotation for groups to move through the stations. Explain the procedure for moving from one station to the next, the time allotted for each station and the signal to switch.
3. Assign each team to their first learning station.
4. Supervise and provide guidance where necessary.

---

## CONCLUSION

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### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

It is important for cadets to participate in citizenship learning stations to develop an understanding of their roles and history as Canadian citizens.

### INSTRUCTOR NOTES / REMARKS

There are numerous potential leadership opportunities for cadets when conducting these learning stations:

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

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**REFERENCES**

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Citizenship and Immigration Canada. (2012). *Discover Canada: The rights and responsibilities of Citizenship*. Retrieved March 12, 2013 from <http://www.cic.gc.ca/english/pdf/pub/discover.pdf>

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## RIGHTS AND RESPONSIBILITIES OF CITIZENS

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the rights and responsibilities of Canadian citizens, and have them consider their connection to those rights and responsibilities.

**TIME:** 15 min

**TRAINING LEVEL:** 1-4

### PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide a quiet space with a table and seating for all team members.
- Gather the required resources:
  - Rights and Responsibilities instruction sheet at Appendix 1 (1 copy),
  - Rights and Responsibilities of Canadian Citizens handout at Appendix 2 (enough for each team),
  - Citizens' Wall sheet at Appendix 3 (1 copy),
  - Flipchart and markers, and
  - Masking tape.
- Print the Rights and Responsibilities of Canadian Citizens handouts and place on the table.
- Post the Rights and Responsibilities instruction sheet on the wall or tape it to the table.
- Leave a separate area on the wall – The Citizens' Wall – for teams to post their finished lists of rights and responsibilities next to the Citizens' Wall sheet (ideally, this space should be away from the table and on the way to the next station).

### ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Rights and Responsibilities instruction sheet.

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# INSTRUCTIONS: RIGHTS AND RESPONSIBILITIES

Congratulations! You have just founded your own new country. Your first order of business is to decide what rights and freedoms your citizens will enjoy and what their responsibilities will be.

1. Read the rights and responsibilities of Canadian citizens.
2. Discuss. Will your country have the same rights and responsibilities? Why or why not?
3. Brainstorm ideas and write the list of Rights and Responsibilities for your country on the flipchart.
4. Add your list to the Citizens' Wall, and take a moment to compare your list to other teams' and discuss.

## *Things to think about...*

- ♦ *In some countries, like Norway and Israel, citizens must serve in the military. How would life in your country be different than in Canada if you had this responsibility?*
- ♦ *Switzerland has four national languages. How many official languages would your country have? How would your citizens' rights reflect this?*
- ♦ *There was a time when only men could vote or be elected in Canada. Now all citizens over 18 can vote. Who would be allowed to vote in your country, and how will this affect their responsibilities?*

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# RIGHTS AND RESPONSIBILITIES OF CANADIAN CITIZENS

## Rights and Freedoms

Canadians are free to: follow the religion of their choice; hold and express their own opinions; assemble peacefully in support of a cause; and make or join groups that promote a common interest. In 1982, the Constitution of Canada was amended to include the Canadian Charter of Rights and Freedoms, which explains our fundamental freedoms and sets out additional rights. Some of these are:

- ✦ Equality – the law protects everyone equally and does not discriminate against anyone.
- ✦ Mobility – you are allowed to live anywhere in Canada, and to leave the country if you wish.
- ✦ Democratic – once you turn 18, you have the right to vote and run for political office.
- ✦ Legal – if you are accused of a crime, you are presumed innocent unless proven guilty and have a right to be represented by a lawyer in a court of law. You are also allowed to have an interpreter during court proceedings.
- ✦ Language – the Canadian government gives English and French equal rights and privileges, and you can communicate with them in either official language.

If any Canadian feels that their rights have been violated, they are allowed to address that violation in court.

## Responsibilities

Rights always come with responsibilities. Some of your responsibilities as a Canadian are to:

- ✦ Understand and obey the law
- ✦ Allow other Canadians to enjoy their rights and freedoms
- ✦ Vote and to participate in the democratic political system
- ✦ Appreciate and help preserve Canada's environment and multicultural heritage
- ✦ Be an active and helpful member of the community

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# Rights and Responsibilities of Canadian Citizens

# CITIZENS' WALL

Post the list of your country's rights  
and responsibilities here. How does your list  
compare to the others displayed on this wall?

Do you agree with their decisions?  
Why or why not?

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## THE GREAT CANADIAN TRIVIA GAME

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with Canadian history and culture.

**TIME:** 15 min

**TRAINING LEVEL:** 1-4

### PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
  - Great Canadian Trivia Game Instruction sheet located at Appendix 1 (1 copy),
  - Great Canadian Trivia Game game cards located at Appendix 2 (one set), and
  - Paper and pens or markers for the cadets to make score sheets.
- Print, cut and fold trivia cards so that the answer (with the picture) is hidden on the inside—if available, card stock will work well.
- Set up this learning station in an area where the players will not disrupt other cadets—it may be a noisy game.
- Set up seating for all players.
- Place trivia cards in a bowl, hat, helmet, etc. for players to draw from.
- Post the instruction sheet somewhere visible.
- Material for additional trivia questions may be found at [www.101things.ca](http://www.101things.ca) and [www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com).

### ACTIVITY INSTRUCTIONS:

Have cadets read and follow the instruction sheet.

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# WELCOME TO THE GREAT CANADIAN TRIVIA GAME!

It's time to test your knowledge of Canadian history and culture! Here's how to play the game:

1. Divide your team in two. One half will be playing against the other.
2. Make a score sheet for your game on the paper provided.
3. Choose a side to go first. A member of the opposing side will get to ask the question.
4. Draw a question card. You can open it, but don't show anyone the answer inside. Read the question on the outside, followed by the multiple choice options.
5. If the side guessing gets the question wrong, the other side can steal by getting the right answer (but the person asking can't help them!). Go back and forth between the teams until the correct answer is found.
6. Once someone says the correct answer, open the card and read the inside to the team. You can show the picture, too.
7. Record correct answers on the score sheet. Basic cards are worth 1 point, Intermediate 2 points and Expert 3 points.
8. Know all the answers? Make up some Canadian trivia questions of your own and see if the other team can answer them!

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**The Village.** Early European explorers may have believed the Iroquois word "Kanata," which refers to any settlement, was the name of the country. However it came about, the name represents Canada as a welcoming community of neighbours.



Fold

Fold

Cut




**Aboriginal peoples.** One of Canada's most famous artists is painter Norval Morrisseau, called Copper Thunderbird, whose work reflects his aboriginal heritage.

**The Underground Railroad** brought fleeing slaves safely to Canada, and many of them decided to settle here. Mary Ann Shadd Cary, whose parents were part of the Underground Railroad, became an activist for African-Canadian rights and Canada's first female publisher.




**Charlottetown, P.E.I.** Interestingly, P.E.I. didn't become part of Canada with New Brunswick, Nova Scotia, Ontario and Quebec in 1867, but joined later in 1873. The bridge that connects N.B. and P.E.I. is called the Confederation Bridge in honour of Charlottetown's role in the birth of the country.



 **Basic**


The word "Canada" most likely comes from a First Nations word that means:

- a) The river
- b) The village
- c) The maple tree
- d) The place with snow

 **Basic**

The First Nations, Inuit and Metis, descendents of the first people to live in this country, are Canada's...

- a) Aboriginal peoples
- b) Founding fathers
- c) Official culture
- d) National peoples

 **Basic**

Upper Canada was the first British colony to work to abolish slavery. Many former slaves escaped to Canada from the U.S. through a network called the:

- a) Trans-Canada Trail
- b) Anti-Slavery Network
- c) Underground Railroad
- d) Canadian Red Cross

 **Basic**

Canada officially became a country on July 1, 1867, but it was a long process. The first conference about confederation was in 1864. Where was it held?

- a) Ottawa, Ont.
- b) Halifax, N.S.
- c) Montreal, Que.
- d) Charlottetown, P.E.I.

**Vikings.** These Icelandic explorers established a settlement in what is now known as L'Anse aux Meadows, Newfoundland and Labrador, over a thousand years ago.



Fold

Fold

Cut

**Louis Riel** was eventually executed for treason for his role in armed uprisings against the government, but he is regarded by many Canadians as a defender of Métis rights. The government established the province of Manitoba and the North West Mounted Police (now the RCMP) in response to Riel's rebellion.



**Laura Secord** lived in American-occupied territory that is now part of Ontario. The information she passed on helped the British defeat the Americans. Laura Secord Chocolates was named in her honour on the 100<sup>th</sup> anniversary of her trek.



**Acadians.** Many present-day Acadians live in New Brunswick, Canada's only bilingual province. The word "Cajun" comes from Acadians who moved to Louisiana after losing their homes to the British in the 1770s.



Acadian Flag



### Intermediate

Many Canadians are descended from European immigrants. But who were the very first Europeans to visit North America?

- a) The French
- b) The English
- c) The Vikings
- d) The Russians



### Intermediate

The Métis are a distinct Canadian culture with both Aboriginal and European ancestry. Which Métis leader started a rebellion that resulted in the formation of both Manitoba and the RCMP?

- a) William Lyon Mackenzie
- b) Louis Riel
- c) Laura Secord
- d) Sir Isaac Brock



### Intermediate

In the War of 1812, the United States tried to invade Upper Canada. Which Canadian heroine traveled 30 km to warn the British army of an impending American attack?

- a) Jeanne Mance
- b) Mary Ann (Shadd) Carey
- c) Laura Secord
- d) Florence Nightingale



### Intermediate

The descendants of French colonists who settled the Atlantic provinces in the 1600s are called...

- a) Acadians
- b) Quebecois
- c) Métis
- d) Haligonians



**Dominion Day**, because Canada's official name was the Dominion of Canada. The term came from a section of the Bible that described "dominion from sea to sea and from the river to the ends of the earth," and was chosen because it reflected the image of a strong, united Canada.



Fold

Fold

Cut

**Loyalists** were American colonists still loyal to Britain. They settled in Canada, and many Canadian communities and institutions now bear the word "loyalist" in their names. Though an independent country, Canada remains part of the Commonwealth.



**Scotland.** Many Canadians' ancestors came from Scotland and Ireland. Nova Scotia actually means "New Scotland." Canada's culture is influenced by the cultures of the people who make up our country, and the military in particular keeps many Scottish traditions.



**Lord Strathcona** was also a great supporter of Cadets, and Banff, Canada's first national park, was named after his birthplace in Scotland. The railroad was actually built by Chinese and European immigrants, often under terrible conditions. Banff was founded after some of these railroad workers discovered beautiful hot springs in the Rocky Mountains of Alberta.



 **Expert**

On July 1, we celebrate Canada Day, but prior to 1982, it had a different name. What was it originally called?

- a) Independence Day
- b) Confederation Day
- c) Dominion Day
- d) Happy Birthday Canada

 **Expert**

During the American Revolution, Canada became a safe haven for supporters of the British. What were they called?

- a) Monarchists
- b) Loyalists
- c) Rebels
- d) Pacifists

 **Expert**

Canada's first Prime Minister was Sir John Alexander Macdonald, one of the Fathers of Confederation. Where was he born?

- a) Scotland
- b) Canada
- c) England
- d) The United States

 **Expert**

The Canadian Pacific Railway (CPR) was completed in 1885. The director of CPR was Donald Smith, otherwise known as:

- a) Lord Beaverbrook
- b) Lord Strathcona
- c) The Duke of Edinburgh
- d) Lord Durham

**Astronauts.** Marc Garneau became the first Canadian in space in 1984. Canada has contributed personnel and technology to many space missions. The "Canadarm" mechanical arms mounted on space shuttles and the International Space Station were designed and built in Canada.



Fold

Fold

Cut

**British Columbia.** Terry Fox started his "Marathon of Hope" in Newfoundland, running the equivalent of a marathon each day with a prosthetic leg. Though he was never able to reach his goal, Canadians across the country run to raise money for cancer research each year in his memory.



**Asia.** Chinese languages are among the most commonly spoken at home by Canadians. Every year, communities all over the country celebrate Chinese New Year and other Asian traditions.



**Dr. Emily Stowe** was also the first woman to practice medicine in Canada. Thanks to her efforts and those of other suffragettes, women gained the right to vote starting in 1916.



 **Basic**

Roberta Bondar, Marc Garneau and Chris Hadfield are the names of Canadian....

- a) Inventors
- b) Astronauts
- c) Prime Ministers
- d) Archaeologists

 **Basic**

Terry Fox was a young man who began a cross-Canada run to raise money for cancer research. What province was he from?

- a) Newfoundland and Labrador
- b) Ontario
- c) British Columbia
- d) Saskatchewan

 **Intermediate**

Immigrants have come to Canada from all over the world, but since the 1970s, most new Canadians come from one particular area. Where is it?

- a) Africa
- b) Asia
- c) Europe
- d) South America

 **Expert**

At one time, only adult men who owned property were allowed to vote. The movement to give women a vote was led by:

- a) Dr. Emily Stowe
- b) Jean Chretien
- c) Laura Secord
- d) The province of Manitoba

## HISTORY OF CANADA IN 30 MIN OR LESS

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with some key events in Canadian history.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Provide an area large enough for all team members with a table and ample wall space to display cards. Ideally, this space should be away from the table and on the way to the next station.
- Gather the required resources:
  - History of Canada in 30 Min or Less timeline cards at Appendix 1 (1 set per team),
  - History of Canada in 30 Min or Less answer key at Appendix 2, and
  - Masking tape.
- Print a set of the History of Canada in 30 Min or Less timeline cards for each team. Cut them into individual cards and place them on the table.
- Post the History of Canada in 30 Min or Less activity instruction sheet on the wall or tape it to the table.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into two teams.
2. Give the teams 15 min to arrange their timeline cards in chronological order and post them on the wall using the masking tape.
3. Check the answer key to determine if each team's timeline is arranged correctly.
4. If there is enough time remaining in the activity, give the cadets the chance to adjust the order of their cards.
5. Declare the team with the most events in the correct order the "Canadian History Buffs."

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# HISTORY OF CANADA

*IN 30 MINUTES OR LESS*



**Prehistoric hunters cross over into Canada from Asia**

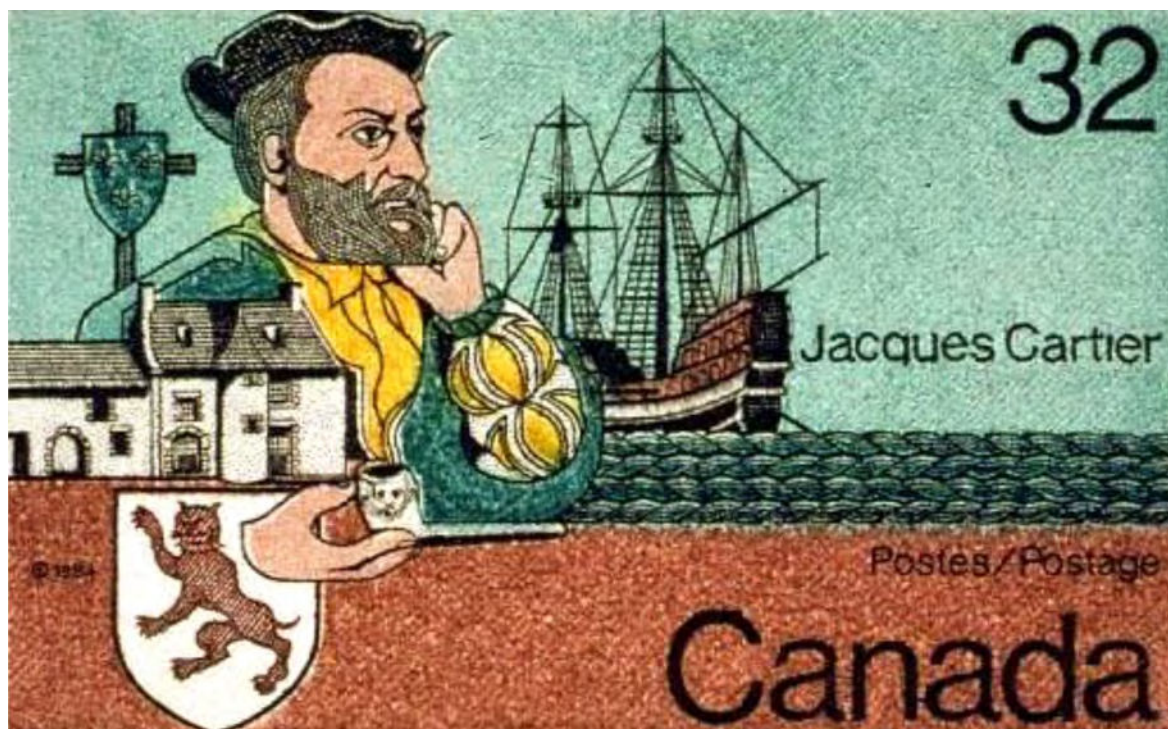


**Leif Ericsson leads a Viking expedition to the New World**





**John Cabot reaches Newfoundland**



**Jacques Cartier first explores the St. Lawrence region**





**Samuel de Champlain establishes a French colony at Quebec City**



**Hudson's Bay Company is formed**



**Expulsion of the Acadians**



**Battle of the Plains of Abraham: Quebec City is captured**

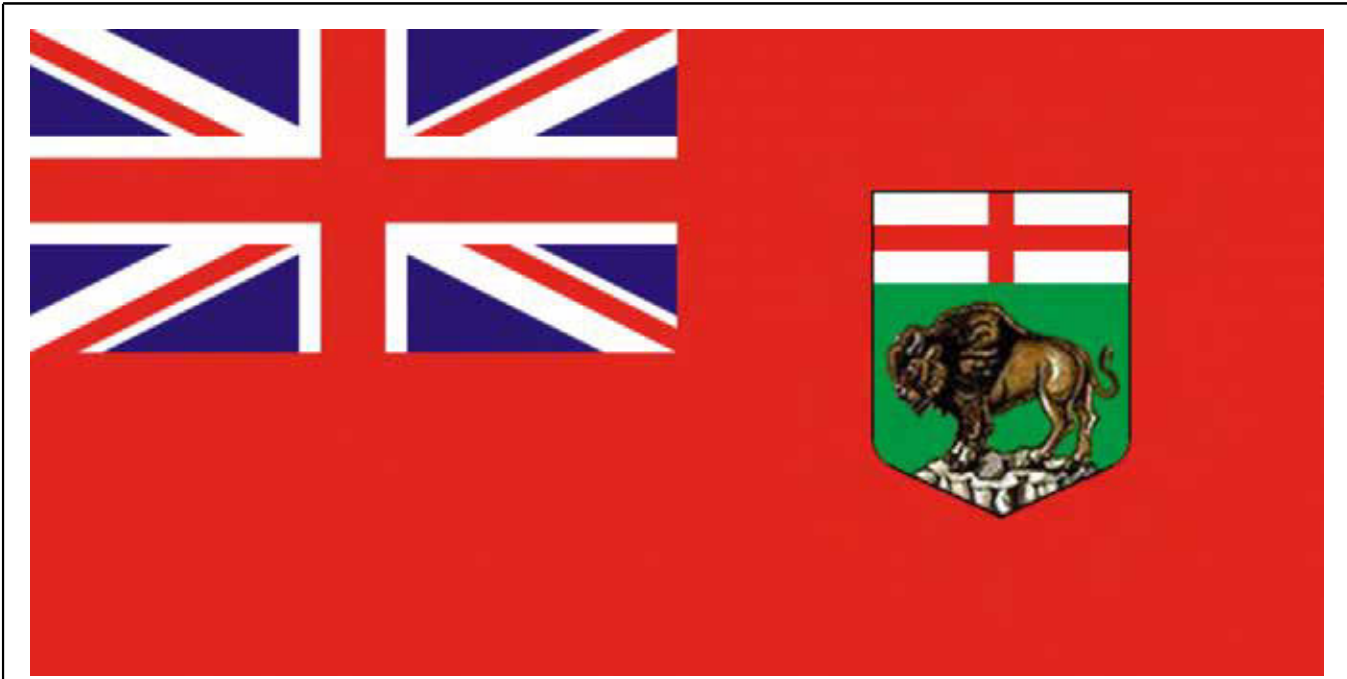




**War of 1812: U.S. invades Canada**



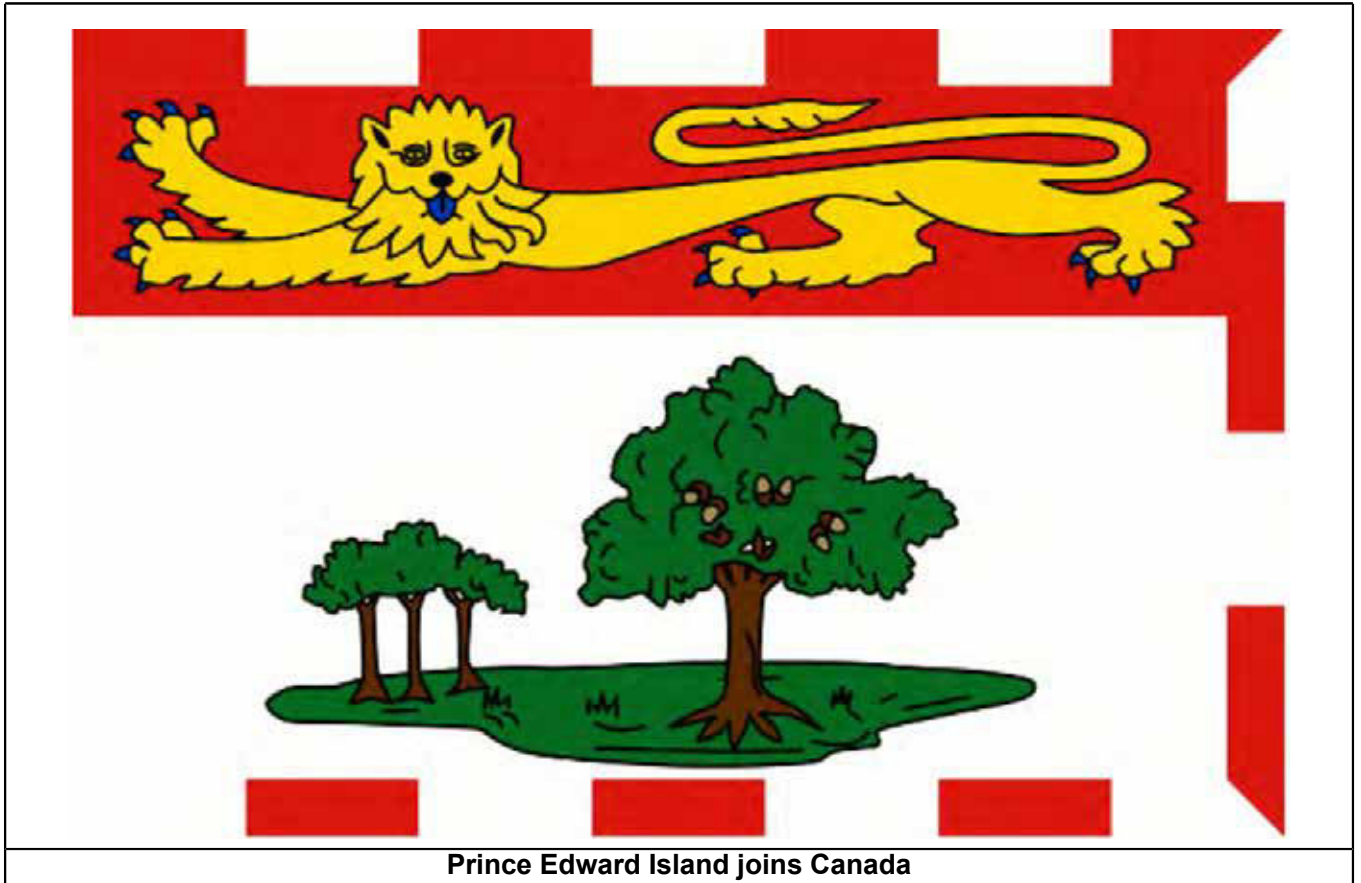
**Confederation (first four provinces: Quebec, Ontario, N.S., and N.B.)**



**Province of Manitoba is created**



**British Columbia joins Canada**







**Canadian Pacific Railway is completed**



**The provinces of Alberta and Saskatchewan are created**



**World War I**



**Women win the vote in Manitoba, Saskatchewan, and Alberta**

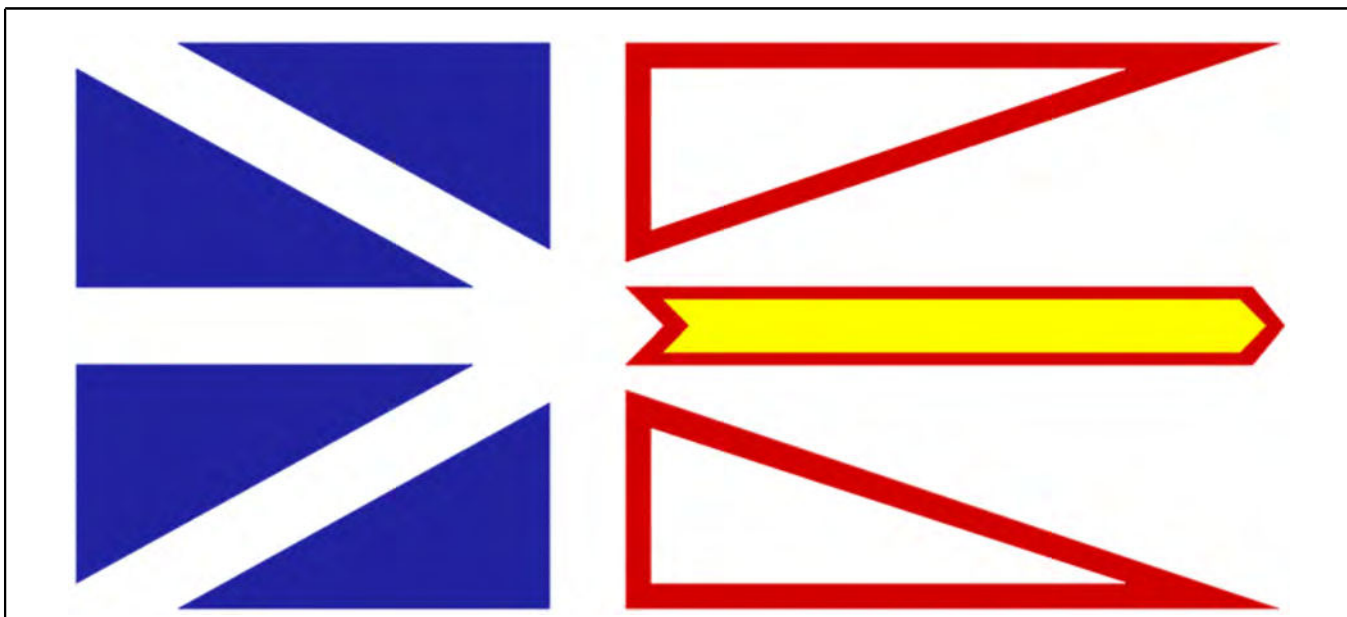


**The Great Depression**



**World War II**





**Newfoundland joins Canada**



**Korean War**



**St. Lawrence Seaway (major transportation route) officially opens**



**Native Canadians win the right to vote**



**Canada gets its own flag**



**October Crisis: political kidnappings, Ottawa suspends civil rights**





Constitution comes home — with a Charter of Rights and Freedoms



The new Arctic territory of Nunavut is created

# HISTORY OF CANADA

IN 30 MINUTES OR LESS

## ANSWER KEY

DATE	EVENT
30,000–10,000 BC	Prehistoric hunters cross over into Canada from Asia
circa 1000 AD	Leif Ericsson leads a Viking expedition to the New World
1497	John Cabot reaches Newfoundland
1534	Jacques Cartier first explores the St. Lawrence region
1608	Samuel de Champlain establishes a French colony at Quebec City
1670	Hudson's Bay Company is formed
1755	Expulsion of the Acadians
1759	Battle of the Plains of Abraham: Quebec City is captured
1812–14	War of 1812: U.S. invades Canada
1867	Confederation (first four provinces: Québec, Ontario, N.S., and N.B.)
1870	Province of Manitoba is created
1871, 1873	B.C. and P.E.I. join Canada
1885	Canadian Pacific Railway is completed
1905	The provinces of Alberta and Saskatchewan are created
1914–18	World War I
1916	Women win the vote in Manitoba, Saskatchewan, and Alberta
1939–45	World War II
1949	Newfoundland joins Canada
1950–53	Korean War
1959	St. Lawrence Seaway officially opens
1960	Native Canadians given the right to vote
1965	Canada gets its own flag
1970	October Crisis, Ottawa suspends civil rights
1982	Constitution comes home — Charter of Rights and Freedoms

DATE	EVENT
1999	The new Arctic territory of Nunavut is created

## CANADIAN CONTRIBUTIONS: PARKING SPACES

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with some key Canadians' contributions to the nation and consider what their contribution may be.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Set up a quiet space with a table and seating for all team members.
- Gather the required resources:
  - Parking Spaces Instructions sheet located at Appendix 1 (1 copy),
  - Parking Spaces Answers and Facts sheet located at Appendix 2 (1 copy),
  - Vehicle and Parking Spaces game cards sheets located at Appendix 3 (1 copy), (game cards may be printed on card stock for better durability),
  - Flipchart paper and markers, and
  - Masking tape.
- Cut out game cards, and cut a parking slot on the dotted line in each parking space card. Game cards may be laminated for repeated use.
- Post the Parking Spaces Answers and Facts sheet and the Parking Spaces Instructions sheet on the wall, so that the answers are covered by the instructions.

### ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Parking Spaces Instructions sheet.

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# PARKING SPACES INSTRUCTIONS

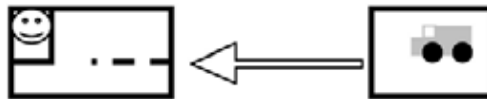
## Part 1: Great Canadians

Some famous Canadians are going for familiarization rides with the cadets!

However, the drivers, pilots and commanders of these vehicles only have a description of the passengers they're supposed to be picking up, not the passenger's name.

Your mission: Help the drivers find their passengers by matching each vehicle to the correct person.

1. Working as a team, read each vehicle card and try to find the person the card describes. Be careful – some of them are tricky!
2. Remember that gliders can only “park” at the airport, G-wagons at the armoury (with the flag) and ORCA sea training vessels at the jetty.
3. When you figure out which vehicle goes where, “park” the vehicle card next to the corresponding person by sliding it into the slot on the parking space card, like this:



4. Once you're satisfied with all your matches, lift this sheet to check your answers and find out some cool facts about the people in this game! No cheating! 😊)

## Part 2: What's your contribution?

You don't have to be a best-selling writer, a rock star or a scientist to be a good global citizen.

1. As a group, discuss what each member of your team could contribute to your community, your country or the world.
2. Your contribution could be something big, like changing government policy for the better, or something smaller like volunteering in the community.
3. Write each team member's name on the flip chart, and put their contribution next to it. Remember to take each person's skills, talents and interests into consideration!

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# PARKING SPACES

## ANSWERS AND FACTS

**1 – H:** Marshall MacLuhan

**Cool Canadian Fact:** MacLuhan also predicted the Internet years before it was developed!

**2 – A:** Emily Carr

**Cool Canadian Fact:** Carr was one of our first female artists, and is often associated with the famous Group of Seven who pioneered art in Canada.

**3 – F:** William Shatner

**Cool Canadian Fact:** Besides acting, Shatner is also a musician, author and film director.

**4 – I:** Arthur Lipsett

**Cool Canadian Fact:** The number of Princess Leia's cell in the first *Star Wars* movie, 21-87, came from the name of a short film by Lipsett. Lucas also credits Lipsett with the term "the force."

**5 – J:** The Montreal Royals

**Cool Canadian Fact:** Robinson was so beloved by Montreal baseball fans that a cheering crowd of them once followed him and his wife all the way from the ball field to the train station!

**6 – E:** Dr. David Suzuki

**Cool Canadian Fact:** Besides hosting TV and radio shows, Suzuki has written over 50 books – 15 of them for children!

**7 – L:** Glenn Gould

**Cool Canadian Fact:** Along with winning three Juno awards and five Grammy awards, Gould was made a Companion of the Order of Canada, but declined the honour because he felt he was too young to receive it.

**8 – B:** Cirque du Soleil

**Cool Canadian Fact:** Performers come from all over the world to join Cirque du Soleil, which employs people from over 40 different countries.

**9 – C:** Dr. Frederick Banting

**Cool Canadian Fact:** Banting was knighted by King George V in recognition of his work... so he is actually *Sir* Dr. Frederick Banting!

**10 – G:** Jacques Plante

**Cool Canadian Fact:** When Plante was the goaltender for the Montreal Canadiens, they won the Stanley Cup five times in a row.

**11 – D:** Romeo Dallaire

**Cool Canadian Fact:** Dallaire has received many honours for his humanitarian work. As one of Canada's great heroes, he helped carry the Canadian flag at the 2010 Olympic games.

**12 – K:** Margaret Atwood

**Cool Canadian Fact:** Among her many awards and accomplishments, Atwood holds an honorary degree from the Royal Military College of Canada.

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**5**

Your passengers gave great African-American athlete Jackie Robinson his start by breaking the “colour barrier” and making him a member of their club.



**6**

Your passenger is an environmentalist and scholar known around the world, especially for hosting a science TV show seen in over 40 countries!



**7**

Your passenger has been called one of the most celebrated musicians of the 20<sup>th</sup> century, being especially well-known for interpretations of Bach on piano.



**9**

Your passenger is a Nobel Prize-winning Canadian scientist who discovered insulin, changing the lives of people all over the world who suffer from diabetes.



**8**

Your passengers are a team of internationally-famous entertainers, a group originally started by two former street performers from Montreal.



**10**

Your passenger is an innovator who changed our national winter sport forever, by inventing a mask to protect goal tenders from injury.



**1** Your passenger is a communications philosopher who revolutionized the way people think about the media. This person coined the terms “Global Village” and “Channel Surfing.”

**3**



Your passenger is a Canadian actor known all over the world, especially for boldly going “where no one has gone before.”

**2**



Your passenger is a great artist and writer, best known for highly-stylized paintings of Aboriginal symbols and the Canadian wilderness.

**4**



Your passenger is a film maker who once worked for the National Film Board of Canada. *Star Wars* creator George Lucas says this person was one of his greatest influences!

**11**



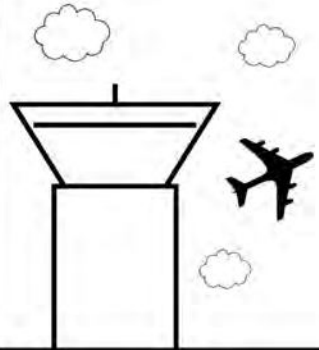


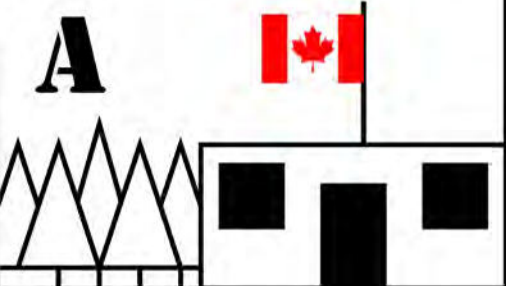
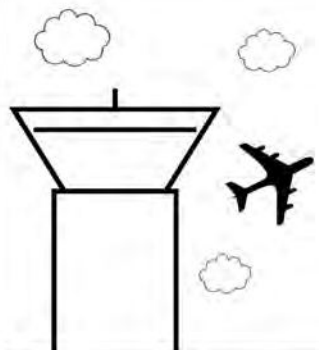


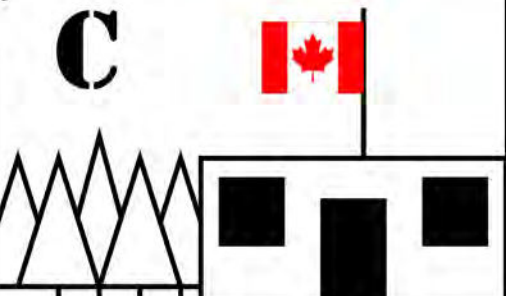
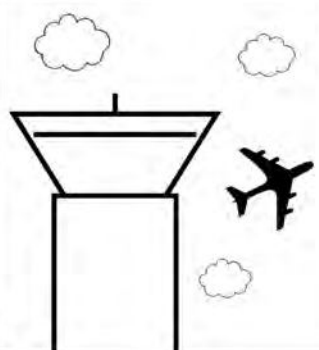


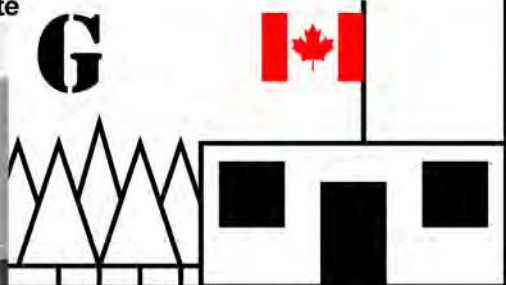
Once a general in the Canadian Armed Forces, your passenger has become an international advocate for human rights, as well as a senator and an author.

**12**



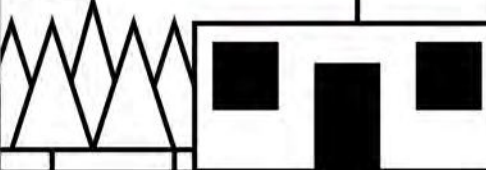


Your passenger is an award-winning Canadian novelist and poet, who draws attention to important issues through fictional stories.



<p><b>H</b> Marshall MacLuhan</p>   <p>Cut here</p> <p>210</p>	<p>Emily Carr</p> <p><b>A</b></p>   <p>Cut here</p>
<p><b>B</b> Cirque du Soleil</p>   <p>Cut here</p> <p>210</p>	<p>Dr. Frederick Banting</p> <p><b>C</b></p>   <p>Cut here</p>
<p><b>L</b> Glenn Gould</p>   <p>Cut here</p> <p>210</p>	<p>Jacques Plante</p> <p><b>G</b></p>   <p>Cut here</p>

**Dr. David Suzuki**

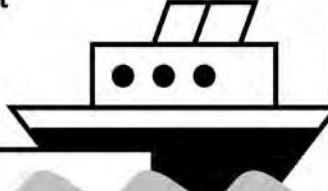

**E**



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**I**



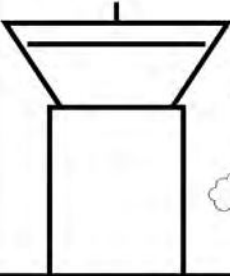
**Arthur Lipsett**



Cut here

**J**

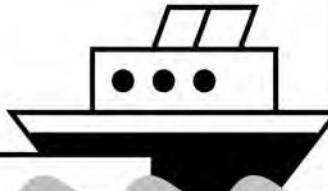

**The Montreal Royals**



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**Romeo Dallaire**

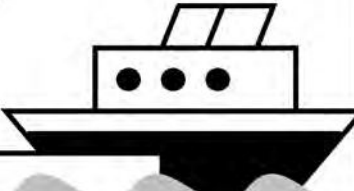

**D**



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**K**

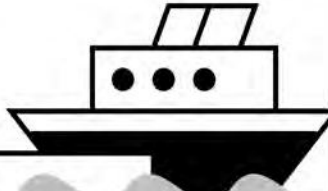

**Margaret Atwood**



Cut here

**William Shatner**

**F**



Cut here



## CANADIAN CONTRIBUTIONS: GREAT CANADIANS

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with some key Canadians' contributions to the nation and consider what their contribution may be.

**TIME:** 30 min

**TRAINING LEVEL:** 3–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity may be assigned an instructor or be self-directed by the cadets.
- Identify a quiet space with a table and seating for all team members.
- Gather the required resources:
  - Canadian Contributions Instructions sheet located at Appendix 1 (1 copy),
  - Canadian Contributors sheet located at Appendix 2 (1 per cadet), and
  - Flipchart paper and markers.
- Place the Canadian Contributors sheets on the table in a folder or envelope.
- Post the Canadian Contributions Instructions sheet next to the flipchart.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the Canadian Contributors Instructions sheet.

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# CANADIAN CONTRIBUTIONS

## INSTRUCTIONS

### Part 1: Great Canadians

Who are some Canadians who have made a difference in the world through their knowledge, abilities and dedication?

1. As a group, brainstorm to find the names of at least one Canadian who has made a major contribution having to do with each of the following:

-  Sport
-  Music
-  Art
-  Literature
-  Science and Technology
-  Philosophy and Ethics
-  Human or Animal Rights

2. Write the name of each person on the flip chart paper, along with the contribution they have made.
3. When you finish, compare your list to the handout in the folder.

### Part 2: What's your contribution?

You don't have to be a best-selling writer, a rock star or a scientist to be a good global citizen.

1. As a group, discuss what each member of your team could contribute to your community, your country or the world.
2. Your contribution could be something big, like changing government policy for the better, or something smaller like volunteering in the community.
3. Write each team member's name on the flip chart, and put their contribution next to it. Remember to take each person's skills, talents and interests into consideration!

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# CANADIAN CONTRIBUTORS

Did any of these famous Canadians make your list? Which of the categories do their contributions fall into?



**Emily Carr**

One of Canada's first great female artists and writers, she was best known for her highly-stylized paintings of Aboriginal symbols and the Canadian wilderness. She was also associated with the pioneering Group of Seven artists.



**Arthur Lipsett**

A film maker for the National Film Board of Canada, he became one of *Star Wars* creator George Lucas's greatest ARTISTIC influences. The number of Princess Leia's cell in *Star Wars*, 21-87, is the name of a short film by Lipsett.



**Romeo Dallaire**

Once a general in the Canadian Armed Forces, he has become an international advocate for human rights recognized all over the world for his humanitarian work. He is also a senator and the author of several books.



**Margaret Atwood**

An award-winning Canadian novelist and poet, who often draws attention to important issues through her fictional stories. Among her many awards and honours, she holds an honorary degree from the Royal Military College of Canada.



**Dr. David Suzuki**

An active environmentalist, broadcaster and scholar known around the world, especially for hosting a science TV show, *The Nature of Things*, seen in over 40 countries. He is also the author of numerous books, many of them for children.



**Glenn Gould**

One of the most celebrated musicians of the 20<sup>th</sup> century, he was especially well-known for his interpretations of Bach on piano. Along with three Juno awards and five Grammys, he was made a companion of the Order of Canada, but declined because he felt he was too young for such an honour.



**Marshall MacLuhan**

A communications philosopher who revolutionized the way people think about the media. He coined the terms “Global Village” and “Channel Surfing,” and predicted the Internet decades before it came into being.



**William Shatner**

A Canadian actor, director, writer, musician and recording artist known worldwide, especially for his iconic role in the TV show *Star Trek*. He also played an animated opossum alongside fellow Canadian Avril Lavigne in *Over the Hedge*.



**Sir Frederick Banting**

A Nobel Prize-winning Canadian scientist, he discovered insulin. His work changed the lives of thousands of people around the world who suffer from diabetes. He was knighted by King George V in recognition of his discovery.



**Jacques Plante**

As a goaltender, he became an innovator who changed our national winter sport forever, by inventing a mask to protect goalies from injury. While he was playing for the Montreal Canadiens, they won the Stanley Cup five times in a row.

## HOW CANADIANS GOVERN THEMSELVES

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the types of substantive issues debated by elected representatives.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Find a resolution debated in the Parliament of Canada (a record of votes in Parliament is available at [openparliament.ca](http://openparliament.ca) > VOTES ([openparliament.ca/bills/votes/](http://openparliament.ca/bills/votes/)) [disregard procedural votes and votes on bills]) that is appropriate for discussion by cadets, such as resolutions concerning national days or government priorities, taking into consideration:
  - the relevance of the motion to the cadets,
  - the complexity of the motion,
  - whether the motion is controversial enough to allow for motivated debate, and
  - the knowledge level of the cadets.
- If an appropriate motion is not available, select a resolution from the sample resolutions located at Appendix 1 or create your own.
- Gather the required resources:
  - a method of displaying the resolution (such as a whiteboard or flipchart), and
  - five chairs and two desks, arranged as per Figure F-1.

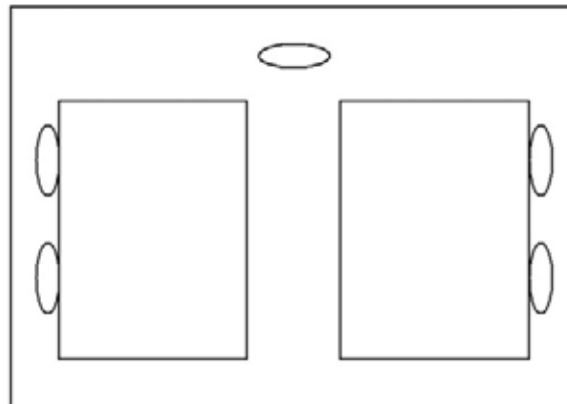


Figure F-1 Orientation of Training Space

**ACTIVITY INSTRUCTIONS:**

1. Explain to cadets that resolutions are a method the House of Commons can use to collectively express its opinion on a subject. Unlike bills, which, after completing the legislative process, become laws, adopted resolutions are not binding, but still provide an opportunity for substantive debate and can influence future policy. The non-binding nature of motions explains the wording (“That, in the opinion of the House, the government *should consider*”).
2. Introduce the resolution to the cadets and ensure it is understood.
3. Designate half the team “in favour” of the resolution and half “opposed” to the resolution.
4. Give the cadets 7 min to brainstorm arguments for or against the motion and decide which cadet on their side will speak first and which second.
5. Starting with those in favour of the motion, give a cadet on each side 2 min to stand and present their arguments.
6. Starting with those in favour of the motion, give a cadet on each side 2 min to stand and rebut the other side’s arguments or present new arguments.
7. Have the cadets vote on the motion through a voice vote (cadets may vote their conscience, rather than voting on the basis assigned earlier), by:
  - (a) instructing those in favour to say “yea;”
  - (b) instructing those opposed to say “nay;”
  - (c) declaring the result; and
  - (d) in the case of a tie, casting the deciding vote by voting in such a way as to support the status quo (opposing resolutions that implement change).
8. To develop an understanding of the different tensions on Members of Parliament, pose to the cadets the following questions:
  - (a) What if you felt strongly about this issue, but a majority of your constituents felt another way. Would this affect how you voted? How?
  - (b) In this simulation, you were asked to support a position you may not have agreed with. Similar situations occur for Members of Parliament. What if you felt strongly about this issue, but your party and colleagues had decided to take a different stand. Would this affect how you voted? How?
9. As time permits, have the cadets brainstorm resolutions they may move if they were Members of Parliament.



### **SAMPLE RESOLUTIONS**

That, in the opinion of the House, the government should consider restoring the death penalty for the most heinous criminal offences.

That, in the opinion of the House, the government should consider making voting compulsory in Canada.

That, in the opinion of the House, the government should consider abolishing the monarchy.

That, in the opinion of the House, the government should consider acknowledging the inherent rights of animals.

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## ELECTIONS

**OBJECTIVE:** The aim of this activity is to consider the roles of elected representatives and decide what priorities and characteristics the cadets, as constituents, would like the ideal candidate to hold.

**TIME:** 15 min

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Prepare the worksheets for use by the cadets by filling in the title of provincial / territorial legislators; the name of the riding, constituency and municipality; and the title of the appropriate municipal representative.
- Post the following table for the cadets' reference as they complete the activity.

Government	Commonly Discussed Responsibilities	
Federal	<ul style="list-style-type: none"> <li>• National Defence</li> <li>• Foreign Policy</li> <li>• Citizenship</li> <li>• Policing</li> <li>• Criminal Justice</li> <li>• International Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Affairs</li> <li>• International Trade</li> <li>• Immigration (shared)</li> <li>• Agriculture (shared)</li> <li>• Environment (shared)</li> </ul>
Provincial and Territorial	<ul style="list-style-type: none"> <li>• Education</li> <li>• Health Care</li> <li>• Natural Resources</li> <li>• Highways</li> <li>• Policing (Ontario, Quebec)</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Affairs</li> <li>• International Trade</li> <li>• Immigration (shared)</li> <li>• Agriculture (shared)</li> <li>• Environment (shared)</li> </ul>
Municipal	<ul style="list-style-type: none"> <li>• Social and Community Health</li> <li>• Recycling Programs</li> <li>• Transportation and Utilities</li> </ul>	<ul style="list-style-type: none"> <li>• Snow Removal</li> <li>• Policing</li> <li>• Firefighting</li> </ul>

- Gather the required resources:
  - One copy of the job postings worksheets located at Appendix 1 per team, and
  - A pencil and eraser for each team.

**ACTIVITY INSTRUCTIONS:**

1. Have the cadets select and complete two of the three job posting worksheets located at Appendix 1 (alternatively, if time permits, all three may be completed) by considering what skills / experience the elected representative requires and brainstorming concerns, ideas, and proposals they would like candidates to address in their election platforms.
2. Advise the cadets and ensure that completed postings are consistent with Canadian jurisdictional divisions (as per the table above) and are appropriate and realistic.
3. Discuss with cadets ways in which they may communicate with elected representatives in order to convey their concerns, priorities, and ideas, including writing a letter, signing a petition, and visiting the constituency office.

**JOB POSTING FOR CANDIDATE FOR FEDERAL REPRESENTATIVE**

**SEEKING: CANDIDATES FOR  
MEMBER OF PARLIAMENT**

**THE CADETS OF \_\_\_\_\_ (CORPS /  
SQN) ARE SEEKING A MEMBER OF PARLIAMENT TO  
REPRESENT \_\_\_\_\_ (RIDING).**

Required Education:

Required Skills:

**IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION,  
THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:**

- Holding the federal government accountable for its work and approve its spending.
- Assisting constituents in using federal government programs, such as:
- Representing the constituents of \_\_\_\_\_ by bringing their concerns forward, such as:
- Proposing new laws, policies, and ideas, such as:

**JOB POSTING FOR CANDIDATES FOR PROVINCIAL / TERRITORIAL REPRESENTATIVE**

**SEEKING: CANDIDATES FOR MEMBER  
OF \_\_\_\_\_**

**THE CADETS OF \_\_\_\_\_ (CORPS / SQN)  
ARE SEEKING A MEMBER OF \_\_\_\_\_ TO REPRESENT  
\_\_\_\_\_ (CONSTITUENCY).**

Required Education:

Required Skills:

**IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION,  
THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:**

- Holding the provincial/territorial government accountable for its work and approve its spending.
- Assisting constituents in using provincial/territorial government programs, such as:
- Representing the constituents of \_\_\_\_\_ by bringing their concerns forward, such as:
- Proposing new laws, policies, and ideas, such as:

**JOB POSTING FOR CANDIDATES FOR MUNICIPAL REPRESENTATIVE**

<b>WANTED: CANDIDATES FOR</b>	
_____	
<b>THE CADETS OF _____ (CORPS / SQN) ARE SEEKING A _____ TO REPRESENT _____</b>	
Required Education:	
Required Skills:	
<b>IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION, THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:</b>	
<ul style="list-style-type: none"><li>• Approving the municipal budget and oversee municipal programs.</li></ul>	
<ul style="list-style-type: none"><li>• Assisting constituents in using municipal government programs, such as:</li></ul>	
<ul style="list-style-type: none"><li>• Representing the residents of _____ by bringing their concerns forward, such as:</li></ul>	
<ul style="list-style-type: none"><li>• Proposing new by-laws, policies, and ideas, such as:</li></ul>	

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## CANADIAN JUSTICE SYSTEM

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with key elements of the Canadian justice system, and have them consider the role of law and order in Canadian society.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide an area large enough for all team members with a table.
- Gather the required resources:
  - The Canadian Justice System Instructions located at Appendix 1 (1 copy per team),
  - The Canadian Justice System – A Brief Overview handout located at Appendix 2 (1 copy per team),
  - Our New Laws template located at Appendix 3 (1 copy per team), and
  - Pens / pencils.
- Post the Canadian Justice System activity instruction sheet on the wall or tape it to the table.
- Place copies of the Canadian Justice System – A Brief Overview and Our New Laws template on the table along with the pens / pencils.

**ACTIVITY INSTRUCTIONS:**




Have the cadets read and follow the instruction sheet.

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# THE CANADIAN JUSTICE SYSTEM

## Instructions:

Congratulations! You have just founded your own country. One of the first orders of business is to decide what laws your citizens will be subject to and what consequences, if any, will be imposed when someone breaks the law.

1. Read the brief overview of the Canadian Justice System.
2. As a team, brainstorm answers to the following questions:
  -  What laws will your country have?
  -  Will they be the same as those in Canada? If not, why not?
  -  Will your laws have consequences? If so, what will they be?
3. Create 5 laws and their consequences for your country and write them on the “Our New Laws” template. Your laws can fall under any category.

### Things to Think About:

- What would happen in a country that didn't have any laws?
- What would life be like in a country that had severe consequences for people that broke the law?
- Why should the law be different for minors and adults?

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# THE CANADIAN JUSTICE SYSTEM

## *A brief overview...*

- ⚖️ Understanding the law and the ideas and principles behind it is the responsibility of every Canadian citizen.
- ⚖️ Our justice system is based on a long heritage that advocates the rule of law, freedom under the law, democratic principles and due process.
- ⚖️ The Canadian justice system is founded on the presumption of innocence. This means that in criminal matters, everyone is presumed innocent until proven guilty.
- ⚖️ Canada is governed by an organized system of laws which are intended to provide order, ensure peace and guide our society.
- ⚖️ Canadian laws are created by elected representatives and reflect the values and beliefs of citizens.
- ⚖️ The law applies to **everyone**, including lawyers, judges and police officers!
- ⚖️ Police ensure the safety of citizens and enforce the law. Canada has several types of police which includes municipal, provincial and federal police agencies.
- ⚖️ Canada has several types of courts which have been put in place to settle disputes (appeals, criminal, family, traffic, civil, small claims, etc.). The Supreme Court of Canada is the highest court in the country. The Federal Court of Canada deals with matters concerning the federal government.
- ⚖️ Lawyers provide advice and assistance on legal matters. If someone cannot afford to hire a lawyer, most communities offer free or low cost legal aid services.
- ⚖️ For more information on the Canadian Justice System, visit [www.justice.gc.ca](http://www.justice.gc.ca)

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# OUR NEW LAWS

Law 	Consequence 

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## CANADIAN SYMBOLS: TREASURE HUNT

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with key Canadian symbols.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this learning station. Several assistant instructors may be assigned to help supervise and provide guidance if the cadets are spread out over a large area during the treasure hunt.
- Arrange the use of rooms and hallways around your facility so the cadets can move freely.
- Gather the required resources:
  - Treasure Hunt Set-Up Diagrams located at Appendix 1 (1 copy per instructor),
  - Treasure Hunt Instructions sheet located at Appendix 2 (1 copy),
  - Treasure Hunt Start Here sheet located at Appendix 3 (1 copy),
  - Treasure Hunt Clue sheets located at Appendix 4 (1 copy),
  - Treasure Hunt Secret Word handouts located at Appendix 5 (1 copy per cadet),
  - Treasure Hunt Secret Word Answer Key located at Appendix 6,
  - An orienteering map of your facility, if desired (1 copy per cadet),(this may need to be created),
  - A “treasure” for the cadets, such as canteen gift certificates, fruit, pencils, small hard candies, etc. (1 item per cadet),
  - A timing device such as a stopwatch, and
  - Masking tape.



The treasure hunt can be done either with or without an orienteering map. See an example orienteering map in the Treasure Hunt Set-Up Diagrams located at Appendix 1.

- Post the Canadian Symbols Treasure Hunt Instructions sheet and the Treasure Hunt Start Here sheet at the start point of the treasure hunt.
- If using an orienteering map:
  - Post the decoy clue sheet for each question within the same area as the Clue Sheet with the correct answer.
  - Mark the clue sheets on the map in the correct locations.
- If an orienteering map is not used:
  - Post the three sheets for the first clue (dog, horse and cow) within view of the starting point, but far enough away that the small type cannot be easily read. Place the three animal pictures a few metres apart.

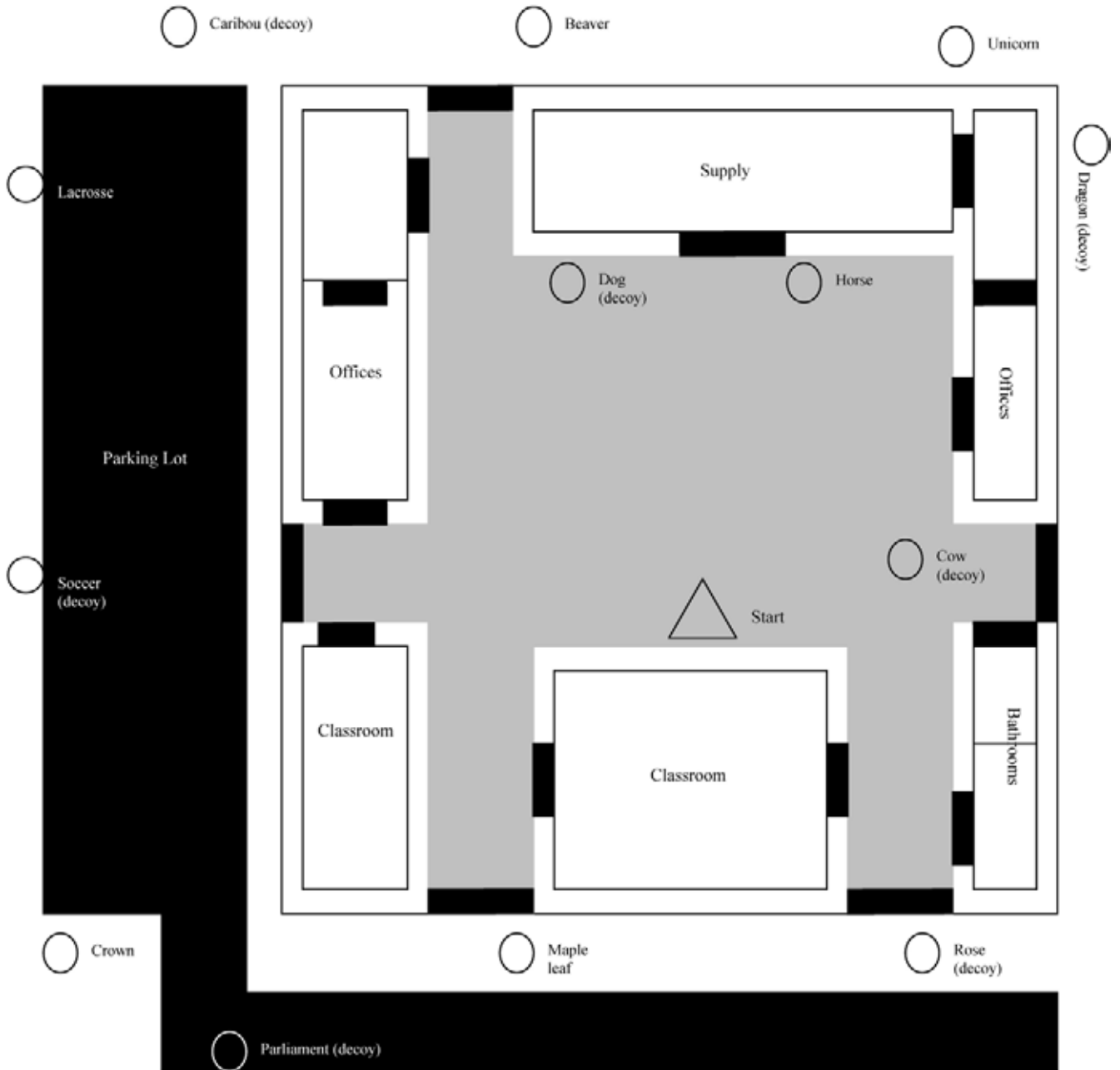
- Post the correct answer and the decoy clue for each question within view of the clue that leads to them, but again, far enough away that the picture is visible while the words are not. A chart showing the order of the clues is in the Treasure Hunt Set-Up Diagrams at Appendix 1).
- Provide the instructor at the finish point with a copy of the secret word (HEIRLOOM) and some treasure to distribute to teams as they finish.

**ACTIVITY INSTRUCTIONS:**

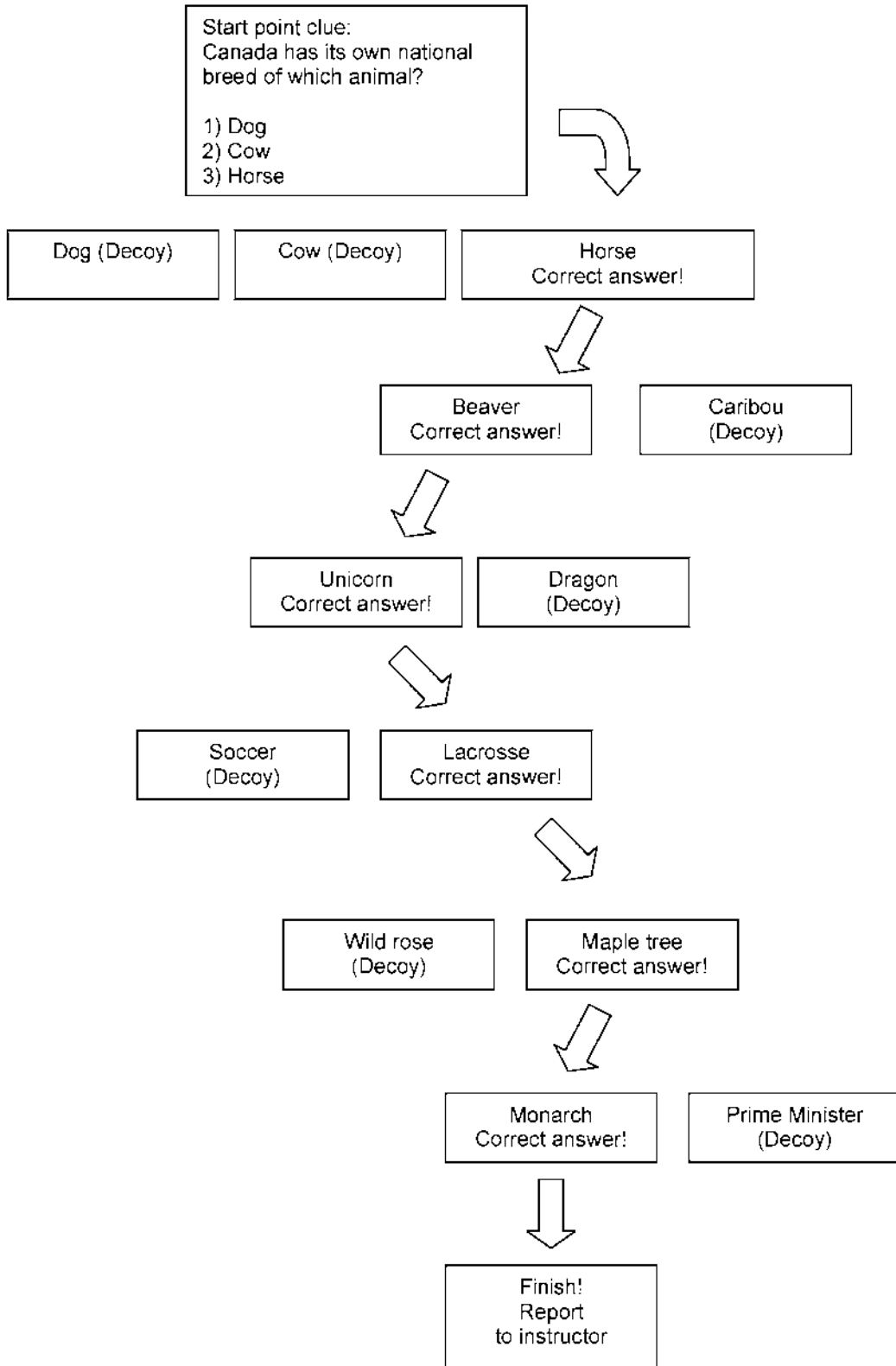
1. Brief the cadets on the treasure hunt and your expectations for their conduct while playing.
2. Distribute Treasure Hunt Secret Word handouts and orienteering maps (if applicable) to each cadet.
3. If multiple teams are playing at the same time, use the stopwatch to start teams on the treasure hunt at 30-second intervals.
4. Provide guidance and supervision as required during the game.
5. As cadets return, check that they have the correct secret word (HEIRLOOM) and, if so, distribute prizes. Each cadet who has completed the sheet gets a prize.
6. If time remains, discuss Canadian symbols with the cadets by asking the following questions:
  - (a) What other national symbols can you think of?
  - (b) Are there other things you think should represent Canada?

# TREASURE HUNT SET-UP DIAGRAMS

Sample orienteering map of a cadet local headquarters training facility:



## Canadian Symbols Treasure Hunt order of clues:



## CANADIAN SYMBOLS

# Treasure hunt!

## Instructions

How well do you know your Canadian symbols? Put your knowledge to the test with this treasure hunt!

1. With your team, find each clue, read it, and guess the correct answer to the question.
2. Every correct answer gives you the next clue in the treasure hunt! But be careful—for every correct answer, there's also one that will lead you astray!
3. Record your answers on the Treasure Hunt handout—the letters in the bubbles spell the secret word when you write them in the spaces at the bottom.
4. When you have all the answers in the right order, take your sheets to the instructor to receive your treasure!



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# CANADIAN SYMBOLS

# Treasure hunt!

## Start Here!

Here's your first clue:

Canada has its own unique national breed of this animal. Is it a:

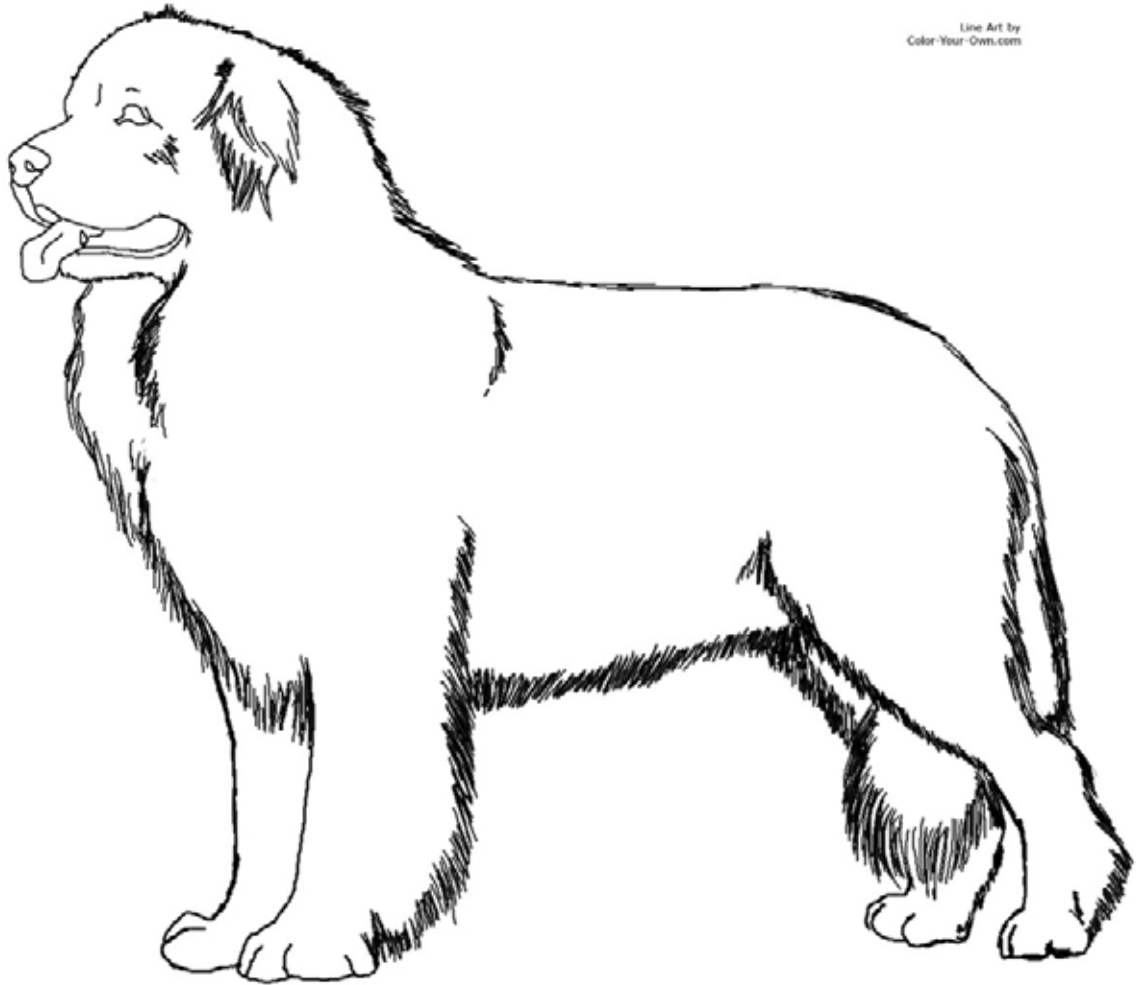
1. Dog
2. Cow
3. Horse

Find the picture of the correct animal to receive your next clue!

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Line Art by  
Color-Your-Own.com



# Dog

Sorry! There are several uniquely Canadian breeds of dogs, but we don't have a national breed. Keep trying!

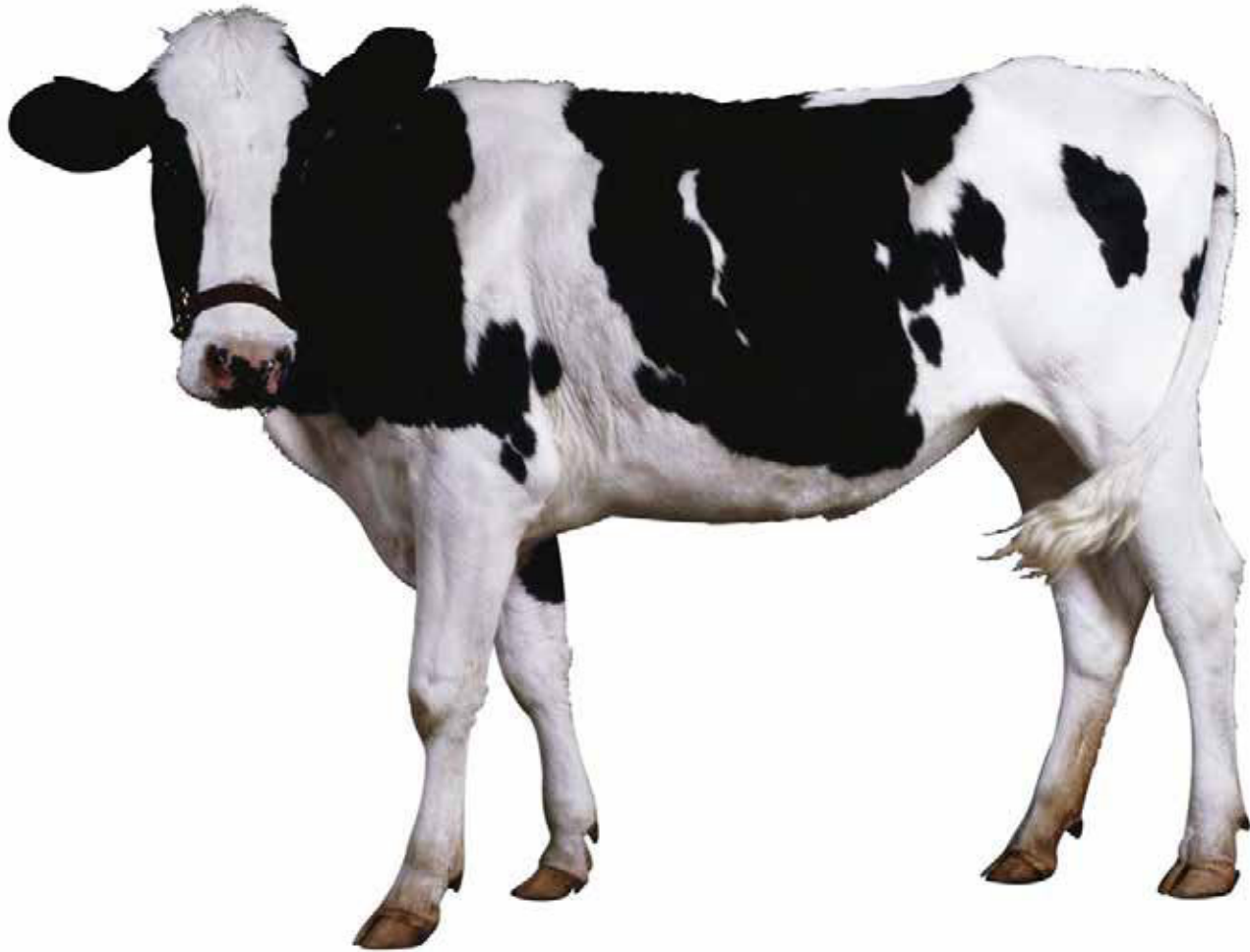
**Doggy dog:**

Dog dog dog dog dog doggy dog dog dog dog doggy!

Dog, dog. Puppy. Doggy – dog dog. Dog, dog. Puppy. Doggy – dog dog. Dog doggy dog dog dog:

1. Dog
2. Doggy

**Puppy dog dog doggy!**



# COW

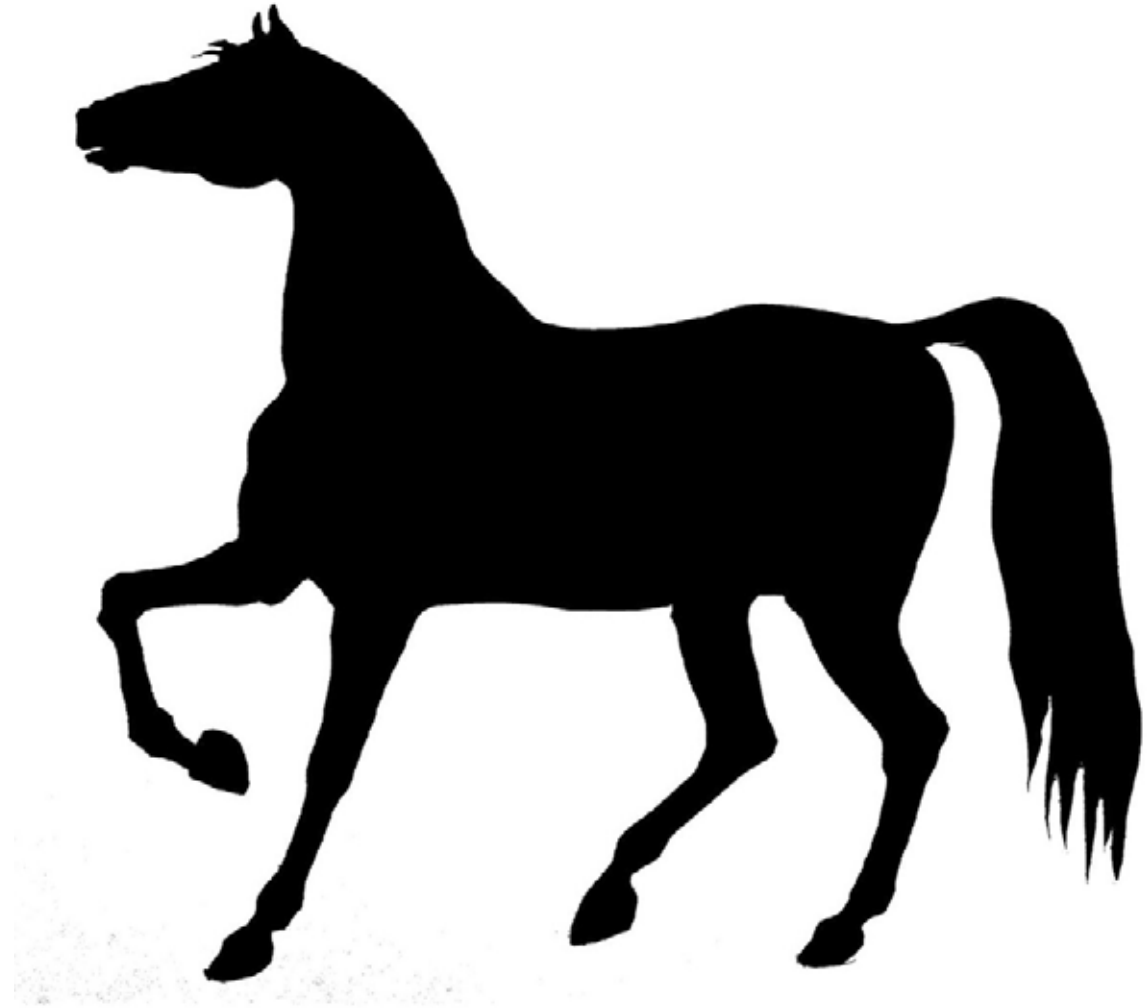
Sorry! Cows Ice Cream, based in Prince Edward Island, is a Canadian company, but there is no national breed of cow. Keep trying!

**Moo cow bull:**

Cow cow cow cow cowie. Cows cows cows bull cows!  
Cow, cow. Moo. Cowie – cow bull:

1. cow
2. bull

**Cowie cow bull cow moo!**



# Horse

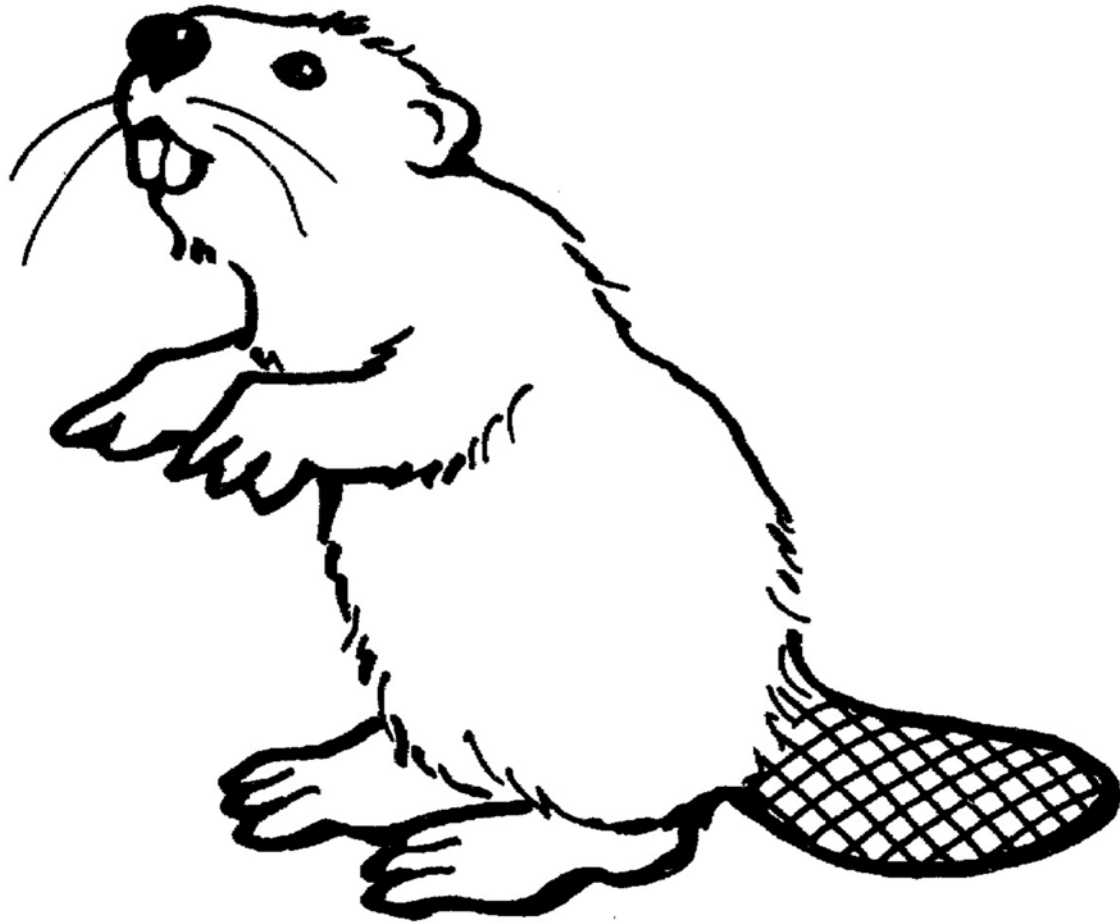
You got it! Our unique Canadian horses are known for their strength, resilience, intelligence and good temper. They can trace their lineage back to the Royal Stables of the King of France!

**Next Clue:**

The tradition of using the word “buck” to mean a dollar came from this symbolic Canadian animal, used in making hats, because the Hudson’s Bay Company would pay one “buck” (a special coin) for its hide. Is it a:

1. Caribou
2. Beaver

**Find its picture to get another clue!**



# Beaver

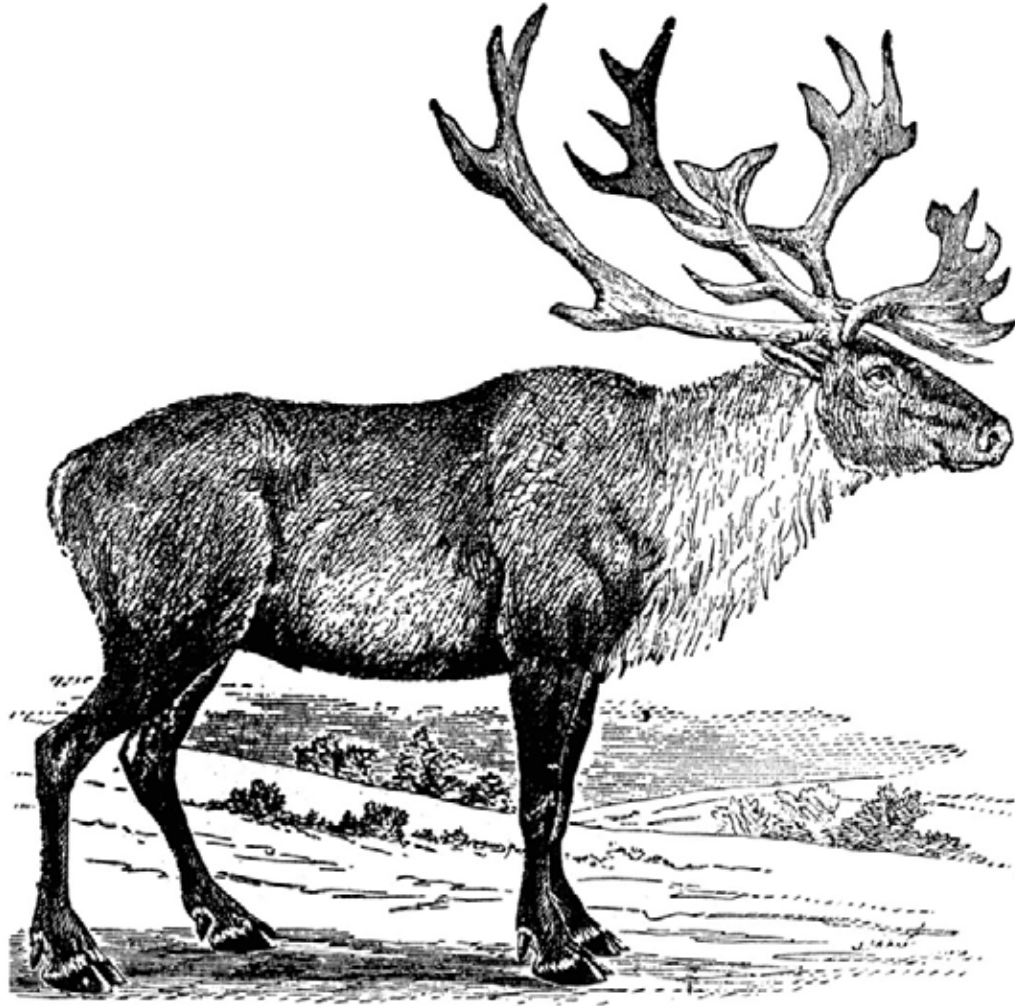
Way to go! Fur hats were all the rage in 18th-century Europe. Beavers also represent the hard-working, industrious and community-oriented spirit of Canadians.

**Next Clue:**

The Canadian coat of arms is supported by two animals, a golden lion which represents England, and this mythical creature that represents Scotland. Is it the:

1. Unicorn
2. Dragon

**Find its picture to get another clue!**



# Caribou

Sorry! The caribou is considered a Canadian symbol, but it's not the one you're looking for. Keep trying!

**Caribou caribou:**

Caribou caribou caribou caribou caribou caribou caribou caribou caribou!  
Caribou, caribou. Caribou. Caribou – caribou caribou :

1. Caribou
2. Caribou too

**Caribou caribou caribou bou!**



# Unicorn

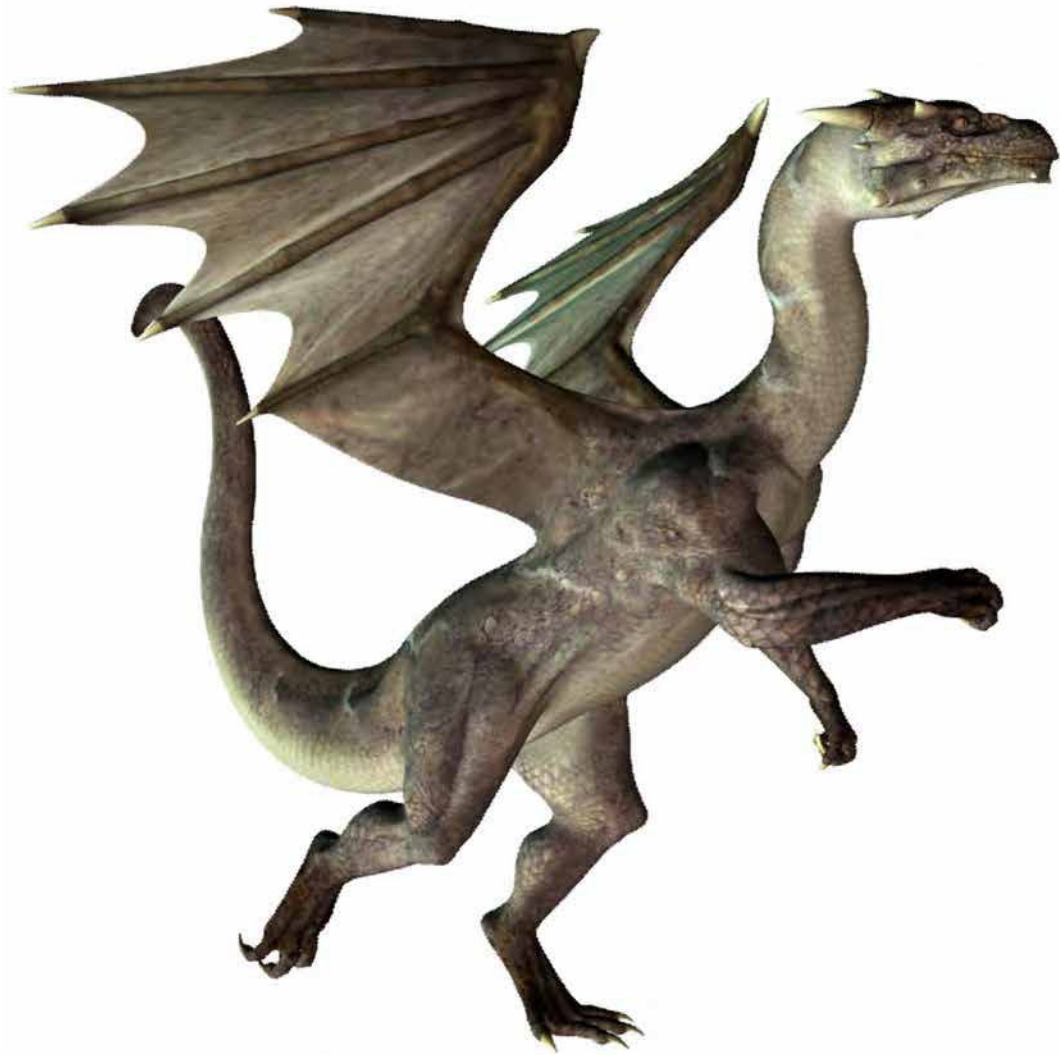
Great job! The unicorn on the coat of arms has a coronet around its neck with a broken chain. The broken chain symbolizes Canadians' resistance to oppression.

**Next Clue:**

Canada's national winter sport is hockey, but what is our national summer sport?

1. Soccer
2. Lacrosse

**Find its picture to get another clue!**



# Dragon

Sorry, brave knights. There are no dragons in Canada—  
if there were, they would melt all the snow. Keep trying!

**Dragon dragon:**

Dragon dragon dragon, dragon fire dragon – sparks. Dragon dragon.  
Dragon-fire. Dragon, dragon dragon:

1. Fire
2. Scales

**Dragon dragon scales!**



# Lacrosse

Correct! Lacrosse is a traditional Canadian Aboriginal sport that has been around for hundreds of years. Now it's played competitively all over the world.

**Next Clue:**

Which is Canada's national floral or arboreal emblem?

1. Maple tree
2. Wild rose

**Find its picture to get another clue!**





# Soccer

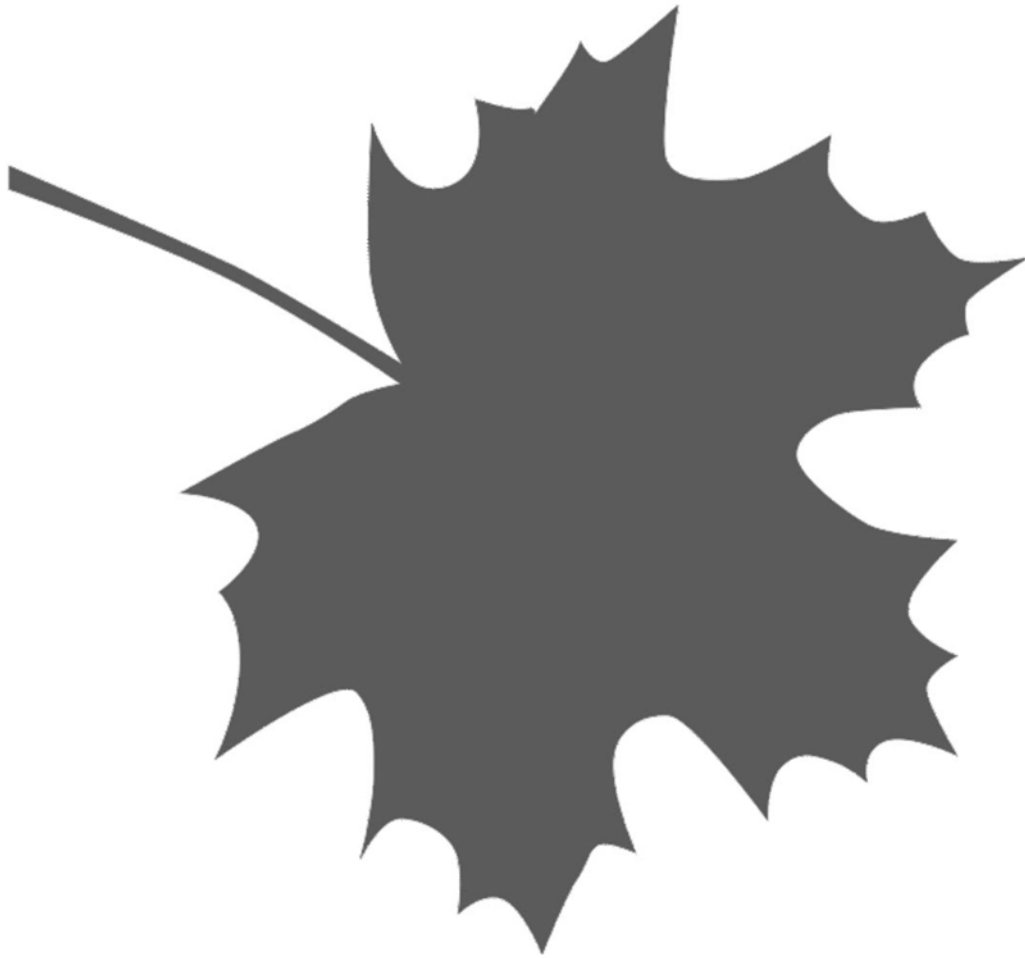
Sorry! Canada has some great soccer players, but it's not our national sport. Keep trying!

**Soccer ball:**

Soccer soccer soccer ball. Net ball. Soccer footie soccer soccer. Net, soccer ball net. Net ball soccer net:

1. soccer
2. footie

**Soccer net soccer ball!**



# Maple Tree

Correct answer! People in Canada have been enjoying maple syrup for centuries, and the maple leaf has long been used as a symbol for our country. It officially became our arboreal emblem in 1996.

**Next Clue:**

Whenever you salute an officer, you are actually saluting the authority of this person.  
Who is it?

1. Prime Minister of Canada
2. King or Queen of Canada

**Find this person's symbol to finish the treasure hunt!**



# Prime Minister

Sorry! The Prime Minister is our national leader and representative in Ottawa, but officially the commission held by a Canadian Armed Forces officer comes from someone else. Saluting is a really old tradition!

**Parliament parliament:**

O Canada our home and native land, true patriot love, in all our son's command...

Parliament parliament house of commons:

1. Ottawa
2. Canada

**O Canada Canada!**



# Monarch

Great work! Each officer in the Canadian Armed Forces receives a commissioning scroll signed by the Monarch's representative in Canada, the Governor General. The symbol of the Monarch is the crown, which is incorporated into many of our national, provincial and military symbols.

## Congratulations!

**You have finished the treasure hunt!  
Report back to your instructor to show off what you've learned!**



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# TREASURE HUNT SECRET WORD ANSWER KEY

1.	H	O	R	S	E						
2.	B	E	A	V	E	R					
3.	U	N	I	C	O	R	N				
4.	L	A	C	R	O	S	S	E			
5.	M	A	P	L	E		T	R	E	E	
6.	M	O	N	A	R	C	H				

**Secret word: HEIRLOOM**

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## CANADIAN SYMBOLS: COAT OF ARMS CHALLENGE

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the components of Canada's coat of arms and appreciate its role as a national symbol.

**TIME:** 30 min

**TRAINING LEVEL:** 3–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
  - Coat of Arms Challenge sheet located at Appendix 1 (1 copy),
  - About Our Coat of Arms handout located at Appendix 2 (1 per cadet),
  - Coat of Arms Challenge worksheet located at Appendix 3 (1 per cadet),
  - Coat of Arms Template located at Appendix 4 (1 per cadet),
  - Masking tape,
  - Pencils and erasers,
  - Pencil crayons or markers and other art supplies (stickers, rubber stamps, etc.), and
  - Pencil sharpener.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the instruction sheet.

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# Coat of Arms Challenge

A coat of arms was originally a symbol that warriors painted on their shields to identify themselves and bring them protection in battle.

Today, a country's coat of arms symbolizes the values and history of that country and identifies them to the world.

Imagine that you have just founded a new country. Your mission is to design a coat of arms to represent your country to the world. Each member of the team should make their own, but you can discuss your decisions with teammates.

1. Read the About Our Coat of Arms handout to familiarize yourself with the parts of the coat of arms and what they mean.
2. Choose appropriate symbols for your own coat of arms and write them in the correct spaces on the Coat of Arms worksheet. Be sure to explain what each symbol represents in the space provided.
3. Draw your new coat of arms and post it on the wall for the rest of the cadets to see!

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## ABOUT OUR COAT OF ARMS

Check out this information from the Canadian heritage page ([www.pch.gc.ca](http://www.pch.gc.ca)) to find out about our Canadian coat of arms.

### The shield



The design of the arms of Canada reflects the royal symbols of Great Britain and France (the three royal lions of England, the royal lion of Scotland, the royal *fleurs-de-lis* of France and the royal Irish harp of Tara. On the bottom portion of the shield is a sprig of three Canadian maple leaves representative of Canadians of all origins.

### The three royal lions of England

The first quarter consists of the three gold lions of England walking and shown full face, on a red background. The lion is the oldest device known in heraldry and, as "king of beasts", was adopted by kings of Leon, Norway and Denmark as their emblem. However, the origin of the three royal lions of England still remains a mystery.

In the 11<sup>th</sup> century, Henry I, known as "the lion of justice", may have been the first English king to use a lion. It is uncertain as to why a second lion suddenly appeared. When Henry II married Eleanor of Aquitaine, whose family emblem was also a lion, it is believed that he added the third lion. There is no question that, when he led his English troops in the Crusades, Richard I, "the Lion-Hearted" carried a shield emblazoned with three golden lions on a red background. To this day they have been the royal symbol of England.

### The royal lion of Scotland

The second quarter consists of a red lion rearing on the left hind foot, within a red double border with *fleurs-de-lis*, on a gold background. The royal lion of Scotland was probably first used by King William, who was known as "the lion". However it was certainly used by his son, Alexander III, who made Scotland an independent nation.

### The royal Irish harp of Tara

The third quarter is a gold harp with silver strings, on a blue background. North of the present city of Dublin, there is a hill called Tara which for centuries was the religious and cultural capital of ancient Ireland. If you visit the site, you will see a 750 foot earthen work that is said to have been the site of the banqueting hall of Irish kings. Thomas Moore recalls the history of this site in one of the most famous of all Irish lyrics that begins: "The harp that once through Tara's hall the soul of music shed..." There is a legend, recorded in C.W. Scott-Giles monumental work *The Romance of Heraldry*, that this harp was found and came into the possession of the pope. In the 16<sup>th</sup> century, Henry VIII suppressed the Irish people in his attempt to become the lawful successor to the kings of ancient Ireland. The pope sent the harp of Tara to England whereupon Henry added its likeness to his royal shield. From this time it has remained a symbol of Ireland.

## The royal *fleurs-de-Lis* of France

The fourth quarter depicts three gold *fleurs-de-lis*, on a blue background. The *fleurs-de-lis* was the first heraldic emblem raised in Canada. On July 24, 1534, Jacques Cartier landed at *Gaspé* and erected a cross, affixed with the symbol of his sovereign and the royal house of France.

## The three maple leaves

To complete the design of the shield, a Canadian symbol was required. Three red maple leaves conjoined on one stem, on a silver or white background, were then added. Throughout the 19<sup>th</sup> century, the maple leaf had gradually become closely identified with Canada. The maple leaf had been worn as a symbol of Canada during the visit of the Prince of Wales in 1860. The song "The Maple Leaf Forever", written by the Toronto school teacher Alexander Muir in 1868 had become Canada's national song. During World War I, the maple leaf was incorporated into the badge of many Canadian regiments. It was most appropriate that three maple leaves were given a commanding position within the shield, which made it unmistakably "Canadian".

## The ribbon



On the advice of the Prime Minister of Canada, Her Majesty The Queen approved, on July 12, 1994 that the arms of Canada be augmented with a ribbon with the motto of the Order of Canada: "*Desiderantes Meliorem Patriam*". (They desire a better country).

## The helm and the mantling



The helm (*heaume* or helmet), which in heraldry is usually placed above the shield of arms, not only serves as a means of displaying the crest, but also has a significance of its own, since its type denotes the rank of the person bearing the arms. On the helm lies a mantling or lambrequin. The mantle, originally, was to protect the head and shoulders of the wearer from the sun's heat. It has become a decorative accessory to the crest and shield.

The arms of Canada show a royal helmet, which is a barred helm of gold looking outward and draped in a mantle of white and red which are the official colours of Canada.

## The crest



On the royal helmet is the crest. This symbol consists of a wreath or ring of twisted white and red silk on which stands a crowned gold lion holding in its right paw a red maple leaf. The lion is a symbol of valour and courage.

The crest is used to mark the sovereignty of Canada. It is now the symbol used on the Governor General's Standard.

## The supporters



The figures that stand on either side of the shield are known in heraldry as "supporters" and are often depicted in a ferocious manner. The King of England chose two lions while Scotland chose two unicorns.

When James VI of Scotland became James I of England in 1603, he chose one lion and one unicorn as the supporters of his royal shield. Canada adopted the same pattern and used a lion on the shield's left holding a gold pointed silver lance from which flies the Royal Union flag, and a unicorn with gold horn, mane and hoofs, on the shield's right. Around its neck is a gold and chained coronet of crosses and *fleurs-de-lis*. The unicorn holds a lance flying a banner of royalist France, namely three gold *fleurs-de-lis*, on a blue background. The two banners represent the two principal founding nations that had established Canada's most enduring laws and customs.

## The motto



Canada's motto "*A Mari usque ad Mare*" (From sea to sea) is based on biblical scripture: "He shall have dominion from sea to sea and from the river unto the ends of the earth (From Sea to sea) – Psalm 72:8". The first official use of this motto came in 1906 when it was engraved on the head of the mace of the Legislative Assembly of the new Province of Saskatchewan. The wording of the motto came to the attention of Sir Joseph Pope, then Under Secretary of State, who was impressed with its meaning. He later proposed it as motto for the new design of the coat of arms, which was approved by Order in Council on April 21, 1921 and by Royal Proclamation on November 21, 1921.

## The four floral emblems



At the base of the arms are the floral emblems associated with the Canadian Monarchy: the English rose, the Scottish thistle, the French *fleur-de-lis* and the Irish shamrock.

- **English rose** - The rose first became the symbol of England when Henry III married Eleanor of Provence and the golden rose of Provence became England's new floral symbol. From this golden rose eventually came the red rose of the House of Lancaster and the white rose of the House of York.
- **Scottish thistle** - There is a legend that, in 1010 when they attempted to capture Scotland, the Danes landed secretly at night. As they approached Stains Castle they removed their shoes to avoid making any noise. When they reached the castle's moat, they jumped in not realizing that the moat was dry and overgrown with thistles. The screams of the bare-footed Danes roused the garrison. The castle and Scotland were both saved and, according to legend, it is in memory of that night that the thistle became the floral emblem of Scotland.
- **Irish shamrock** - In Irish legends, it is said that when he brought Christianity to Ireland, Saint Patrick used the three petals of the shamrock to illustrate the Holy Trinity. As a result, the shamrock became the floral emblem of Christian Ireland.
- **The French *fleurs-de-Lis***- Following its adoption as the symbol of France's king, the *fleurs-de-lis* also became the symbol of Christian France. By the 13<sup>th</sup> and 14<sup>th</sup> centuries, the three petals of the lily of France were being described by writers as symbols of faith, wisdom and chivalry. As in Ireland, they also came to be seen as symbols of the Holy Trinity.

## The imperial crown



On top of the "achievement of the arms of Canada" is the imperial crown which is indicative of the presence of a monarch as Canada's Head of State.

The shapes of symbols in a coat of arms can be altered by an artist since heraldry is an art as well as a science. However the symbols themselves can never be changed without formal approval. In 1957, when Canada's arms were slightly modified to produce a cleaner more contemporary design, the Government replaced the original Tudor crown of the 1921 design by a crown that would represent not just one of the royal families of English monarchs, but centuries of kings and queens of England. In accordance with the expressed wishes of Her Majesty Queen Elizabeth II, the Saint Edward's crown is now used for the arms of Canada. It is this crown that has been used for the coronation of kings and queens in Westminster Abbey for centuries.



# COAT OF ARMS CHALLENGE

## WORKSHEET

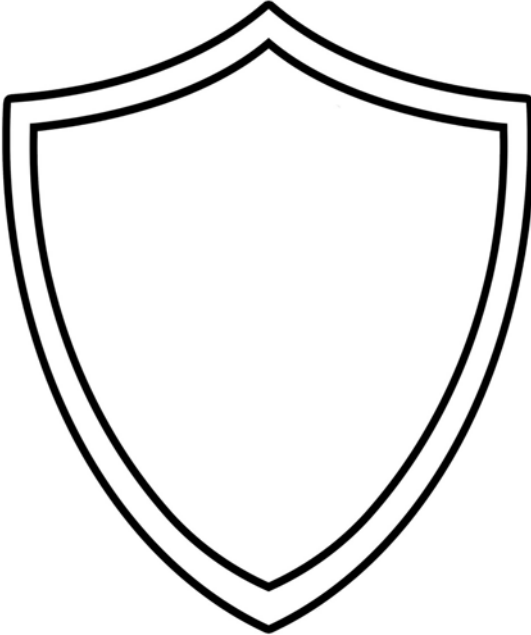
Part of the coat of arms	What you chose	What it represents
Colours and patterns on the Shield		
Motto for your new country		
Items in the Helm		
Animal on the Crest (on top)		
Supporter 1		
Supporter 2		
Floral emblems		
Crown or other symbol of government or allegiance		
Other symbols you choose to incorporate into your country's coat of arms		

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# COAT OF ARMS OF THE NATION OF

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## CANADA'S ECONOMY

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with key aspects of Canada's economy and consider ongoing economic issues.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity is self-directed by the cadets.
- Provide a quiet area large enough for all team members with a table and chairs.
- Gather the required resources:
  - Canada's Economy activity instruction sheet located at Appendix 1 (1 copy per team),
  - Canada's Economy overview located at Appendix 2, and
  - Canada's Economy worksheet located at Appendix 3 (1 per cadet).
- Post the Canada's Economy activity instruction sheet on the wall or tape it to the table.
- Place copies of Canada's Economy overview and worksheet on the table.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the Canada's Economy activity instruction sheet.

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## **CANADA'S ECONOMY**

### **INSTRUCTIONS:**

1. List what you already know about Canada's Economy and "Pair-Share" your knowledge with another person on your team.
2. Read the brief overview on Canada's Economy.
3. Answer each of the questions on the worksheet. Your answers don't have to be written out in full; they can be in point form. There are no "right" answers but your answers should be well thought out and supported.
4. You have 30 minutes to complete this activity.

#### *Things to consider:*

- Which industry do you think is most prevalent in your region?
- What have you learned about Canada's Economy that you didn't know before?
- Which industry are you most likely to go into when you finish school?

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# CANADA'S ECONOMY

## OVERVIEW

### A Trading Nation

Canada has always been a trading nation and commerce remains the engine of economic growth. As Canadians, we could not maintain our standard of living without engaging in trade with other nations.

In 1988, Canada enacted free trade with the United States. Mexico became a partner in 1994 in the broader North American Free Trade Agreement (NAFTA), which created the world's largest free trade area, which now links over 450 million people producing \$17 trillion worth of goods and services as of 2012.

Today, Canada has one of the ten largest economies in the world and is part of the G8 group of leading industrialized countries with the United States, Germany, the United Kingdom, Italy, France, Japan and Russia.

### Canada's Economy Includes Three Main Types of Industries:

**Service industries** provide thousands of different jobs in areas like transportation, education, health care, construction, banking, communications, retail services, tourism and government. More than 75% of working Canadians now have jobs in service industries.

**Manufacturing industries** make products to sell in Canada and around the world. Manufactured products include paper, high technology equipment, aerospace technology, automobiles, machinery, food, clothing and many other goods. Our largest international trading partner is the United States.

**Natural resources industries** include forestry, fishing, agriculture, mining and energy. These industries have played an important part in the country's history and development. Today, the economy of many areas of the country still depends on developing natural resources, and a large percentage of Canada's exports are natural resources commodities.

### Canada – US Relations

Canada enjoys close relations with the United States and each is the other's largest trading partner. Over three-quarters of Canadian exports are destined for the U.S.A. In fact we have the biggest bilateral trading relationship in the world. Integrated Canada-U.S.A. supply chains compete with the rest of the world. Canada exports billions of dollars worth of energy products, industrial goods, machinery, equipment, automotive, agricultural, fishing and forestry products, and consumer

goods every year. Millions of Canadians and Americans cross every year freely in what is traditionally known as “the world’s longest undefended border.”

At Blaine in the State of Washington, the Peace Arch, inscribed with the words “children of a common mother” and “brethren dwelling together in unity,” symbolizes our close ties and common interests.





## CANADA'S REGIONS: SYMBOLS MAP

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the regions of Canada and their characteristics.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide an area large enough for all team members with a table and ample wall space to display the map of Canada.
- Gather the required resources:
  - Regional Symbols activity instruction sheet located at Appendix 1 (1 copy),
  - Map of Canada's Regions located at Appendix 2,
  - Canada's Regions Sheets located at Appendix 3 (1 set),
  - Canada's Regions - Symbols and Place Names located at Appendix 4 (2 sets),
  - Canada's Regions - Symbols answer key located at Appendix 5 (1 copy), and
  - Masking tape.
- Cut two sets of the Canada's Regions Symbols and one set of place names into individual cards, and place them on the table.
- Post the Canada's Regions activity instruction sheet on the wall or tape it to the table.
- Post the Map of Canada's Regions on the wall or place it on the table.
- Either post the Canada's Regions Sheets on the wall or place them on a table. Alternatively, a large map may be used.

### ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Canada's Regions activity instruction sheet.

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## REGIONAL SYMBOLS

### Instructions:

Canada has **five** distinct regions that include many different geographical areas. Even with the diversity of region, many things are similar across the country.

1. Place the province and capital city names on the map.
2. As a team, discuss and determine which symbols belong to each region.
3. Place each of the cut-outs on either the appropriate regional sheet or a large map of Canada (if available). Keep in mind that some of the symbols may belong to more than one region.
4. If your team is uncertain about where to place a symbol, try to figure it out using what you already know about Canada and what makes the most sense (eg, polar bears live in the north).
5. You have 30 minutes to complete this activity.
6. Check the answer key to see how many you got correct.

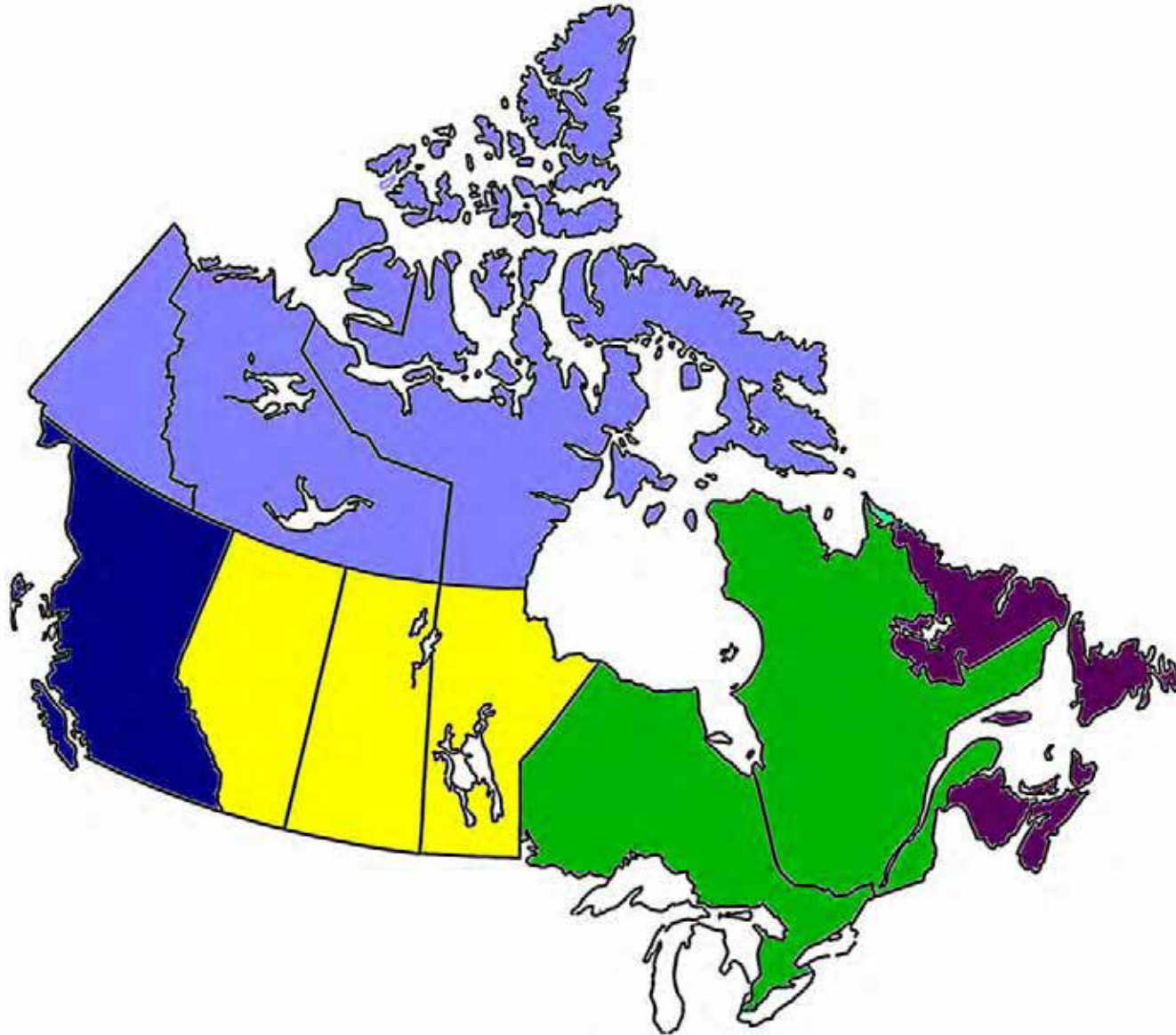
### *Things to consider:*

- Which regions have you visited? How are they different from your own?
- What have you learned about your own region that you didn't know before?
- What have you learned about the other regions that you didn't know before?

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## CANADA'S REGIONS



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CANADA'S REGIONS  
**ATLANTIC**

CANADA'S REGIONS  
**CENTRAL**

CANADA'S REGIONS  
**PRAIRIE**

CANADA'S REGIONS  
**WEST COAST**

CANADA'S REGIONS  
**NORTHERN**

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# CANADA'S REGIONS

## SYMBOLS



Igloo



Film Industry



Polar Bear



Salmon



Oil Drill



Off-Shore Oil Rig



Inuksuk



Potatoes



Mountain



Wheat



Gold Miner



Moose



**Forestry**



**CN Tower**



**Cowboy**



**Lumberjack**



**Orca**



**Fishing Boat**



**Viking Hat**



**Hydro Dam**



**Anne of Green Gables**



**Farm**



**Freighter**



**Celtic cross**





Fleur de lis



Gold



Mining



Wine Industry



Fruit



Dairy



Caribou



Freshwater fishing



Dogsled



RCMP



Ukrainian Egg



Natural Gas



Totem Pole



Fireweed



Dinosaur



**Cattle Drive**



**Tepee**



**Seal**



**Diamond**



**Apple**



**Submarine**



**Parliament**



**Chinatown**



**Confederation Bridge**



**Iceberg**



**Lighthouse**



**Lobster**



**Maple Syrup**



**Niagara Falls**



**Buffalo**

## Canada's regions

### *Capital Cities & Provinces / Territories*

<i>Ontario</i>	<i>Quebec</i>
<i>Prince Edward Island</i>	<i>Alberta</i>
<i>Yukon</i>	<i>Northwest Territories</i>
<i>Nova Scotia</i>	<i>New Brunswick</i>
<i>Nunavut</i>	<i>St. John's</i>
<i>Halifax</i>	<i>Fredericton</i>
<i>Toronto</i>	<i>Winnipeg</i>
<i>Edmonton</i>	<i>Victoria</i>
<i>Yellowknife</i>	<i>Whitehorse</i>
<i>Manitoba</i>	<i>Saskatchewan</i>
<i>British Columbia</i>	<i>Charlottetown</i>
<i>Newfoundland and Labrador</i>	<i>Quebec City</i>
<i>Regina</i>	<i>Iqaluit</i>
<i>Ottawa</i>	<i>Prairie</i>
<i>Atlantic</i>	<i>Central</i>
<i>West Coast</i>	<i>Northern</i>

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## CANADA'S REGIONS

### ANSWER KEY



From the information below, determine if your team has placed the symbols in the correct regions.



Canada has five distinct regions:

<b>The Atlantic Provinces</b>	<ul style="list-style-type: none"> <li>• Newfoundland and Labrador</li> <li>• Prince Edward Island</li> <li>• Nova Scotia</li> <li>• New Brunswick</li> </ul>
<b>Central Canada</b>	<ul style="list-style-type: none"> <li>• Quebec</li> <li>• Ontario</li> </ul>
<b>The Prairie Provinces</b>	<ul style="list-style-type: none"> <li>• Manitoba</li> <li>• Saskatchewan</li> <li>• Alberta</li> </ul>
<b>The West Coast</b>	<ul style="list-style-type: none"> <li>• British Columbia</li> </ul>
<b>The Northern Territories</b>	<ul style="list-style-type: none"> <li>• Nunavut</li> <li>• Northwest Territories</li> <li>• Yukon Territory</li> </ul>



Each region enjoys its own distinct heritage, culture and resources:

<b>Region</b>	<b>Resources</b>	<b>Heritage</b>
<b>Atlantic</b>	Fishing, farming, forestry, mining, off-shore oil and gas extraction, hydro-electric, tourism, shipbuilding, shipping.	Celtic, Viking, Aboriginal, English and French
<b>Central</b>	Industry, manufacturing, farming, hydro-electric, forestry, mining, pulp and paper, film, finance, fruit and wine, dairy, beef.	Aboriginal, English and French
<b>Prairie</b>	Farming, mining, hydro-electric, grain, oilseed, oil and natural gas, beef.	English, French, Ukrainian, Aboriginal
<b>West Coast</b>	Forestry, mining, fishing, fruit and wine, tourism, shipping.	English, Asian, Aboriginal
<b>Northern</b>	Mining, oil and gas, hunting, fishing, trapping.	Aboriginal, English

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## CANADA'S REGIONS: WORKSHEET

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the regions of Canada and symbols associated with each.

**TIME:** 30 min

**TRAINING LEVEL:** 3–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity is self-directed by the cadets.
- Provide a quiet area large enough for all team members with a table and chairs.
- Gather the required resources:
  - Canada's Regions activity instruction sheet located at Appendix 1 (1 copy per team),
  - KWL Chart located at Appendix 2 (1 per cadet),
  - Canada's Regions overview located at Appendix 3 (1 per cadet), and
  - Canada's Regions worksheet located at Appendix 4 (1 per cadet).
- Post the Canada's Regions activity instruction sheet on the wall or tape it to the table.
- Place copies of Canada's Regions overview, worksheet and KWL chart on the table.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the Canada's Regions activity instruction sheet.

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## **CANADA'S REGIONS**

### **Instructions:**

1. Consider what you already know about each of Canada's Regions. Complete the "K" and "W" columns of the KWL (Know, Want, Learned) chart.
2. Read the brief overview on Canada's Regions.
3. Answer each of the questions on the worksheet. Your answers don't have to be written out in full; they can be in point form. There are no "right" answers but your answers should be well thought out and supported.
4. Complete the "L" column of the KWL chart.
5. You have 30 minutes to complete this activity.

### *Things to consider:*

- Which regions have you visited? How are they different from your own?
- What have you learned about your own region that you didn't know before?
- What have you learned about the other regions that you didn't know before?

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## CANADA'S REGIONS KWL CHART

Complete the chart below based on:

1. What you **K**now about each of Canada's Regions,
2. What you **W**ant to know about each of Canada's Regions, and
3. What you have **L**earned about the topic (to be completed after reading the overview as part of the follow-up activity).

REGION	KNOW	WANT TO KNOW	LEARNED
Atlantic			
Central			

REGION	KNOW	WANT TO KNOW	LEARNED
Prairie			
West Coast			
Northern			

# CANADA'S REGIONS

## OVERVIEW

- Canada is the second largest country in the world.
- Three oceans line our coasts; the Pacific Ocean to the west, the Atlantic Ocean to the east and the Arctic Ocean to the north.
- The United States lies at the southern edge of Canada. The US – Canada boarder is the longest undefended boarder in the world.
- The National Capital is located in Ottawa and is the country's fourth largest metropolitan area.
- The population of Canada is approx 34 million people most of whom live in cities, but Canadians also live in small towns, villages and rural areas.
- Canada is divided into five distinct regions:

<b>The Atlantic Provinces</b>	<ul style="list-style-type: none"><li>• Newfoundland and Labrador</li><li>• Prince Edward Island</li><li>• Nova Scotia</li><li>• New Brunswick</li></ul>
<b>Central Canada</b>	<ul style="list-style-type: none"><li>• Quebec</li><li>• Ontario</li></ul>
<b>The Prairie Provinces</b>	<ul style="list-style-type: none"><li>• Manitoba</li><li>• Saskatchewan</li><li>• Alberta</li></ul>
<b>The West Coast</b>	<ul style="list-style-type: none"><li>• British Columbia</li></ul>
<b>The Northern Territories</b>	<ul style="list-style-type: none"><li>• Nunavut</li><li>• Northwest Territories</li><li>• Yukon Territory</li></ul>



## The Atlantic Provinces

Atlantic Canada's coasts and natural resources, including fishing, farming, forestry and mining, have made these provinces an important part of Canada's history and development. The Atlantic Ocean brings cool winters and cool humid summers.

- **Newfoundland and Labrador** is the most easterly point in North America and has its own time zone. In addition to its natural beauty, the province has a unique heritage linked to the sea. The oldest colony of the British Empire and a strategic prize in Canada's early history, the province has long been known for its fisheries, coastal fishing villages and distinct culture. Today off-shore oil and gas extraction contributes a substantial part of the economy. Labrador also has immense hydro-electric resources.
- **Prince Edward Island (P.E.I.)** is the smallest province, known for its beaches, red soil and agriculture, especially potatoes. P.E.I. is the birthplace of Confederation, connected to mainland Canada by one of the longest continuous multispan bridges in the world, the Confederation Bridge. Anne of Green Gables, set in P.E.I. by Lucy Maud Montgomery, is a much-loved story about the adventures of a little red-headed orphan girl.
- **Nova Scotia** is the most populous Atlantic Province, with a rich history as the gateway to Canada. Known for the world's highest tides in the Bay of Fundy, the province's identity is linked to shipbuilding, fisheries and shipping. As Canada's largest east coast port, deep-water and ice-free, the capital, Halifax, has played an important role in Atlantic trade and defence and is home to Canada's largest naval base. Nova Scotia has a long history of coal mining, forestry and agriculture. Today there is also off-shore oil and gas exploration. The province's Celtic and Gaelic traditions sustain a vibrant culture. Nova Scotia is home to over 700 annual festivals, including the spectacular military tattoo in Halifax.
- **New Brunswick** is situated in the Appalachian Range, the province was founded by the United Empire Loyalists and has the second largest river system on North America's Atlantic coastline, the St. John River system. Forestry, agriculture, fisheries, mining, food processing and tourism are the principal industries. Saint John is the largest city, port and manufacturing centre; Moncton is the principal Francophone



Acadian centre; and Fredericton, the historic capital. New Brunswick is the only officially bilingual province, and about one-third of the population lives and works in French. The province's pioneer Loyalist and French cultural heritage and history come alive in street festivals and traditional music.

## Central Canada

More than half the people in Canada live in cities and towns near the Great Lakes and the St. Lawrence River in southern Quebec and Ontario, known as Central Canada and the industrial and manufacturing heartland. Southern Ontario and Quebec have cold winters and warm humid summers. Together, Ontario and Quebec produce more than three-quarters of all Canadian manufactured goods.

- **Quebec** has nearly eight million people, the vast majority along or near the St. Lawrence River. More than three-quarters speak French as their first language. The resources of the Canadian Shield have helped Quebec to develop important industries, including forestry, energy and mining. Quebec is Canada's main producer of pulp and paper. The province's huge supply of fresh water has made it Canada's largest producer of hydro-electricity. Quebecers are leaders in cutting-edge industries such as pharmaceuticals and aeronautics. Quebec films, music, literary works and food have international stature, especially in *La Francophonie*, an association of French-speaking nations. Montreal, Canada's second largest city and the second largest mainly French-speaking city in the world after Paris, is famous for its cultural diversity.
- **Ontario**, at more than 12 million, makes up more than one-third of Canadians. The large and culturally diverse population, natural resources and strategic location contribute to a vital economy. Toronto is the largest city in Canada and the country's main financial centre. Many people work in the service or manufacturing industries, which produce a large percentage of Canada's exports. The Niagara region is known for its vineyards, wines and fruit crops. Ontario farmers raise dairy and beef cattle, poultry, and vegetable and grain crops. Founded by United Empire Loyalists, Ontario also has the largest French-speaking population outside of Quebec, with a proud history of preserving their language and culture. There are five Great Lakes located between Ontario and the United States: Lake Ontario, Lake Erie, Lake Huron, Lake Michigan (in the U.S.A.) and Lake Superior, the largest freshwater lake in the world.

## The Prairie Provinces

Manitoba, Saskatchewan and Alberta are the Prairie Provinces, rich in energy resources and some of the most fertile farmland in the world. The region is mostly dry, with cold winters and hot summers.

- **Manitoba's** economy is based on agriculture, mining and hydro-electric power generation. The province's most populous city is Winnipeg, whose Exchange District includes the most famous street intersection in Canada, Portage and Main. Winnipeg's French Quarter, St. Boniface, has Western Canada's largest Francophone community at 45,000. Manitoba is also an important centre of Ukrainian culture, with 14% reporting Ukrainian origins, and the largest Aboriginal population of any province, at over 15%.
- **Saskatchewan**, once known as the "breadbasket of the world" and the "wheat province," has 40% of the arable land in Canada and is the country's largest producer of grains and oilseeds. It also boasts the world's richest deposits of uranium and potash, used in fertilizer, and produces oil and natural gas. Regina, the capital, is home to the training academy of the Royal Canadian Mounted Police. Saskatoon, the largest city, is the headquarters of the mining industry and an important educational, research and technology centre.
- **Alberta** is the most populous Prairie province. The province, and the world-famous Lake Louise in the Rocky Mountains, were both named after Princess Louise Caroline Alberta, fourth daughter of Queen Victoria. Alberta has five national parks, including Banff National Park, established in 1885. The rugged Badlands house some of the world's richest deposits of prehistoric fossils and dinosaur finds. Alberta is the largest producer of oil and gas, and the oil sands in the north are being developed as a major energy

source. Alberta is also renowned for agriculture, especially for the vast cattle ranches that make Canada one of the world's major beef producers.

- **The West Coast:** British Columbia is known for its majestic mountains and as Canada's Pacific gateway. The Port of Vancouver, Canada's largest and busiest, handles billions of dollars in goods traded around the world. Warm airstreams from the Pacific Ocean give the B.C. coast a temperate climate.
- British Columbia (B.C.), on the Pacific coast, is Canada's western most province, with a population of four million. The Port of Vancouver is our gateway to the Asia-Pacific. About one-half of all the goods produced in B.C. are forestry products, including lumber, newsprint, and pulp and paper products—the most valuable forestry industry in Canada. B.C. is also known for mining, fishing, and the fruit orchards and wine industry of the Okanagan Valley. B.C. has the most extensive park system in Canada, with approximately 600 provincial parks. The province's large Asian communities have made Chinese and Punjabi the most spoken languages in the cities after English. The capital, Victoria, is a tourist centre and headquarters of the navy's Pacific fleet.

## The Northern Territories

The Northwest Territories, Nunavut and Yukon contain one-third of Canada's land mass but have a population of only 100,000. There are gold, lead, copper, diamond and zinc mines. Oil and gas deposits are being developed. The North is often referred to as the "Land of the Midnight Sun" because at the height of summer, daylight can last up to 24 hours. In winter, the sun disappears and darkness sets in for three months. The Northern territories have long cold winters and short cool summers. Much of the North is made up of tundra, the vast rocky Arctic plain. Because of the cold Arctic climate, there are no trees on the tundra and the soil is permanently frozen. Some continue to earn a living by hunting, fishing and trapping. Inuit art is sold throughout Canada and around the world.

- **Yukon** saw thousands of miners during the Gold Rush of the 1890s, as celebrated in the poetry of Robert W. Service. Mining remains a significant part of the economy. The White Pass and Yukon Railway opened from Skagway in neighboring Alaska to the territorial capital, Whitehorse in 1900 and provides a spectacular tourist excursion across precipitous passes and bridges. Yukon holds the record for the coldest temperature ever recorded in Canada (-63°C).
- **The Northwest Territories (N.W.T.)** were originally made up in 1870 from Rupert's Land and the North-Western Territory. The capital, Yellowknife (population 20,000), is called the "diamond capital of North America." More than half the population is Aboriginal (Dene, Inuit and Métis). The Mackenzie River, at 4,200 kilometers, is the second-longest river system in North America after the Mississippi and drains an area of 1.8 million square kilometers.
- **Nunavut**, meaning "our land" in Inuktitut, was established in 1999 from the eastern part of the Northwest Territories, including all of the former District of Keewatin. The capital is Iqaluit, formerly Frobisher Bay, named after the English explorer Martin Frobisher, who penetrated the uncharted Arctic for Queen Elizabeth I in 1576. The 19-member Legislative Assembly chooses a premier and ministers by consensus. The population is about 85% Inuit, and Inuktitut is an official language and the first language in schools.

## **CANADA'S REGIONS WORKSHEET**

1. What three things that stood out / made the most impression on you after reading the overview on Canada's Regions?
2. What, if anything, new have you learned about your own Region?
3. What have you learned about the other regions that you didn't already know?

4. How would you describe Canada to a person interested in moving to our country?

5. The different regions of Canada make it an exciting and interesting place to live. What is your favourite thing about Canada?



**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 9**

**EO CX01.01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES**

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Total Time:

Six sessions (18 periods)

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**CHAPTER 2**  
**PO X02 – PERFORM COMMUNITY SERVICE**







**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
COMMUNITY SERVICE**



**SECTION 1**

**EO MX02.01 – PERFORM COMMUNITY SERVICE**

Total Time:

3 sessions (9 periods) = 270 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX02.01 (Perform Community Service) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Read and prepare to conduct The Five Stages of Service Learning located at Annex A.

See Examples of Community Service located at Attachment F to get an idea of what community service using the five stages of service learning might look like.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it allows the cadets to interact with their peers while providing a service to the community.

**INTRODUCTION**

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have performed community service that:

- has value, purpose, and meaning;
- uses previously learned and newly acquired skills and knowledge;
- offers unique learning experiences;
- has real consequences; and
- offers a safe environment to learn, to make mistakes, and to succeed.

## IMPORTANCE

It is important for cadets to perform community service as it contributes directly to supporting part of the aim of the Cadet Program—to develop attributes of good citizenship. Through participating in all five stages of service learning, cadets recognize how participation and the ability to respond to authentic needs improves the quality of life in the community, which leads to a lifelong ethic of service and civic participation.

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## ACTIVITY

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Refer to The Five Stages of Service Learning located at Annex A for more details on each stage.



Youth voice and youth choice are essential for cadet buy-in and ownership over the service learning process. To the greatest extent possible, the community service should be cadet-led.

1. Have the cadets complete Stage 1 of Service Learning (Inventory and Investigation) by:
  - (a) developing a list or spreadsheet of cadet interests, skills, and talents through an activity such as:
    - (1) having cadets complete a personal inventory worksheet, such as the one located at Annex B;
    - (2) conducting a survey with the cadets; or
    - (3) interviewing cadets;
  - (b) selecting a need in the community by:
    - (1) identifying an existing program or activity that is addressing a community need;
    - (2) identifying a need in the community that has been observed; or
    - (3) receiving a request from the community for assistance in meeting a need; and
  - (c) investigating the underlying problem and validating the need by having the cadets:
    - (1) examine media, such as books, magazines, or newspapers;
    - (2) conduct interviews with people who have expertise in the subject matter;
    - (3) review past experiences;
    - (4) observe relevant situations (eg, investigating homelessness by visiting a local shelter); or
    - (5) conduct a survey with people who may have knowledge about the subject matter.
  
2. Have the cadets complete Stage 2 of Service Learning (Preparation and Planning) by developing a plan that uses the identified skills and knowledge to address, as much as possible, the underlying problem behind the community need. The Community Service Proposal at Annex C may be used to help develop the plan. The plan should:
  - (a) describe the involvement of community partners;
  - (b) define the goal of the community service;

- (c) describe anticipated results;
  - (d) identify how to measure the effects;
  - (e) identify how progress will be monitored;
  - (f) define roles and responsibilities of all involved;
  - (g) include a timeline for all tasks; and
  - (h) identify required resources.
3. Have the cadets complete Stage 3 of Service Learning (Action) by completing the community service while monitoring progress using the indicators identified in Stage 2: Preparation and Planning and adapting the plan as necessary.
4. Have the cadets complete Stage 4 of Service Learning (Reflection) by completing an activity that places the community service within the context of themselves personally, the community directly served, and greater communities (eg, national or global), such as:
- (a) the four square reflection tool located at Annex D,
  - (b) a journal, blog, or video blog,
  - (c) an analysis of a “day in the life” of those benefiting from the service. How has it changed? How might they feel differently?
  - (d) a piece of art that represents the community service activity, or
  - (e) another activity that provides a structured avenue for reflecting on the community service.
5. Have the cadets complete Stage 5 of Service Learning (Demonstration) by completing an activity that showcases what they have done and the effect it has had on themselves (such as new skills, knowledge, or understandings) and the community, such as:
- (a) a video or photo essay,
  - (b) a letter to the editor,
  - (c) an article for local or corps / squadron media,
  - (d) a presentation or performance, or
  - (e) a public display of art.



A checklist is located at Annex E to guide cadets through the stages of Service Learning.

---

### END OF LESSON CONFIRMATION

---

The cadets' participation in community service will serve as the confirmation of this lesson.

---

## CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Community service not only has a positive impact on others in your community—it has a positive impact on you by developing critical thinking and problem-solving skills; growing your understanding of diverse cultures and communities; providing an opportunity to learn more about social issues and their root causes; and developing your communication, collaboration, and leadership skills. Seek out opportunities to be a good citizen by positively contributing to your community.

### INSTRUCTOR NOTES / REMARKS

Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.

More than one community service activity may be chosen to complete the required training time.

If additional time is required to complete all five stages of service learning, periods from C102.01 (Perform Community Service) may be used.

The community service activity shall not have any partisan political association or support any single religious denomination or belief system.

The community service activity shall not directly benefit the corps / squadron or the sponsor.

---

## REFERENCES

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Kaye, Cathryn B. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*. Minneapolis, MN: Free Spirit Publishing Inc, 2010.

# THE FIVE STAGES OF SERVICE LEARNING

## STAGE 1: INVENTORY AND INVESTIGATION

### Objective

The aim of the first stage of service learning is to select a genuine opportunity for meaningful community service by identifying a verified need in the community that appeals to the cadets' interests and which their skills and knowledge will allow them to fill.

### Process

First, a personal inventory is created, identifying the skills, knowledge, and strengths of the cadets. This simple list will serve as a tool to identify the optimal manner in which the cadets can address a community need.

Second, a need in the community is identified. This may be done by:

- identifying an existing program or activity that is addressing a community need;
- observing a need in the community; and / or
- receiving a request from the community for assistance in meeting a need.

The cadets then investigate the problem and validate the need. The observable need or issue may be the manifestation or symptom of a larger problem. Where possible, the underlying problem should be the target of the community service rather than the visible need. For example, to address the need posed by litter in a park, the cadets could arrange for the installation of additional garbage cans rather than organizing patrols. This would address the underlying problem, a lack of places to put garbage, rather than the observable issue (the presence of trash).



Even if a need is identified through a request from a community member or organization, an investigation is still conducted to document, authenticate, and understand the underlying problem behind the need.

Research methods that may be used to investigate underlying problems and validate needs include:

- examining the media, such as books, magazines, and newspapers;
- conducting interviews with people who have expertise in the subject matter;
- reviewing past experiences;
- observing relevant situations (eg, investigating homelessness by visiting a local shelter); and
- conducting a survey with people who may have knowledge about the subject matter.

When the investigation is completed, the cadets will understand the extent of the need and have developed a baseline from which they may monitor progress.

## STAGE 2: PREPARATION AND PLANNING

### Objective

The aim of the second stage of the service learning process is to prepare the cadets to complete the service by developing a plan.

## Process

With guidance and support from their supervisor, cadets:

- draw upon previously acquired skills and knowledge;
- acquire new information through varied, engaging means and methods;
- collaborate with community partners;
- develop a plan;
- become ready to provide meaningful community service;
- articulate roles and responsibilities of all involved; and
- define realistic parameters for implementation.



Communicating with stakeholders (those who will be affected by the community service activity) and building partnerships with other community organizations (governments, businesses, community groups, etc.) are key to the success of the community service activity. For example, if cadets are interested in beautifying a local park, they will need to make contacts with the municipality and park users.

## STAGE 3: ACTION

### Objective

In this stage, the community service is conducted.

### Process

While conducting the community service, it is important that the cadets monitor progress towards the objectives, conduct more research as needed, and alter the plan as required.

## STAGE 4: REFLECTION



Stage 4: Reflection may occur both during and after implementation of the community service activity. Reflection during the activity may reveal better ways to complete the community service or a new focus.

### Objective

The aim of the fourth stage is to place the service learning experience in the context of the cadets, the community, and the global community.

### Process

Through reflection activities such as discussion, journaling, and worksheets, cadets:

- describe what happened;
- examine the difference made;
- discuss thoughts and feelings;
- consider project improvements;

- generate ideas and identify questions; and
- receive feedback.

Reflection is integral to service learning. During the reflection stage, cadets link learning and experience with personal growth and awareness. When cadets reflect on their experiences during community service activities, they consider how the knowledge, experience and skills gained relate to their own lives and communities and begin to understand the purpose of their engagement.

Since people naturally reflect in different ways, more cadets will be engaged by allowing a variety of reflection methods. Examples of reflection activities include art, music, role play, journals, sculpture, drama, worksheets, photographs, and discussion.



Reflection through group discussion can have its drawbacks as cadets can be influenced by the comments of others, causing the conversation to go in circles. Have cadets write down responses to reflection questions in brief notes before the group discussion so they can refer to their written thoughts in conversation. This simple act preserves the integrity of each cadet's experience before it can be influenced by others' impressions and assures that everyone has something to contribute.

Regardless of the reflection activity chosen, some questions that can be posed to the cadets to assist them with reflection include:

- What did the experience remind you of?
- What did you learn that you didn't know before?
- How did you feel being at the service site? How did your feelings change from when you first arrived to when you left?
- How did you make a difference today?
- Five years from now, what do you think you will remember about this experience?
- What can we all do to make our time and efforts have a bigger impact?

## **STAGE 5: DEMONSTRATION**

### **Objective**

The aim of the final stage of the service learning model is to showcase what the cadets have done and the effect it has had on them and the community.

### **Process**

Demonstration is the stage of the Community Service Model where cadets showcase what they have done and the effect it has had on them and the community.

Presenting what they have learned allows cadets to teach others while also identifying and acknowledging to themselves what they have learned and how they learned it. When cadets tell others about what they have done and the impact of their actions, it re-enforces the intrinsic value of community service.



Demonstrations need to be cadet-led with supervisor guidance and support to be effective. If cadets do not feel they are in control of the product they are creating, they will not apply their full efforts to complete it.

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## PERSONAL INVENTORY

**Interests** are what you like to think about and what you would like to know more about—for example, outer space, popular music, or a historical event like a world war. Are you interested in animals, movies, mysteries, or visiting faraway places? Do you collect anything?

I like to learn and think about . . .

**Skills** have to do with things you like to do or that you do easily or well. Do you have an activity you especially like? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

I can . . .

**Knowledge** sets are what you know and understand well. Do you have a favourite subject in school? What do you like to read about in your spare time?

I know about . . .

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## COMMUNITY SERVICE PROPOSAL

By: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Corps / Squadron: \_\_\_\_\_

Corps / Sqn Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

**Project name:** \_\_\_\_\_

*Need*—Why this plan is needed:

*Purpose*—How this plan will help:

*Participation*—Who will help and what they will do:

- Cadets:
- Staff:
- Organizations or groups:

*Outcomes*—What we expect to happen as a result of our work:

*How we will check outcomes*—What evidence we will collect and how we will use it:

*Resources*—What we need to get the job done, such as supplies (itemize on back):

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## FOUR SQUARE REFLECTION TOOL

<p><b>What happened?</b></p>	<p><b>How do I feel?</b></p>
<p><b>Ideas?</b></p>	<p><b>Questions?</b></p>

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## COMMUNITY SERVICE CHECKLIST

Inventory and Investigation	Identify skills and interests	<input type="checkbox"/>
	Identify a community need to address	<input type="checkbox"/>
	Investigate the underlying problem	<input type="checkbox"/>
	Identify potential community partners	<input type="checkbox"/>
Preparation and Planning	Collaborate with community partners	<input type="checkbox"/>
	Define the goal of the community service	<input type="checkbox"/>
	Describe anticipated results	<input type="checkbox"/>
	Identify how to measure the effects of the community service	<input type="checkbox"/>
	Identify how progress will be monitored	<input type="checkbox"/>
	Define roles and responsibilities of all involved	<input type="checkbox"/>
	Create a timeline for all tasks	<input type="checkbox"/>
	Identify required resources	<input type="checkbox"/>
Create a budget if required	<input type="checkbox"/>	
Action	Monitor progress	<input type="checkbox"/>
Reflection	Describe what happened	<input type="checkbox"/>
	Examine the difference made	<input type="checkbox"/>
	Discuss thoughts and feelings	<input type="checkbox"/>
	Consider activity improvements	<input type="checkbox"/>
	Generate ideas and identify questions	<input type="checkbox"/>
	Receive feedback	<input type="checkbox"/>
Demonstration	Identify an audience	<input type="checkbox"/>
	Identify a time and place to do the demonstration	<input type="checkbox"/>
	Create a demonstration	<input type="checkbox"/>
	Execute the demonstration	<input type="checkbox"/>

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## EXAMPLES OF COMMUNITY SERVICE

**Community Garden.** Through a survey of local residents, cadets identify the need for a community garden. The personal inventory reveals a couple of cadets with gardening experience and several more cadets who know people with gardening experience. They contact the municipality to get the required permissions to use an empty lot. Cadets do research into community gardens and form partnerships with those community members interested in having plots in the garden. Cadets plan and build the infrastructure for the community garden, including the creation of plots. They demonstrate their project by giving a joint presentation with their community partners at a municipal council meeting.

**Disabled Program.** Through the personal inventory one cadet reveals the volunteer work they do for a local disabled program and indicates a need for more volunteers. They talk about some of the things volunteers do for the program, such as organizing activities and entertainment. The cadets express interest in helping out and arrange a visit to become familiar with the program and to meet the participants, staff, and other volunteers. After their visit the cadets brainstorm some activities they can do with the program participants. After planning and executing an evening of fun activities, the cadets reflect on the impact made. Although they are proud of the impact they made for that evening, one cadet points out that the disabled program will still have a shortage of regular volunteers into the future. Cadets then decide to take their community service project one step further by creating an advertising campaign to attract more volunteers to the program.

**Food Drive.** Cadets decide to get involved with the local food drive. They contact the Food Bank, do a tour of the facility, learn about the food needs of the local community, and spend two hours organizing and sorting non-perishable food items. Cadets help the Food Bank promote the upcoming food drive by creating posters and speaking with local media. Cadets create a sign-up list for parent volunteers to drive, divide themselves into teams of three, and assign each team a geographic area to cover during the food drive. The cadets demonstrate their project by creating an article that they distribute to the local newspaper.

**Remembrance Day and Poppy Campaign.** Cadets are approached by the Royal Canadian Legion to participate in the annual Poppy Campaign and Remembrance Day ceremony. Cadets research the Royal Canadian Legion and learn about some of the initiatives it leads using the moneys raised during the Poppy Campaign, such as the creation and care of memorials. Cadets also learn the history of the poppy and how it came to be a symbol of remembrance, and invite a veteran to speak about what remembrance means to them. Cadets identify several other ways they can thank and support veterans. They create a demonstration for their Annual Ceremonial Review to make others aware of how they can get involved.

**Emergency Health Services.** A cadet living in a rural area loses his father to a heart attack. A factor in his father's death was the time it takes for medical assistance to reach his community. Cadets decide to address this problem. After brainstorming, researching, and communicating with local government and medical services, cadets come up with two ways to improve medical assistance in the community. First, they all agree to take first aid training and arrange for a first aid provider to come to the community to deliver that training. Second, they use GPS to create detailed maps of the local community for use by the ambulance services, leading to reduced response times. Some cadets reveal during the reflection activity that they see a potential future career in health services. The cadets demonstrate their accomplishments by doing a first aid display at a CO's Parade.

**Recycling Program.** Cadets identify the need for a recycling program in their community. Through their research they discover that a recycling program has not been set up in the community because the nearest recycling plant is so far as to make transportation costs prohibitive. The personal inventory indicates several of the cadets have ties to local businesses. Cadets have some discussions with local business owners and realize that the truck that regularly re-stocks the grocery store is empty when it leaves the community. Cadets contact the trucking company and arrange to have the recyclables shipped out regularly. After successfully solving this piece of the puzzle, the cadets enthusiastically go about planning, promoting, and implementing the community's recycling program. To demonstrate the project they give a presentation at a municipal council meeting.

**Election.** Through their personal inventory, cadets discover a common interest in the upcoming election so they decide to get in touch with election organizers to find out how they can help. The cadets investigate the electoral process and volunteer to register voters and work the polls on election day. During reflection, the cadets discuss what it means to them to be citizens of a democratic country. This leads to discussions about refugees fleeing from countries where they are in danger and oppressed. They decide their next community service activity will be to learn about the stories of local refugees and to host a Citizenship Ceremony.

**Animal Humane Society.** Upon reviewing their personal inventory, cadets recognize many of them share an interest in the welfare of animals, so they plan a trip to the local animal humane society. After discussing the need to care for pets responsibly, cadets create a brochure called "Taking Care of Your Pet". The brochure is distributed by the humane society and, after making contacts with administration at several local schools, by the cadets who attend these schools. During the reflection activity, some cadets decide to volunteer to walk the dogs as part of their personal community service. The cadets demonstrate their project by creating a display consisting of photos of each cadet either with their pet or with an animal at the humane society. The display is posted at the humane society.



**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
COMMUNITY SERVICE**



**SECTION 2**

**EO CX02.01 – PERFORM COMMUNITY SERVICE**

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Total Time:

6 sessions (18 periods) = 540 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE  
INSTRUCTIONAL GUIDE FOR EO MX02.01 (PERFORM COMMUNITY SERVICE).**

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**CHAPTER 3**

**PO 103 – PARTICIPATE AS A MEMBER OF A TEAM**





**COMMON TRAINING  
PROFICIENCY LEVEL ONE  
INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M103.01 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM**

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One 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.

Cut up Scrambled Words Handout located at Attachment A into strips.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadets to identify responsibilities of a follower in a team and generate interest.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall have explained the responsibilities of a follower in a team environment.

**IMPORTANCE**

Cadets need to learn how to be effective members of a team. Understanding the responsibilities of a follower in a team setting makes cadets more aware of what is expected of them. This knowledge enables them to contribute to the overall success of the team.

---

**Teaching Point 1**

**Explain the following four responsibilities of a follower.**

Time: 10 min

Method: Interactive Lecture

---

**RESPECT THE LEADER AND OTHER TEAM MEMBERS**

The ability to work with other people in a team is a useful skill. A sincere respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

**COOPERATE WITH OTHERS**

In order for the team to effectively and efficiently achieve an objective the members must co-operate. Through co-operation a great deal more can be achieved than by working alone.

**ADMIT MISTAKES AND LEARN FROM EXPERIENCE**

In a team setting one must be able to admit when they are wrong and learn from the mistake. This makes the team stronger and creates a better outcome.

**ACCEPT CONSTRUCTIVE CRITICISM**

Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed. Leaders will often provide constructive criticism to members of the team. This criticism is given to assist individuals develop as team member and eventually become leaders. Members must learn to take this criticism and use it in a beneficial way.

---

**CONFIRMATION OF TEACHING POINT 1**

---

**QUESTIONS:**

- Q1. What is constructive criticism?
- Q2. What does it mean to admit mistakes and learn from experience?
- Q3. Why is it important to respect the leader and other team members?

**ANTICIPATED ANSWERS:**

- A1. Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed.
- A2. In a team setting one must be able to admit when they are wrong and learn from the mistake. This makes the team stronger and creates a better outcome.
- A3. The ability to work with other people in a team is a useful skill. A sincere liking and respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.



---

**Teaching Point 2****Explain the following five responsibilities of a follower in a team**

Time: 15 min

Method: Interactive Lecture

---

**ASSUME RESPONSIBILITY**

Team members should be prepared to assume responsibility when needed. The team leader delegates duties to team members and relies on these members to be prepared and willing to take on the responsibility.

**BE HONEST**

Team members must be honest with others in the team. Most people believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.

**ACCEPT OTHER TEAM MEMBERS FOR WHO THEY ARE**

It is important to be sensitive to other people's wants and needs and to changes in these wants and needs. Acceptance and understanding of individual differences allows the group to communicate and cooperate.

**KNOW THE JOB AND BE PREPARED**

A good follower needs to be knowledgeable about the group's goals. An effective follower should be organized and prepared.

**COMMUNICATE CLEARLY WITH OTHERS**

A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.

---

**CONFIRMATION OF TEACHING POINT 2**

---

**QUESTIONS:**

- Q1. Why is it important to be honest in a team?
- Q2. What does it mean to communicate clearly with others?
- Q3. Why must a team member assume responsibility?

**ANTICIPATED ANSWERS:**

- A1. Team members must be honest with others in the team. Most people believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.
- A2. A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.
- A3. Team members should be prepared to assume responsibility when needed. The team leader delegates duties to team members and will rely on these members to be prepared and willing to take on the responsibility.

---

**END OF LESSON CONFIRMATION**

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**ACTIVITY**

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Time: 5 min

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**OBJECTIVE**

The objective of this activity is for the cadets to unscramble the responsibilities of a follower in a team and explain what each means.

**RESOURCES**

- Scrambled responsibilities found in Attachment A.
- Container to pick scrambled responsibilities from.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the class into nine groups. If the class is too small, fewer groups can be formed.
2. Have one member from each group pick a slip from the container.
3. Each group will unscramble the words to reveal one of the responsibilities of a follower.
4. The group is to discuss what the responsibility means.
5. Each group is to present their answer to the class.

**SAFETY**

Nil.

---

**CONCLUSION**

---

**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Understanding the responsibilities of a follower in a team is essential for team members. Knowing what is expected of them will help create a successful outcome.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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C3-038 Campbell, R. (2006). *Leadership: Getting it done*. Retrieved 16 Mar 06, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>

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SCRAMBLED WORDS

CERPTES HET DERLEA NDA EHORT AETM BESMERM

---

RPCOEAEOT TWHI TSERSON

---

IAMTD STSAKIEM DNA RLENA MFOR XRPEIECNEE

---

PCETCA SRUCONTTIVEC IISCTMRC

---

SUSAME YEBPISONSILRIT

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EB TENHOS

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EACTCP HTROE AEMT ESMBRME OFR HWO YEHT RAE

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**COMMON TRAINING  
PROFICIENCY LEVEL ONE  
INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M103.02 – MAP A PERSONAL GOAL FOR THE TRAINING YEAR**

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Total Time:

30 min

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**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the SMART Goal handout located at Attachment A for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for TP1 as it is an effective way to generate interest and motivate the cadets to set personal goals for themselves.

An in-class activity was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest among cadets.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

By the end of the lesson, the cadets will have mapped a personal goal for the training year.

**IMPORTANCE**

It is important for cadets to set goals that will encourage personal development and motivate them to complete tasks.

**Teaching Point 1****Explain the concept of goal setting.**

Time: 10 min

Method: Interactive Lecture

**DEFINITION OF A GOAL**

A goal is an aim an individual or group works toward; an object of ambition / effort.

**DIFFERENCE BETWEEN SHORT-TERM AND LONG-TERM GOALS**

Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals. For example, if an individual strives to run five kilometers by the end of the year, their short-term goal could be to run two kilometers within two months. By setting achievable short-term goals, individuals can measure their progress in the pursuit of their long-term goals.

**HOW TO DEVELOP GOALS**

Goals should be set with a specific purpose in mind. They should be measurable and achievable, allowing individuals to track progress. A goal should be something an individual can be motivated toward achieving.

**SMART GOAL SETTING**

Distribute the SMART Goal handout located at Attachment A. Discuss with the cadets what each letter in “SMART” represents and give an example of a SMART goal.

Cadets should set a specific goal to work toward. The acronym SMART is a tool the cadets may find useful.

**S** stands for specific: the aim of the goal must be precisely defined.

**M** stands for measurable: identify a standard against which to assess achievement.

**A** stands for attainable: ensure needed resources are accessible for accomplishing the goal.

**R** stands for realistic: ensure the goal is worthwhile for the cadet.

**T** stands for timely: the completion date of the goal.

Ask the following questions to the cadets to help elicit SMART goals:

**Specific.** What specific activity, or activities, can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

**Measurable.** How often will I work toward my goal? How long will I work at activities that help me to meet my goal? How can I track my progress in meeting my goal? Measuring your progress will help you to track your success and maintain motivation.

**Attainable.** How can I reach my goal? Are there people who can help me reach my goal? Do I have any attitudes that I need to change in order to meet my goal? Identifying the resources and supports that are available to help meet a goal is important to keep you on track.

**Realistic.** Can I really reach my goal? Is my goal too big? Would a smaller goal be more realistic and help me ensure success? Running a marathon is a big goal and one that will not likely be achieved by many; however, joining a running club or running smaller distances may be realistic attainable goals.



**Timely.** When will I start to work on my goal? When do I want to have my goal completed? Goals are more effective if they have time associated with them.



### SMART Goal Example

**SMART GOAL:** By the Commanding Officer's (CO's) parade in December, I will have all of my badges sewn onto my uniform in the correct positions.

**Specific:** I will have all my badges sewn onto my uniform in the correct positions. I will not have any loose threads.

**Measurable:** I will get a copy of the dress instructions that show where badges will be sewn onto the uniform. I will ask my mom to help me sew the badges onto my uniform. I will work on my sewing every Thursday night until all the badges are sewn correctly. I will meet my Flight Sergeant the week before the December CO's parade to make sure my badges are sewn onto my uniform in the correct positions. I will spend the Monday night before CO's parade correcting any errors my Flight Sergeant finds with the badges on my uniform.

**Attainable:** I will check with my fellow Proficiency Level One cadets to ensure my uniform is correct. I will also seek advice from my Flight Sergeant.

**Timely:** I will start at this week's parade night by asking for a copy of the dress instructions. I will work at completing my goal each Thursday night until CO's parade.

---

## CONFIRMATION OF TEACHING POINT 1

---

### QUESTIONS

- Q1. What is a goal?
- Q2. What is the difference between short-term and long-term goals?
- Q3. What is SMART?

### ANTICIPATED ANSWERS

- A1. A goal is an aim an individual or group works toward; an object of ambition / effort.
- A2. Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals.
- A3. Specific, measurable, attainable, realistic, and timely.

---

### Teaching Point 2

**Conduct a goal mapping activity.**

Time: 15 min

Method: In-Class Activity

---

## ACTIVITY

---

### OBJECTIVE

The objective of this activity is to have the cadets map a personal goal for the training year.

## **RESOURCES**

- SMART Goal handout located at Attachment A, and
- Pen / Pencil.

## **ACTIVITY LAYOUT**

Nil.

## **ACTIVITY INSTRUCTIONS**

1. Have the cadets brainstorm and record on flipchart paper a list of achievable training year goals.
2. Have each cadet pick a goal from the list.
3. Have the cadets complete the SMART Goal handout based on their identified goal.
4. Check that each cadet has completed the form.
5. Cadets will keep their completed form.

---

### **CONFIRMATION OF TEACHING POINT 2**

---

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

---

### **END OF LESSON CONFIRMATION**

---

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

---

### **CONCLUSION**

---

## **HOMEWORK / READING / PRACTICE**

Nil.

## **METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

You will have many opportunities to set goals in the cadet program. When you set goals remember to be SMART!

## **INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

---

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- C0-431 Health Canada. (2011). *Eat Well and Be Active Education Toolkit*. Retrieved September 29, 2011, from <http://hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php>

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**SMART GOAL**

	<b>Definition</b>	<b>My Smart Goal</b>
<b>Specific</b>	<p><b>What do I want to do?</b></p> <p>What specific activity, or activities, can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).</p>	
<b>Measurable</b>	<p><b>How much and how often will I do it?</b></p> <p>How often will I work toward my goal? How long will I work at activities that help me to meet my goal? How can I track my progress in meeting my goal? Measuring your progress will help you to track your success and maintain motivation.</p>	
<b>Attainable</b>	<p><b>How will I do it?</b></p> <p>How can I reach my goal? Are there people who can help me reach my goal? Do I have any attitudes that I need to change in order to meet my goal? Identifying the resources and supports that are available to help meet a goal is important to keep you on track.</p>	
<b>Realistic</b>	<p><b>Can I do it?</b></p> <p>Can I really reach my goal? Is my goal too big? Would a smaller goal be more realistic and help me ensure success? Large goals can be broken down into smaller goals that are more easily obtained and tracked.</p>	
<b>Timely</b>	<p><b>When will I do it?</b></p> <p>When will I start to work on my goal? When do I want to have my goal completed? Goals are more effective if they have time associated with them.</p>	

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**COMMON TRAINING  
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**SECTION 3**

**EO M103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES**

---

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-801/PG-001, *Proficiency Level One 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.

Ensure that an OHP has been set-up.

Bring paper and pens for group work.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TPs 1–3 as it is an interactive way to present team building activities and the learning objective.

A group discussion was chosen for TP4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about the advantages and characteristics of a successful team.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.

## **IMPORTANCE**

Having the skills to work as an effective team member is essential to the success of the team. Once introduced to these skills, they will continue to develop whenever the individual is placed in a team setting or situation that require people to work together.



**Teaching Point 1****Conduct the teambuilding activity “the Human Knot.”**

Time: 10 min

Method: In-Class Activity

**BACKGROUND KNOWLEDGE****CHARACTERISTICS OF A SUCCESSFUL TEAM**

- Communication – Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- Mutual cooperation and support – It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip and negative behaviours aimed solely at making someone look bad.
- Share a common goal – When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.
- High esprit de corps – When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

**ADVANTAGES OF EFFECTIVE TEAMWORK**

- Includes everyone and ensures a better outcome – In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- Tasks are easier when more people are involved – When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- Increases and develops communication – Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

**ACTIVITY****OBJECTIVE**

The objective of this activity is to untangle the “human knot” through teamwork.



This activity highlights the necessity for communication, mutual cooperation and support, including everyone and ensuring a better outcome, high esprit de corps and sharing a common goal.

**RESOURCES**

Nil.

**ACTIVITY LAYOUT**

Nil.

## ACTIVITY INSTRUCTIONS

1. Divide the class into groups of approximately 10 cadets.
2. Direct each group to stand in a circle and place their right hand in the centre and take the hand of anyone except the person on either side of them.
3. Have them do the same with their left hands.
4. Explain to the cadets that they must not let go of their hands, and that their job is to work together to untangle the “Human Knot.”

## SAFETY

Ensure the area where this activity is being conducted is flat and open so as to avoid any falls or collisions with other objects.

---

### CONFIRMATION OF TEACHING POINT 1

---

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

---

### Teaching Point 2

### Conduct the teambuilding activity “Memory.”

Time: 10 min

Method: In-Class Activity

---

---

## ACTIVITY

---

## OBJECTIVE

The objective of this activity is to remember as many of the items in the collage both as an individual and as a team.

## RESOURCES

- Collage found in Attachment A.
- Overhead projector.
- Pens.
- Paper.
- Whiteboard/flip chart.
- Markers.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Place a copy of the collage found in Attachment A on the OHP.
2. Turn the OHP on and have the cadets observe the overhead for 15 seconds.
3. After 15 seconds turn the OHP off and have the cadets individually write down as many items as they can recall.

4. After approximately two minutes record on the board/flipchart the number of items recalled on an individual basis.
5. Split the cadets into two groups and have them compile a group list of items they recall.
6. After two minutes compare the individual results to the group results.

**SAFETY**

Nil.

**CONFIRMATION OF TEACHING POINT 2**

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

**Teaching Point 3****Conduct the teambuilding activity "Silent Birthdays."**

Time: 10 min

Method: In-Class Activity

**ACTIVITY****OBJECTIVE**

The objective of this activity is to line up according to birthdays without speaking to one another.

**RESOURCES**

- Paper; and
- Pens.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTION**

1. Direct the cadets to line up in birth order from oldest to youngest by not talking to one another.
2. If the task becomes daunting for the cadets provide a method to assist them (i.e. using pens and paper).
3. The pens and paper can be laid out on a table in the vicinity of the activity.
4. When the time is up, starting at the beginning of the line, have each cadet state his or her birthday to see if the task was successful.

**SAFETY**

Nil.

**CONFIRMATION OF TEACHING POINT 3**

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

---

**Teaching Point 4**

**Lead a discussion on the characteristics of a successful team.**

Time: 20 min

Method: Group Discussion

---

**DISCUSSION QUESTIONS**



**TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

**SUGGESTED QUESTIONS:**

- Q1. What advantages of teamwork were noticed while engaging in the activities?
- Q2. What things made the team successful in the activities?
- Q3. What things were frustrating throughout the activities?
- Q4. Why do you think teamwork is important?



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

---

**END OF LESSON CONFIRMATION**

---

The cadets' participation in the activities will serve as the confirmation of the lesson.

---

**CONCLUSION**

---

**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Teamwork is essential to a successful outcome. Knowing what skills contribute to the success of a team will aid in this. Development of these skills will occur each and every time an individual is involved in a team.

**INSTRUCTOR NOTES / REMARKS**

Nil.

---

**REFERENCES**

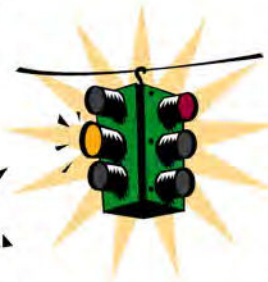
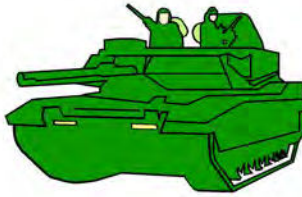
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**COMMON TRAINING  
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**SECTION 4**

**EO C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES**

---

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One 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.

Prepare all materials listed in the resource section of each activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TPs 1 to 3 as it is an interactive way to present icebreaker activities and the learning objective.

A group discussion was chosen for TP 4 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about icebreaker activities.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall participate in icebreaker activities in order to become familiar with other cadets in the group.

**IMPORTANCE**

Introductions are vital to the success of any team. Cadets may be spending a long period of time together with each other throughout their involvement with the program. These activities will assist in developing positive relationships.

---

**Teaching Point 1**

**Conduct the icebreaker activity “True Confession Toothpicks.”**

Time: 5 min

Method: In-Class Activity

---

**BACKGROUND KNOWLEDGE**

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**ICEBREAKERS**

Icebreakers are a method for getting cadets to introduce themselves. These exercises may vary according to the type of training being conducted, the size of the group, and how well the group members know each other. Icebreakers encourage self-disclosure, humour, respect for others, thought and creativity. Most importantly, they allow people to laugh at themselves.

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to assist cadets in getting to know each other by challenging participants to think creatively.

**RESOURCES**

- Large amount of toothpicks.

**ACTIVITY LAYOUT**

A circle classroom arrangement may be appropriate for this activity.

**ACTIVITY INSTRUCTIONS**

1. Give each cadet five toothpicks.
2. Select a cadet to go first; ask them to talk about something they have never done (eg. I have never jay-walked).
3. After the statement, anyone in the group who has done the action must forfeit a toothpick.
4. The next person then shares something they have never done. Again, someone who has done the action must forfeit a toothpick.
5. The disclosers continue until someone has lost all five toothpicks.

**SAFETY**

Nil.

---

**CONFIRMATION OF TEACHING POINT 1**

---

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

---

**Teaching Point 2****Conduct the icebreaker activity “Two Truths and a Lie.”**

Time: 5 min

Method: In-Class Activity

---

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to get cadets thinking about differences and similarities between themselves and others.

**RESOURCES**

Nil.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide cadets into groups of four;
2. Cadets will brainstorm three characteristics that make every cadet in the group the same;
3. Cadets will brainstorm three characteristics that make every cadet in the group different;
4. Each group of cadets peer share their similarities and their differences with the rest of the class.

**SAFETY**Nil.

---

**CONFIRMATION OF TEACHING POINT 2**

---

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

---

**Teaching Point 3****Conduct the icebreaker activity “Self Disclosure Introductions.”**

Time: 5 min

Method: In-Class Activity

---

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to provide innovative ways for the cadets to know one another by adding adjectives to their first or last names.

**RESOURCES**

Nil.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTION

Direct cadets to state their first or last name with an adjective put in front. The adjective should describe a dominant characteristic and start with the first letter of the first or last name. For example: Serious Stan, Mathematical Mary.

## SAFETY

Nil.

---

### CONFIRMATION OF TEACHING POINT 3

---

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

---

#### Teaching Point 4

**Lead a group discussion on the effectiveness of the icebreakers in introducing themselves to each other.**

Time: 10 min

Method: Group Discussion

---

## DISCUSSION QUESTIONS



### TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

## SUGGESTED QUESTIONS:

Q1. Did the tasks help you introduce yourselves to one another?

Q2. Did the activity help include everyone in the team environment?

Q3. How did you feel about the others in the group after the activity was completed?



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

---

### END OF LESSON CONFIRMATION

---

The cadets' participation in the activities will serve as the confirmation of the lesson.

---

**CONCLUSION**

---

**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Introductions are vital to the success of any team. Cadets may be spending a long period of time together through their involvement with the program. These activities will assist in developing positive relationships.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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C0-003 ISBN 0-943210-44-5 Pike, B and Busse, C. (1995). *101 More games for trainers*. Minneapolis, MN: Lakewood Books.

C0-028 ISBN 0-07-046513-4 Newstrom, J and Edward, S. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.

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**COMMON TRAINING  
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**SECTION 5**

**EO C103.02 – PARTICIPATE IN SELF INTRODUCTIONS**

---

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One 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.

Prepare all materials listed in the resource section of each activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TP 1 as it is an interactive way to reinforce self-introductions and to provoke thought and stimulate interest among cadets.

A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about self-introductions.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall introduce themselves to the group.

**IMPORTANCE**

Communication is an important aspect of leadership. Being able to communicate with other members of the group and the leader will lead to successful completion of tasks. Starting with a short, informal introduction will give the cadets confidence to start developing their communication skills.

---

**Teaching Point 1****Conduct a self-introduction activity.**

Time: 15 min

Method: Interactive Lecture

---

---

**BACKGROUND KNOWLEDGE**

---

**COMMUNICATION**

Effective communication skills are key to any successful group or team and are an important factor in becoming an effective leader. A leader who can communicate effectively with the team will move the team towards a positive outcome.

Communication works in both directions. When one person is delivering a message, the team members must be listening to ensure they receive the message correctly. Part of becoming a leader is developing good listening skills. Team members should feel comfortable enough to bring forth ideas to the leader and feel that their ideas are heard and taken into account.

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to have each of the cadets present themselves to the class.

**RESOURCES**

- White board with markers;
- Pens; and
- Paper.

**ACTIVITY LAYOUT**

If the class is big, divide the group into smaller groups and use assistant instructors to facilitate the introductions.

**ACTIVITY INSTRUCTIONS**

1. Have each cadet stand in front of the class and present a short introduction.
2. The introduction should include information such as:
  - (a) their name;
  - (b) what school they attend;
  - (c) what grade they are in;
  - (d) why they joined cadets;
  - (e) their hobbies;
  - (f) their interests; and
  - (g) their general career ambitions.
3. Write this list on the board for the cadets to reference during the introduction.



4. Give the cadets two minutes to write some notes to use during the introduction.
5. Each introduction should be no more than two minutes in length.

### SAFETY

Nil.

### CONFIRMATION OF TEACHING POINT 1

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

### Teaching Point 2

**Lead a discussion on the importance of the self-introduction activity in regards to developing communication skills.**

Time: 10 min

Method: Group Discussion

### DISCUSSION QUESTIONS



#### TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

### SUGGESTED QUESTIONS:

- Q1. How does this exercise emphasize the importance of communication?
- Q2. Why is communication important in a team setting?
- Q3. What feelings were experienced while introducing yourself?



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

### END OF LESSON CONFIRMATION

The cadets' participation in the activities will serve as the confirmation of the lesson.

### CONCLUSION

### HOMEWORK / READING / PRACTICE

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Being able to communicate with others is essential in leadership both as a follower and a leader. Participating in self-introductions will give the cadet confidence to communicate with others in the group and with the leader.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.



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**SECTION 6**

**EO C103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES**

---

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One 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.

Prepare all materials listed in the resource section of each activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to present team building activities and the learning objective.

A group discussion was chosen for TPs 2 and 4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about teamwork.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.

**IMPORTANCE**

Acquiring the skills needed to work as an effective team member is essential to achieving the team's goals.

---

**Teaching Point 1****Conduct the teambuilding activity “Jigsaw.”**

Time: 5 min

Method: In-Class Activity

---

---

**BACKGROUND KNOWLEDGE**

---

**CHARACTERISTICS OF A SUCCESSFUL TEAM**

- Communication – Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- Mutual cooperation and support – It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip and negative behaviours aimed solely at making someone look bad.
- Share a common goal – When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.
- High esprit de corps – When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

**ADVANTAGES OF EFFECTIVE TEAMWORK**

- Includes everyone and ensures a better outcome – In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- Tasks are easier when more people are involved – When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- Increases and develops communication – Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to stress the importance of each team member’s individual contributions and the importance of working as a group.

**RESOURCES**

- One previously constructed picture puzzle, divided into sets of approximately 10 pieces per participant, broken apart and allocated to each cadet for re-assembly;
- CD player (optional); and
- Appropriate CDs (optional).

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Select a suitable picture puzzle (Attachment A).
2. Break the puzzle into nine connectable subsets (so the subsets can be connected to each other)
3. Distribute the subsets to each participant (divide cadets into groups if there are more than 9 participants).
4. Have the cadets assemble the subsets of the puzzle.
5. After the subsets are assembled, have the cadets come together to join the subsets and form the full picture.
6. Set a challenging time limit for the activity and play energizing music to create a sense of urgency.

**SAFETY**

Nil.

---

**CONFIRMATION OF TEACHING POINT 1**


---

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

**Teaching Point 2**

**Lead a discussion on how the cadets viewed the Jigsaw game in terms of how it fostered teamwork.**

Time: 5 min

Method: Group Discussion

**DISCUSSION QUESTIONS****TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

**SUGGESTED QUESTIONS:**

- Q1. What was your reaction were experienced when you realized your importance to the overall team?
- Q2. What impact did the time deadline have on the effectiveness the group completing the task?
- Q3. What was the impact of having team members available to help with the task?
- Q4. What do you feel the completed picture puzzle represents?
- Q5. Ask the cadets to consider both their productive and counterproductive behaviours. It is likely that they are using the same behaviours in actual team environments, with similar positive and negative effects.

---

**CONFIRMATION OF TEACHING POINT 2**

---

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

---

**Teaching Point 3**

**Conduct the teambuilding activity "Alphabetically."**

Time: 10 min

Method: In-Class Activity

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---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to stress the importance of each team member's individual contributions and the importance of working as a group.

**RESOURCES**

- Blindfolds (optional)

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTION**

1. Begin with the cadets sitting or standing in random locations throughout the activity area with their eyes closed (or blindfolds on).
2. Direct one cadet to say the first letter of the alphabet.
3. The remainder of the cadets must now state the remaining letters in order without ever having two cadets saying the same letter at the same time.

**SAFETY**

Nil.

---

**CONFIRMATION OF TEACHING POINT 3**

---

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

**Teaching Point 4****Lead a discussion on the characteristics of a successful team.**

Time: 20 min

Method: Group Discussion

**DISCUSSION QUESTIONS****TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

**SUGGESTED QUESTIONS:**

- Q1. Did the group try to use any non-verbal clues to determine the order within the group? If so, what were they and did they assist in completing the task?
- Q2. What makes this activity so difficult?
- Q3. If a pattern was created, was the activity then easier to complete?
- Q4. Was the activity easier to complete with eyes open? If so, why?
- Q5. How did you feel about the individual contribution that each cadet made?



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

**END OF LESSON CONFIRMATION**

The cadets' participation in the activities will serve as the confirmation of the lesson.

**CONCLUSION****HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

Teamwork is essential to the outcome of a group task. Knowing what skills contribute to the success of a team will aid in a positive outcome. Development of these skills will occur each and every time an individual is involved in a team.

## **INSTRUCTOR NOTES / REMARKS**

Nil.

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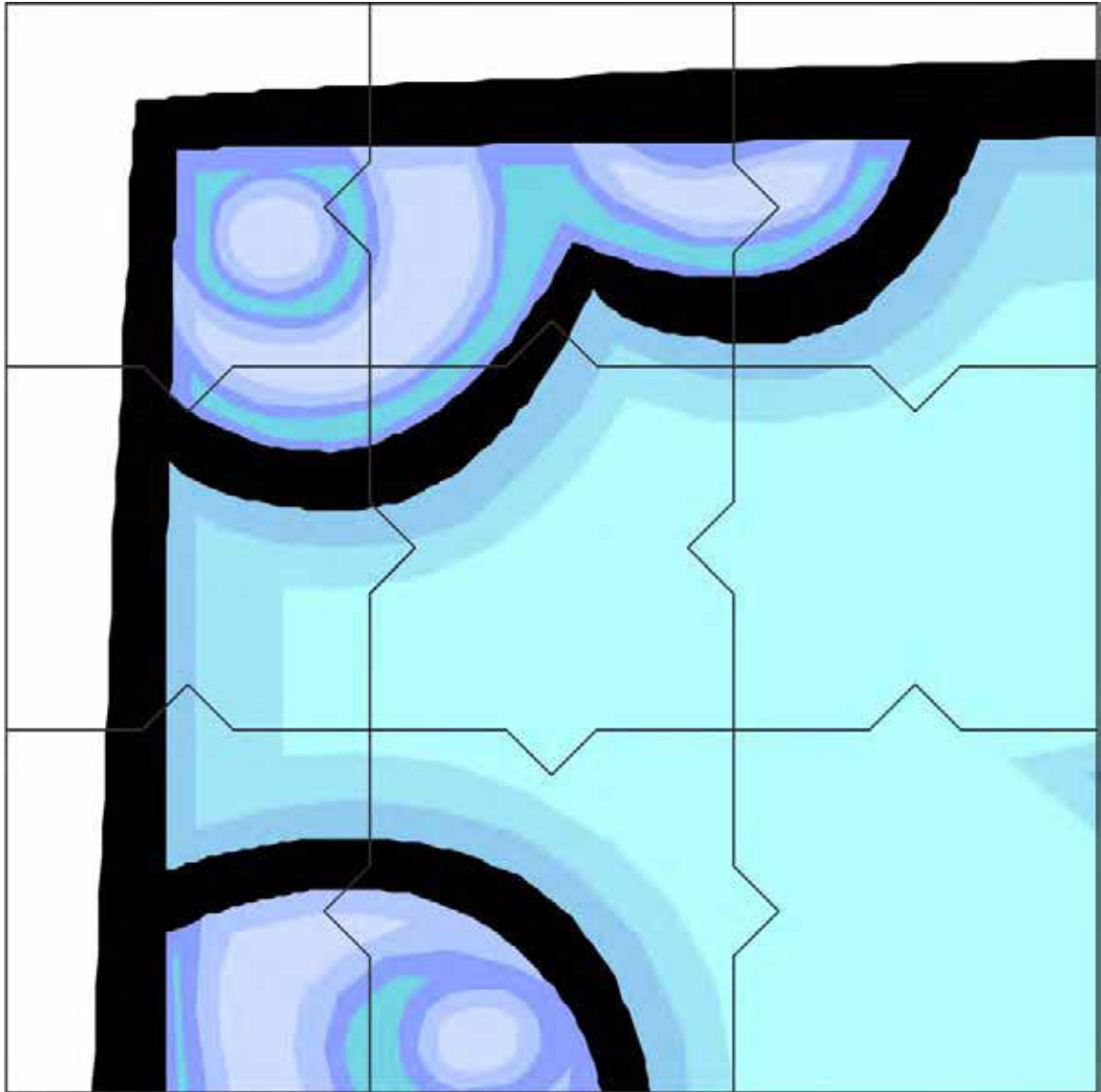
## **REFERENCES**

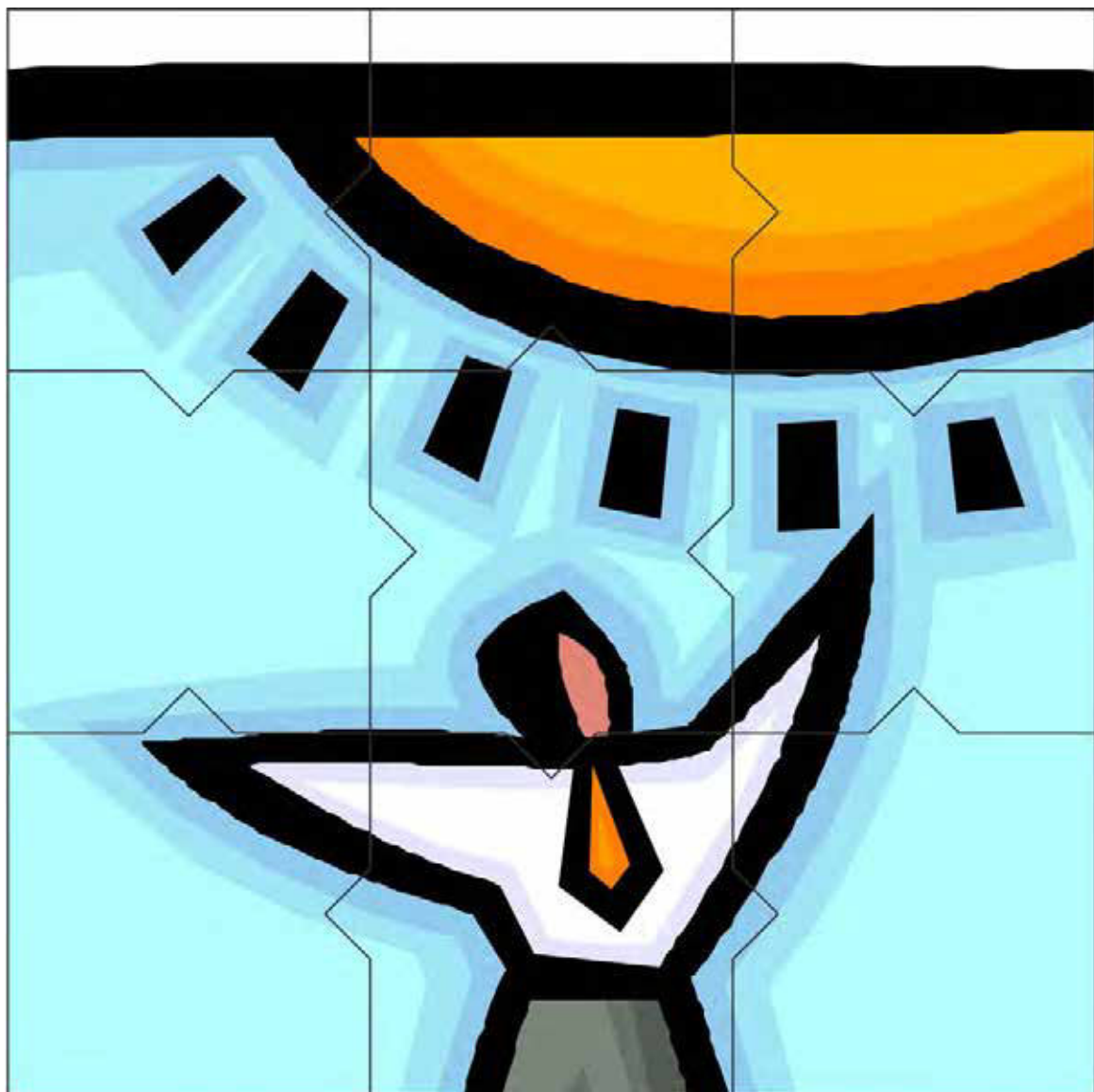
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**CHAPTER 4**

**PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PERSONAL FITNESS  
AND HEALTHY LIVING**



**SECTION 1**

**EO MX04.01 – PARTICIPATE IN 60 MINUTES OF MODERATE- TO VIGOROUS-INTENSITY  
PHYSICAL ACTIVITY (MVPA) AND TRACK PARTICIPATION IN PHYSICAL ACTIVITIES**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity [MVPA] and Track Participation in Physical Activities) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Review the warm-up and cool-down located at Annexes A and B.

Select a Cardio Activity for TP 1 as per Annex C.

Assign instructors for Learning Stations 1, 2, 3, and 4 located at Annexes D, E, F and G respectively.

Photocopy the Physical Activity Tracker located at Annex H for each cadet.

Gather the required resources:

- Activity posters / tape / whistle or Instructor Guide / stopwatch as per selected cardio activity,
- Music and music player,
- *Canadian Physical Activity Guidelines for Youth* located at Annex D, Appendix 1 (one copy per Proficiency Level One cadet),
- *Canadian Sedentary Behaviour Guidelines* located at Annex D, Appendix 2 (one copy per Proficiency Level One cadet),
- The Three Components of Physical Fitness located at Annex D, Appendix 3 (one copy),
- *Eating Well with Canada's Food Guide* (one copy per Proficiency Level Two team),
- Chairs (one per Proficiency Level Three cadet),
- Flipchart paper (one sheet per Proficiency Level Three team),
- Pens / pencils,
- Markers (one per Proficiency Level Three team),
- Healthy Lifestyle Tool Belt handout located at Annex G, Appendix 1 (one copy per Proficiency Level Four cadet), and
- Physical Activity Tracker located at Annex H (one per cadet).

Cut out the Three Components of Physical Fitness, so the three components are separated.

Create the Jeopardy Game Board for Learning Station 2.

### **PRE-LESSON ASSIGNMENT**

Nil.

### **APPROACH**

A practical activity was chosen for TP 1 as it is a fun and interactive way to stimulate interest in physical activities.

An in-class activity was chosen for TPs 2 and 4 as it is a fun and interactive way to stimulate interest in personal fitness and healthy living and in ways to improve participation in physical activity.

An interactive lecture was chosen for TP 3 to orient the cadets to the Physical Activity Tracker requirements.

---

## **INTRODUCTION**

---

### **REVIEW**

Nil.

### **OBJECTIVES**

By the end of this session the cadets shall have participated in 60 minutes of MVPA, have participated in a personal fitness and healthy living learning station, and have learned the requirements for tracking MVPA time over a four-week period.

### **IMPORTANCE**

It is important for cadets to participate in this lesson as it will give them tools to be more active and to track their participation in physical activity. Tracking participation in physical activities will make them aware of how much time they spend being physically active. Becoming more physically active and less sedentary will help cadets avoid long-term health issues related to inactivity.

---

### **Teaching Point 1**

**Have the cadets participate in 60 minutes of MVPA.**

Time: 60 min

Method: Practical Activity

---

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## **BACKGROUND KNOWLEDGE**

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### **THE WARM-UP**

#### **Purpose of a Warm-Up**

A warm-up session is composed of light cardiovascular exercises and stretches designed to:

- gradually increase respiratory action and heart rate;
- raise the muscle temperature to facilitate reactions in muscle tissue; and
- stretch the muscles.

The warm-up prepares the cardiovascular system for the physical activity. It is composed of activities such as brisk walking, light jogging, or simple games that elevate the heart rate. As a guide, allow 10 minutes to warm up for every hour of physical activity.

## THE COOL-DOWN

### Purpose of a Cool-Down

A cool-down is composed of light cardiovascular exercises and stretches designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.

### Guidelines for Stretching

The following guidelines should be followed while stretching:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.

---

## ACTIVITY

---

1. Conduct a warm-up as per Annex A.
2. Conduct the selected Cardio Activity for all cadets in Training Levels 1–4 as per Annex C.
3. Conduct the cool-down as per Annex B.

---

### Teaching Point 2

**Have the cadets participate in learning stations.**

Time: 20 min

Method: In-Class Activity

---

1. Divide the cadets into their training levels.
2. Conduct the four learning stations concurrently, as per Annexes D, E, F, and G:
  - (a) Phase One / Green Star / Proficiency Level One: *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*,
  - (b) Phase Two / Red Star / Proficiency Level Two: Nutrition,
  - (c) Phase Three / Silver Star / Proficiency Level Three: Stress, and
  - (d) Phase Four / Gold Star / Proficiency Level Four: Healthy Lifestyle Tool Belt.

**Teaching Point 3****Explain Physical Activity Tracker requirements.**

Time: 5 min

Method: Interactive Lecture



Distribute the Physical Activity Tracker located at Annex H.

**PHYSICAL ACTIVITY TRACKER REQUIREMENTS**

- Phases One and Two / Green and Red Stars / Proficiency Levels One and Two: Track participation in MVPA over a period of four consecutive weeks;
- Phase Three / Silver Star / Proficiency Level Three: achieve a minimum of 60 minutes of MVPA daily for at least 16 days over four consecutive weeks;
- Phase Four / Gold Star / Proficiency Level Four: achieve a minimum of 60 minutes of MVPA daily for at least 20 days over four consecutive weeks; and
- Phase Five / Master Cadet / Proficiency Level Five: achieve a minimum of 60 minutes of MVPA daily for at least 24 days over four consecutive weeks.

**Teaching Point 4****Conduct an activity on strategies to improve participation in physical activities.**

Time: 5 min

Method: In-Class Activity

**ACTIVITY**

1. Ask the cadets: What strategies can you use to improve participation in physical activity?
2. Allow two minutes for cadets to individually list as many strategies as they can.
3. Ask the cadets to share items they have listed and explain why they are strategies for them.



Examples of strategies to improve participation in physical activities include:

- identifying enjoyable activities;
- finding an activity partner;
- tracking progress;
- joining a community or school recreational program;
- setting goals;
- trying a new physical activity;
- building physical activity into daily routine; and
- planning for physical activity.

**CONCLUSION****METHOD OF EVALUATION**

Nil.



**CLOSING STATEMENT**

It is important for cadets to participate in moderate- to vigorous-intensity physical activity as it will help them meet the *Canadian Physical Activity Guidelines*. Additionally, participating in personal fitness and healthy living learning stations will help them gain knowledge and skills that they can use throughout their lives.

**INSTRUCTOR NOTES / REMARKS**

There are numerous potential leadership opportunities for cadets when conducting these learning stations:

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

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Health Canada. (2013). *Physical Activity*. Retrieved from: <http://www.hc-sc.gc.ca/hl-vs/physactiv/index-eng.php>

ParticipACTION. (2011). *Get moving*. Retrieved from: [www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx](http://www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx)

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## WARM-UP

### WARM-UP MOVEMENTS

1. Have the cadets get into a formation (eg, circle or half-circle) so they can all see the instructor.
2. Demonstrate and have the cadets complete the movements below for 30 seconds each.



Focus more on full range of motion of joints and muscles (and less on stretching).

3. Have the cadets complete continuous cardiovascular movements (eg, jogging, fast walking or skipping) for five minutes.










<p>1.</p>  <p><b>Jumping Jacks</b></p>	<p>2.</p>  <p><b>Butt Kicks</b></p>	<p>3.</p>  <p><b>High Knee Grab</b></p>
<p>4.</p>  <p><b>Hip Rotations</b></p>	<p>5.</p>  <p><b>Jumping Squats</b></p>	<p>6.</p>  <p><b>Trunk Rotations</b></p>
<p>7.</p>  <p><b>Shoulder Rotations</b></p>	<p>8.</p>  <p><b>Wrist Rotations</b></p>	<p>9.</p>  <p><b>Ankle Rotations</b></p>

Figure A-1 Instructor Guide

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 <p>Figure A1-1 Jumping Jacks</p>	<p>Stand with your hands by your sides. Jump up, swing your arms up to meet above your head while spreading your feet shoulder width apart and landing softly back on the ground.</p> <p>Jump back into the starting position.</p> <p>Repeat the alternating jumps continuously.</p>
 <p>Figure A1-2 Butt Kicks</p>	<p>Jog in place while trying to touch your buttocks with your heels.</p>
 <p>Figure A1-3 High Knee Grab</p>	<p>Keeping your body straight, bring one knee up to your chest, holding it in place with your hands for 5 seconds.</p> <p>Return to the standing position, and repeat with the other knee.</p> <p>Continue alternating between both knees.</p>
 <p>Figure A1-4 Hip Rotations</p>	<p>Keep your shoulders square and centered over your feet, with feet planted on the floor.</p> <p>Place your hands on your hips and rotate your hips in a clockwise direction in large circles. Change direction after 15 seconds.</p>


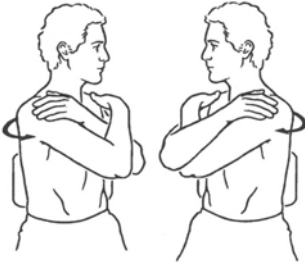


 <p>Figure A1-5 Jumping Squats</p>	<p>Bend your knees to a sitting position (don't let your knees go past your toes), then jump up. Land lightly on the balls of your feet.</p> <p>Keep your back straight throughout the exercise.</p>
 <p>Figure A1-6 Trunk Rotations</p>	<p>Cross your arms over your chest and rotate slowly in one direction until you feel the stretch.</p> <p>Be careful not to over extend this movement.</p> <p>Alternate between both sides.</p>
 <p>Figure A1-7 Shoulder Rotations</p>	<p>Slowly swing your arms forward in small circles, gradually getting larger.</p> <p>Repeat in the other direction.</p>
 <p>Figure A1-8 Wrist Rotations</p>	<p>Rotate both hands in circular motions at the wrist.</p> <p>Rotate in both directions.</p>



Figure A1-9 Ankle Rotations

Keeping your foot off the floor, rotate your foot in one direction, and then the opposite direction.

Switch and repeat on the opposite side.

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## COOL-DOWN

### ACTIVITY INSTRUCTIONS

1. Have the cadets get into a formation (eg, circle, half-circle) so they can all see the instructor.
2. Have the cadets complete the following movements. Supervise and correct technique as required.

1.  <b>NECK ROLLS</b>	2.  <b>SHOULDER PUSH</b>	3.  <b>SHOULDER SHRUG</b>
4.  <b>ARM CIRCLES</b>	5.  <b>SHOULDER STRETCH</b>	6.  <b>WRIST ROTATIONS</b>
7.  <b>TRICEP STRETCH</b>	8.  <b>FOREARM STRETCH</b>	9.  <b>CHEST STRETCH</b>
10.  <b>SIDE STRETCH</b>	11.  <b>LOWER BACK STRETCH</b>	12.  <b>UPPER BACK STRETCH</b>
13.  <b>HAMSTRING STRETCH</b>	14.  <b>INNER THIGH STRETCH</b>	15.  <b>HIP FLEXOR</b>
16.  <b>ANKLE ROTATIONS</b>	17.  <b>CALF STRETCH</b>	18.  <b>QUADRICEPS STRETCH</b>

Figure B1-1 Instructor Guide

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## SAMPLE STRETCHES

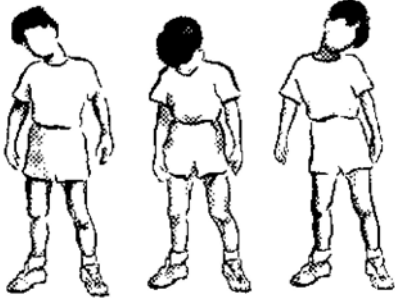


Figure B1-1 Neck Stretch

Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.



Figure B1-2 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.



Figure B1-3 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.



Figure B1-4 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.



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.

Figure B1-5 Shoulder Stretch



Rotate your hands in circular motions at the wrist.

Change direction and repeat on both sides.

Figure B1-6 Wrist Rotations



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.

Figure B1-7 Triceps 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.

Figure B1-8 Forearm 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.

Figure B1-9 Chest 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.

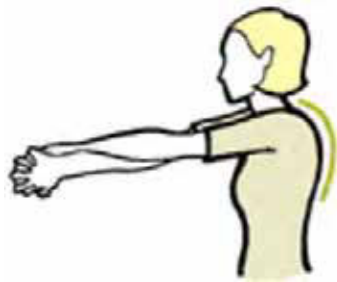
Figure B1-10 Side Stretch



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.

Figure B1-11 Lower 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.

Figure B1-12 Upper Back Stretch



Figure B1-13 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.



Figure B1-14 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.



Figure B1-15 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.



Figure B1-16 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.



Figure B1-17 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.



Figure B1-18 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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## CARDIO ACTIVITY OPTION 1: CIRCUIT TRAINING

**OBJECTIVE:** This activity is designed to raise awareness of exercises that can be used to achieve sustained moderate- to vigorous-intensity physical activity.

**TIME:** 40 min

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Select 10 stations from the ones provided at Appendix 1.



Suggested circuits include:

- Stations 1–10;
- Stations 11–20; or
- Stations 21–30.

- Review the selected stations' descriptions located at Appendix 2.
- Assign an instructor and a demonstrator to this activity.
- Gather the required resources:
  - Activity posters for each of the selected stations located at Appendix 1,
  - Tape,
  - Stopwatch,
  - Whistle, and
  - Music.
- Prepare the circuit layout by taping activity posters in numerical order on the wall, at intervals, in a clockwise direction.
- Prepare the demonstrator by reviewing the activity stations and ensuring the demonstrator is using proper technique.

**ACTIVITY INSTRUCTIONS:**

1. Complete a “walk about” of the 10 stations, explaining the activity at each station to the cadets and highlighting the importance of proper technique while the demonstrator demonstrates the activity. Depending on the size of the corps / squadron this can be done as:
  - (a) one group with one instructor and one demonstrator,
  - (b) five groups with five instructors and five demonstrators, or
  - (c) ten groups with ten instructors and ten demonstrators.
2. Divide the cadets into 10 equal groups.

3. Give the cadets the following instructions:
  - (a) each station is 45 seconds with the start and stop time indicated by a whistle blow,
  - (b) 15 seconds to get to the next station,
  - (c) circuit will be done three times, and
  - (d) one minute rest and rehydration after the first and second completion of the circuit.
4. Supervise the cadets as they participate in the activity, correcting technique and providing encouragement.

## CARDIO ACTIVITY OPTION 2: INSTRUCTOR-LED TRAINING

**OBJECTIVE:** This activity is designed to raise awareness of exercises that can be used to achieve sustained moderate- to vigorous-intensity physical activity.

**TIME:** 40 min

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity. The instructor must be capable of leading a physical activity session. Recommended: Basic Fitness and Sports Course or Fitness and Sports Instructor Course cadet.
- Select one of the following options:
  - 1 round of (12 exercises x 3 min each) = 36 min
  - 2 rounds of (12 exercises x 1.5 min each) = 36 min
  - 3 rounds of (12 exercises x 1 min each) = 36 min
  - A combination of timings per exercise that totals 36 min
- Select one of the suggested Instructor Guide located at Appendix 3.
- Review the selected stations' descriptions located at Appendix 2.
- Gather the required resources:
  - Selected Instructor Guide located at Appendix 3,
  - Stopwatch, and
  - Music.


### ACTIVITY INSTRUCTIONS:

1. Have the cadets spread out so that they have room to move.
2. Using the Instructor Guide, lead the cadets through the list of 12 physical activities, as per selected option above.
3. Provide water breaks and rest breaks between rounds, or as required.
4. Supervise, correct technique and provide encouragement throughout.

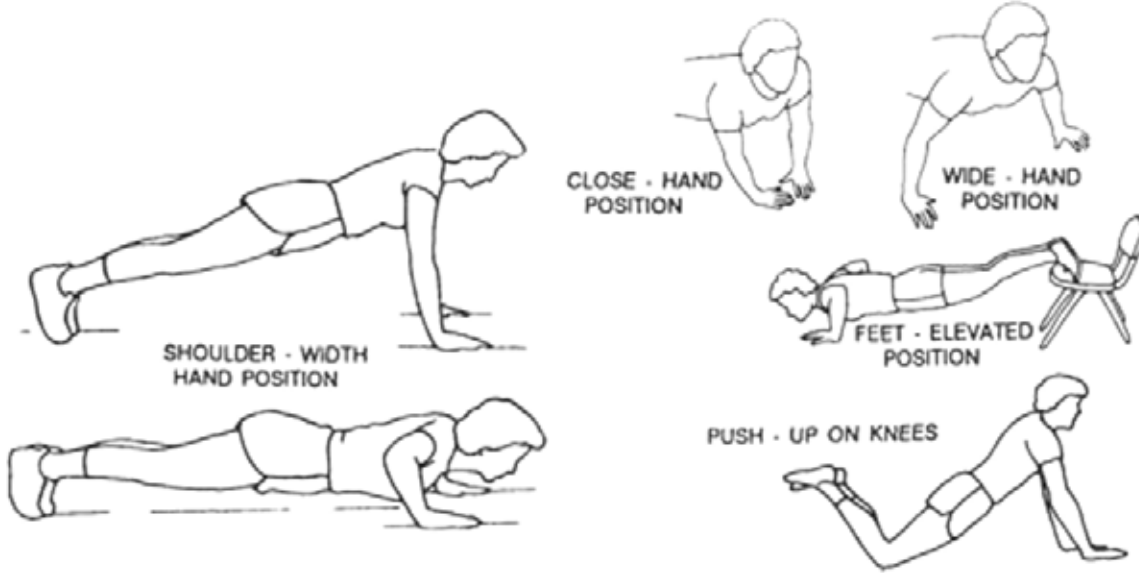
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## STATION 1: BICYCLE LEGS



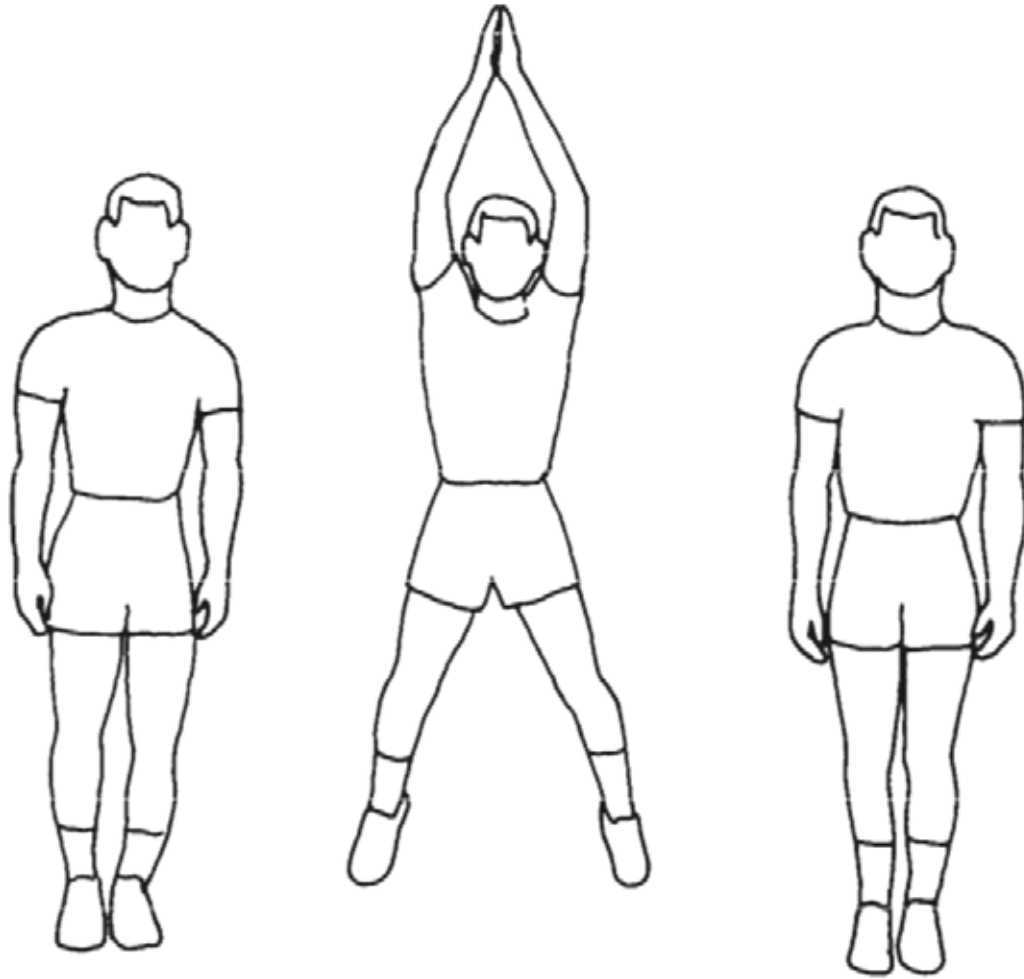
	<p>Keep core tight to protect your back. Do not pull on your head with your hands.</p>
<p>↓ challenge</p>	<p>Place your hands on the floor beside your hips to help balance.</p>


# STATION 2: PUSH-UPS



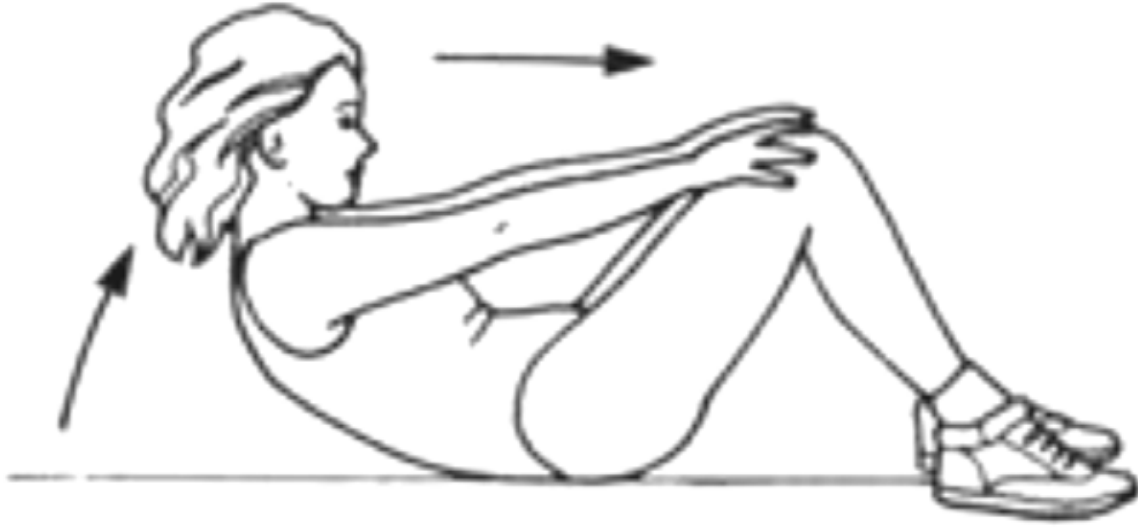
	Keep your body in a straight line.
↓ challenge	Place your knees on the floor.
↑ challenge	Move your hands closer together.


## STATION 3: STAR JUMPS



	Land with your knees slightly bent.
↓ challenge	Step between movements instead of jumping.

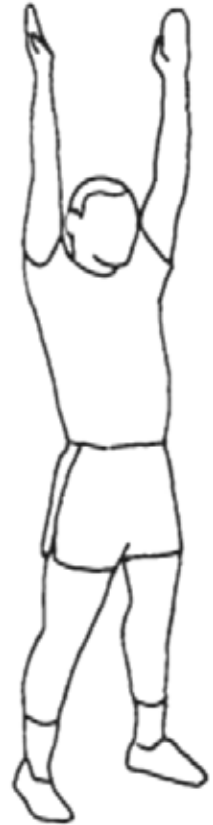
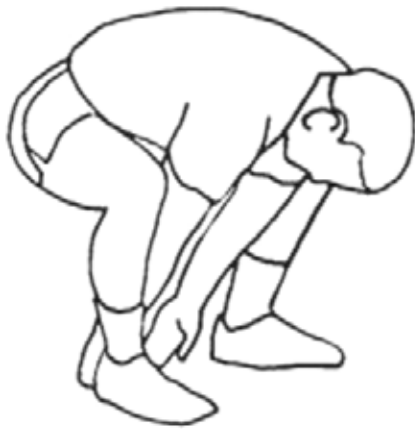
## STATION 4: CURL-UPS




	Keep lower back and feet on the floor.
↓ challenge	Move your feet closer to your buttocks.
↑ challenge	Move your feet away from your buttocks.



# STATION 5: FROG JUMPS



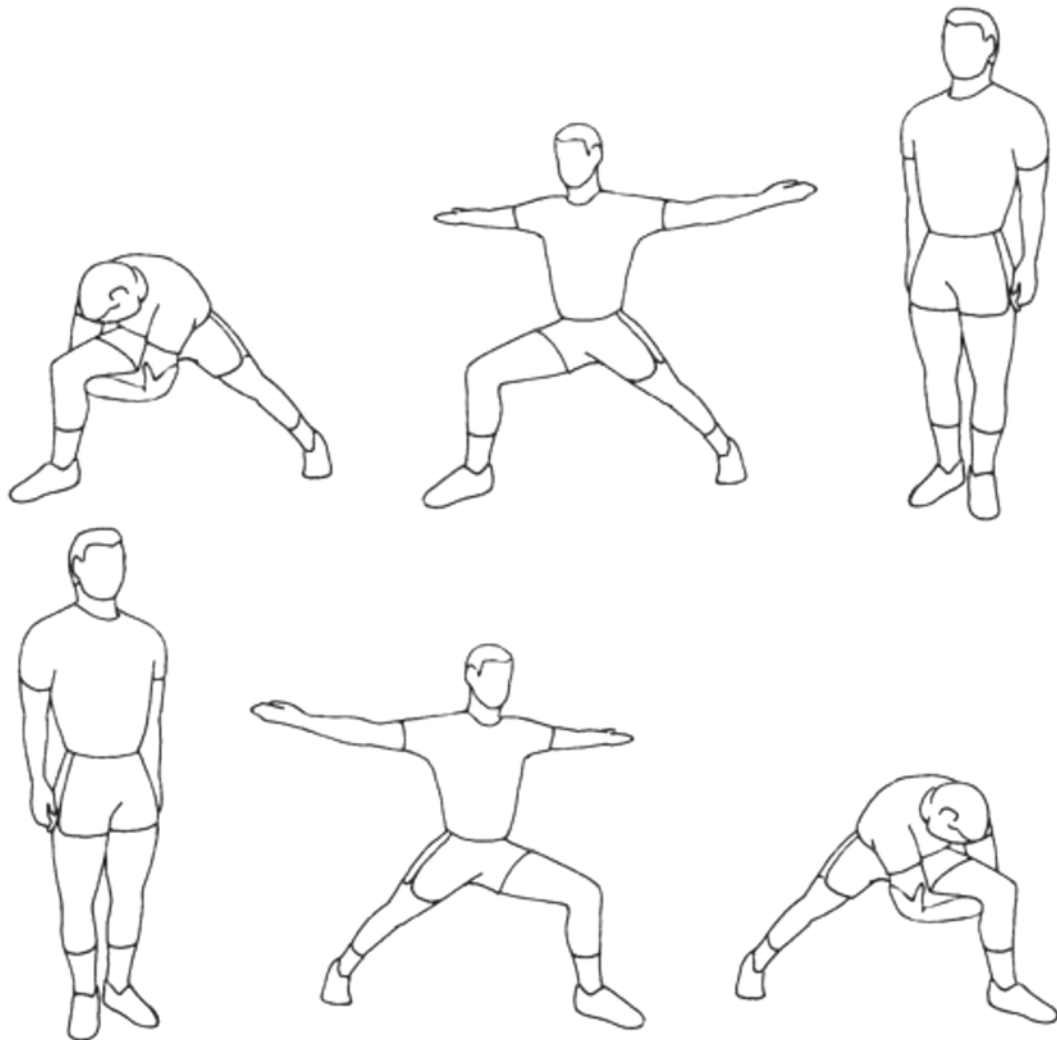
	Keep knees slightly over toes and feet shoulder width apart for balance. Land lightly.
↓ challenge	Remove the jump.
↑ challenge	Increase the height of your jump.


## STATION 6: SWIMMER



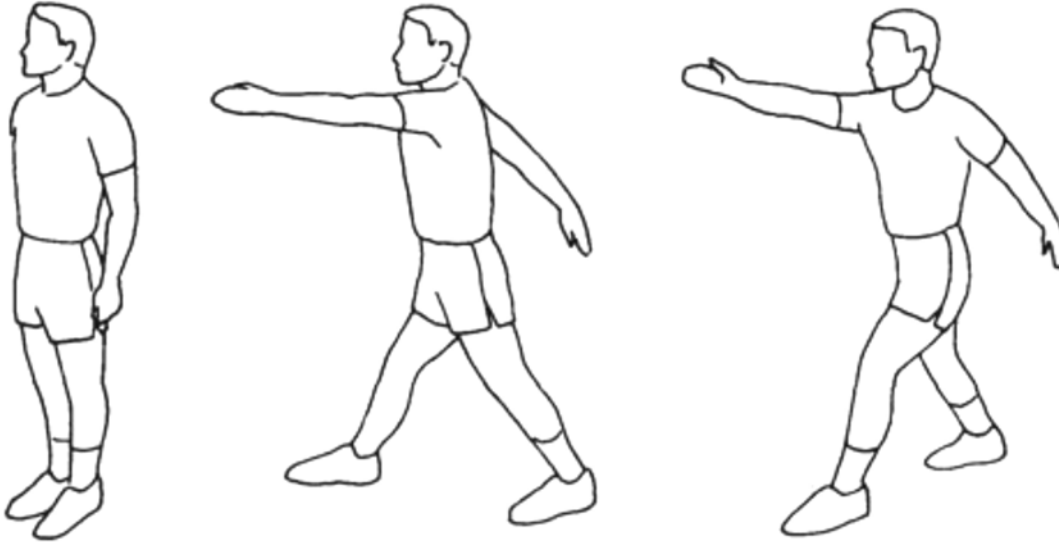
Keep your core tight to protect your back.


# STATION 7: REACHING LUNGES



	Keep your posture straight to protect your back.
↓ challenge	Remove reach movement.
↑ challenge	Replace with alternating jump lunges.


## STATION 8: CROSS COUNTRY SKIER



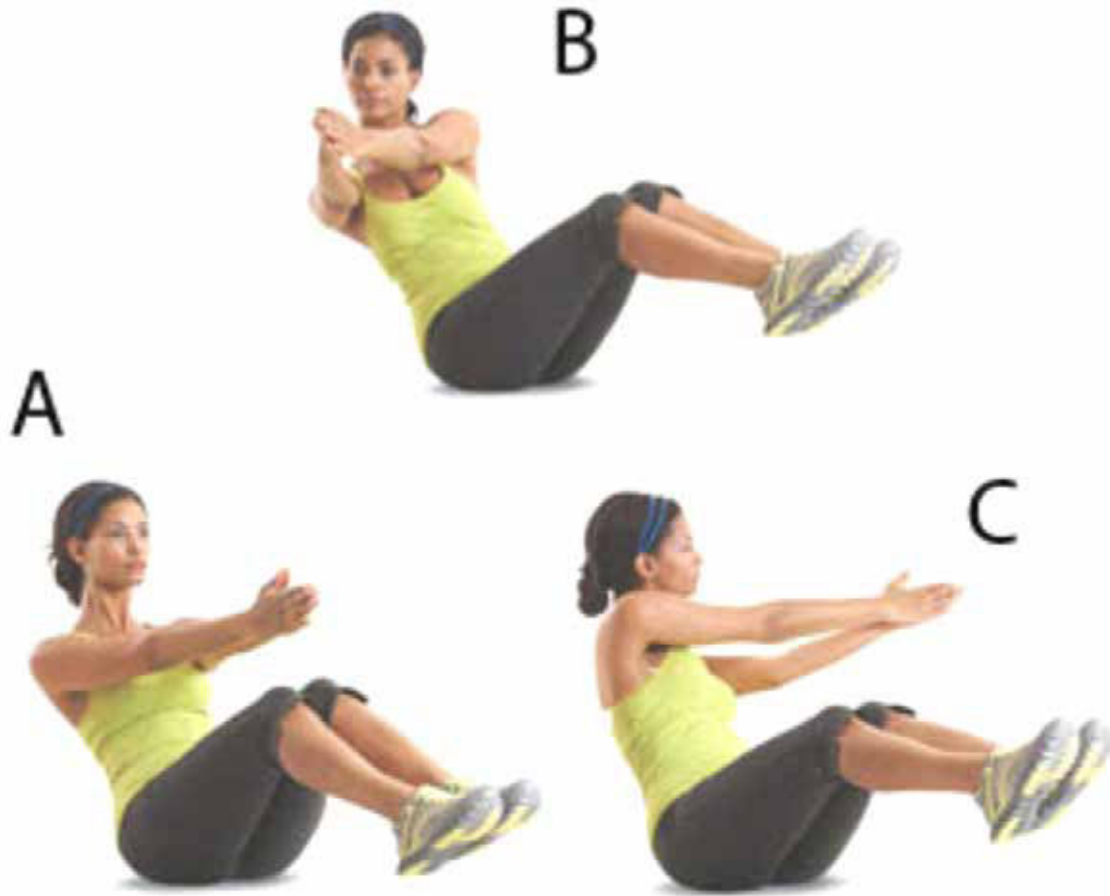
	Land lightly between jumps.
↓ challenge	Step instead of jumping in between positions.


# STATION 9: BURPEES



	Keep core tight in plank position to protect your back.
↓ challenge	Stand up instead of jumping. Walk your feet to and from the plank position.
↑ challenge	Add a push-up from the plank position.


## STATION 10: SEATED TWISTS



	Keep shoulders and posture straight to protect your back.
↓ challenge	Place feet on the floor for balance.
↑ challenge	Straighten arms and legs.


# STATION 11: MOUNTAIN CLIMBER



	Keep head up for safety.
↓ challenge	Step movements instead of jumping. Lower tempo.

## STATION 12: ALTERNATING TS




	Keep core tight to protect your back.
↓ challenge	Balance on bent forearm and one knee.
↑ challenge	Lift top leg up and hold.




## STATION 13: SPIDERMAN PUSH-UPS



	Keep straight line from head to knees.
↓ challenge	Regular push-ups.


## STATION 14: LATERAL JUMPS



	Land lightly.
↓ challenge	Step instead of jumping.

## STATION 15: FRONT KICK LUNGES



	Keep knees slightly bent while kicking.
↓ challenge	Touch knee instead of toes.

## STATION 16: ALTERNATING CANOE STROKES



Keep core tight to protect your back.


## STATION 17: JUMPING HIGH KNEES



Keep posture straight to protect your back.


## STATION 18: OVER THE TOP



	Keep shoulders square, and back straight.
↑ challenge	Lift foot high off the floor with straightened leg.

# STATION 19: SQUAT JUMPS



	Keep back straight. Land lightly.
↓ challenge	Remove the jump.

## STATION 20: DONKEY KICKS




Keep core tight.

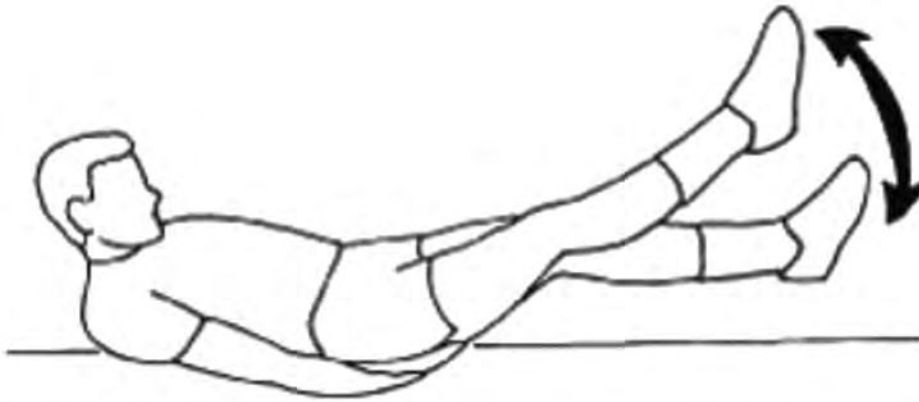


## STATION 21: ALTERNATING JUMP LUNGES



	Keep back straight.
↓ challenge	Step instead of jumping.


## STATION 22: FLUTTER KICK



Keep lower back on the floor.


## STATION 23: HIGH KNEE BRIDGE



	Keep head and shoulders against the floor.
↓ challenge	Remain in bridge position.


## STATION 24: ALTERNATING BRIDGE



	Keep straight line from head to knees.
↓ challenge	Place knees on the floor. Continue the exercise.


## STATION 25: WINDMILL JUMPING LUNGES



	Land lightly. Keep front knee behind the toes.
↓ challenge	Hands to knee.

## STATION 26: HIGH KNEE SMASH



	Keep your back straight.
↓ challenge	Hand to knee instead.

## STATION 27: ALTERNATING LEG REACH



Keep back straight and hips square.  
Keep supporting knee slightly bent.



## STATION 28: LEG SWOOP



Control your movement at all times.



## STATION 29: SKATER'S CRUNCH

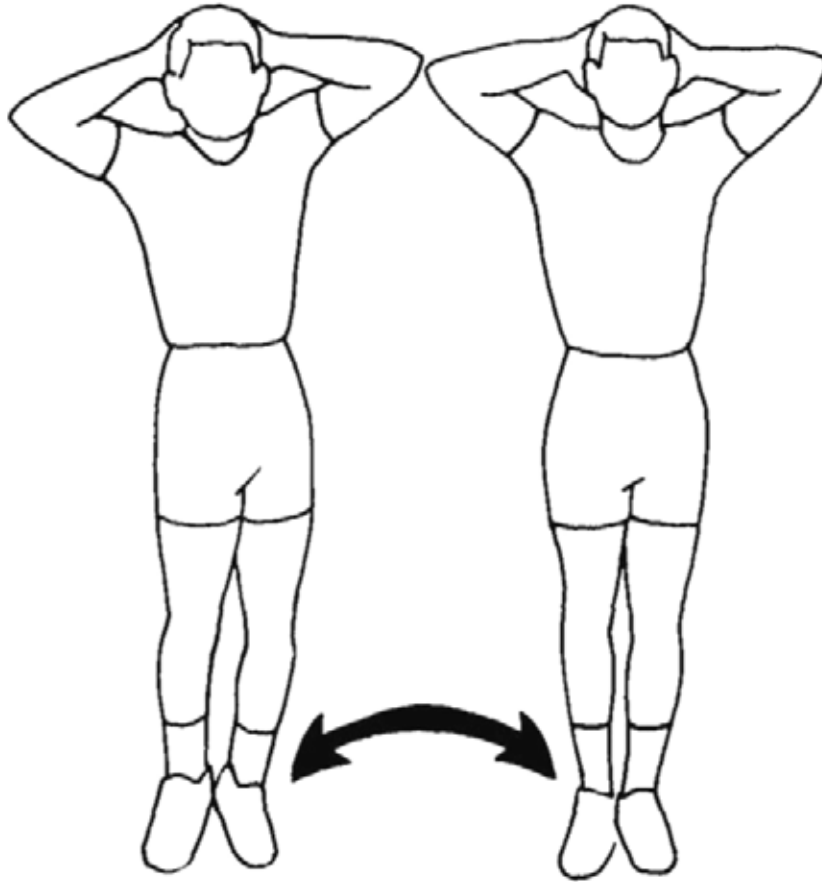



Keep core tight.

↓ challenge

Step instead of jumping.

## STATION 30: SLALOM JUMPS



	Keep your back straight. Land lightly.
↓ challenge	Step between movements instead of jumping.
↑ challenge	Increase the tempo.

Stations	Instructions
Station 1: Bicycle Legs	Lie on your back. Lift your legs off the floor and put your hands on your head. Alternate bringing your left knee to your right elbow, and your right knee to your left elbow.
Station 2: Push-ups	As per CATO 14-18, Cadet Fitness Assessment and Incentive Program.
Station 3: Star Jumps	Stand with your feet together and your arms by your side. In one motion, jump up while attempting to touch your hands above your head and splitting your legs apart, and then bring your body back to the original position before landing on the ground.
Station 4: Curl-ups	As per CATO 14-18, Cadet Fitness Assessment and Incentive Program, or with your hands on your knees.
Station 5: Frog Jumps	Feet shoulder-width apart, squat as low as you feel comfortable. (This may mean as far as having your buttocks close to the ground.) While in the squat position, touch the ground with your fingers. Then, explode upwards and reach your hands into the air. Land lightly and repeat.
Station 6: Swimmer	Lie on your stomach. Lift straight arms and legs in the air and alternate lifting left arm / right leg, and right arm / left leg. Keep your head close to the ground during the exercise.
Station 7: Reaching lunges	From the standing position, lunge to the right with your right leg, with your arms out straight at shoulder level, and your back straight. Ensure your right knee remains behind your toes as you get into position. Then, grab your right thigh with your arms. Release, and come back to the initial position. Repeat on the left side. Alternate between both sides.
Station 8: Cross country skier	Jump up so that your left foot and right arm are in front of your body. Switch your feet and arms. Repeat. Land lightly between jumps.
Station 9: Burpees	From the standing position, kneel and put your hands on the ground. Explode into the push-up position. Explode back into the kneeling position. Jump up in the air, with your arms up. Repeat.
Station 10: Seated Twists	Sit on the ground, and get into a V position. Lift your feet off the floor and then extend your arms in front of you, so that they are at a 90 degree angle with your body. Keeping your arms straight, alternate pointing your hands to the left and to the right. The speed of the movement should be slow and controlled. Keep your core tight.
Station 11: Mountain Climber	Get into a push-up position. Bring the left foot up, so your left knee is by your chest. In one movement, bring your left foot to the back while moving your right foot to the front. Keep alternating between movements. Keep your back straight and your buttocks down.
Station 12: Alternating Ts	Balance your body with your right arm and the outside of your right foot. Lift your right arm straight into the air. Then, smoothly move into a plank position, and keep turning until you balance on the left arm and the outside of the left foot. Repeat from one side to the other.

Stations	Instructions
Station 13: Spiderman push-ups	Get into a push-up position. As you are going down into the push-up, bring one leg up, on the outside, so that the knee of that leg lifts up towards the elbow. On the way up, bring the leg back into place. Alternate between legs.
Station 14: Lateral jumps	Stand on one leg, with the knee slightly bent. Using your arms for momentum, jump in the air, and land on the other leg. Repeat from side to side.
Station 15: Front kick lunges	Move your right foot back, to get into a lunge position. Ensure that the knee that is in front stays behind your toes. Touch your right fingers on the floor by your front toes. When you get up, kick forward with the foot that was behind. Keep kicking with the same foot for half of the time. Then repeat with the other leg for the remainder of the time.
Station 16: Alternating Canoe Strokes	Stand with your legs slightly wider than your shoulders, feet pointing towards the outside. Put your hands together, and in a smooth motion, move them from left to right, as if you were canoeing. The speed of the movement should be slow and controlled. Specific attention should be placed on keeping the core tight.
Station 17: Jumping High Knees	With your arms up, fists in front of your shoulders, run on the spot, while bringing your knees up. Land lightly between movements.
Station 18: Over the Top	Stand with your legs wider than your shoulders, knees bent, and feet pointing towards the outside. Put your hands together by your hips. In a quick motion straighten your legs and extend your arms (still linked at the hands) above your head. Come back to the original position, and alternate with the other side.
Station 19: Squat Jumps	Feet shoulder-width apart, squat down. Ensure your knees remain behind your toes as you squat. From that position, jump up in the air. Land lightly and repeat.
Station 20: Donkey Kicks	Get into the table position, on your hands and knees. Lift one knee off the floor, and while keeping it bent at a 90-degree angle, lift it up so your thigh becomes in-line with your back, and then bring it back to the other knee. Don't let it rest on the floor. Keep kicking with the same leg for half of the time. Then repeat with the other leg for the remainder of the time.
Station 21: Alternating Jump Lunges	From the standing position, jump into the lunge position. Ensure that the knee that is in front stays behind your toes. Then jump into the lunge position with your opposite leg in front. Keep alternating.
Station 22: Flutter Kick	Lie on your back. Lift your shoulders off the floor and place your hands under your buttocks. Lift your legs 10 cm off the floor. Keeping your legs straight, alternate moving your feet up and down without touching the floor.
Station 23: High Knee Bridge	Lie on your back. Place your hands by your sides and bring your feet close to your buttocks, so you can lift the bottom of your body on your heels. Get into the bridge position (knees at a 90-degree angle), and from there, alternate lifting the left and the right knees.
Station 24: Alternating Bridge	Get into the plank position. Simultaneously, lift your right arm and your left leg. Get back into the original position, and then lift your left arm and your right leg. Keep alternating.

Stations	Instructions
Station 25: Windmill Jumping Lunges	Take a side step on the right with the right leg and bend down to touch your right toes with your left hand. Jump up into the same position on the left side. Bend down to touch your left toes with your right hand. Repeat. Keep your back straight throughout the exercise.
Station 26: High Knee Smash	Stand up with your right arm up. In a quick motion, bring your left knee up to meet with your right elbow. Bring the knee back down and repeat for half of the time. Then repeat with the other leg for the remainder of the time.
Station 27: Alternating Leg Reach	From the standing position, lean forward with your hands forward and lift one leg up. Get back into the original position and repeat with the other leg. The speed of the movement should be slow and controlled. Keep the core tight.
Station 28: Leg Swoop	From the push-up position, extend one leg to its opposite side. Get back into the original position. Repeat with the other leg. Keep alternating.
Station 29: Skater's Crunch	With your arms up, fists in front of your shoulders, put your weight on your left leg. Simultaneously, bring your right leg behind, extending past your body on the left side. Jump into the same position on the right side. Keep alternating.
Station 30: Slalom jumps	Stand up and put your hands behind your head. Keeping your feet together, jump from one side to the other.

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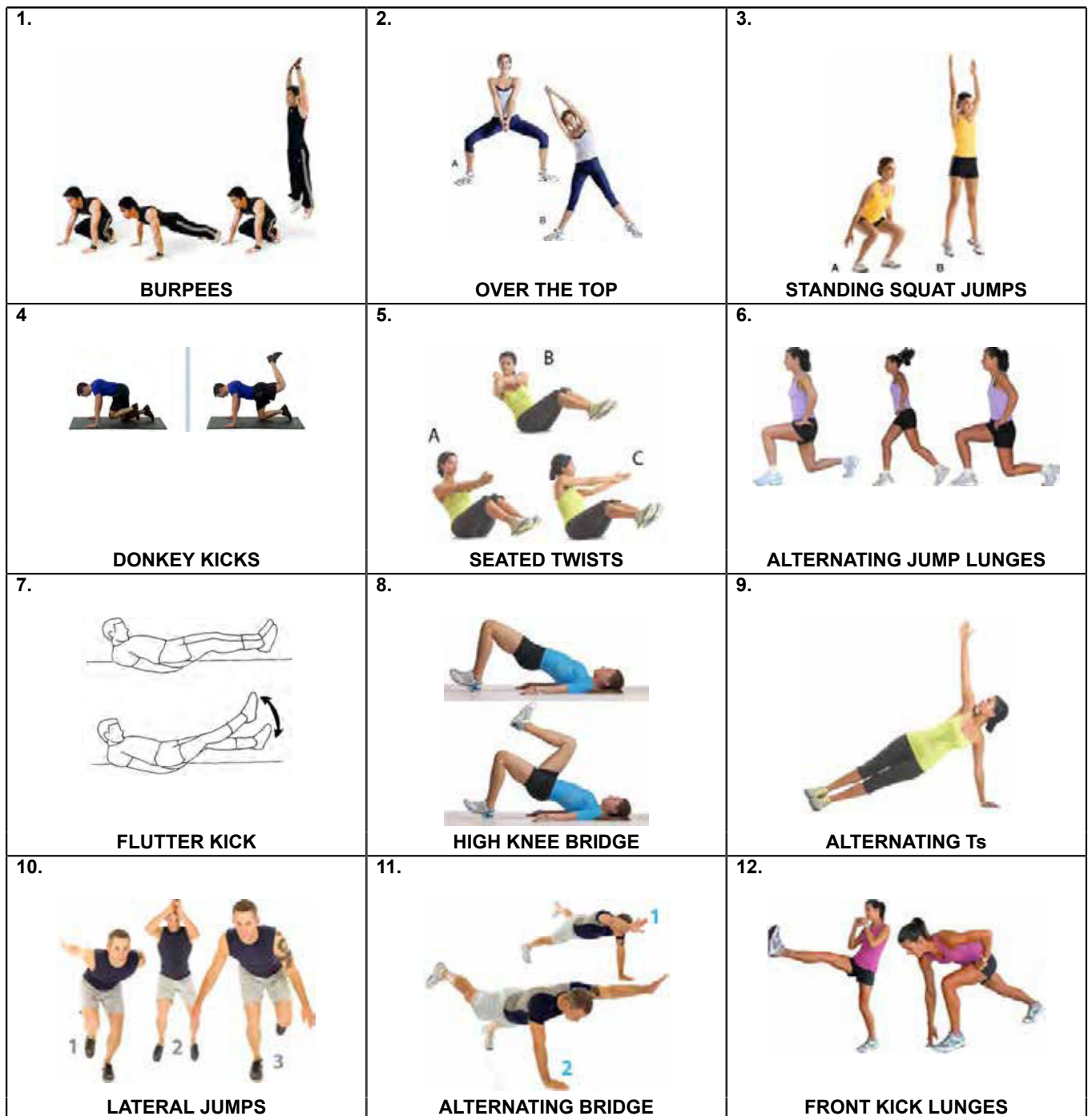


Figure C3-1 Instructor Guide, Option 1

<p>1.</p>  <p><b>MOUNTAIN CLIMBER</b></p>	<p>2.</p>  <p><b>BICYCLE LEGS</b></p>	<p>3.</p>  <p><b>SQUAT JUMPS</b></p>
<p>4.</p>  <p><b>WINDMILL JUMPING SIDE LUNGES</b></p>	<p>5.</p>  <p><b>STAR JUMPS</b></p>	<p>6.</p>  <p><b>HIGH KNEE SMASH</b></p>
<p>7.</p>  <p><b>ALTERNATING LEG REACH</b></p>	<p>8.</p>  <p><b>LEG SWOOP</b></p>	<p>9.</p>  <p><b>SPIDERMAN PUSH-UPS</b></p>
<p>10.</p>  <p><b>SKATER'S CRUNCH</b></p>	<p>11.</p>  <p><b>SLALOM JUMPS</b></p>	<p>12.</p>  <p><b>FRONT KICK LUNGES</b></p>

Figure C3-1 Instructor Guide, Option 2



**LEARNING STATION 1: CANADIAN PHYSICAL ACTIVITY GUIDELINES  
AND CANADIAN SEDENTARY BEHAVIOUR GUIDELINES**

**OBJECTIVE:** This activity is designed to raise awareness of the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines for Youth*, moderate-to-vigorous-intensity activities, and the three components of fitness.

**TIME:** 20 min

**TRAINING LEVEL:** 1

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Gather the required resources:
  - *Canadian Physical Activity Guidelines for Youth* located at Appendix 1 (one copy per cadet), and
  - *Canadian Sedentary Behaviour Guidelines for Youth* located at Appendix 2 (one copy per cadet).
- Cut out the Three Components of Physical Fitness located at Appendix 3 and post on the wall.

**ACTIVITY INSTRUCTIONS:**

1. Distribute one copy of the *Canadian Physical Activity Guidelines for Youth* to each cadet.
2. Give the cadets three minutes to review the *Canadian Physical Activity Guidelines for Youth*. Ask cadets the following questions:
  - (a) How much moderate- to-vigorous-intensity physical activity should you do daily? (60 min)
  - (b) How often should you do vigorous-intensity activity per week? (3 times)
  - (c) How often in a week should you do activities that strengthen muscles and bones? (3 days per week)
  - (d) What activities can help strengthen muscles and bones? (Examples include planks, curl ups, sit ups, push ups, chin ups, lunges)
3. Explain the difference between moderate and vigorous intensity activity:
  - (a) Moderate-intensity activity will cause you to sweat a bit and breathe harder.
  - (b) Vigorous-intensity activity will cause you to sweat and be out of breath.
4. Point out the three cut-outs on the wall and ask the cadets to identify what they are. (They are the three components of physical fitness.) Explain that a balance of these is important to being physically fit.
5. Advise the cadets that they are now going to try three different activities so that they can feel the difference between moderate- and vigorous-intensity physical activity.
6. Tell the cadets that during the activity they should note when they are doing moderate-intensity activity and when it changes to vigorous-intensity activity. Tell the cadets the change in activity intensity will be different for each individual based on their current level of physical fitness.
7. Have the cadets participate in a six-minute period of activity (2 minutes of walking on the spot, 2 minutes of running on the spot, 2 minutes of jumping jacks).

8. Have the cadets reflect on the activity they have just completed. Suggested questions include:
  - (a) Could you tell when your activity intensity changed? How?
  - (b) Were you surprised at how soon the intensity changed?
  - (c) How often are you supposed to do vigorous-intensity activity?
9. Distribute a copy of the *Canadian Sedentary Behaviour Guidelines for Youth*.
10. Give the cadets three minutes to review the *Canadian Sedentary Behaviour Guidelines for Youth*. Ask the cadets the following questions:
  - (a) What is sedentary behaviour? (A time when you are doing very little activity.)
  - (b) What are the guidelines for youth for sedentary behaviour? (Minimize the time spent being sedentary each day. Limit recreational screen time to no more than 2 hours per day.)
  - (c) What are some alternatives to sedentary behaviours? (Answers may vary. See table below.)

Some examples of alternatives to sedentary behaviour include:



- taking the stairs instead of taking the elevators;
- walking to someone's room and socializing instead of texting them;
- playing sports instead of watching them on television; or
- walking to school or riding a bicycle instead of taking the bus.

# Canadian Physical Activity Guidelines

FOR YOUTH - 12 – 17 YEARS

## Guidelines



For health benefits, youth aged 12-17 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. This should include:



Vigorous-intensity activities at least 3 days per week.



Activities that strengthen muscle and bone at least 3 days per week.



More daily physical activity provides greater health benefits.

### Let's Talk Intensity!

Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder. Activities like:

- Skating
- Bike riding

Vigorous-intensity physical activities will cause teens to sweat and be 'out of breath'. Activities like:

- Running
- Rollerblading

### Being active for at least 60 minutes daily can help teens:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

### Parents and caregivers can help to plan their teen's daily activity. Teens can:

- Walk, bike, rollerblade or skateboard to school.
- Go to a gym on the weekend.
- Do a fitness class after school.
- Get the neighbours together for a game of pick-up basketball, or hockey after dinner.
- Play a sport such as basketball, hockey, soccer, martial arts, swimming, tennis, golf, skiing, snowboarding...

***Now is the time. 60 minutes a day can make a difference.***



[www.csep.ca/guidelines](http://www.csep.ca/guidelines)

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# Canadian Sedentary Behaviour Guidelines

FOR YOUTH - 12 – 17 YEARS

## Guidelines

For health benefits, youth aged 12–17 years should minimize the time they spend being sedentary each day. This may be achieved by



Limiting recreational screen time to no more than 2 hours per day; lower levels are associated with additional health benefits.



Limiting sedentary (motorized) transport, extended sitting and time spent indoors throughout the day.

### The lowdown on the slowdown: what counts as being sedentary?

Sedentary behaviour is time when teens are doing very little physical movement. Some examples are:

- Sitting for long periods
- Using motorized transportation (such as a bus or a car)
- Watching television
- Playing passive video games
- Playing on the computer

### Spending less time being sedentary can help teens:

- Maintain a healthy body weight
- Improve their self-confidence
- Do better in school
- Improve their fitness
- Have more fun with their friends
- Have more time to learn new skills

Cutting down on sitting down. Help teens swap sedentary time with active time!



**Now is the time for teens to get  
up and get moving!**

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**CARDIOVASCULAR  
ENDURANCE**

**MUSCULAR STRENGTH  
& ENDURANCE**

**FLEXIBILITY**

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## LEARNING STATION 2: NUTRITION JEOPARDY

**OBJECTIVE:** This activity is designed to raise awareness of proper portion amounts, daily recommended serving sizes, and how to use *Eating Well With Canada's Food Guide*.

**TIME:** 20 min

**TRAINING LEVEL:** 2

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Create the Jeopardy Game Board, as shown in Appendix 1.
- Make copies of *Eating Well With Canada's Food Guide* (one per four cadets) located at Appendix 3.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into teams of four.
2. Distribute a copy of *Eating Well With Canada's Food Guide* to each team.
3. Explain to the cadets that:
  - (a) The objective of the game is to answer questions correctly and accumulate money.
  - (b) The team that provides the correct answer can select the next question; questions are for all teams to try to answer.
  - (c) *Eating Well With Canada's Food Guide* may be used to find answers.
  - (d) When a team believes they have a correct answer, a cadet from their team must stand up.
  - (e) The first cadet to stand will attempt to answer the question. A correct answer will earn that team the amount of money allocated to that question. For an incorrect answer, that amount will be withdrawn from that team's total.
4. Start the game by reading any of the \$10 questions.
5. When a correct answer is given, read the explanation on the bottom of the question.
6. When all questions on the board have been answered, determine a winning team.
7. As time allows, have the cadets discuss what they have learned through participating in this activity.

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**JEOPARDY GAME BOARD**

<b>VEGETABLES AND FRUIT</b>	<b>GRAIN PRODUCTS</b>	<b>MILK AND ALTERNATIVES</b>	<b>MEAT AND ALTERNATIVES</b>	<b>VARIOUS</b>
<b>\$10</b>	<b>\$10</b>	<b>\$10</b>	<b>\$10</b>	<b>\$10</b>
<b>\$20</b>	<b>\$20</b>	<b>\$20</b>	<b>\$20</b>	<b>\$20</b>
<b>\$30</b>	<b>\$30</b>	<b>\$30</b>	<b>\$30</b>	<b>\$30</b>
<b>\$40</b>	<b>\$40</b>	<b>\$40</b>	<b>\$40</b>	<b>\$40</b>
<b>\$50</b>	<b>\$50</b>	<b>\$50</b>	<b>\$50</b>	<b>\$50</b>

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Vegetables and Fruit

<p><b>Q: How many daily servings of vegetables and fruit do teens 14–18 require?</b></p> <p>A: They require 6–8 servings of vegetables and fruit.</p> <p><b>Explanation.</b> Females require seven daily servings, while males require eight. Servings may be fresh, canned, frozen, dried, or even pureed.</p>	<p><b>\$10</b></p>
<p><b>Q: How many millilitres are in one serving of fruit juice?</b></p> <p>A: In one fruit juice serving, there are 125 ml. That is equivalent to ½ cup.</p>	<p><b>\$20</b></p>
<p><b>Q: When eating canned vegetables, what is one portion?</b></p> <p>A: One portion of canned vegetables is 125 ml. That is equivalent to ½ cup.</p> <p><b>Explanation.</b> This amount also applies to fresh and frozen vegetables, cooked leafy vegetables, fresh, frozen, or canned fruits, as well as 100% juice.</p>	<p><b>\$30</b></p>
<p><b>Q: What two colours of vegetables should you eat each day?</b></p> <p>A: You should eat at least one dark green and one orange vegetable each day.</p>	<p><b>\$40</b></p>
<p><b>Q: What methods of cooking vegetables are recommended instead of deep fried?</b></p> <p>A: Enjoy vegetables steamed, baked or stir-fried instead of deep fried.</p>	<p><b>\$50</b></p>

Grain Products

<p><b>Q: How many daily servings of grain products do teens 14–18 require?</b></p>	<b>\$10</b>
<p>A: They require 6–7 servings of grain products every day.</p> <p><b>Explanation.</b> Females require six daily servings, while males require seven.</p>	
<p><b>Q: How many slices of bread make up one serving of grain products?</b></p>	<b>\$20</b>
<p>A: One slice of bread represents one serving of grain products.</p>	
<p><b>Q: What percentage of your daily grain intake should be from whole grain?</b></p>	<b>\$30</b>
<p>A: At least half of your grain products should be from whole grain each day.</p>	
<p><b>Q: One cup of brown rice represents how many portions of grain products?</b></p>	<b>\$40</b>
<p>A: One cup of rice is two portions of Grain Products.</p>	
<p><b>Q: How much pasta can you eat if you have to consume 3 portions of Grain Products?</b></p>	<b>\$50</b>
<p>A: You could consume 1 ½ cups of <b>cooked</b> pasta.</p> <p><b>Explanation.</b> Each ½ cup of pasta is one portion of grain products. The same applies to couscous, cooked rice, bulgur and quinoa.</p>	

Milk and Alternatives

<p><b>Q: How many daily servings of milk and alternatives do teens 14–18 require?</b></p> <p>A: They require 3–4 servings of milk and alternatives each day.</p> <p><b>Explanation.</b> In this case, both females and males require the same amount daily.</p>	<p><b>\$10</b></p>
<p><b>Q: How much milk can you drink to fulfill one serving of milk and alternatives?</b></p> <p>A: One cup of milk (250 mL) is one portion of milk and alternatives.</p>	<p><b>\$20</b></p>
<p><b>Q: What percentage of milk is recommended for consumption?</b></p> <p>A: The recommendation is to drink skim, 1%, or 2% milk.</p>	<p><b>\$30</b></p>
<p><b>Q: To get adequate vitamin D, how many cups of milk are recommended daily?</b></p> <p>A: The recommendation is 500 mL (2 cups) of milk every day.</p>	<p><b>\$40</b></p>
<p><b>Q: How much yogurt can be consumed for one serving of milk and alternatives?</b></p> <p>A: One portion of yogurt is 175g. That is equivalent to <math>\frac{3}{4}</math> cup.</p>	<p><b>\$50</b></p>

Meat and Alternatives

**Q: How many daily servings of meat and alternatives do teens 14–18 require?**

**\$10**

A: They require 2–3 servings of meat and alternatives each day.

**Explanation.** Females require two daily servings, while males require three.

**Q: How many servings of fish are recommended each week?**

**\$20**

A: At least 2 servings of fish are recommended every week.

**Q: How many eggs make up one serving of meat and alternatives?**

**\$30**

A: Two eggs make one serving of meat and alternatives.

**Q: What cooking methods are recommended for meat and alternatives?**

**\$40**

A: The recommendation is to use cooking methods such as roasting, baking or poaching that require little or no added fat.

**Q: What are some examples of legumes?**

**\$50**

A: Beans and lentils are examples of legumes.



Miscellaneous

<p><b>Q: What vegetable oils are recommended for use?</b></p> <p>A: Vegetable oils, such as canola, olive, and soybean are recommended.</p>	<p><b>\$10</b></p>
<p><b>Q: What tool can be used to help compare food products?</b></p> <p>A: The Nutrition Facts table can be used to make wiser choices. <b>Explanation.</b> For example, when selecting cheese or yogurts, the Nutrition facts table can help select a lower fat product.</p>	<p><b>\$20</b></p>
<p><b>Q: What should be done with the skin on poultry?</b></p> <p>A: Skin on poultry should be removed. Visible fat from meat should also be trimmed.</p>	<p><b>\$30</b></p>
<p><b>Q: What Food Group would you benefit from having at each meal and snacks?</b></p> <p>A: You would benefit from eating vegetables and fruit at all meals and as snacks.</p>	<p><b>\$40</b></p>
<p><b>Q: What are the benefits of following <i>Canada's Food Guide</i>?</b></p> <p>A: Meeting your needs in vitamins, minerals, and other nutrients; reducing the risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis; and contributing to your overall health and vitality.</p>	<p><b>\$50</b></p>

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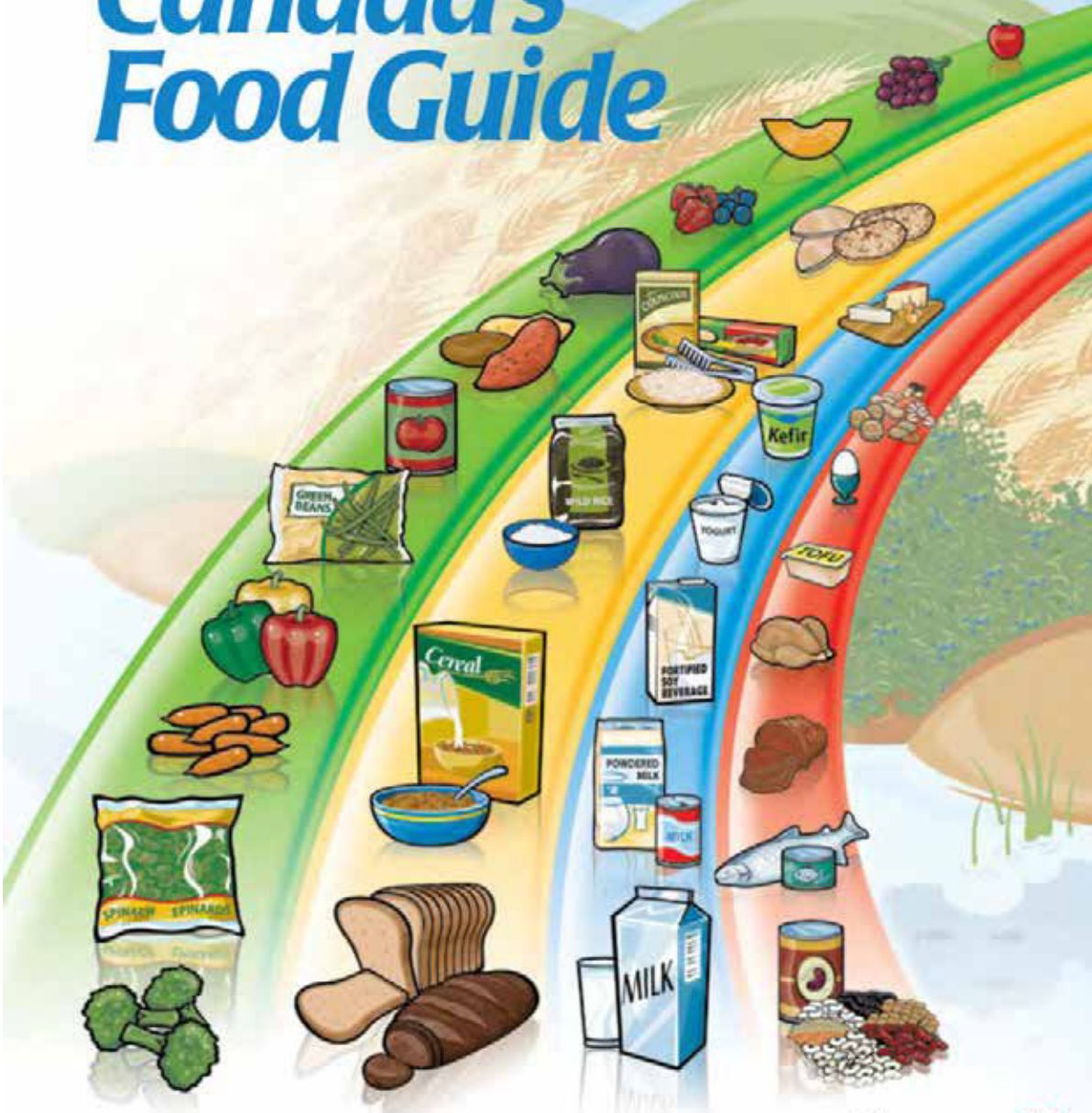


Health Canada / Santé Canada

Your health and safety... our priority.

Votre santé et votre sécurité... notre priorité.

# Eating Well with Canada's Food Guide



Canada 

## Recommended Number of Food Guide Servings per Day

Age In Years Sex	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Girls and Boys			Females	Males	Females	Males	Females	Males
<b>Vegetables and Fruit</b>	4	5	6	7	8	7-8	8-10	7	7
<b>Grain Products</b>	3	4	6	6	7	6-7	8	6	7
<b>Milk and Alternatives</b>	2	2	3-4	3-4	3-4	2	2	3	3
<b>Meat and Alternatives</b>	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.



## What is One Food Guide Serving?

Look at the examples below.

 <p><b>Fresh, frozen or canned vegetables</b> 125 mL (½ cup)</p>		 <p><b>Leafy vegetables</b> Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)</p>		 <p><b>Fresh, frozen or canned fruits</b> 1 fruit or 125 mL (½ cup)</p>		 <p><b>100% Juice</b> 125 mL (½ cup)</p>					
 <p><b>Bread</b> 1 slice (35g)</p>		 <p><b>Bagel</b> ½ bagel (45 g)</p>		 <p><b>Flat breads</b> ½ pita or ½ tortilla (35 g)</p>		 <p><b>Cooked rice, bulgur or quinoa</b> 125 mL (½ cup)</p>		 <p><b>Cereal</b> Cold: 30 g Hot: 175 mL (¾ cup)</p>		 <p><b>Cooked pasta or couscous</b> 125 mL (½ cup)</p>	
 <p><b>Milk or powdered milk (reconstituted)</b> 250 mL (1 cup)</p>		 <p><b>Canned milk (evaporated)</b> 125 mL (½ cup)</p>		 <p><b>Fortified soy beverage</b> 250 mL (1 cup)</p>		 <p><b>Yogurt</b> 175 g (¾ cup)</p>		 <p><b>Kefir</b> 175 g (¾ cup)</p>		 <p><b>Cheese</b> 50 g (1 ½ oz.)</p>	
 <p><b>Cooked fish, shellfish, poultry, lean meat</b> 75 g (2 ½ oz.)/125 mL (½ cup)</p>		 <p><b>Cooked legumes</b> 175 mL (¾ cup)</p>		 <p><b>Tofu</b> 150 g or 175 mL (¾ cup)</p>		 <p><b>Eggs</b> 2 eggs</p>		 <p><b>Peanut or nut butters</b> 30 mL (2 Tbsp)</p>		 <p><b>Shelled nuts and seeds</b> 60 mL (¼ cup)</p>	



### Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



***Make each Food Guide Serving count...***  
*wherever you are – at home, at school, at work or when eating out!*

▶ **Eat at least one dark green and one orange vegetable each day.**

- Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
- Go for orange vegetables such as carrots, sweet potatoes and winter squash.

▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**

- Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.

▶ **Have vegetables and fruit more often than juice.**

▶ **Make at least half of your grain products whole grain each day.**

- Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
- Enjoy whole grain breads, oatmeal or whole wheat pasta.

▶ **Choose grain products that are lower in fat, sugar or salt.**

- Compare the Nutrition Facts table on labels to make wise choices.
- Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

▶ **Drink skim, 1%, or 2% milk each day.**

- Have 500 mL (2 cups) of milk every day for adequate vitamin D.
- Drink fortified soy beverages if you do not drink milk.

▶ **Select lower fat milk alternatives.**

- Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

▶ **Have meat alternatives such as beans, lentils and tofu often.**

▶ **Eat at least two Food Guide Servings of fish each week.\***

- Choose fish such as char, herring, mackerel, salmon, sardines and trout.

▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**

- Trim the visible fat from meats. Remove the skin on poultry.
- Use cooking methods such as roasting, baking or poaching that require little or no added fat.
- If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



\* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to [www.healthcanada.gc.ca](http://www.healthcanada.gc.ca) for the latest information.



## Advice for different ages and stages...

### Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.



### Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **follic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.



### Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).



## How do I count Food Guide Servings in a meal?

Here is an example:

### Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper	=	2 Vegetables and Fruit Food Guide Servings
75 g (2 1/2 oz.) lean beef	=	1 Meat and Alternatives Food Guide Serving
250 mL (1 cup) brown rice	=	2 Grain Products Food Guide Servings
5 mL (1 tsp) canola oil	=	part of your Oils and Fats intake for the day
250 mL (1 cup) 1% milk	=	1 Milk and Alternatives Food Guide Serving
1 apple	=	1 Vegetables and Fruit Food Guide Serving



## Eat well and be active today and every day!

### The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.

### Be active

To be active every day is a step towards better health and a healthy body weight.

It is recommended that adults accumulate at least 2 1/2 hours of moderate to vigorous physical activity each week and that children and youth accumulate at least 60 minutes per day. You don't have to do it all at once. Choose a variety of activities spread throughout the week.

*Start slowly and build up.*

### Eat well

Another important step towards better health and a healthy body weight is to follow *Canada's Food Guide* by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

### Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Nutrition Facts	
Per 0 mL (0 g)	
Amount	% Daily Value
<b>Calories</b> 0	
<b>Fat</b> 0 g	0 %
Saturated 0 g	0 %
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 0 mg	0 %
<b>Carbohydrate</b> 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
<b>Protein</b> 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

### Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

### Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!

For more information, interactive tools, or additional copies visit *Canada's Food Guide on-line at:*  
[www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)

### or contact:

Publications  
Health Canada  
Ottawa, Ontario K1A 0K9  
E-Mail: [publications@hc-sc.gc.ca](mailto:publications@hc-sc.gc.ca)  
Tel.: 1-866-225-0709  
Fax: (613) 941-5366  
TTY: 1-800-267-1245

Également disponible en français sous le titre :  
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.



### LEARNING STATION 3 : STRESS

**OBJECTIVE:** This activity is designed to raise awareness of stress, eustress and distress and to give cadets tools to deal with stress.

**TIME:** 20 min

**TRAINING LEVEL:** 3

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Set up the four stations, one per relaxation exercise.
- Gather the required resources:
  - Chairs,
  - Flipchart paper,
  - Pens / pencils, and
  - Markers.

**ACTIVITY INSTRUCTIONS:**

1. Ask the cadets the following questions:
  - (a) What is stress? (Stress is the body's reaction to a demanding situation.)
  - (b) What is the difference between eustress and distress? (Eustress is described as good stress. This type of stress pushes a person to do better and reach goals. Distress is described as bad stress. This type of stress causes worry, sorrow, anger or pain.)
2. Divide the cadets into groups of three or four.
3. Distribute flipchart paper, pens / pencils and markers to each group.
4. Allow five minutes for cadets to brainstorm ways to overcome bad stress (distress).
5. Allow each group to share one item on their list and share why it is there.

Possible answers:

- |                                       |   |
|---------------------------------------|---|
| • going for a walk or a run;          | • laughing;                               |
| • going to the gym / playing a sport; | • practicing yoga or meditations;         |
| • listening to music;                 | • playing with a pet (dog, cat, etc.);    |
| • talking to someone about the issue; | • using time wisely; and                  |
| • watching a movie;                   | • writing down your problem in a journal. |

6. Demonstrate the first relaxation exercise located at Appendix 1.
7. Allow two minutes for the cadets to perform the exercise.
8. Repeat the process with the other exercises.

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## RAG DOLL

1. Sit in a chair (or stand) with feet apart.
2. Stretch the arms and trunk upward and inhale.
3. Exhale and drop the body forward. Let the trunk, head and arms dangle between the legs, keeping the muscles relaxed (as illustrated in Figure F1-1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.



Figure F1-1 Rag Doll

## NECK ROLL

1. Sit in a chair or on the floor with legs crossed.
2. Keeping the head and chin tucked, inhale and slowly turn the head as far left as possible (as illustrated in Figure F1-2).
3. Exhale and turn the head to the centre.
4. Repeat Steps 2 and 3 for the right side.
5. Repeat Steps 2–4 three times, trying to turn further each time to feel the stretch in the neck.
6. Drop the chin to the chest and inhale while slowly rolling the head in a semicircle to the left shoulder and exhale while slowly rolling the head back to the centre.
7. Repeat Step 6 for the right side.



Do not roll the head backward or in a full circle.



Figure F1-2 Neck Roll

## BODY BOARD

1. Lie on the right side with arms over the head (as illustrated in Figure F1-3).
2. Inhale and stiffen the body like a wooden board.
3. Exhale and relax the muscles.
4. Let the body fall without trying to control the direction (as illustrated in Figure F1-4).
5. Lie still for ten seconds.
6. Repeat Steps 1–5 for the left side.



Figure F1-3 Body Board Start Position



Figure F1-4 Body Board Finish Position

## **JAW STRETCH**

1. Sit in a chair or on the floor with head up and arms and shoulders relaxed.
2. Open mouth as wide as possible and inhale.
3. Relax and exhale slowly.
4. Shift the jaw to the right as far as possible and hold for three seconds (as illustrated in Figure F1-5).
5. Repeat Step 4 for the left side.
6. Repeat Steps 4 and 5 ten times.

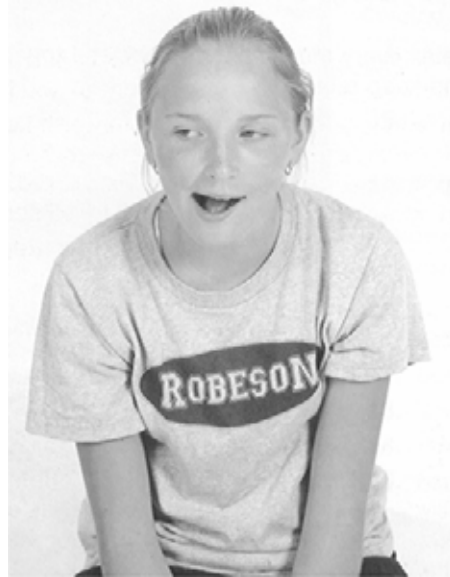


Figure F1-5 Jaw Stretch

## LEARNING STATION 4: HEALTHY LIFESTYLE TOOL BELT

**OBJECTIVE:** This activity is designed to provide an awareness of activities that can be added to enhance healthy living.

**TIME:** 20 min

**TRAINING LEVEL:** 4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Gather required resources:
  - Healthy Lifestyle Tool Belt handout, located Appendix 1, for each cadet,
  - Mats, and
  - Pens / pencils.

### ACTIVITY INSTRUCTIONS:

1. Distribute the Healthy Lifestyle Tool Belt handout to each cadet.
2. Explain that they will be completing five quick activities to develop an awareness of behaviours that can be used to promote a healthier lifestyle.
3. Ask for a volunteer to read the following information:

“The commitments we make to ourselves and to others, and our integrity to those commitments, is the essence and clearest manifestation of our proactivity.”

*S. Covey, The 7 Habits of Highly Effective People.*

Facts:

- Commitments are things we agree to do, whether for ourselves or for someone else.
- To develop integrity we have to stop making so many commitments and check to see, before taking on or making new commitments, if we will actually follow through, for sure.

4. Give the cadets one minute to identify their current commitments in Block 1 of the handout.
5. Have the cadets make a commitment to themselves related to healthy eating in Block 2 of the handout.
6. Ask for a volunteer to read the following information:

“Research unequivocally shows that simple meditation practices for as little as 12–15 minutes per day can have HUGE positive results for us. As we close our eyes, breathe deeply and allow our minds to chillax, we go from active thinking to mellow chill-axing while triggering what Herbert Benson (the preeminent Harvard/MD researcher) calls ‘The Relaxation Response’.”

*B. Johnson, A Philosopher's Notes*

7. Have the cadets assume the Child's Pose– Balasana or Corpse Pose– Savasana. Allow the cadets to remain in the position for 2 minutes: tell the cadets to breathe calmly, let their bodies relax and their minds unclutter.



Figure J-1 Child's Pose – Balasana



Figure J-2 Corpse Pose – Savasana

8. Ask the cadets how they felt during the exercise.
9. Ask for a volunteer to read the following information:

Author Eckhart Tolle tells us that although it is “important that we accept ourselves and our emotions”, it’s also really important to notice what thoughts and behaviours consistently lead to negative outcomes and to stop doing those things and thinking those thoughts.

E. Tolle, *The Power of Now*

10. Have the cadets identify behaviours that they have that consistently lead to negative outcomes in Block 5 of the handout. Examples: slamming the car door, having thoughts that you need to be the best at everything.
11. Have the cadets identify positive behaviours they would like to continue in Block 6 of the handout.
12. Ask for a volunteer to read the following information:

Robin Sharma is a Canadian author whose studies on greatness have found that “all great people have a passionate consistency for their fundamentals”—whether the specific manifestation of one’s greatness is being an extraordinary athlete, political leader, entrepreneur, artist or musician. Every day, they attend to their fundamentals—it could be meditating, exercising every day, giving joy, appreciating someone, writing in a journal, practicing music, studying.

R. Sharma, *The Greatness Guide 2*

13. Tell the cadets that fundamentals are basic values or tasks that a person completes as part of their daily regimen and have them identify their current fundamentals in Block 7 of the handout.
14. Have the cadets circle the fundamentals they hope to continue for the rest of their life.
15. Ask for a volunteer to read the following information:

In the book *Spark*, author Dr. John Ratey demonstrates how and why physical activity is crucial to the way we think and feel.



“A notable experiment in 2007 showed that cognitive flexibility improves after just one 35-minute treadmill session at either 60 percent or 70 percent of maximum heart rate. The 40 adults in the study (aged 50–64) were asked to rattle off alternative uses for common objects like a newspaper—it’s meant for reading, but it can be used to wrap fish, line a birdcage, pack dishes and so forth. Half of them watched a movie and the other half exercised, and they were tested before the session, immediately after and again 20 minutes later. The movie watchers showed no change, but the runners improved their processing speed and cognitive flexibility after just one workout. Cognitive flexibility is an important executive function that reflects our ability to shift thinking and to produce a steady flow of creative thoughts and answers as opposed to a regurgitation of the usual responses. So if you have an important afternoon brainstorming session scheduled, going for a short, intense run during lunchtime is a smart idea.”

J. Ratey, *Spark: The Revolutionary New Science of Exercise and the Brain*



16. Have the cadets identify activities they think they could be better prepared to perform if they did a short intense period of physical exercise prior to the activity in block 8 of the handout.

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<b>HEALTHY LIFESTYLE TOOL BELT</b>	
<p><b>1. My current commitments are:</b></p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><b>2. My commitment to myself related to healthy eating:</b></p> <p><input type="checkbox"/> eat no chocolate bars at the cadet canteen</p> <p><input type="checkbox"/> drink water with each meal</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p><b>3.</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Figure J1-1 Child's Pose – Balasana</p>	<p><b>4.</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Figure J1-2 Corpse Pose – Savasana</p>
<p><b>5. My current behaviours that lead to negative outcomes are:</b></p> <p><input type="checkbox"/> late for timings</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><b>6. Positive behaviours I want to continue:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>7. My current fundamentals, the things I attend to every day, are:</b></p> <p><input type="checkbox"/> meditate for ____minutes</p> <p><input type="checkbox"/> offer thanks to another person</p> <p><input type="checkbox"/> offer praise to another person</p> <p><input type="checkbox"/> exercise ____minutes</p> <p><input type="checkbox"/> write in a journal</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><b>8. My brain will be better prepared to perform if I engage in short periods of intense physical exercise before the following activities:</b></p> <p><input type="checkbox"/> studying</p> <p><input type="checkbox"/> writing an exam</p> <p><input type="checkbox"/> attending a meeting</p> <p><input type="checkbox"/> giving a speech</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p><b>“You must be the change you want to see in the world” - Mahatma Gandhi</b></p>	

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# PHYSICAL ACTIVITY TRACKER



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Week 1</b>	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 
<b>Week 2</b>	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 
Cadet's Signature: _____ Date: _____ Supervisor's Signature: _____ Date: _____							



## PHYSICAL ACTIVITY TRACKER



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>W e e k 3</b>	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹
<b>W e e k 4</b>	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹
Cadet's Signature: _____ Date: _____ Supervisor's Signature: _____ Date: _____							





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PERSONAL FITNESS  
AND HEALTHY LIVING**



**SECTION 2**

**EO MX04.02 – IDENTIFY STRATEGIES TO IMPROVE PARTICIPATION IN  
PHYSICAL ACTIVITIES AND PARTICIPATE IN THE CADET FITNESS ASSESSMENT**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Review CATO 14-18, *Cadet Fitness Assessment and Incentive Program* and become familiar with the material prior to delivering the lesson.

Photocopy the *Individual Score Sheet for the 20-m Shuttle Run Test* located at CATO 14-18, Annex A, Appendix 1 for each cadet.

Photocopy the *Cadet Fitness Assessment and Incentive Level Results* located at CATO 14-18, Annex B, Appendix 3 for each cadet.

Photocopy Introduction to Goal Setting located at Annex A for one assistant instructor and Review of Goal Setting located at Annex A for the other.

Photocopy the SMART Goals Guide located at Annex A, Appendix 1 for each cadet.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities) for TP 3.

Assistant instructors are required for this lesson.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TP 1 as it is a fun and interactive way for cadets to compare their physical activity to the *Canadian Physical Activity Guidelines for Youth* and the *Canadian Sedentary Behaviour Guidelines for Youth*.

A practical activity was chosen for TPs 2 and 3 as it is a fun and interactive way to build on the cadets' knowledge of personal fitness and healthy living.

---

## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall have compared their participation in physical activity to the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*, have participated in the CFA, and set goals to improve their participation in physical activity.

### IMPORTANCE

Meeting the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth* allows individuals to lead more active, healthy lives. Participating in the CFA will give cadets a tool to evaluate their physical fitness, which will allow them to set personal goals for improvement. Setting SMART goals is another great tool that cadets can use to maintain a healthier lifestyle.

---

#### Teaching Point 1

**Conduct an activity where cadets compare their participation in physical activities to the *Canadian Physical Activity Guidelines for Youth* and the *Canadian Sedentary Behaviour Guidelines for Youth*.**

Time: 15 min

Method: In-Class Activity

---

## ACTIVITY

---

### OBJECTIVE

The objective of this activity is to have the cadets compare their participation in physical activities to the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*.

### RESOURCES

- Completed Physical Activity Tracker,
- *Canadian Physical Activity Guidelines for Youth*, and
- *Canadian Sedentary Behaviour Guidelines for Youth*.

### ACTIVITY LAYOUT

Nil.

### ACTIVITY INSTRUCTIONS

1. Have the cadets think individually about the following questions:
  - (a) Did you meet the minimum requirements of the *Canadian Physical Activity Guidelines for Youth*? (60 minutes of activity daily)
  - (b) Did you meet the requirements of the *Canadian Sedentary Behaviour Guidelines for Youth*? (Limit recreational screen time to no more than 2 hours per day, and limit sedentary (motorized) transport, extended sitting time as well as time spent indoors throughout the day)



- (c) What are some of your personal barriers to physical activity? How can you overcome these barriers? (See table below)
- (d) What are some ways to improve your participation in physical activity? (See table below)

Possible barriers to being physically active	Strategies to overcome barriers
No time, energy or motivation. Programs, facilities, transportation are too expensive. No friend / family member to exercise with. The fitness facility isn't nearby or it's on a road that's too busy for safe walking or cycling. Not enough support from family / friends. No confidence or the right clothing. Bad weather. The fitness facility doesn't make me feel welcome or comfortable.	Schedule some time throughout your weekly schedule to commit to be fit! Ask a family member, friend, teacher, officer, or fellow cadet for help. Convince yourself that physical activity will increase your energy level. Make activities that you already do more active (eg, clean your room while listening to upbeat music). Set goals. Track your progress. Get more sleep. Do a self assessment.

2. Divide cadets into pairs and allow five minutes for cadets to discuss questions a–d above.
3. As a large group, allow five minutes for cadets to share what they have learned from their discussions. Emphasize strategies to overcome barriers to being physically active.

### SAFETY

Nil.

---

### Teaching Point 2

**Have the cadets set a SMART goal to improve their participation in physical activities.**

Time: 15 min

Method: Practical Activity

---

### ACTIVITY

---

### OBJECTIVE

The objective of this activity is to have the cadets set a SMART goal to improve their participation in physical activities.

### RESOURCES

- SMART Goals Guide located at Appendix 1 for each cadet, and
- Pens / pencils.

### ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Divide cadets into two groups: Year 1, and Years 2–4.
2. Assign each group an assistant instructor.
3. Conduct the following activities as per Annex A:
  - (a) Introduction to Goal Setting for Year 1 cadets; and
  - (b) Review of Goal Setting for Years 2–4, as per Annex A.

## SAFETY

Nil.

---

### Teaching Point 3

**Supervise while the cadets participate in the Cadet Fitness Assessment.**

Time: 60 min

Method: Practical Activity

---

## ACTIVITY

---



The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

## OBJECTIVE

The objective of this activity is to have the cadets participate in the Cadet Fitness Assessment.

## RESOURCES

- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Leger 20-m Shuttle Run Test CD,
- Measuring tape,
- CD player,
- Pylons,
- Gym mats,
- 12-cm measuring strips,
- Stopwatches,
- Paper,
- Pens / pencils,
- Metre sticks,
- *Back-saver sit and reach* test apparatuses, and
- *Individual Score Sheet for the 20-m Shuttle Run Test*.

**ACTIVITY LAYOUT**

Set up the activity IAW CATO 14-18.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets participate in a warm-up session as per Annex A of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
2. Have the cadets perform and score the Cadet Fitness Assessment IAW CATO 14-18.



Have the cadets complete the Cadet Fitness Assessment in pairs. Conduct the 20-m Shuttle Run Test first; conduct the remaining stations as a circuit.

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

**SAFETY**

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets throughout this activity.

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**CONFIRMATION OF TEACHING POINT 2**


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The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

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**END OF LESSON CONFIRMATION**


---

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

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**CONCLUSION**


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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Participating in the Cadet Fitness Assessment will indicate which of the three components of fitness (cardiovascular endurance, muscular strength and endurance, and muscular flexibility) you need to improve the most. Knowing this will help you set personal goals to improve your physical fitness.

## **INSTRUCTOR NOTES / REMARKS**

The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

Assistant instructors will be required for this lesson.

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18.

Retain cadets' CFA results for use in EO MX04.03 (Participate in the Cadet Fitness Assessment and identify Strategies for Improving Personal Fitness).

---

## **REFERENCES**

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Canadian Society for Exercise Physiology. (2013). *Guidelines*. Retrieved from: <http://www.csep.ca>

CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

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The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

## INTRODUCTION TO GOAL SETTING

**OBJECTIVE:** This activity is designed to introduce cadets to goal setting.

**TIME:** 15 min

**TRAINING LEVEL:** 1

### PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- SMART Goals Guide located at Appendix 1 for each cadet, and
- Pens / pencils.

### ACTIVITY INSTRUCTIONS:

1. Explain SMART goals to the cadets.

## SMART GOALS

**Specific.** What specific activity can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

**Measurable.** How will you measure the achievement of the goal?

**Achievable.** What might hinder you as you progress towards the goal? What resources can you call upon?

**Relevant.** What will you get out of this?

**Timed.** When will you achieve this goal? What will be your first step?

2. Ask the cadets to determine if the following scenario reflects a SMART goal.

**Scenario:** Cadet Smith and Cadet Trudeau have recently teamed up to motivate each other to become more physically active. They want to get closer to achieving 60 minutes of activity each day. They set a goal to each walk 150 km over the next 30 days, by walking 5 km per day.

**Answer:** This is a SMART goal. Here is why:

- **Specific:** The cadets plan to walk 5 kilometres per day for the next 30 days.
  - **Measureable:** They can track the distance spent walking.
  - **Achievable:** It is realistic for each of them to walk 5 km per day. They can reach their goal by working together, providing motivation and support for one another.
  - **Relevant:** Their goal focuses on the aspect of being more physically active. Once they reach their goal, they will experience a sense of accomplishment for completing the task.
  - **Timed:** They have 30 days to reach their goal.
3. Distribute a copy of the SMART Goals Guide located at Appendix 1 to each cadet.
  4. Supervise as the cadets set SMART goals linked to meeting the requirements of the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*.
  5. As time permits, have the cadets, who wish to, share their SMART goals with the group.

## REVIEW OF GOAL SETTING

**OBJECTIVE:** This activity is designed to review to goal setting.

**TIME:** 15 min

**TRAINING LEVEL:** 2–4

**PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- SMART Goals Guide located at Appendix 1 for each cadet, and
- Pens / pencils.

**ACTIVITY INSTRUCTIONS:**

1. Review SMART Goals with the cadets.

### SMART GOALS

**Specific.** What specific activity can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

**Measurable.** How will you measure the achievement of the goal?

**Achievable.** What might hinder you as you progress towards the goal? What resources can you call upon?

**Relevant.** What will you get out of this?

**Timed.** When will you achieve this goal? What will be your first step?

2. Give each cadet a copy of the SMART Goals Guide located at Appendix 1.
3. Allow five minutes for cadets to individually complete the handout. Supervise as cadets set SMART goals linked to meeting the requirements of the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*.
4. Divide the cadets into pairs.
5. Supervise as cadets discuss their SMART goals with their partner.
6. As time permits, have the cadets, who wish to, share their SMART goals with the group.



### SMART GOALS GUIDE

Rank:	Last Name:
First Name:	Date:

1. Write down your SMART physical fitness goal.

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2. Provide a description of how the goal is SMART.

Specific: \_\_\_\_\_

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Measurable: \_\_\_\_\_

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Achievable: \_\_\_\_\_

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Relevant: \_\_\_\_\_

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Timed: \_\_\_\_\_

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3. List some steps that you can take to achieve your goal.

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**SECTION 3**

**EO MX04.03 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT AND  
IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX04.03 (Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Review CATO 14-18, *Cadet Fitness Assessment and Incentive Program* and become familiar with the material prior to delivering the lesson.

Photocopy the *Individual Score Sheet for the 20-m Shuttle Run Test* located at CATO 14-18, Annex A, Appendix 1 for each cadet.

Photocopy the *Cadet Fitness Assessment and Incentive Level Results* located at CATO 14-18, Annex B, Appendix 3 for each cadet.

Photocopy the Strategies to Improve my Personal Physical Fitness handout located at Annex A for each cadet.

Photocopy Annex B for each assistant instructor.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities) for TP 1.

Gather cadets' CFA results from EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) for use in TP 2.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it allows the cadets to participate in the CFA in a safe and controlled environment.

---

## INTRODUCTION

---

### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall have participated in the CFA, identified which component of fitness needs the most improvement, identified strategies to improve that component of physical fitness, and set a SMART goal to help improve their personal physical fitness.

### IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to measure their personal fitness as this will allow them to identify their strengths and their weaknesses. That information will allow cadets to identify strategies and set goals that will guide them towards a healthier lifestyle.

---

### Teaching Point 1

**Supervise while the cadets participate in the Cadet Fitness Assessment.**

Time: 60 min

Method: Practical Activity

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## ACTIVITY

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The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

### OBJECTIVE

The objective of this activity is to have the cadets participate in the Cadet Fitness Assessment.

### RESOURCES

- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Leger 20-m Shuttle Run Test CD,
- Measuring tape,
- CD player,
- Pylons,
- Gym mats,
- 12-cm measuring strips,
- Stopwatches,
- Paper,
- Pens / pencils,
- Metre sticks,

- *Back-saver sit and reach* test apparatuses, and
- *Individual Score Sheet for the 20-m Shuttle Run Test*.

### ACTIVITY LAYOUT

Set up the activity IAW CATO 14-18.

### ACTIVITY INSTRUCTIONS

1. Have the cadets participate in a warm-up session as per Annex A of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
2. Have the cadets perform and score the Cadet Fitness Assessment IAW CATO 14-18.



Have the cadets complete the Cadet Fitness Assessment in pairs. Conduct the 20-m Shuttle Run Test first; conduct the remaining stations as a circuit.

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

### SAFETY

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets throughout this activity.

---

### CONFIRMATION OF TEACHING POINT 1

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The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

---

### Teaching Point 2

**Conduct an activity where the cadets identify how to improve their personal physical fitness.**

Time: 30 min

Method: Practical Activity

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### ACTIVITY

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### OBJECTIVE

The objective of this activity is to have the cadets identify how to improve their personal physical fitness.

### RESOURCES

- Cadet Fitness Assessment and Incentive Level Results from EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the CFA), and
- Strategies to Improve My Personal Fitness handout located at Annex A.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Distribute the Strategies to Improve My Personal Fitness handout located at Annex A to each cadet.
2. Have each cadet review their Cadet Fitness Assessment and Incentive Level Results and complete the Strategies to Improve My Personal Fitness handout.
3. With the help of assistant instructors, discuss each cadet's individual results with them and assist them with completing the handout.



A list of example physical activities cadets can do to improve their personal fitness is located at Annex B.

## SAFETY

Nil.

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### CONFIRMATION OF TEACHING POINT 2

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

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### END OF LESSON CONFIRMATION

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

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### CONCLUSION

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## HOMEWORK / READING / PRACTICE

Nil.

## METHOD OF EVALUATION

Nil.

## CLOSING STATEMENT

The Cadet Fitness Assessment is a great tool that can help you determine how physically fit you are in the three components of physical fitness (cardiovascular endurance, muscular strength, and muscular flexibility). Knowing where you need to improve will help you target your efforts.

## INSTRUCTOR NOTES / REMARKS

The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

Assistant instructors will be required for this lesson.

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18.

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## REFERENCES

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CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual (3rd ed.)*. Windsor, ON: Human Kinetics.

The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

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## STRATEGIES TO IMPROVE MY PERSONAL PHYSICAL FITNESS

1. Based on CFA results, which component of fitness do I need to improve the most?

Cardiovascular Endurance?

Muscular Strength?

Muscular Flexibility?

2. What physical activities could I do on a regular basis to help me improve that component of fitness?

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3. Set a SMART goal to help improve that component of fitness.

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## **PHYSICAL ACTIVITIES CADETS CAN DO TO IMPROVE THEIR PERSONAL FITNESS**

Examples of physical activities that can help to improve the **cardiovascular endurance component**:

- aerobics,
- basketball,
- cross-country skiing,
- dancing,
- floor hockey,
- hiking,
- ice skating,
- lacrosse,
- orienteering,
- ringette,
- rollerblading,
- running,
- skipping rope,
- snowshoeing,
- soccer, and
- ultimate Frisbee.

Examples of physical activities that can help improve the **muscular strength component**:

- balance ball exercises,
- Pilates,
- resistance exercises using bands,
- resistance exercises using the body,
- weighted ball exercises,
- weighted bar exercises, and
- yoga.

Examples of physical activities that can help improve the **muscular flexibility component**:

- stretching,
- tai chi, and
- yoga.

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**SECTION 4**

**EO CX04.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT AND  
IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS**

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Total Time:

One session (3 periods) = 90 min

---

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE  
INSTRUCTIONAL GUIDE FOR EO MX04.03 (PARTICIPATE IN THE CADET FITNESS  
ASSESSMENT AND IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS).**

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**SECTION 5**

**EO CX04.02 – PARTICIPATE IN ACTIVITIES THAT REINFORCE  
THE THREE COMPONENTS OF PHYSICAL FITNESS**

Total Time:

One session (3 periods) = 90 min

---

**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

This IG supports EO CX04.02 (Participate in Activities that Reinforce the Three Components of Physical Fitness) located in A-CR-CCP-801/PF-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Select one or two muscular flexibility activities from Annex A, one or two cardiovascular endurance activities from Annex B, and one or two muscular strength activities from Annex C.

Gather the required equipment as per the selected activities.

Print the documents required to conduct the activities.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

Ensure a designated first-aider and first aid kit are available.

Ensure water is available for the cadets throughout this activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as a fun and interactive way to stimulate interest in the three components of physical fitness.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

## OBJECTIVES

By the end of this activity the cadet shall have participated in activities that reinforce the three components of physical fitness.

## IMPORTANCE

It is important for cadets to participate in physical activities that reinforce the three components of physical fitness to help them follow the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth* and lead a healthy active lifestyle.

---

## ACTIVITY

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1. Have the cadets participate in a warm-up session as per of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
2. Conduct the selected activities from Annexes A, B and C.



### The Three Components of Physical Fitness

**Cardiovascular Endurance.** The ability of the body's cardiovascular and respiratory systems to supply oxygen and blood during sustained physical activity (eg, the ability to run a long distance).

**Muscular Strength.** The ability of a muscle or muscle group to contract many times without tiring (eg, rowing a boat).

**Muscular Flexibility.** The range of motion of joints or a group of joints. It also refers to the freedom and efficiency in which a joint moves. (eg, the shoulder flexibility required to scratch your back.)

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

---

## CONCLUSION

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## METHOD OF EVALUATION

Nil.

## CLOSING STATEMENT

Finding activities that are enjoyable is a great way to follow the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, and to lead a healthy active lifestyle.

## INSTRUCTOR NOTES / REMARKS

Nil.

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## REFERENCES

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**FLEXIBILITY ACTIVITY 1:  
THE ARTISTS**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular flexibility.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- Four images (eg, a provincial / territorial flag, image from a colouring book, famous person)
- Paper,
- Pen / pencil, and
- Masking Tape.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into groups of two or three.
2. Have each group tape a piece of paper to the floor.
3. Explain to the cadets that:
  - (a) The aim of the activity is to draw the best possible picture, as a group.
  - (b) Legs and arms must remain as straight as possible.
  - (c) The pen or pencil must be held by all team members.
  - (d) Each group will have to draw the image provided.
4. Supervise as the cadets participate in the activity.
5. As time allows, have cadets repeat the activity, with a different image, in different groups.

**FLEXIBILITY ACTIVITY 2:  
CIRCLE THE CIRCLE**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular flexibility.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Gather hula hoops (one per team).

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into equal teams of four or more cadets.
2. Have the cadets in each team stand in a circle and grasp each other's forearms.
3. Explain to the cadets that they will have to pass a hula hoop around the circle without letting go of each other's arms.
4. Give the signal to start and supervise as the cadets participate in the activity. Allow the cadets to repeat the activity so they can improve their performance.
5. Divide the cadets into different teams. Repeat the activity.
6. As time allows, have the cadets perform the activity as one large team with multiple hula hoops going around the circle.



**FLEXIBILITY ACTIVITY 3:  
BEAR SOCCER**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular flexibility.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Two goals (eg, hockey nets, pylons, taped outline on a wall, books, etc.),
  - (b) Boundary markers (eg, pylons, tape, etc.),
  - (c) Light ball (eg, soccer, nerf, dodge, tennis, beach, etc.), and
  - (d) Whistle.
2. Set up a goal on each side of the playing area and identify the centre of the field.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two teams.
2. Explain to the cadets that :
  - (a) The objective is to score more goals than the opposite team.
  - (b) To move around players must assume the bear position: hands and feet on the floor with their buttocks in the air.
  - (c) Only feet (no hands!) can be used to stop or move the ball.
  - (d) Play is stopped for a goal or an infraction (indicated with a whistle blow). In this case, possession of the ball is switched to the other team. Players of both teams retreat to their side of the playing field and the ball is placed in the centre of the playing field. All players must be on their side of the field until the ball is touched. The team in possession of the ball must be given 10 feet of room until the ball is touched.
  - (e) Infractions include: touching the ball with the hands, kicking the ball out of bounds, standing up, or poor conduct.
3. Start the game and supervise as the cadets participate in the activity.

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**CARDIOVASCULAR ENDURANCE ACTIVITY 1:  
STRIKEFORCE TAG**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Nil.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into groups of at least four.
2. Explain to the cadets that :
  - (a) The goal of this activity is to avoid being tagged by “STRIKEFORCE”.
  - (b) A cadet is designated “STRIKEFORCE” and the remaining cadets join hands and form a small circle.
  - (c) One of the cadets in the circle is identified as the target of “STRIKEFORCE”. Cadets in the circle must work together to keep the target cadet from being tagged by “STRIKEFORCE”.
  - (d) Once the target is tagged, that cadet becomes the new “STRIKEFORCE”. The cadet that was “STRIKEFORCE” joins the circle of cadets. A new cadet becomes the target (not the cadet who was just “STRIKEFORCE”).
3. Ask for a volunteer to be “STRIKEFORCE”.
4. Start the game and supervise as the cadets participate in the activity.

**CARDIOVASCULAR ENDURANCE ACTIVITY 2:  
OVER UNDER RELAY**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) One ball per team (basketball, dodge, volleyball, tennis, medicine, etc), and
  - (b) Whistle.
2. Determine the number of legs / length of the race and playing field size prior to beginning the activity.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into teams of three and issue a ball per team.
2. Explain to the cadets that :
  - (a) The goal of this activity is to be the first team to complete the race.
  - (b) All cadets in a team must stand in line, all facing the direction opposite to where they are headed. The cadet in front must pass the ball over their head to their partner in the back, who passes the ball behind their legs to the partner behind them.
  - (c) As soon as they have passed the ball, cadets must run to the back of the line.
  - (d) This continues until the team travels the distance indicated. (Announce the distance required to complete the race.)
  - (e) Both cadets must touch the ball for a proper pass (it cannot be thrown or tossed).
3. Start the race and supervise as the cadets participate in the activity.

**CARDIOVASCULAR ENDURANCE ACTIVITY 3:  
BRITISH BULLDOG**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Boundary markers (tape, pylons, rope, etc), and
  - (b) Whistle.
2. Set up the boundaries: A large rectangle of the open space.

**ACTIVITY INSTRUCTIONS:**

1. Explain to the cadets that:
  - (a) One cadet is designated as the bulldog; they stand in the center of the open space.
  - (b) The remainder of the cadets line up at one end of the playing area.
  - (c) The blowing of a whistle signals the cadets to run across the area to the other line.
  - (d) The bulldog(s) tries to tag as many cadets as possible.
  - (e) Any of the cadets tagged also become bulldogs.
  - (f) If someone runs out of bounds, they become a bulldog. (Point out the boundaries of the activity).
  - (g) The game continues until only one cadet remains untagged. This cadet is declared the winner.
2. Identify one cadet as the bulldog.
3. Have the cadets line up at one end of the playing area.
4. Start the activity and supervise as the cadets participate in the activity.

**CARDIOVASCULAR ENDURANCE ACTIVITY 4:  
MONEY GRAB**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Hula hoops (one per team),
  - (b) Monopoly money, and
  - (c) Whistle.
2. Prepare the activity area, by spreading hula hoops on the playing area evenly.
3. Deposit \$1000 in each hula hoop using different denominations (\$100x6, \$50x4, \$20x5, \$10x10).

**ACTIVITY INSTRUCTIONS:**

1. Divide cadets into equal teams.
2. Explain to the cadets that:
  - (a) Each team of cadets has a hula hoop: it is called the bank.
  - (b) The aim is to be the team who ends up with the most money in their bank.
  - (c) Cadets can withdraw money from the other teams' bank and deposit it in their own.
  - (d) A cadet can only hold one bill at a time.
  - (e) This continues until time runs out.
3. Start the game and supervise as the cadets participate in the activity.
4. When time has run out, ask each team to count the money in their bank and announce a winning team.

**CARDIOVASCULAR ENDURANCE ACTIVITY 5:  
RUBBER CHICKEN BASEBALL**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Rubber chicken (or suitable substitute),
  - (b) Boundary markers (tape, pylons, rope, etc), and
  - (c) Whistle.
2. Identify the playing field boundaries: A large open space.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two equal teams.
2. Explain to the cadets that:
  - (a) There are two teams: HOME and AWAY.
  - (b) The HOME team begins the game by throwing the chicken within the playing area.
  - (c) The AWAY team begins Fielding the Chicken first.
  - (d) The AWAY team runs up to the chicken and forms a single file, facing the chicken.
  - (e) The AWAY team passes the chicken over under through their file. The first cadet passes the chicken between their legs to the cadet behind them, who passes it over their head to the next cadet in line, and so on.
  - (f) Once the chicken has passed through the entire team, the last cadet crows like a rooster.
  - (g) During that time the HOME team forms a line and races around the AWAY team. Each complete lap around the AWAY team before they crow is scored a run.
  - (h) After the rooster crows, the rooster throws the chicken anywhere in the playing area and the roles are reversed; the AWAY team becomes the HOME team and vice versa.
  - (i) If the chicken is thrown out-of-bounds, that team has to pass the chicken through their line again.
  - (j) The team with the most runs wins.
3. Randomly designate one team of cadets HOME, and the other team AWAY.
4. Start the game and supervise as the cadets participate in the activity.

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**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 1:  
WHEELBARROW RELAY**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Items to be carried (eg, balls, books, shoes), and
  - (b) Whistle.
2. Set up the boundaries of the race area.
3. Set up the items to be carried for each team. Note: Each item in the pile means that one cadet will have to carry it across the race area.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into pairs.
2. Explain to the cadets that:
  - (a) All items in the pile need to be delivered to the other side of the field.
  - (b) Items can only be delivered via the back of a cadet in the wheelbarrow position.
  - (c) Only one item may be brought at a time.
  - (d) Cadets must alternate positions (wheelbarrow and holder), until all items have been brought to the other side of the field.
  - (e) When an item is dropped midway, it must be brought back to the start.
3. Start the game and supervise as the cadets participate in the activity.

**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 2:  
SOUP CAN PYRAMID**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- A minimum of three cans (eg, soup, vegetables, etc.) per cadet,
- Whistle.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into pairs.
2. Explain to the cadets that:
  - (a) Cadets must use their feet to move cans together.
  - (b) Legs must remain straight.
  - (c) The team must create a line of cans and then stack them until they form a pyramid.
  - (d) Only one can be moved at a time.
  - (e) Cadets must dismantle their pyramid before continuing to their next appendage.
  - (f) Cadets must then build a pyramid using their other foot.
  - (g) The activity can be repeated with cadets using their hands while lying on their stomach.
3. Have the cadets lay down on their backs on the floor.
4. Have each cadet place the bottoms of their feet against their partner's feet.
5. On either side of the legs of each team of cadets, place a collection of cans.
6. Blow the whistle to start the game.
7. Supervise as the cadets participate in the activity.



Canned food could be donated to the local food bank.

**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 3:  
YURT CIRCLES**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Nil.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two teams of at least three cadets each.
2. Have the teams form circles.
3. Explain to the cadets that:
  - (a) All cadets in one team will perform a leg squat at the same time, while holding arms. Cadets will raise one leg while performing the squat and then the other leg.
  - (b) Each team will attempt the same thing while holding hands or forearms.
  - (c) Then, both teams will squat to see which team can hold the squat the longest.
  - (d) As time allows, have the cadets attempt the activity again as one large group or in different teams.
4. Supervise as the cadets participate in the activity.

**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 4:  
CRAB SOCCER**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Two goals (eg, hockey nets, pylons, taped outline on a wall, books, etc.),
  - (b) Boundary markers (eg, pylons, tape, etc.),
  - (c) Light ball (eg, soccer, nerf, dodge, tennis, beach, etc.), and
  - (d) Whistle.
2. Set up a goal on each side of the playing area and identify the centre of the field.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two teams.
2. Explain to the cadets that:
  - (a) The objective is to score more goals than the opposing team.
  - (b) To move around players must assume the table position: hands (behind the back) and feet on the floor with the torso up.
  - (c) Only feet (no hands!) can be used to stop or move the ball.
  - (d) Play is stopped for a goal or an infraction (indicated with a whistle blow). In this case, possession of the ball is switched to the other team. Players of both teams retreat to their side of the playing field and the ball is placed in the centre of the playing field. All players must be on their side of the field until the ball is touched. The team in possession of the ball must be given 10 feet of room until the ball is touched.
  - (e) Infractions include: touching the ball with the hands, kicking the ball out of bounds, standing up, or poor conduct.
3. Start the game and supervise as the cadets participate in the activity.



**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PERSONAL FITNESS  
AND HEALTHY LIVING**



**SECTION 6**

**EO CX04.03 – PARTICIPATE IN A COOKING CLASS**

---

Total Time:

One session (3 periods) = 90 min

---

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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AND HEALTHY LIVING**



**SECTION 7**

**EO CX04.04 – ATTEND A PERSONAL FITNESS AND HEALTHY LIVING PRESENTATION**

---

Total Time:

One session (3 periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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AND HEALTHY LIVING**



**SECTION 8**

**EO CX04.05 – ATTEND A LOCAL AMATEUR SPORTING EVENT**

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Total Time:

One session (3 periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**CHAPTER 5**  
**PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PHYSICAL ACTIVITIES**



**SECTION 1**

**EO MX05.01 – PARTICIPATE IN PHYSICAL ACTIVITIES**

Total Time:

3 sessions (9 periods) = 270 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX05.01 (Participate in Physical Activities) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

Select a physical activity to conduct.

Gather the required equipment as per the selected activities.

Assistant instructors / specialists may be required based on the activity selected.



Suggested physical activities are located at the attachments to this IG as follows:

Cardiovascular Activities, including:

- Attachment A - Aerobics,
- Attachment B - Cross-Country Skiing,
- Attachment C - Hiking,
- Attachment D - Ice Skating,
- Attachment E - Instructor-Led Dancing,
- Attachment F - Orienteering,
- Attachment G - Rollerblading,
- Attachment H - Running,
- Attachment I - Skipping Rope,
- Attachment J - Snowshoeing, and
- Attachment K - Swimming.

Muscular Strength Activities, including:

- Attachment L - Muscular Strength Exercises using the Body, Balance Balls, Resistance Bands, and Weighted Balls and Bars,
- Attachment M - Pilates,

Muscular Flexibility Activities, including:

- Attachment N - Stretching,
- Attachment O - Tai Chi, and
- Attachment P - Yoga.

Recreational Team Sports, including:

- Attachment Q - Baseball,
- Attachment R - Basketball,
- Attachment S - Floor Hockey,
- Attachment T - Football (Flag or Touch),
- Attachment U - Lacrosse,
- Attachment V - Ringette,
- Attachment W - Soccer,
- Attachment X - Soccer Baseball,
- Attachment Y - Softball,
- Attachment Z - Ultimate Frisbee, and
- Attachment AA - Volleyball.

Other Physical Activities, including:

- Attachment AB - Active Games,
- Attachment AC - Circuit Training,
- Attachment AD - Martial Arts, and
- Attachment AE - Tabloids.

## **PRE-LESSON ASSIGNMENT**

Nil.

## **APPROACH**

A practical activity was chosen for this lesson as it allows the cadets to participate in physical activities in a safe and controlled environment.

---

## INTRODUCTION

---

### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in physical activities.

### IMPORTANCE

It is important for cadets to participate in physical activities to identify activities that are fun and to promote lifelong participation in physical activity.

---

**Teaching Point 1**

**Have the cadets participate in physical activities.**

Time: 9 x 30 min

Method: Practical Activity

---

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to provide the cadets an opportunity to participate in physical activities.

**RESOURCES**

- Equipment / safety equipment required for the selected physical activity, and
- First aid equipment.

**ACTIVITY LAYOUT**

Activity layout will depend on the selected physical activity.

**ACTIVITY INSTRUCTIONS**

1. Introduce the selected physical activity, to include:
  - (a) which component(s) of fitness are improved through participation in the selected physical activity, and
  - (b) techniques for participating in the selected physical activity.
2. Have the cadets participate in a safety briefing, to include:
  - (a) rules / regulations of the selected physical activity,
  - (b) requirement for safety equipment for the selected physical activity,
  - (c) location of first aid post, and
  - (d) boundaries or route information.
3. Have the cadets participate in a warm-up session as per Annex A of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
4. Have the cadets participate in the selected physical activity.
5. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

**SAFETY**

- Ensure constant supervision throughout the activity.
- Ensure a first aid post / kit is readily accessible.
- Ensure a first-aider is identified at the start of the activity and is available at all times.
- Ensure cadets remain hydrated throughout the activity.



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**CONFIRMATION OF TEACHING POINT 1**

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

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Participating in physical activities can help you:

- improve your health;
- do better in school;
- improve your fitness;
- grow stronger;
- have fun being active with friends;
- feel happier;
- maintain a healthy body weight;
- improve your self-confidence; and
- learn new skills.

**INSTRUCTOR NOTES / REMARKS**

The aim of this lesson is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.

Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.

Choose activities based on human and material resources accessible to the corps / squadron.

Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.

Activities chosen for this training are not limited to the lists presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.

Physical activity periods may be conducted consecutively to provide the cadets an opportunity to participate in longer, varied physical activities.

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## AEROBICS

### INTRODUCTION

Aerobic exercise is physical exercise of relatively low intensity and long duration, which depends primarily on the aerobic energy system.

### EQUIPMENT

The equipment required will vary based on the selected type of aerobic activity.

### ACTIVITY GUIDELINES

Aerobic activities shall be tailored to accommodate a variety of fitness levels. Encourage cadets to participate at their highest level to fully maximize the benefits of aerobic activities.

### EXAMPLES OF AEROBIC ACTIVITIES

**Step Exercises.** Step exercises usually involve an elevated step that the participant steps on and off of. Intensity can be increased by increasing movement speed or the height of the step being used.

**Exercise Equipment.** Exercise equipment can be used to provide individual aerobic training or in organised classes such as spin class (a group class that uses exercise bikes). Examples include exercise bikes, elliptical trainers, rowing machines, step machines, and treadmills.

**Jazzercise.** Jazzercise was created in 1969 by Judi Sheppard Missett. It combines aspects of dance with resistance training, Pilates, yoga, and kickboxing. Jazzercise is ranked one of the top fitness programs in the world with over 7800 instructors in 38 countries.

**Tae Bo.** Made popular in the 1990s, Tae Bo is an exercise routine that uses martial arts at a quick pace to increase the heart rate. It was developed by Billy Banks, an actor turned fitness consultant.

### SUGGESTED RESOURCES

Judi Sheppard Missett, Certified Jazzercise Instructor. *Jazzercise Core: Target & Tone Muscle, Fat Burning, Strength Building*. 2009. [DVD]

Judi Sheppard Missett, Certified Jazzercise Instructor. *Jazzercise: Live*. 2008. [DVD]

Billy Banks, Certified Tae Bo Instructor. *This is Tae Bo*. 2010. [DVD]

Billy Banks, Certified Tae Bo Instructor. *Cardio Explosion*. 2010. [DVD]

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## CROSS-COUNTRY SKIING

### INTRODUCTION

Cross-country skiing is a sport that requires very little skill. However, understanding stroke mechanics and techniques will make skiing more efficient and enjoyable.

### EQUIPMENT

**Skis.** The chart below is a rough guide to follow when selecting a ski length.

Ski Length	Carrying Capacity
168 cm	90–130 lb
168, 178 cm	130–150 lbs
178, 188 cm	150–180 lbs
188 cm	180–220 lbs

**Ski Boots.** Skis are guided and controlled through the boots, so it is important that they fit well. Boots are made from a variety of materials, from all leather to modelled plastic to a combination of materials. Lighter boots provide more freedom but offer less support. Heavier boots provide more support but usually restrict movement and are harder to fit. Boots that are too tight / loose may cause the skier incredible discomfort and may result in injuries such as blisters.

**Ski Poles.** Ski poles are an integral part of cross-country ski equipment. Most techniques in cross-country skiing require the skier to not only use their skis, but their arms (poles) as well. Ski poles help the skier maintain balance while climbing inclines, when going downhill and when going forward.

## ACTIVITY GUIDELINES

Cross-country skiing shall be limited to new fallen snow, powder snow, and wind-packed snow. It shall also be conducted on novice / beginner trails.

**New Fallen Snow.** Very loose and light. The snowflakes still have multiple branches. If new snow is dry, it is feathery; if damp, it quickly consolidates into a stage of settled snow.

**Powder Snow.** New, untouched freshly fallen soft snow. It can give the feeling of floating in a weightless environment. Powder snow can be packed in thick layers that form a natural pillow. Powder snow has a low moisture content, as almost 97 percent of it is air.

**Wind-Packed Snow.** Snow blown from one direction, compacted by the force of the wind. Wind-packed snow is created by the pressure exerted by wind, causing a form of cold-heat hardening.

The following types of snow should be avoided when conducting cross-country skiing:

**Sun Crust Snow.** Snow that has had the upper layer melt and then refreeze. Usually on top of powder snow, sun crust snow is stronger than the powder snow below it due to the refreezing. This snow can be dangerous to cross-country ski on if on a slope; the crust may give way and a person may lose their footing. Cross-country skiing on a flat surface over sun crust snow can be difficult as the skis break through the crust and can hook into the crust on the return. The constant hooking and breaking in sun crusted snow can quickly tire the cross-country skier.

**Corn Snow.** Corn snow occurs after thawing, usually in the spring. It is produced during the cycle of melting and refreezing in the accumulated snow. The structure of the snow is very grainy. Corn snow can be strong enough to carry weight, but can also indicate the presence of rotten snow, which is very dangerous.

**Rotten Snow.** Caused by repeated melting and freezing and is found mostly on the south side of hills, or in lower levels of snow. Water will seep to the lower layers and will not freeze because it is insulated from the weather by the covering snow layer. Rotten snow can resemble very small icicles, or candle ice. This snow is dangerous. Sudden drops and holes may exist under the surface of the snow. Falling and injury are highly possible.

**Slush Snow.** When the air temperature becomes warmer than the freezing point, the snow begins to melt and the water content becomes high. Slush snow absorbs water from melting snow. Slush snow is recognizable by depressions in the snow with darker or bluish snow areas. These areas show holes in the ice or an accumulation of water on the surface of the ice.

## CROSS-COUNTRY SKIING TECHNIQUES

### Falling Down

Falling down is a common occurrence when cross-country skiing. It is not the falling that is difficult when cross-country skiing; getting up after the fall is what most struggle with.

When losing balance and about to fall:

1. Check the area for rocks or tree stumps to avoid, if possible.
2. Sit down to one side or the other of the skis.
3. Keep the legs below the rest of the body.
4. Dig the skis into the snow to stop any forward momentum.

To get up after a fall:



1. Roll onto the back and stick legs, arms, skis and poles into the air to untangle them.
2. Bend the knees and place the skis flat on the ground, concurrently sliding the hips towards the feet and the backs of the skis under the behind.
3. Come to one knee (plant the poles at the sides to assist).
4. Stand up.

### Stopping

For their own safety and for the safety of those around them, it is extremely important that cadets are able to slow down and stop themselves on flat ground and on hills. The principles for both are the same and require the cadet to have constant control of their body and their skis. A cross-country ski glides most effectively when it is flat on the ski base. A ski begins to lose forward momentum as soon as it is tipped to either edge.

Therefore, to stop, the skier must tip the ski to the edge—this is called edging.



The wedge position is sometimes referred to as the snowplow position. Some may be more familiar with this term as it is also used in downhill skiing.

There are two types of wedging:

- the half wedge, and
- the full wedge.

To slow down / stop using the half wedge:

1. Decide which ski to move into the half wedge position.
2. Keep the skis parallel to each other.
3. Move into the half wedge position by:
  - (a) bringing the knees together;
  - (b) keeping the tips of the skis together; and
  - (c) moving the tail of the desired ski outward by pushing the heel out and the toes inward.
4. Angle the inside edge of the wedged ski into the snow by rolling the ankle inward (the more the edge is angled into the snow, the faster the skier will slow down / stop).

To slow down / stop using the full wedge:

1. Sink into a crouch.
2. Bring the knees together and point them toward the tips of the skis.
3. Keep the tips of the skis together (but not touching).
4. Move the tails of the skis outward by pushing the heels outward and the toes inward.
5. Angle the inside edges of the skis into the snow by rolling the ankles inwards (the more the edge is angled into the snow, the faster the skier will slow down / stop).

### Changing Direction

Whenever on cross-country skis there is always a requirement to change direction of travel. It is a fairly simple process that requires practice in order to perfect.

Changing direction can be carried out by picking up the tip, the tail or the entire ski, one at a time, and moving it toward the new direction of travel—then repeating the process with the other ski. Depending on the degree of the turn, the skier may need to complete this process a number of times before reaching the desired direction.

To change direction:

1. Assume the half-sitting position.
2. Move the left (right) ski forward until the left (right) boot toe is just ahead of the right (left) boot toe.
3. Lift the tip of the left (right) ski about 30 cm (1 foot) off the ground.
4. Move the lifted ski slightly to the left (right), about an arc of 30 degrees.
5. Place the left (right) ski on the ground and transfer the weight to it.
6. Bring the right ski around, in the same manner, to meet the left ski.
7. Repeat Steps 2–6 until facing the desired direction.

### **Poling**

There are two different poling techniques that a cross-country skier can use, to include:

**Diagonal Poling.** Uses the pole opposite of the gliding ski to create additional forward motion of the skier. The skier plants and pushes with only one pole at a time.

**Double Poling.** Simultaneously uses both poles to propel the skis and skier forward. Used to go down gentle slopes in order to gain speed and on flats when the skier is not using the diagonal stride.

The following poling principles should be considered:

- Poles cannot push forward unless they are angled to the rear.
- The skier gets a stronger push when their arms are bent rather than straight.
- Pushing the pole back rather than down converts more of the skier's energy into forward motion at the end of a stroke.
- The skier should use their body weight, not just their arms, and pull with their core to move forward.

To diagonal pole:

1. Assume the half-sitting position.
2. Move the left ski so that it is forward of the right ski.
3. Lean forward.
4. Transfer the weight to the left ski.
5. Plant the right pole just ahead of the left ski boot (to the right of the path that the right ski will take).
6. Simultaneously push off with the left ski and push the right pole.
7. Recover by lifting the left pole.
8. Repeat the process with the other pole.

To double pole:

1. Assume the half-sitting position.
2. Keep the elbows close to the body.
3. Lean forward to round the back.
4. Plant the poles just ahead of the ski boots.
5. Contract the abdominal muscles.

6. Push forward and extend the arms back.
7. Stand up.
8. Allow the arms and poles to swing forward.
9. Prepare for the next pole plant.

### **Executing the Diagonal Stride**

When cross-country skiing, the most frequently used technique to move forward is by executing the diagonal stride. It is called the diagonal stride because the right leg and the left pole (and vice versa) work together to move the skier forward. The diagonal stride technique makes for greater forward thrust and easy balance.

### **Ascending Hills**

The biggest factor that affects a skier's ability to traverse up a hill is grip. Grip comes from the skier staying over their feet and pushing their skis straight down into the snow. There are two different techniques that can be used to ascend hills: herringbone and side step.

**Herringbone.** A technique used to climb straight up a hill on the inside edges of the skis with the tips farther apart than the tails. A skier using the herringbone technique to ascend a hill leaves an imprint that resembles the skeleton of a fish.

To use the herringbone technique to ascend a hill:

1. Place skis into a 'V' formation with the tails close together.
2. Turn the legs out.
3. Transfer the weight onto the left (right) foot.
4. Lift up the right (left) ski and move it forward.
5. Plant the left (right) pole behind the left (right) ski.
6. Repeat until reaching the top of the hill.

**Side step.** A technique where the skier places their skis horizontal to the hill and moves upward using short side steps. A skier uses the side step when a hill gets too steep, the snow becomes too deep, or the herringbone becomes too tiring.

To use the side step technique to ascend a hill:

1. Place the skis horizontal to the hill to be ascended.
2. Keep the body upright and centred over the skis.
3. Move the torso sideways and up the hill.
4. Plant the pole ahead of them.
5. Lift and move the ski up.
6. Dig the edge of the ski into the snow.
7. Repeat until the top of the hill is reached.

### **Descend a Hill**

The most important factors to descending a hill safely are balance and control. A skier should never just turn their skis downhill and go—the descent must always be controlled. In other words, the skier must always be ready to slow down or stop.

When descending a hill:

1. Adopt the half-sitting position.
2. Keep the head up and look forward.
3. Move the skis so that they are just under shoulder-width apart.
4. Ensure the feet are flat on the skis.
5. Look down the slope to make sure there are no obstacles.
6. Drop the hands to thigh level.
7. Hold the pole shafts toward the back, keeping the tips off the snow.
8. Glide down the hill.
9. Slow down / stop by executing a full wedge.

#### **SUGGESTED RESOURCES**

ISBN 0-88011-652-8 Gaskill, Steven. (1998). *Fitness cross-country skiing*. Windsor, ON: Human Kinetics.

## HIKING

### INTRODUCTION

Hiking is an activity of vigorous walking in the outdoors / wilderness on an unpaved trail, either on a path or navigating along an unmarked route. It offers an alternative learning environment and allows cadets to explore the outdoor surroundings. The level of challenge can be adjusted by varying the location / terrain of the hikes.

### EQUIPMENT

**Water Carrier.** Carrying water during a hike requires a lightweight water bottle with a tight lid that is easily refillable. Choose a water bottle that can withstand the temperatures of frozen or hot liquids.

**Extra Food.** It is always advisable to bring extra food on a hike. Snacks such as granola bars, GORP (good old raisins and peanuts), chocolate bars, and dried fruit will provide the hiker with an energy boost. In an emergency situation they may also increase chances of survival.

**Extra Clothing.** Extra clothing includes an additional layer of warm clothing and a rain coat. A light down vest, sweater, or fleece jacket will provide insulation should the weather be cooler than expected, and during breaks when sweat evaporates and the body cools. Rain coats may also be used in building a shelter in an emergency situation.

**Sunscreen.** The skin will burn when the amount of exposure to the sun, or ultraviolet light source, exceeds the ability of the body's protective pigment to protect the skin. According to the Canadian Dermatology Association a minimum of SPF 15 with UV-A and UV-B protection should be worn.

**Sunglasses.** Hikers should always wear sunglasses to protect their eyes against damage from the sun's light. This is especially important in the winter, as snow blindness is a prevalent injury.

**Hat.** A wide-brimmed hat will protect the back of the neck, ears, and face from burning. A toque in the winter will keep the hiker's ears warm and stop the escape of heat from the head.

**Insect Repellent.** Mosquitoes and black flies can spread disease and have a negative impact on a hike. Wear loose-fitting clothing with closed cuffs and apply insect repellent to ward off unwanted insects.

**Survival Kit.** Having a survival kit is a must during any hiking trip. It should include water purification tablets, a light source, waterproof matches, a signalling device and first aid materials.

**Notebook and Pencil.** Having a notebook and pencil will allow cadets to keep a log of the hike, such as route details, trail condition, trail difficulty, and general observations. This will provide the cadets with beneficial information for planning other hikes. It will also provide a record of the experience.

### ACTIVITY GUIDELINES

#### Terrain Difficulty

A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, uses the Yosemite Decimal System (YDS) to rate trail difficulty levels. YDS has a scale from 1–5 and it rates the hardest / most technical section on a terrain / route. It also provides ratings for travel over flat terrain.

**Class 1.** Hiking, usually on a trail.

**Class 2.** Simple scrambling, crossing obstacles with the occasional use of hands, requires route-finding skills, may be backcountry dense bush.

**Class 3.** Angle is steep enough that hands are required for balance; scrambling on rocks using hands and feet, a rope might be carried.

**Class 4.** Simple climbing, often with exposure requiring a rope belay. A fall could be serious or fatal. Natural protection can usually be easily found.

**Class 5.** Technical rock climbing begins. Climbing involves the use of ropes, belays, and the placement of natural or artificial protection for the leader in case of a fall. An open-ended decimal extension to Class 5 exists for rating climbs within this category.

### **Types of Terrain**

**Easy Terrain.** Terrain is flat and footing is secure. Forest roads, trails following streams and rolling hills are generally easy walking.

**Moderate Terrain.** Terrain with a trail that is mostly solid under foot with either one fairly steep hill or a series of small hills or forest floors with light underbrush.

**Difficult Terrain.** Any terrain in which a person ascends or descends over 150 m in 1 km. It can also consist of patches of dense forests, thick vegetation and rocky trails / root-covered trails.



Terrain for this activity shall be limited to Class 1 terrain difficulty, and to Easy or Moderate type of terrain.

## **HIKING TECHNIQUES**

An average day of hiking will consist of periods of hiking and periods of rest. The combination of good hiking rhythm, hiking speed, and fixed rest intervals separate beginners from experienced hikers. Enthusiasm often tends to cause one to start too fast, get tired quickly, take an early rest, and start off too fast again.

### **Stride Rhythm and Speed**

A steady hiking rhythm is generally more enjoyable as one over-exerts themselves less and keeps the physical strain at comfortable levels. Having a steady rhythm will enable the cadets to stick to a fixed schedule and lessen the strain put on the body.

### **Developing a Hiking Rhythm**

A hiking rhythm is very personal and is developed over the course of many hikes. Here is how:

- Choose a specific stride rhythm and speed and keep to it. A good rhythm is one that allows the cadet to hike at the same intensity level for at least one hour without having to take a break.
- Adjust rhythm to terrain, weather and weight. The point where a cadet can no longer carry on a conversation indicates that they have gone beyond a comfortable rhythm.
- Make the rhythm a full-body movement where breathing and swinging of the arms happen in harmony. Uneven surfaces (eg, uphill / downhill) can make it difficult to maintain a steady rhythm.

### **Controlling Fatigue**

The purpose of resting is to slow down the heart rate and breathing. Resting gives the body time to get rid of the lactic acids built up in muscles, and to recover from hot spots or sores.

Resting guidelines:

- Rest in regular intervals; try 10 minutes for every hour hiked (make them part of the rhythm). 10 minutes is the most effective rest duration for body recovery.
- Take off backpacks, rest in the shade, and sit down during rests.
- Use only lunch and dinner (supper) breaks as extended rest periods. During these extended breaks, allow feet to rest and dry by removing shoes, and airing out footwear.

### **Full Body Synchronization**

Hiking rhythm is a full body affair. Just like marching, hiking requires coordinated movements where every action has a reaction. The swinging of arms provides momentum, breathing controls pace, etc. To properly control rhythm, one must first learn what body parts work in unison. To employ full body synchronization during hiking, the arms should be in motion at a natural swing, opposite the forward foot.

## **SUGGESTED RESOURCES**

ISBN 0-7566-0946-1 Berger, K. (2005). *Backpacking & hiking*. New York, NY: DK Publishing, Inc.

ISBN 978-0-7153-2254-3 Bagshaw, C. (Ed.). (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David & Charles.

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## ICE SKATING

### INTRODUCTION

Ice skating increases the body's flexibility and endurance with very low impact. It boosts the cardiovascular system while also improving balance and agility.

### EQUIPMENT

- Helmets, and
- Ice skates.

### ACTIVITY GUIDELINES

Ice skating shall be conducted at an established ice skating venue such as an ice rink.

### ICE SKATING TECHNIQUES

**Walking.** Many rinks will have a rubber mat on which the cadets can practice walking in skates. When walking in skates, it is recommended to have the skate guards on the ice skates.

**First Time on Ice.** Have the first-time ice skaters move along the ice around the perimeter, so they can use the walls for support. There may be skating aids available to new ice skaters.

**Practice falling.** If a fall is anticipated, bend the knees and squat. When falling, hands should be quickly clenched into a fist to minimize the risk of injury from passing skaters.

**Getting Up.** To get up, ice skaters should get on their hands and knees and place one foot between their hands. Repeat with the other foot and lift up to the standing position.

**Moving.** To move, ice skaters should lean on their weak leg, and then push in a diagonal direction outwards with the strong leg, pretending they are shovelling snow behind and to the right.

**Stopping.** To stop, bend the knees slightly inward and then push out with one or both feet. This creates pressure on the ice causing the feet to not slide out.

### SUGGESTED RESOURCES

Nil.

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## **INSTRUCTOR-LED DANCING**

### **INTRODUCTION**

Dancing is a social activity that encourages the development of cardiovascular endurance as well as developing strength and flexibility. The intensity of the dance can be modified to accommodate varying levels of fitness as well as ability.

### **EQUIPMENT**

Equipment will vary depending on the selected type of dance.

### **ACTIVITY GUIDELINES**

Dancing shall be structured, well supervised and conducted by a certified instructor or using a video that is conducted by a certified instructor.

This activity shall not be conducted as a social cadet dance.

### **SUGGESTED TYPES OF DANCE**

- Foxtrot,
- Highland Dancing,
- Hip Hop,
- Jitterbug (Swing),
- Line Dancing,
- Salsa, and
- Waltz.

### **SUGGESTED RESOURCES**

Jennifer Galardi. Certified Fitness Instructor. *Dance off the inches: Hip hop party*. 2007. [DVD]

Kristina Milova. Certified Fitness Instructor. *Dance off the inches: Dance it off ballroom*. 2008. [DVD]

Amy Blackburn. Certified Fitness Instructor. *Dance off the inches: Country line dance*. 2008. [DVD]

Desiree Bartlett. Certified Fitness Instructor. *Dance and be fit: Latin groove*. 2008. [DVD]

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## **ORIENTEERING**

### **INTRODUCTION**

By participating as an individual or as a member of an orienteering team, the cadets are given the opportunity to be active in a sport that will contribute to their living a healthy, physically active lifestyle.

### **EQUIPMENT**

- Prepared point-to-point orienteering course,
- Prepared point-to-point orienteering course map,
- Scorecards / control cards,
- Punches
- Description sheets,
- Stopwatches,
- Whistles,
- String / twine,
- Hand-held radios,
- Table,
- Chairs, and
- Marker tape.

### **ACTIVITY GUIDELINES**

Orienteering should be well supervised and conducted by an experienced instructor.

### **BACKGROUND KNOWLEDGE**

#### **Point-to-Point Orienteering**

Also known as cross-country orienteering, point-to-point orienteering requires cadets to determine their own routes from one known control to the next, in a specific order. The winner is the cadet(s) who completes the course in the shortest elapsed time.

Point-to-point orienteering is the most popular of orienteering events. One reason is that it is a battle of physical stamina and quickness of mind against other participants.

#### **Scoring Equipment**

**Control Markers.** Found at control points on an orienteering course, control markers consist of three squares joined together to form a hollow triangular shape. Control markers are divided diagonally bottom left to top right into two triangles. The top left-hand triangle is white and the bottom right-hand triangle is an orange-red colour.

Controls may be marked with a control identifier. This identifier may be some type of number / letter or combination of both. The identifier will be written in the top left triangle of the marker and will inform the orienteer that the correct control has been located.

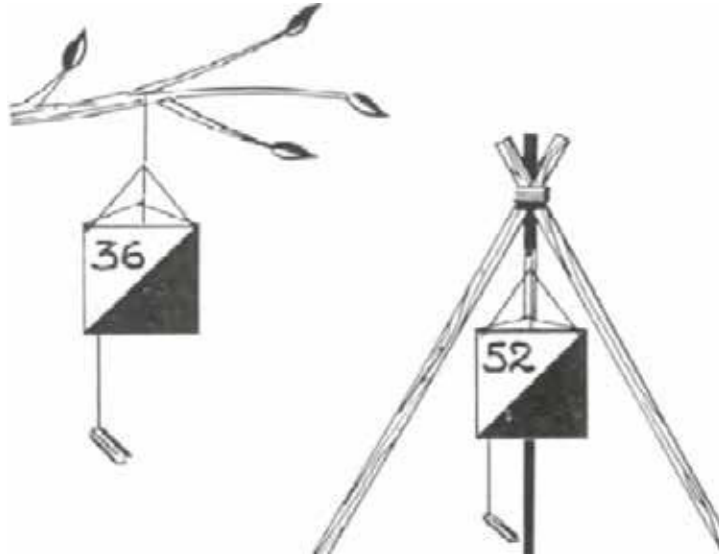
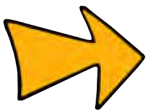


Figure F-1 Control Markers



Orienteering control markers can be created by using cardboard or plastic jugs.

**Punches (Clippers).** Attached to the control markers, the punch will often hang from the control marker. Each punch on an orienteering course is different and aids an orienteering competition by having the competitors use the punch on their scorecards in a specified order. Each punch has a different series of numbers or letters.

**Description Sheets.** The description sheets contain all the information on the competitor and their race, as well as International Orienteering Federation (IOF) symbols or written descriptions of the control points.

**Scorecards.** Also known as the control card, it is what the competitor uses to collect the stamps of the control markers on the course. It is handed in at the end of the race.

Orienteering <sup>s</sup> Control Point Card color 		CLASS <u>MI</u> COURSE <u>W</u> NO. <u>16</u> NAME <u>JOHN DOE</u> CLUB <u>NONESUCH</u> compass day time ck punch ck place ALL COMPETITORS MUST REPORT TO THE FINISH	FINISH <u>1:46:45</u> START <u>:18:00</u> TIME <u>1:28:45</u>	DETACH 	FOLD TIME <u>1:28:45</u> color COURSE <u>W</u> NAME <u>JOHN DOE</u> CLUB <u>NONESUCH</u>
11 12 13 14 15 16 17 18 19 20 1 2 3 4 5 6 7 8 9 10	PLACE DAY CLASS <u>MI</u> NAME <u>JOHN DOE</u> CLUB <u>NONESUCH</u>				

Figure F-2 Scorecard

### Orienteering Maps

The map scale is found at the bottom of the map title. The most common scales for topographical maps in Canada are 1:25 000 and 1:50 000. Common orienteering map scales are 1:5 000, 1:10 000, 1:15 000 and 1:20 000. This means that on a 1:5 000 scale map one unit on the map represents 5 000 units on real terrain. The smaller the map scale, the smaller the area is, and the more detail there is available to the competitor.

### Orienteering Techniques

**Folding and Holding the Map.** Folding the map involves the orienteerer gently folding the map so the route is showing, running along the direction of travel, with everything else folded out of the way. It helps the orienteerer see only the information pertaining to them at the time.

**Orienting the Map by Inspection.** A map is oriented when north on the map is aligned with north on the terrain. The orienteerer should pick two or three objects around them and then locate them on the map. The real landmarks and the ones on the map should line up.

**Thumbing Position.** The orienteerers should be holding the map so their thumb is placed on the map to mark their position, adjusting their thumb position to their location each time they stop to reference the map. It saves time, helping to quickly determine where the orienteerer is, no matter how many times they have to stop and look at their map. Two steps involved in this process are ensuring the map is held properly and holding the map so it is oriented north.

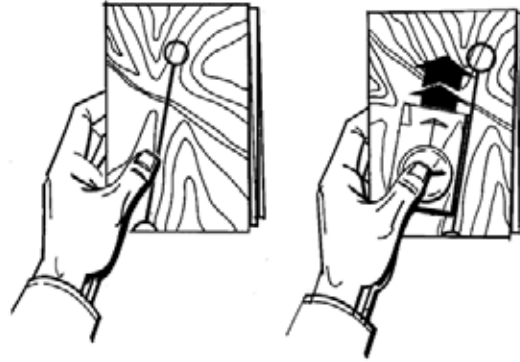


Figure F-3 Thumbing Position

**Determining Distance.** Orienteers should not rely on features for judging distance; they may no longer exist though they still appear on the map. The best way is step counting or pacing. This is determined by knowing how many steps or paces an individual takes in 100 m. To save time, an orienteerer should know this before beginning.

**Checking Off Features.** The orienteerer identifies linear features that appear before the control that will alert the orienteerer the control is nearby. As an orienteerer navigates toward the control, they have a mental checklist of the features as they come upon them.

**Handrails.** A handrail is a prominent linear feature that runs parallel to the direction the participant is supposed to go and leads to the control. A path between two points would be a handrail.

**Catching or Collecting Features.** Catching or collecting features is a technique for route evaluation that helps the orienteerer make a mental checklist of all the features they must collect or catch before they can get to their control. It is a large distinct feature situated across the line of travel on the route to, or beyond, the control. It must be a feature that is easy to recognize in the terrain, such as a large pond or power line. If it is situated in front of the control, it acts as an alert to the control. When situated beyond the control, it alerts the orienteerer that they have travelled past the point of the control.

**Attack Points.** Some points are located on small features that are not easily found. For this, the orienteerer might locate a larger feature as close to the control as possible. The orienteerer will look for this feature, called the attack point, run toward this point and then look for the control close by.

**Attacking From Above.** A control located on the side of a slope is easier for the orienteerer to find when they are coming down the slope. The orienteerer gets a better view of the terrain by looking down on it and is therefore able to find the best route to the control.

**Height Assessment Versus Detouring Around.** When a hill is between controls, a decision must be made by the orienteerer whether to go over or around. It must be decided if it is easier for the individual to climb the slope and possibly expend more energy, or to go around, which may be a longer route but easier to run due to level ground. The elevation of the slope may be a deciding factor.

**Long Easy Route Versus Short Tough Route.** A competitor must take into consideration the distance to travel both routes, and how quickly they will be able to travel over the terrain. This will be dependent on the vegetation that will be encountered.

#### **Route Evaluation Techniques Using The CART Acronym**

A systematic approach to map reading, represented by an acronym meaning:



- **Control.** What control is the orienteerer trying to find?
- **Attack point.** What is an attack point that is easy to identify? It should be close to and before the marker, distinct, prominent and easy to reach.
- **Route choice.** What is the best route to the attack point? This will depend on the nature of the terrain, the distance to be covered and the skills and abilities of the orienteerer.
- **Technique.** What is the best technique to use on each leg of the competition? This will depend on the terrain, distance and the individual orienteerer, but must be decided before starting the leg.



This may seem overwhelming for the novice orienteerer, but point out to the cadets that they would naturally use some of these techniques without realizing it.

### Start and Finish Routine

At the start of the event, the cadets will move to the starting line and wait for a blast from the instructor's whistle. At this point, a departure time must be written down on the recording sheet (as illustrated in Figure B6-5).

Usually at the beginning of the event there will be an area called the starting grid. This gives the participants a three-minute preparation period prior to starting the event.

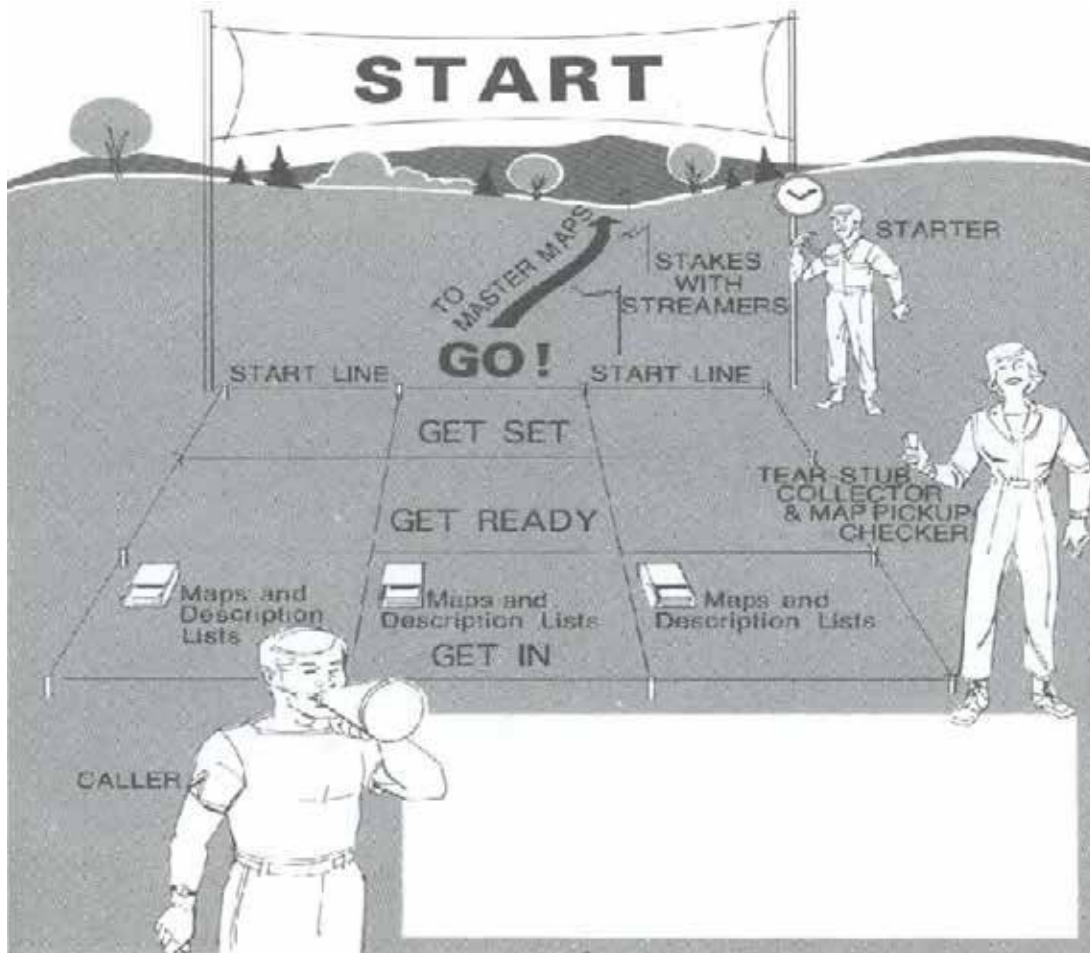


Figure F-4 Starting Grid

Three minutes before the cadet is to start, they are called to the “Get In” row of the starting grid. A minute later, upon hearing a whistle, the cadets move forward to the “Get Ready” row, where they review a copy of the description list and the map (if it is not a pre-marked map). One minute before the start, the cadets move to the “Get Set” row, where pre-marked maps are distributed, but they are not allowed to be looked at until they hear the “Go” whistle.

On the zero-minute, there will be a “Go” whistle, signaling the cadets to begin. It is at this point that the departure time is recorded on the recorder’s sheet.



- Cadets should be familiar with the international distress signal (three blasts on a whistle).
- Cadets must report to the finish official and hand in their map and control card whether or not they complete the course.
- Cadets must aid injured persons they encounter during the event.
- Cadets must observe traffic rules when crossing roads or railways.
- Organizers shall provide safety bearing information.

#### **Ethical Rules**

- Cadets should not follow others.
- Cadets should not discuss the course with others while on the course.
- Cadets who ask for assistance should be shown their location on the map and then report it to an official at the finish.
- Cadets who have finished their course should not divulge information about the course, map or terrain to others who have not started.
- Cadets shall respect the land and environment.

#### **SCORING AND TIMING**

The finish line is where all scoring and timings will take place. It is important that the finish area allows officials to properly complete their tasks. Officials will have to record, calculate times and verify each orienteerer visited each control on the course.

When competitors finish, officials are responsible for four main tasks:

1. collecting control cards in order of finish,
2. calculating and recording finish times,
3. verifying control card punch patterns, and
4. displaying results.

#### **SUGGESTED RESOURCES**

ISBN 0-02-029265-1 Kjellstrom, B. (1994). *Be Expert With Map & Compass: The Complete Orienteering Handbook*. New York: Hungry Minds, Inc.

Stott, W. (1987). *Armchair Orienteering II: A Practical Guide to Route Planning*. Winnipeg: Manitoba Orienteering Association.

## ROLLERBLADING

### INTRODUCTION

Rollerblading increases the body's flexibility and endurance with very low impact. It boosts the cardiovascular system while also improving balance and agility.

### EQUIPMENT

- Rollerblades,
- Knee pads, elbow pads, wrist guards, and
- Helmet.

### ACTIVITY GUIDELINES

Rollerblading shall be conducted on smooth, paved surfaces such as established paths.

### ROLLERBLADING TECHNIQUES

**Start on Carpet or Grass.** Have new rollerbladers start on carpet or grass because the wheels will not roll. This allows them to get used to the increased height and its affect on their centre of balance.

**Falling and Getting Up.** Have new rollerbladers fall forward, sliding on their knee pads and wrist guards. If they feel like falling backwards, have them grab their knees. This will pull them forward, so they will either stay upright, or fall forward. Make sure the wrist guards impact at a sliding angle—not straight down, as this may cause a jarring impact that can cause injury.

**Practice Moving.** Have new rollerbladers get a feel for how to move. Have them take a few steps. Also have them move one foot forward while gradually increasing pressure on that foot until there is almost no pressure on the other. Have them do the same with the other foot until they are able to "glide" back and forth a few times.

**Move to a Hard Surface.** Concrete is ideal because the wheels will find friction easily while allowing movement more freely than carpet. Asphalt is not recommended for beginners because its smoother surface will force the wheels to roll more easily.

**Experiment.** Experiment. Practice turning, balancing on one skate, and walking.

**Braking.** Just like driving riding a bike, or even running, have the cadets anticipate where they want to stop. To brake, move one foot forward and bend the knee slightly and apply pressure on the heel.

### SUGGESTED RESOURCES

Nil.

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## **RUNNING**

### **INTRODUCTION**

Running is one of the most common activities to develop cardiovascular fitness. Running may be done at a variety of speeds, which enables the cadets to vary the intensity of the training session.

### **EQUIPMENT**

Running shoes.

### **ACTIVITY GUIDELINES**

Running shall be conducted in a dry, safe environment or indoors on an established running track.

## **RUNNING TECHNIQUES**

There are six main techniques for running, used to cover the distance at maximum speed with minimum effort; they are:

**Poise of the Head and Balance of the Body.** The poise of the head controls the balance of the body. The head should be held in alignment with the trunk, the neck muscles relaxed, and eyes looking ahead. The chest and hips should be kept square to the front. There should be no bending at the hips, either forward or backward. A conscious effort to maintain alignment may be necessary.

**Leg Action.** The legs are the driving forces behind the body, as well as the supporting power. When running, the toes should be pointed straight ahead, the knees should be lifted forward, and hip rolling should be avoided. The lower leg should be kept completely relaxed as it swings forward; the foot just clearing the ground. Do not use a bouncing or bounding stride in which the body weight is shifted upwards unnecessarily.

**Arm Action.** While running, the arms act as speed and balance controllers. The most efficient direction for the swing of the arms is forward and inwards, partly following the direction of the body and partly in towards the centre of gravity of the body. Shoulder movement should be reduced to a minimum. Shoulder rolling and shoulder shrugging should be avoided. Avoid contracting the muscles of the neck. Each person will find the most comfortable height for carrying the hands.

**Limb Coordination and Rhythm.** These come automatically to maintain body balance and ensure smooth movement. A change or break of rhythm leads to less efficiency and greater fatigue.

**Relaxation.** A certain degree of relaxation comes naturally, but increasing relaxation of the upper body during running may take practice and concentration. When increases in relaxation occur during running, more efficient motion will take place, resulting in distance being covered in less time.

**Breathing.** Breathing in and out should be done through both the nose and the mouth. Inhale mostly through the nose and exhale mostly through the mouth. Breathing should follow an automatic rhythmical rate set by limb movement.

### **Duration of a Training Session**

All running activities should begin with a warm-up. The main part of a running training session may be a straight distance run, around a track, on a road, or cross-country. A minimum of 15 and preferably 20 minutes of sustained running is required to increase cardiovascular fitness. Running for time or distance will aid in increasing fitness levels. The cool-down should include slowing the pace of the run and flexibility exercises. It is essential that the heart rate is brought below 100 beats per minute before the cool-down is considered complete.

### **Alternating Terrain**

Running on alternating terrain may be conducted on a course laid out along roads, across fields, over hills, through woods, or on any irregular ground. Running on alternating terrain provides a break in routine. Many runners prefer to follow cross-country trails rather than run on tracks or roads.

## **SUGGESTED RESOURCES**

ISBN 0-684-85455-4 Bingham, John. (1999). *The courage to start: A guide to running for your life*. New York, NY: Fireside.



## SKIPPING ROPE

### INTRODUCTION

Skipping will help improve cardio-respiratory (heart and lungs) fitness, flexibility and co-ordination. As a high-impact exercise, skipping is great for building bones and a good exercise to lose weight and define muscle mass.

### EQUIPMENT

- Running shoes, and
- Skipping rope.

### ACTIVITY GUIDELINES

To help prevent injury, running shoes shall be worn during skipping rope exercises.

Skipping to music, combining different foot combinations and also adding circuit exercises helps maintain interest while skipping.

### SKIPPING ROPE TECHNIQUES

**Running on the Spot.** Run on the spot with the rope passing underneath between each step.

**Side Rope Swings.** Push the skipping rope to the side by moving both hands to one side. On the next skip, bring the rope back to the middle so it goes around the body. This movement is great for transitioning from one combination to another and can be used to relieve arm tension.

**High knees.** After each skip, bring the knee up to the chest. Attempt to bring each knee up as high as possible to activate the hip flexors and extensors and the abdominal musculature.

**Heel to Toe.** Alternate landing on the toes of your feet and on the heels of your feet. Be careful when landing on the heel—it should be a soft landing.

**Split Jumps.** On each skip, alternate one foot forward and one foot back. Land on the toes of each foot.

**Criss-Cross.** The feet cross and uncross each jump. Alternate between crossing the left foot with the right foot and the right foot with the left foot. Use different combinations of each cross-over. This improves your coordination and focus.



Figure I-1 Criss-Cross Pattern

**Double Jumps.** Jump high enough and swing the rope fast enough so the rope goes around twice for each jump.

**One Foot Jumps.** Skip on one foot instead of two. This version works the calf muscles. The number of jumps per foot (double jumps) or the way you land on each foot (heel to toe) can be varied to create and maintain interest.

**One + Combo.** This is a combination of the one foot jumps and the side rope swing. Do one one-foot-jump on each foot, then do a side swing. Do two one-foot-jumps on each foot then a side swing. Next are three one-foot-jumps and a side swing. Continue progressively increasing the number of jumps.

**Two-By-Two Combo.** Jump twice on the right foot and twice on the left foot; continue alternating. This combo can be increased to a three-by-three combo or a five-by-five combo.



Figure I-2 Split Jumps Pattern

## SUGGESTED RESOURCES

Heart and Stroke Foundation of Canada. (2011). *Skipping skills posters*. Retrieved November 10, 2011 from [http://www.jumpropeforheart.ca/Content/Files/SkillsPosters\\_2011\\_E.pdf](http://www.jumpropeforheart.ca/Content/Files/SkillsPosters_2011_E.pdf)

## SHOWSHOEING

### INTRODUCTION

Snowshoeing is an aerobic activity that involves walking through the snow and is an easy skill to learn. It tones your entire body while providing an excellent cardiovascular workout; it strengthens leg and heart muscles and improves delivery of oxygen to muscles. People can immediately walk on snowshoes even if they have never worn them before. Snowshoeing helps improve the cardiovascular and muscular strength components of fitness.

### EQUIPMENT

**Snowshoes.** The chart below is a rough guide to follow when in a standard condition of wet powder snow.

Snowshoe Size	Carrying Capacity
20 cm by 56 cm (8 inch by 22 inch)	68 kg (150 lbs)
20 cm by 63 cm (8 inch by 25 inch)	90 kg (200 lbs)
22 cm by 43 cm (9 inch by 34 inch)	113 kg (250 lbs)
24 cm by 86 cm (9.5 inch by 36 inch)	136 kg (300 lbs)

The smaller the snowshoe, the better it will be for climbing over blow downs (fallen trees and bushes) and through brush. The larger the snowshoe, the better flotation on top of snow.

**Bindings.** The binding attaches the foot to the snowshoe securely, preventing the heel from sliding from side to side, even when travelling across a slope. Bindings most often fit a wide range of boot sizes. In any category of snowshoe, the binding should be made of hardy, flexible rubberized nylon straps, with buckles that do not loosen or freeze and are easily manipulated even when wearing mittens. The bindings must not be fastened too tightly where circulation may be cut off, as the chances of frostbite will increase.

**Poles.** Telescoping trekking poles are the most versatile choice for snowshoeing. These poles provide better balance and reduce the amount of stress on the knees, shoulders and back. They absorb some of the impact the body would otherwise absorb. The poles, rather than the body, absorb shock, reduce arm and leg fatigue and improve endurance. While snowshoeing, they help a person keep balance while climbing inclines or when backing out of an area in deep snow. Although trekking poles are generally not required when snowshoeing, they are a helpful accessory.

### ACTIVITY GUIDELINES

Snowshoeing shall be limited to new fallen snow, powder snow, and wind-packed snow. Refer to the Skiing section for more information on types of snow. The same types of snow as skiing should be avoided when snowshoeing.

## **SNOWSHOEING TECHNIQUES**

Snowshoeing is a very easy skill to learn. People can immediately walk on snowshoes even if they have never worn them before. However, there are techniques that will greatly improve these abilities while snowshoeing over snow-covered terrain.

### **Striding**

To conserve energy when snowshoeing on soft snow, lift the snowshoe to clear the snow and thrust forward to complete each pace. The rest step allows for momentary pauses between steps. With practice, one can adjust the length of the pause to the state of fatigue. As one steps forward, thrust the front snowshoe out and let it plop down, or stamp it firmly into place. Straighten and lock the rear knee joint so the tendons and cartilage are holding weight and pause and relax the thigh muscles, using the poles to maintain balance. Bring the rear leg ahead, thrust the snowshoe out, place it, lock what is now the rear leg, relax momentarily and repeat. The effect is to rest the legs during the time they are actually working hard. A couple of seconds of work with a couple of seconds of rest make it possible to keep going steadily without long stops.

### **Executing Kick Turns**

Kick turns are performed when a change in direction is required. It is commonly used in an enclosed area along the trail. The steps in performing a kick turn are:

1. Lift one leg and swing it back, and then kick it forward and upward.
2. At the top of the kick, just as the tail of the snowshoe clears the snow, turn the foot 180 degrees.
3. Lower and plant the foot in the snow, with the front of the foot facing to the rear.
4. Shift the body weight to the foot facing 180 degrees to the rear and then lift the other foot.
5. Bring the foot over the trailing edge of the planted snowshoe and face the new direction.

### **Crossing Obstacles**

Obstacles such as fallen trees, logs, tree stumps, ditches and small streams can be stepped over. Care must be taken not to place too much strain on the snowshoe ends by bridging a gap, since the frame may break. In shallow snow, there is a danger of catching and tearing the webbing on tree stumps or snags that are only slightly covered. Never bridge two obstacles together with the snowshoes. When jumping over obstacles do not let the tails of the snowshoes fall downward. If the tail of the snowshoe is vertical upon landing, it will strike the snow first and may result in a fall. When possible, find an alternate route around the obstacle.

### **Ascending Hills**

The method chosen to walk uphill will depend on the angle of the incline and the condition of the snow. The following techniques can be used when navigating uphill.

**Step kick.** When going straight up a hill, this is the most efficient method on firm or hard packed snow where traction is not a concern. Kick the toe of the snowshoe in the snow ensuring that it is firmly planted before shifting weight to the snowshoe.

**Edging.** Used when walking up a steep slope. Performed by kicking the snowshoe sideways into the slope, or moving the boot heel as far toward the uphill side of the slope as possible. Stamp the snowshoe down, forcing the outside edge of the snowshoe into the slope. When edging, the body will be perpendicular to the slope.

**Switchbacking.** Used to travel a slope that is fairly steep and is covered in deep powder snow. Ascend the hill by walking across the slope at an angle that is comfortable and not steep enough to allow the snowshoes to slip. To turn back (switchback) to the right, firmly stamp the left snowshoe in the snow and make sure it will hold. Shift the weight to the left foot, face the slope, and then swing the right snowshoe around to point it in the direction of the next switchback and firmly stamp it into the snow. Ensure that the tail of the right snowshoe is not placed on the left snowshoe. Stamp the right web into the snow and gently shift the body weight to step on it. To make a left turn, reverse the procedure.

### **Descending Hills**

The method that is chosen to walk downhill will depend on the angle of the incline and the condition of the snow. The same techniques for ascending hills are used to descend. When descending a hill a person should follow the following guidelines:

- Do not lean forward by bending at the waist. This is a normal tendency for beginners and will increase the chance of falling forward.
- Avoid leaning back on the snowshoes, as if digging in the heels. This will increase the chance of the snowshoes sliding out from under the snowshoer.
- To assume a safe posture, stand straight up, balance the body straight over the foot, slightly bend the knees to compensate for changes, and then relax.

### **Breaking Snow**

In loose snow, the trailbreaker may have several extra pounds of snow on the snowshoes. The snow falls on top of the webbing when walking and sinking in deep snow. This extra weight will exhaust the trailbreaker at a faster rate than the followers. When the trailbreaker feels they can no longer move forward at a progressive pace, they should step to the side and drop to the rear as the rest of the party moves past.

### **SUGGESTED RESOURCES**

Edwards, S. & McKenzie, M. (1995). *Outdoor pursuits series: Snowshoeing*. ISBN 0-87322-767-0. Windsor, ON: Human Kinetics Inc.

Savignano, P. (2001). *Basic essentials: Snowshoeing*. ISBN 0-7627-0629-5. Guilford, CT: The Globe Pequot Press.

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## SWIMMING

### INTRODUCTION

Swimming is a fun activity that can include doing laps, playing games and aqua aerobics.

### EQUIPMENT

The equipment required will depend on the selected swimming activity.

### ACTIVITY GUIDELINES

This activity shall be conducted IAW A-CR-CCP-030/PT-001, *Water Safety Orders*, Chapter 6.

### SWIMMING GAMES / ACTIVITIES

**Whirlpool.** Have the cadets stand in a circle holding hands, in the shallow end of the pool. Have the group start walking in a clockwise direction, moving faster and faster creating a whirlpool. Once the group has gained momentum, count to three and have the cadets let go. The whirlpool will spin the cadets outwards.

**Sharks and Minnows.** This is a game of tag, where one cadet is designated the “shark” and the rest “minnows”. The minnows must constantly move in the water trying to avoid being tagged by the shark.

**Aqua Aerobics.** Aqua aerobics is an excellent activity for those who have suffered injury or are beginning cardiovascular fitness training as it causes little stress on the joints. If it is selected, it shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

### SUGGESTED RESOURCES

Karen Westfall, Aqua Fitness Expert. *Aqua Combo Splash*. N.D. [DVD]

Katz, Jane. (2003). *Your water workout: No-impact aerobic and strength training from yoga, Pilates, tai chi and more*. ISBN 978-0767914826. USA: Broadway Books.

Kidspot. (2011). *Pool water*. Retrieved November 28, 2011, from [www.kidspot.com.au/kids-activities-and-games/Pool-Water+8.htm](http://www.kidspot.com.au/kids-activities-and-games/Pool-Water+8.htm)

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## **MUSCULAR STRENGTH EXERCISES USING THE BODY, BALANCE BALLS, RESISTANCE BANDS, AND WEIGHTED BALLS AND BARS**

### **INTRODUCTION**

Well-structured resistance training can provide youth many health benefits, such as preventing injuries, increasing strength / endurance / power, and assisting to build strong, healthy bones.

### **EQUIPMENT**

- One balance ball per cadet, and/or
- Resistance bands / weighted balls / weighted bars (various resistance levels / weights), and
- One mat per cadet.

### **ACTIVITY GUIDELINES**

Activities using equipment shall be conducted by a F&SI trained in its use or a certified trainer.

Choose a training area that has adequate space (eg, balance balls may roll around very easily).

Conduct each new exercise using the following method (If the exercises are used as part of a circuit, introduce them all before the cadets start the circuit):

1. Demonstrate the complete exercise.
2. Demonstrate the starting position and have the cadets adopt the starting position.
3. Demonstrate the subsequent movements and have the cadets complete each movement.
4. Demonstrate the complete exercise and have the cadets complete the entire exercise.

#### **Safety**

To avoid injury and maximize the effectiveness of the exercise, have the cadets complete the movements in a slow, deliberate, and controlled manner. Have them use lightweight equipment.

Ensure the balance balls are sized to the cadets. Cadets should be able to sit on the ball with their feet touching the ground and legs at a 90-degree angle or slightly more.

Instruct the cadets to maintain a good grip on the equipment and to not let go of resistance bands during the exercises as they might snap back and cause injury.

## EXAMPLES OF RESISTANCE EXERCISES USING THE BODY

**Push Up.** Lay face down and place the hands under or slightly wider than the shoulders with fingers stretched out. Straighten the legs with feet slightly apart and tuck the toes under the shins. Push up with the arms until they are straight, keeping the legs and back aligned. Lower the body using the arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor.



Figure L-1 Push Up

**Curl Up.** Lay on the floor with the back and head down. Place the feet flat and legs slightly apart. Feet should be extended as far as possible from the buttocks while still allowing feet to remain flat on the floor. Rest the palms on the mat with the arms straight, parallel to the trunk, and fingers stretched out. Curl up slowly, keeping the heels in contact with the floor.



Figure L-2 Curl Up

**Lunge.** Stand with one leg forward and one backward. Slowly bend the knees, lowering into a lunge while keeping the front knee and back knee at 90-degree angles. Keeping the weight in the heels, push back up to starting position.



Figure L-3 Lunge

**Squat.** Stand with feet shoulder-width apart. Push the hips back while bending at the knees, as if sitting into a low chair. Push through the heels and extend the knees to return to the start position.



Figure L-4 Squat

**Bridge.** Lay on the floor with hands by the sides, knees bent and feet flat on the floor. Keeping the head and shoulders on the floor, raise the hips up to create a straight line from the knees to the shoulders. Hold for 20–30 seconds.



Figure L-5 Bridge

#### **SUGGESTED RESOURCES**

ISBN 978-0-7360-6675-4 Corbin, C., & Lindsey, R. (2007). Fitness for life: Updated fifth edition. Windsor, ON: Human Kinetics.

## EXAMPLES OF BALANCE BALL EXERCISES

**Ball Crunch.** Lie on top of the ball with the lower back resting on the ball, fingers behind the ears. Pull the stomach in and curl the head and torso up towards the knees. Lower to the start position.



Figure L-6 Ball Crunch

**Ball Plank.** Place the forearms on the ball and raise the chest, so the elbows are under the shoulders. Extend the legs behind on the floor. The body should form a straight line from ankles to head. Pull the shoulder blades back and down, and brace the abs. Hold this position for 30 to 60 seconds.



Figure L-7 Ball Plank

**Ball Push Up.** Begin with the hands set slightly wider than and in line with your shoulders, and shins resting on the ball, forming a straight line with the body from shoulder to ankles. Lower the upper body towards the floor by bending the elbows. Push the upper body back to the original position by straightening the elbows. An alternate for this exercise is to complete the push up with the hands on the ball, placed under the shoulders and pushing up.



Figure L-8 Ball Push-Up

**Ball Jackknife.** Begin with the hands set slightly wider than and in line with your shoulders, and shins resting on the ball, forming a straight line with the body from shoulder to ankles. Roll the ball towards the chest by raising the hips and slightly rounding the back while pulling the ball forward with the feet. Pause, and then return the ball to the starting position by rolling it backwards.



Figure L-9 Ball Jackknife

**Ball Hand-to-Feet Pass.** Begin lying on the back with the ball held up with the hands above the chest. Raise the legs towards the ball with knees slightly bent and pass the ball from the hands to the feet. Move the ball towards the floor by lowering the legs. Raise the ball up towards the hands and pass the ball from the hands to the feet.

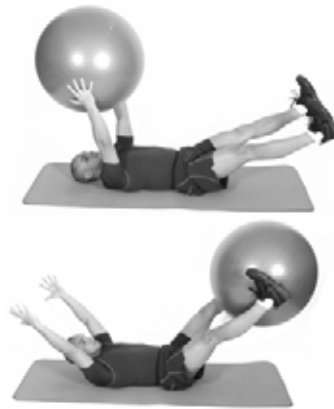


Figure L-10 Ball-to-Feet Pass

### SUGGESTED RESOURCES

Mari Winsor, Certified Pilates instructor. *Winsor Pilates ball workout*. 2005. [DVD]

Allie DelRio Pointer, Firm Master Instructor. *The Firm: Core stability ball*. 2006. [DVD]

ISBN 9781856486637 Flett, M. (2003). *Swiss ball: For strength, tone, and posture*. New York, NY: Sterling Publishing Limited.

## EXAMPLES OF RESISTANCE BAND EXERCISES

**Bicep Curl.** Stand on the band with knees bent, holding the handles (or the ends) with the palms facing forward. While keeping the abs in, bend the arms bringing the palms toward the shoulders. Widen the stance on the band to add tension to the band. Return to start and repeat.



Figure L-11 Bicep Curl

**Triceps Extension.** Hold the band in both hands at shoulder level with the arms bent in front of the chest. Keeping the left hand stationary, straighten the right arm out to the side. Return to start. Repeat for the left arm.



Figure L-12 Triceps Extension

**Rear Delt Fly.** Hold the band in both hands, a few inches apart, with arms straight out in front at shoulder level. Squeeze the shoulder blades together and pull the band so that the arms are out to the sides like an airplane. Return to the start and repeat, keeping tension on the band the entire time.



Figure L-13 Rear Delt Fly

**Overhead Press.** Place both feet on the band and grasp handles / ends, bring the hands up just over shoulders with elbows bent and palms facing towards the ears. Press arms up over the head and then lower.

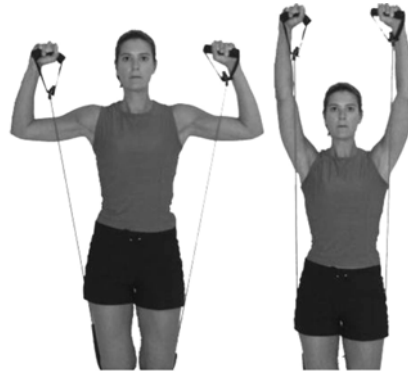


Figure L-14 Overhead Press

**Squats.** Stand on the band with feet shoulder-width apart, keep tension on the band by holding the ends of the band in each hand with the arms bent halfway up. Lower into a squat (as if sitting in a chair) keeping the knees behind toes. Pull on the band to add tension. Return to the start and repeat.



Figure L-15 Squats

### SUGGESTED RESOURCES

Paul Katami, Certified Fitness Instructor. *Paul Katami's A.S.A.P. Band Camp*. 2009. [DVD]

Alison Davis-McLain, Certified Group Fitness Instructor. *The Firm: Pilates Band*. 2006. [DVD]

ISBN 9781856487245 James, M. (2004). *Resistance band workout: A simple way to tone and strengthen your muscles*. New York, NY: PRC Publishing Limited.

## EXAMPLES OF RESISTANCE EXERCISES USING WEIGHTED BALLS

**Triceps Extension.** Stand with feet spread shoulder width apart (or sit on a chair / balance ball). Hold the weighted ball over the head with the elbows tucked in near the ears. Bend the elbows backward to lower the weighted ball behind the head. Raise the ball to the original position.

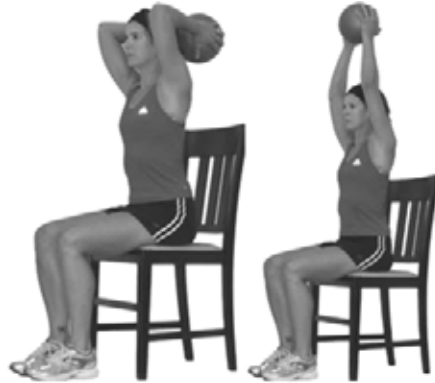


Figure L-16 Triceps Extension

**Figure of Eight.** Hold the weighted ball with the arms extended over the right shoulder and the knees bent. In one continuous motion bring the weighted ball down in front as if chopping wood, finishing when the ball is toward the left foot. Raise the weighted ball straight up over the left shoulder. Bring the weighted ball down in front using the same motion as the first part of the movement, finishing when the ball is toward the right foot. Repeat in a continuous figure of eight motion.



Figure L-17 Figure of Eight

**Weighted Ball Obliques.** Lay on the back with the knees bent up towards the chest. Place a weighted ball between the knees and hold in place with the knees. Slowly rotate the legs to one side. Return the legs to the centre. Repeat the movement for the other side.



Figure L-18 Weighted Ball Obliques



**Reverse Curls.** Lay on the back with the knees bent and feet parallel to the floor. Place a weighted ball between the knees and hold in place with the knees. Slowly raise the ball towards the chest. Slowly return the feet to the original position.



Figure L-19 Weighted Ball Twist

**Weighted Ball Twist.** Sit on the floor with knees bent and feet placed flat on the floor. Hold a weighted ball straight in front with the arms in line with the shoulders. Keeping the back straight, lean back slightly. Slowly and in a controlled form, pull the abdominal muscles in and rotate the torso to the side. Return to the centre. Repeat the movement for the other side.



Figure L-20 Weighted Ball Twist

### SUGGESTED RESOURCES

Patrick Goudeau, National Academy of Sport Medicine (NASM) certified trainer. Patrick Goudeau's Play Ball. 2008. [DVD]

ISBN 9781585189007 Mediate, P. & Faigenbaum, A. (2004). Medicine ball for all training handbook. Monterey, CA : Healthy Learning.

### EXAMPLES OF RESISTANCE EXERCISES USING WEIGHED BARS

**Bicep Curl.** Begin by grasping the weighted bar with an underhand grip about shoulder width apart. Begin with the bar resting at the thighs with the elbows slightly in front of the body. Bend the elbows to bring the bar up towards the shoulders without letting the elbows move behind the body. Return to the starting position.



Figure L-21 Bicep Curl

**Shoulder Hold Squat.** With feet about hip distance apart, bring the weighted up and over the head to and rest it on the back of the shoulders. Push the hips back while bending at the knees, as if sitting into a low chair. Push through the heels and extend the knees to return to the start position. Be sure not pull on the bar during the squat, but rest the hands lightly on the underside of the bar during the movement.



Figure L-22 Shoulder Hold Squat

**Bent Over Row (Overhand).** Begin with the feet hip-width apart (or wider), grasping the weighted bar with an overhand grip. Tilt at the hips and let the bar hang at the knees. Hands should be just outside the knees to begin. Bend the elbows and pull back to bring the bar in towards the crease of the hip. Elbows should be tucked in close to the sides. Extend the elbows to return to the starting position.



Figure L-23 Bent Over Row (Overhand)

**Two Arm Chest Press.** Lay on the floor with knees bent so both feet are on the floor. Grasp the weighted bar in an overhand grip with hands slightly wider than shoulder width. Ensure the weighted bar begins directly over the chest with arms straight. Bend the elbows out to the sides to bring the bar towards the chest. Extend elbows to return to starting position.



Figure L-24 Two Arm Chest Press

**Reverse Abdominal Curl.** Lay on the floor with knees bent so both feet are on the floor. Place the bar underneath the knees and lift feet off the floor. Curl the bottom away from the floor to execute the reverse curl. Return to the starting position.



Figure L-25 Reverse Abdominal Curl

## SUGGESTED RESOURCES

Rob Glick, Bachelor of Science in Exercise Science. Body bar: Deep definition. 2003. [DVD]

ISBN 978-1-4027-3190-7 Cook, Greg & d'Almeida-Cook, F. (2006). Body bar: 133 moves for full body fitness. New York, NY: Sterling Publishing Co.

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## **PILATES**

### **INTRODUCTION**

Pilates was created by Joseph H. Pilates in the 1920s. This type of exercise focuses on strengthening the core muscles. This muscle-strengthening activity is also helpful for managing weight as it strengthens and lengthens core muscles without adding bulk. Pilates helps improve the muscular strength and muscular flexibility components of fitness.

### **EQUIPMENT**

One mat per cadet.

### **ACTIVITY GUIDELINES**

Pilates shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

### **SUGGESTED RESOURCES**

Ellen Barret, Certified Pilates and fitness instructor. *Crunch: Pick your spot Pilates*. 2002. [DVD]

Kristin McGee, Pilates master instructor. *Pilates for beginners with Kristin McGee*. 2009. [DVD]

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## STRETCHING

### INTRODUCTION

Stretching involves performing exercises to lengthen the muscles and improve flexibility. There are three types of stretching:

- **Static Stretching.** Stretching without movement. An example would be a shoulder stretch done by pulling the arm across the body and holding the arm still for a minimum of 10 seconds.
- **Proprioceptive Neuromuscular Facilitation.** Contracting the muscles before statically stretching them, eg. using a towel to help with a calf stretch and contracting the calf by pushing the toes against the towel; followed by pulling on the towel to stretch the calf muscle.
- **Ballistic Stretching.** Using bobbing or bouncing causing the muscles to stretch. This type of stretching is not recommended for beginners as it can lead to injury if done improperly.

### EQUIPMENT

One mat per cadet.

### ACTIVITY GUIDELINES

Have the cadets wear loose clothing that allows free, unrestricted movement. Have them participate in a general warm-up consisting of light cardiovascular activities that will help raise the heart rate and warm the muscles prior to doing any stretches.

### STRETCHES

Sample stretches are located at Attachment B of EO MX04.01 (Participate in 60 minutes of MVPA and Track Participation in Physical Activities). The stretches shall be conducted as static stretches. At no time shall any be conducted as ballistic stretches.

### SUGGESTED RESOURCES

ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

Bob Anderson, Graduate of California State University in Physical Education. *Stretching with Bob Anderson*. 1987. [DVD]

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## **TAI CHI**

### **INTRODUCTION**

In China it is believed that tai chi can delay aging and prolong life, increase flexibility and strengthen muscles and tendons. Tai chi is a centuries-old Chinese martial art that descends from qigong, an ancient Chinese discipline that has its roots in traditional Chinese medicine. It involves a series of slow, meditative body movements that were originally designed for self-defense and to promote inner peace and calm. Tai chi helps improve the muscular flexibility component of fitness.

### **EQUIPMENT**

One mat per cadet.

### **ACTIVITY GUIDELINES**

Tai Chi shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

Have the cadets wear clothing that allows free, unrestricted movement.

Keep training at a beginner level to allow all cadets to participate safely.

### **SUGGESTED RESOURCES**

Samuel Barnes. Certified Tai Chi Instructor. *Element: Tai Chi for Beginners*. 2008. [DVD]

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## **YOGA**

### **INTRODUCTION**

Yoga is a popular activity that includes attention to flexibility, relaxation, breathing, and strengthening. Through various yoga poses flexibility and range of motion can be improved. Yoga helps improve the muscular flexibility and muscular strength components of fitness.

### **EQUIPMENT**

One yoga mat per cadet.

### **ACTIVITY GUIDELINES**

Yoga shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

Have the cadets wear clothing that allows free, unrestricted movement.

Keep training at a beginner level to allow all cadets to participate safely.

### **SUGGESTED RESOURCES**

Colleen Saidman & Rodney Yee. Certified Yoga Instructors. *Rodney Yee's Yoga for Beginners*. 2009. [DVD].

Elena Brower, Certified Yoga Instructor. *Element: AM & PM Yoga for Beginners*. 2008. [DVD].

Elena Brower, Certified Yoga Instructor. *Element: Yoga for Beginners*. 2007. [DVD].

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## BASEBALL

### OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible.

### SCORING

One point is awarded as a member completes a circuit around the bases.

### DEFINITIONS

**Ball.** A pitch that is outside the strike zone.

**Bunt.** When the batter drops the ball as a soft ground ball on the infield.

**Double play.** When two outs are made on the same play.

**Fair ball.** The ball when it is legally in play.

**Fly ball.** A ball batted high into the air.

**Force play.** When a runner is forced to move to the next base because the batter becomes a runner.

**Foul ball.** A ball that is hit into foul territory (as illustrated in Figure Q-1).

**Foul territory .** The area outside the foul lines (as illustrated in Figure Q-1).

**Home run.** When a batter hits a fair ball over the fence, or circles all bases on a hit inside the fence without getting an out on their way around.

**Inning.** Consists of a top and a bottom half, during which each team will get to bat and field.

**Out.** An out can be given due to strikeout, force-out, tag-out, and fly-out:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches the base during a force play.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base.

**Strike.** A pitch, in the strike zone at which the batter does not swing, at which the batter swings and misses, or that the batter hits into foul territory during their first two hits. A foul ball on the third is not considered a strike.

**Strike zone.** The area over the home plate, between the batter's knees and the midpoint between the top of their shoulders and the top of their pants.

**Walk.** A batter is awarded first base if four "balls" are pitched to the batter during one time up to bat.

## NUMBER OF PLAYERS

Nine players per team.

## EQUIPMENT

- Bases (four),
- Bats (two),
- Batter's helmets (two),
- Baseball (extras should be on hand),
- Various gloves, and
- Baseball / softball field.

## BASIC RULES

The game consists of nine innings, with three outs per inning (for each team). In the case of a tie, the game will continue for additional innings until a team scores an additional run, breaking the tie. Innings may be reduced due to time constraints.

One team takes the field first, taking up the various positions, to include: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, and right fielder.

The other team bats first in the top half of the inning, according to the batting order for their players.

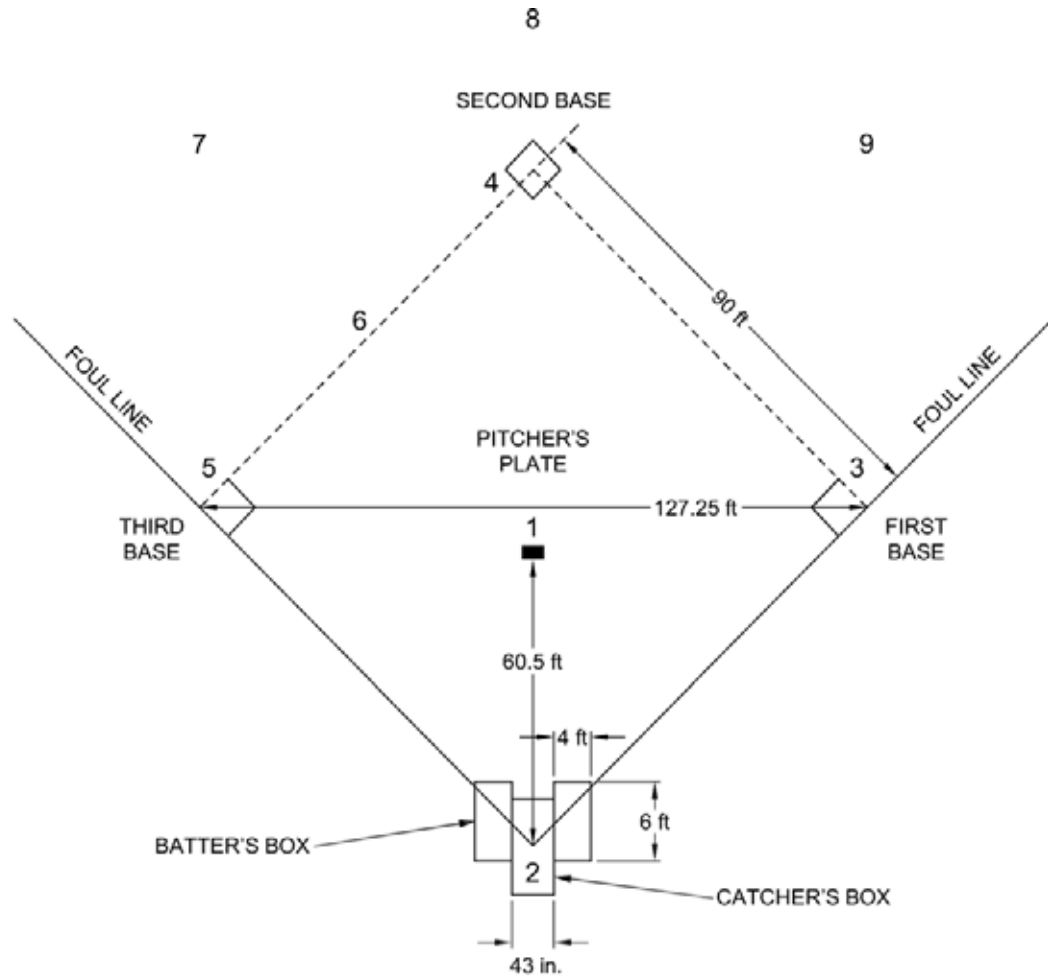
The pitcher attempts to get the batter out, preventing him or her from reaching first base and the subsequent bases. A batter is out if they receive a strikeout, force-out, tag-out, or fly-out.

The batter's objective is to get around the bases before the ball reaches the base. The batter has to attempt to get to first base before the ball reaches the base. While the ball is in play the batter can attempt to reach subsequent bases. Once their play is over the next batter is up.

A team scores a run when a player has safely touched all three bases and has made it back to home base, or hits the ball over the fence resulting in a home run.



Further details on the sport of baseball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 25–35.



**LEGEND**

- 1. Pitcher
- 2. Catcher
- 3. First Baseman
- 4. Second Baseman
- 5. Third Baseman
- 6. Shortstop
- 7. Left Fielder
- 8. Centre Fielder
- 9. Right Fielder

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 31), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure Q-1 Baseball Diamond





## BASKETBALL

### OBJECTIVE

Teams attempt to score as many points as possible by passing the basketball through the opposing teams' basket. The team with the highest score at the end of the game is the winner.

### SCORING

**Field goal.** A basket worth two points if scored inside the three-point line and three points if scored from outside the line (as illustrated in Figure R-1).

**Free throw.** A basket worth one point.

### DEFINITIONS

**Dribble.** Dribbling consists of bouncing the ball on the floor, using only one hand at a time. This can be done while moving on the court or while the player is stationary. Once a player stops dribbling and holds the ball, they cannot dribble again until another player touches the ball.

**Double dribble.** Dribbling with both hands at once is a violation that results in a turnover or when a player is dribbling, stops and begins again.

**Field goal.** A two or three-point basket.

**Foul.** A foul is awarded to a player or coach for misconduct and includes the following:

**Away from the ball.** Committed by a player in a play not involving the player with the ball.

**Blocking and charging.** Blocking is illegal contact by a defender, impeding the progress of an offensive player. Charging is illegal contact by an offensive player, pushing or moving into the defender's torso.

**Delay of game.** When a player prevents the ball from being promptly put into play.

**Double personal.** Occurs when two opposing players commit personal fouls at the same time.

**Double technical.** When two opposing players commit technical fouls at the same time.

**Elbow.** When a player elbows a member of the opposing team.

**Excessive timeout.** When a team calls a timeout when they have no timeouts left, they are granted a technical foul, but the timeout is allowed.

**Face guarding.** When a defender places a hand in the face or eyes of an opponent they are guarding from the rear, if the opponent does not have the ball.

### **Fighting and flagrant fouls.**

- **Hand checking.** When a defender uses their hands to check the progress of offensive players when those players are in front of them.
- **Hanging on the rim.** When a player hangs off the rim of the basket, unless it is to protect themselves or another player.
- **Offensive.** If a defender has established legal position in a dribbler's path, the dribbler cannot make contact with the opponent.
- **Personal.** A wide variety of contact fouls including holding, pushing, charging, tripping, and illegally interfering with a player's progress.
- **Player-control.** When the dribbler commits an offensive by charging into a defender who has established legal position, this is called charging.
- **Technical.** Can be on a player, coach, etc. and does not involve contact with the opponent while the ball is alive. Some include profanity, delay of game, excessive time outs, unsportsmanlike conduct, and hanging on the rim.
- **Unsportsmanlike conduct.** Includes actions such as disrespectfully addressing an official; trying to influence an official's decision; arguing with an official; taunting an opponent; etc.

**Free throw.** A shot given to a player from the free throw line as a result of a foul. It is worth one point.

**Pass.** The movement of the ball by a player to another player by throwing, batting, or rolling the ball.

**Pivot.** When a player holding the ball pivots with one foot kept at a point of contact with the floor, while stepping in other directions with the other foot.

**Rebound.** When a player controls possession of a missed shot, either by a teammate or an opponent.

**Sideline pass.** When a player throws the ball in from the sidelines of the court.

**Traveling.** When a player advances on the court with the ball without dribbling it.

**Violations.** When a player breaks a rule without contact. These include: basket interference and goaltending, double dribble, faking a free throw, kicking or hitting the ball, out of bounds, shot clock, traveling and throw in.

### **NUMBER OF PLAYERS**

Five players per team on the court at a time.

### **EQUIPMENT**

- Basketball,
- Gymnasium / outdoor court, and
- Nets (two).

## **BASIC RULES**

The game consists of four 8-minute quarters.

Teams will consist of a point guard, an off guard / shooting guard, a small forward, a power forward and a centre / post.

The game begins with what is known as a “jump ball”. A player from each team will meet face to face at the centre of the court. When the official tosses the ball straight up between them, both players will attempt to catch or hit the ball to a teammate.

Once the game has begun, the player in possession of the ball must dribble at all times in order to continue to move forward along the court. The player may pass the ball at any time to a teammate.

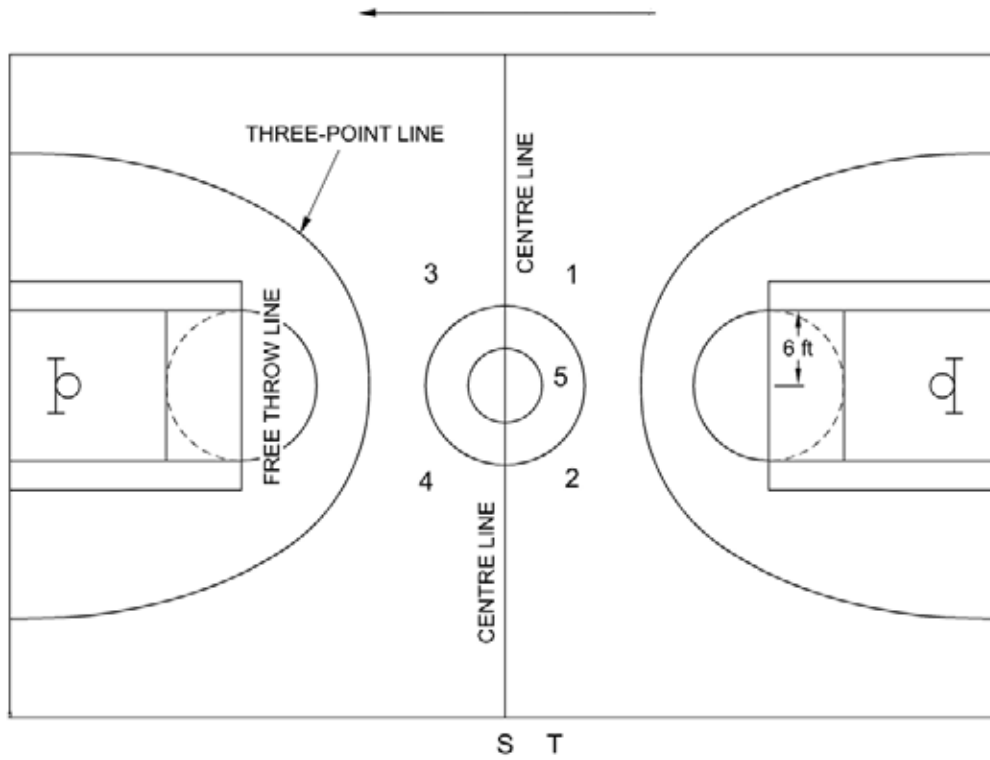
If a player in possession of the ball stops moving, they may only pivot on the spot or take a maximum of three steps and then pass or shoot the ball towards the basket.

If a team scores, the opposing team will gain possession of the ball. The opposing team throws the ball inbounds to put the ball back into play. On this throw-in, the thrower cannot step on or over the line while still in possession of the ball.

During the game, if the ball is tossed out of bounds or a person is fouled, the opposite team will gain the ball where a free throw will be awarded or a sideline pass will take place.



Further details on the sport of basketball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 37–46.



**LEGEND**

- 1. Point Guard
- 2. Off Guard or Shooting Guard
- 3. Small Forward
- 4. Power Forward
- 5. Centre or Post
- S Scorekeeper
- T Timekeeper

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 41), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure R-1 Basketball Court



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## FLOOR HOCKEY

### OBJECTIVE

Teams attempt to score as many points as possible by shooting the ball into the opposing team's net. The team with the highest score at the end of the game is the winner.

### SCORING

A player shooting the ball off their stick into the net, scores a goal.

### DEFINITIONS

**Faceoff.** When two players meet to try to gain possession of the ball when the referee drops it.

**Goal.** A point / goal is scored when a player gets the ball across the goal line.

**Rebound.** A ball that bounces off the goalkeeper or the goal post.

**Save.** When the goalkeeper prevents a goal from being scored.

### NUMBER OF PLAYERS

Six players per team on the floor at one time.

### EQUIPMENT

- Hockey ball,
- Hockey sticks for the number of players,
- Goalie sticks (two),
- Goalie equipment, and
- Hockey nets (two).

## **BASIC RULES**

A game consists of three 20-minute periods.

Teams will consist of a goalkeeper, three forwards—centre, left wing, and right wing—and two defencemen.

A game begins with a faceoff between two opposing players where an official drops the ball at the centre of the playing field / gymnasium.

Players advance with the ball while stickhandling the ball or passing it to fellow teammates. The ball must be in motion at all times.

Every time a goal is scored, the players return to the initial set-up for a faceoff at the centre of the area of play.

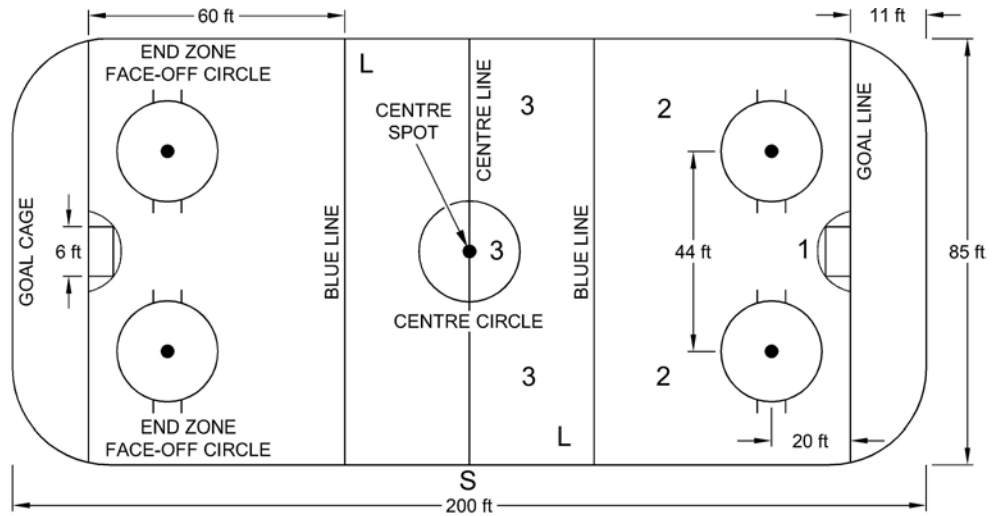
If an attacker in the team's attacking zone causes the play to stop, a faceoff will occur at the nearest faceoff spot in the neutral zone (the central portion between the blue lines).

If a defender in the team's defensive zone causes the play to stop, a faceoff occurs at the point of stoppage.



Further details on the sport of hockey can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 159–168. These rules then must be adapted for floor hockey.





**LEGEND**

- 1. Goalkeeper
- 2. Defenseman
- 3. Forward
- S Scorekeeper
- L Linesman

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 162), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure S-1 Hockey Set-Up

# FLOOR HOCKEY SCORE SHEET

## Team A

NAMES


## Team B

NAMES


Record the number of goals achieved by each team within each period.

### First Period

### Second Period

### Third Period

First Period		Second Period		Third Period	
Team A	Team B	Team A	Team B	Team A	Team B
TOTAL		TOTAL		TOTAL	

*Note.* The scorekeeper must sign the back of the score sheet when completed.

## FOOTBALL (FLAG / TOUCH)

### OBJECTIVE

Teams attempt to score as many points as possible through touchdowns. The team with the highest score at the end of the game is the winner.

### SCORING

**Touchdown.** Worth six points and scored when a player carries the ball into the opponent's end zone or catches the ball in the opponent's end zone before it touches the ground. After a touchdown has been scored, the scoring team can make a one-point convert attempt from the 5-yard line (approximately 4-1/2 m / 15 feet) or a two-point convert attempt from the 10-yard line (approximately 11 m / 36 feet).

**Safety.** An interception return to the opponent's end zone, on any extra-point play by the defence, will result in the defence scoring two points, plus they will gain possession for the next series at their own 5-yard (4-1/2 m / 15 feet) line.

**Rouge.** A team is awarded one point when they legally kick the ball into the opponent's end zone and the ball is not brought out of the end. To score off a kick off, the ball must land in the field of play or in the end zone before it goes out of bounds.

### DEFINITIONS

**Convert.** A pass or a run attempt; no kicking allowed.

**Dead ball.** When the ball is no longer in play and the play is over.

**First down.** Is a new set of three downs. Each team, when they are the offence, get three downs in which to make a play.

**Forward pass.** When the ball is intentionally thrown or handed towards the opponent's goal line.

**Fumble.** When a player loses possession of the ball while the play is still in progress.

**Punt.** When the ball is deliberately dropped and then kicked with the foot or leg before the ball touches the ground.

**Scrimmage line.** The line where the players line up for the snap.

**Snap.** When a player designated as the centre passes the ball between the legs to the quarterback.

**Touchback.** Occurs when the ball is dead on or behind a team's own goal line, provided the ball's force came from an opponent and it is not a touchdown.

### NUMBER OF PLAYERS

Seven players per team on the field at one time for touch football. Eight players per team on the field at one time for flag football.

**EQUIPMENT**

- Football,
- Flags / ribbons,
- Field, and
- Safety / protective equipment.

## BASIC RULES

The game consists of four 15-minute quarters.

Whichever team takes first possession of the ball is the offence. The other team becomes the defence.

The offence has three downs to obtain 10 yards, keep possession of the ball, and attempt to score. If they do not gain 10 yards and a first down, possession of the ball changes and that team then becomes the offence.

To begin the game, a team will kickoff from their own 45-yard line (or on a non-regulation field, ten yards back from the centre line). The remaining players of the team must stay behind the kickoff line until the ball has been kicked.

At the kickoff, all players of the receiving team must be at least 20 yards away from the kickoff line.

To begin a series of three downs, the ball will be placed on the ground at the point where the ball carrier was touched after the kickoff. All members of the offensive team will line up on or behind the line of scrimmage. A player designated as the centre will begin the play by snapping the ball between the legs to the quarterback who must receive the ball from a minimum of five yards behind the line of scrimmage.

The defensive players must be at least one yard from the line of scrimmage on the opposite side during the snap.

All players on the offence, with the exception of the centre, can be in motion prior to the snap. They may not cross the line of scrimmage until after the snap.

In touch football, play is terminated when a defender touches the ball carrier with the hand. In flag football, play is terminated when a defender removes the ball carrier's flag.

The defensive team will have one player during scrimmage play, called the rusher, who will pursue the quarterback after the ball is snapped. The rusher must be at least five yards away from the line of scrimmage at the time the ball is snapped and cannot be lined up directly with the centre of the opposing team.

No player is permitted to block or obstruct the rusher in the direct path to the quarterback.

Teams are only permitted one forward pass on each scrimmage play. Forward passes are not permitted on kickoffs or after punts.

The team that plays defence at the beginning of the first half receives possession at the start of the second half.

If a team fails to make it across midfield within three plays, possession of the ball changes.

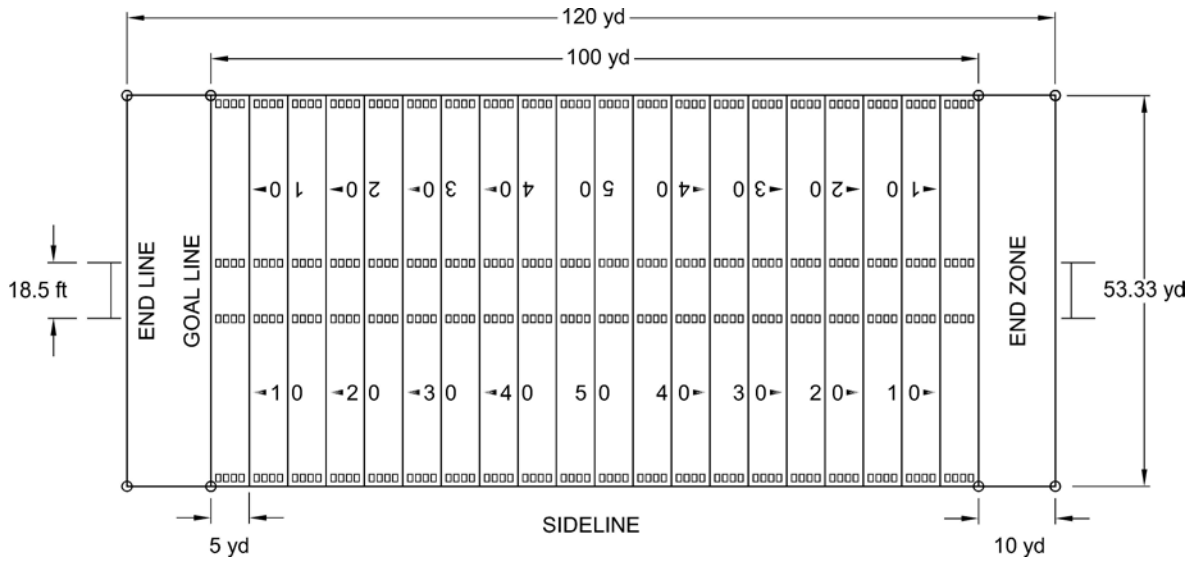
Once a ball is punted, the team gives up possession of the ball.

There are no fumbles in touch football.

Must be played as non-contact. Blocking and tackling are not allowed.

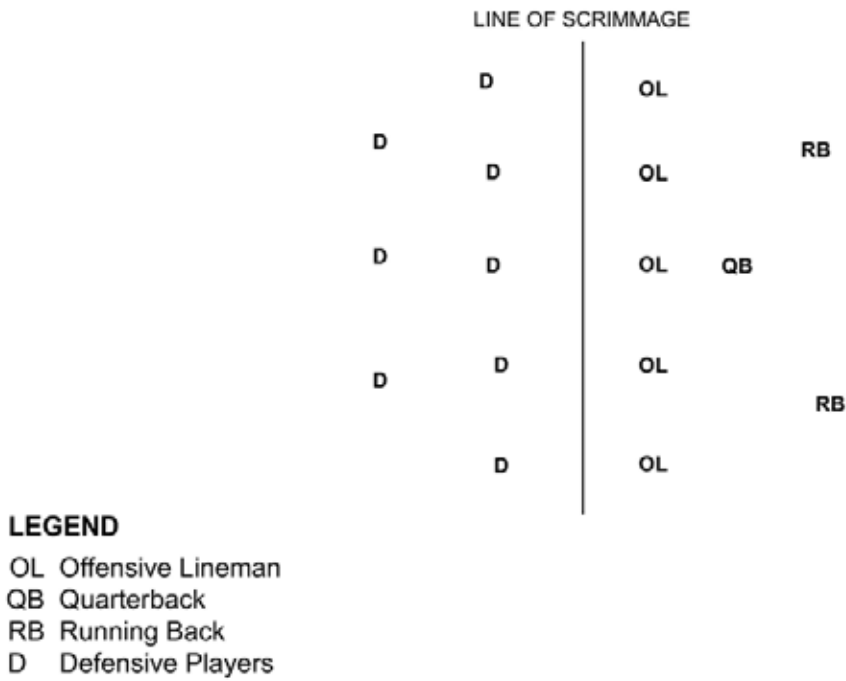


Further details on the sport of football can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 125–136. These rules must be adapted for flag / touch football. Some of these modifications can be found on pp. 132–133. Further rules may be found in the *National Football Federation's Touch Football Rule Book*.



*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 129), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure T-1 Football Field



*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure T-2 Line of Scrimmage



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## LACROSSE

### OBJECTIVE

Teams attempt to score as many points as possible by passing the ball into the opposing team's goal. The team with the highest score at the end of the game is the winner.

### SCORING

A goal is scored when the ball passes completely over the goal line, between the posts and under the cross bar of the opponent's goal.

### DEFINITIONS

**Blocking.** Occurs when one player moves into the path of an opponent with the ball without giving the opponent a chance to stop or change direction without contact.

**Critical scoring area.** An area at each end of the field, where the attacking team shoots for a goal.

**Deputy.** A player on the defensive goalkeeper's team who may enter the goal circle when his or her team is in possession of the ball and the goalkeeper is out of the goal circle.

**Draw.** With two opposing players toeing the centreline, holding their crosses in the air, parallel to the centreline. The umpire places the ball between the players and when they call ready the players pull their sticks up and away, lifting the ball into the air. All other players must be outside the centre circle for the draw.

**Free space to goal.** The path to the goal within the critical scoring area.

**Marking.** Guarding an opponent within a stick's length.

**Penalty lane.** The path to the goal that is cleared when a free position is awarded to the attacking team within the critical scoring area in front of the goal line.

**Pick.** A technique used by a player without the ball to force an opponent to take a different direction. The player must give the opponent time to see the pick and react to it.

**Throw.** Two players of opposing teams stand 1 m (3-1/3 feet) apart; the umpire stands 4–8 m (13–26 feet) away, and throws the ball into the air and the players take it as they move toward the field. No other player can be within 4 m (13 feet) of the players taking the throw.

### NUMBER OF PLAYERS

Twelve players per team on the field at one time.

## EQUIPMENT

- Ball,
- Field crosses for the number of players,
- Goalkeeper's crosse (two),
- Goalkeeper's helmet, face mask, and throat and chest protector (two of each), and
- Mouth guards for the number of players.

## BASIC RULES

The game consists of two 30-minute halves.

The team consists of a goalkeeper, point, cover-point, third man, left defence wing, right defence wing, left attack wing, right attack wing, third home, second home, first home, and centre (as illustrated in Figure Z-1).

The game begins with a draw.

The team in possession of the ball attempts to score goals by advancing the ball down the field. This is done by carrying, throwing, rolling, or batting the ball.

If the ball goes out of bounds, it is given to the closest player. If two players of opposing teams are an equal distance from the ball, the game is continued with a throw.

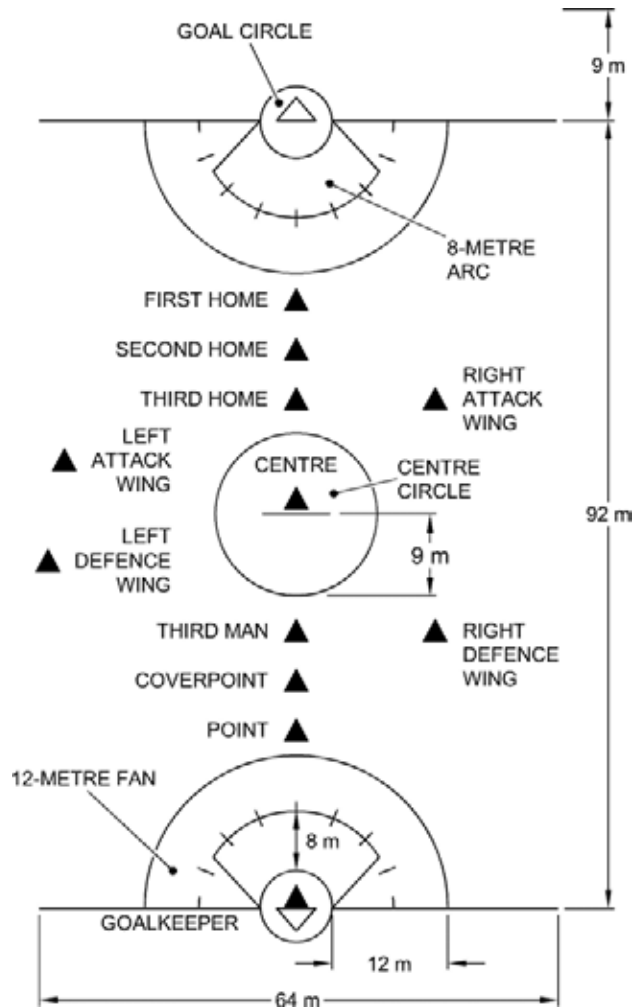
Only one player can be in the goal circle at a time. This can only be the goalkeeper or the deputy.

Within the goal circle, the goalkeeper must clear the ball within 10 seconds. This can be done with the goalkeeper's crosse, hands, or body.

After each goal, the ball is put back into play with a draw.



Further details on the sport of lacrosse can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 179–186.



Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 182), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

Figure U-1 Lacrosse Field



## **RINGETTE (OFF-ICE VERSION)**

### **OBJECTIVE**

Teams attempt to score as many points as possible by getting the ring in the opposing team's net. The team with the highest score at the end of the game is the winner.

### **SCORING**

One point for every time a ring passes into the opposing team's net.

### **NUMBER OF PLAYERS**

Six players per team on the floor at one time.

### **EQUIPMENT**

- Nets (two),
- Safety equipment,
- Rubber ring,
- Straight sticks for number of players, and
- Goalkeeper's sticks and masks (two of each).

### **BASIC RULES**

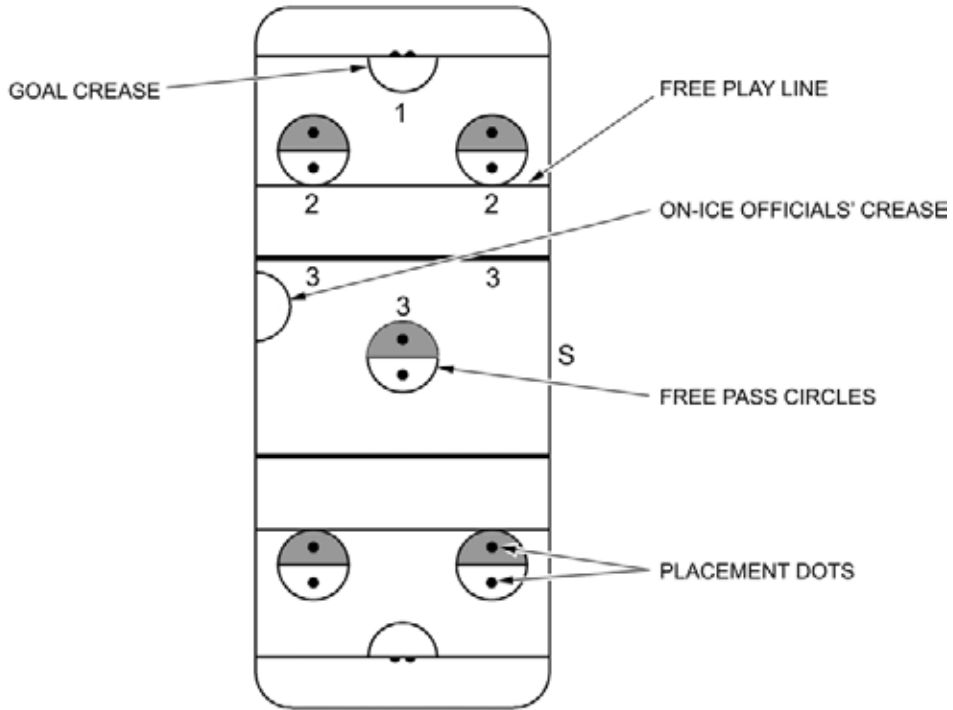
The game is played in two 20-minute periods. Teams consist of a goalkeeper, two defencemen, and three forwards. The stick is placed inside the ring to play. The ring is passed up the playing area in order to get the ring in the opposing team's net.

Play begins with the visiting team being given a free pass in the centre free pass circle (which is like a faceoff circle in hockey). Free passes are used in ringette to restart play. The ring is placed in the free pass circle for this and one player gets to take possession, having five seconds to pass the ring to a teammate. Shots on goal are allowed from the free pass. If the ring is within the goal crease, the only player who is allowed to touch it is the goalie. The goalie will pick up the ring and throw it like a Frisbee to a teammate but it cannot be thrown beyond the blue line. The goalkeeper can also hit the ring with their stick or foot to move it out of the goal crease.



Further details on the sport of ringette can be found at <http://www.ringette.ca>

**TEAM A'S DEEP DEFENSIVE ZONE**



**TEAM A'S DEEP OFFENSIVE ZONE**

**LEGEND**

- 1. Goalkeeper
- 2. Defenceman
- 3. Forward
- S Scorekeeper

*Note. From How Ringette is Played, by Ringette Canada, n.d. Retrieved October 30, 2006, from <http://www.ringette.ca/e/about/played.htm>*

Figure V-1 Ringette Ice / Playing Field

# RINGETTE SCORE SHEET

## Team A

NAMES


## Team B

NAMES


Record the number of goals achieved by each team within each period.

### First Period

Team A	Team B
<b>TOTAL</b>	

### Second Period

Team A	Team B
<b>TOTAL</b>	

*Note.* The scorekeeper must sign the back of the score sheet when completed.

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## SOCCER

### OBJECTIVE

Teams attempt to score as many points as possible by getting the ball in the opposing team's net. The team with the highest score at the end of the game is the winner.

### SCORING

A point is scored for every goal made into the net that completely crosses the goal line.

### DEFINITIONS

**Corner kick.** Awarded to the opposing team when players kick the ball over their own goal line. All opposing players must be at least 10 yards (9 m / 29.5 feet) from the ball for a corner kick.

**Dribble.** To move the ball with the feet in a continuous motion by passing the ball from one foot to the other.

**Foul.** Results in a direct or indirect free kick for the opposing team at the spot where the foul occurred. Fouls include:

- kicking, tripping or pushing;
- jumping into an opponent;
- violently or dangerously charging an opponent;
- striking an opponent with the hand, arm, or elbow;
- holding an opponent's body or clothing;
- playing the ball anywhere on the arm;
- going offside;
- obstructing an opponent by deliberately blocking their path;
- kicking too high, putting an opponent in danger;
- bending low, putting themselves in danger;
- unsportsmanlike conduct;
- charging an opponent when the ball is no more than one step away;
- charging into the goalkeeper while in the goal area, preventing them from playing the ball or retaining possession of the ball; and
- the goalkeeper taking more than four steps before releasing the ball.

**Free kick.** Direct free kicks are awarded for fouls on a player; indirect free kicks are awarded for other violations made by the opposing team.

**Goal kick.** Occurs when a player kicks the ball over the opposing team's goal line. The opposing team is awarded the goal kick. Opposing players must be outside the penalty box area; either the goalkeeper or another player may kick the ball. The ball must be kicked beyond the penalty box area to be put into play. The player who performs the goal kick cannot touch the ball again until another player has done so.

**Heads the ball.** When a player hits the ball with their head.

**Penalty kick.** Is awarded to a team when an opposing player commits an intentional foul. All players, except the kicker and the goalkeeper, must stand outside the penalty area, at least ten yards (9 m / 29.5 feet) from the ball. The goalkeeper must stand on the goal line and not move their feet until the kick is made. If a goal is not scored and the ball goes out of bounds after being touched by the goalkeeper, the attacking team gets a corner kick.

**Throw-in.** Is awarded to a team when the ball goes over the sideline and was last touched by an opponent. A player throws the ball in from over their head, keeping both feet on the ground while releasing the ball. At least part of each foot must be on or behind the sideline.

## NUMBER OF PLAYERS

Up to 11 players per team on the field at one time.

## EQUIPMENT

- Soccer ball,
- Nets (two), and
- Field or gymnasium.

## BASIC RULES

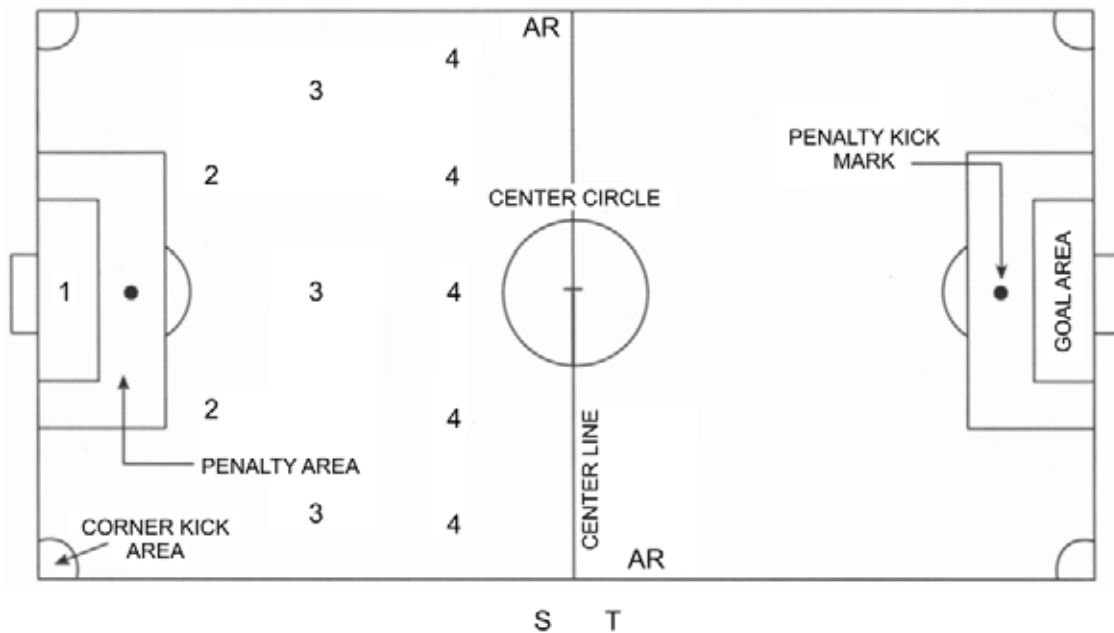
The game consists of two 45-minute halves. Teams will consist of a goalkeeper, defenders, midfielders, and forwards, or strikers. The game begins with a kickoff at the centre of the playing field, where the ball is placed in a stationary position at the centre spot. All players must be on their team's half of the playing field before the kickoff takes place. The player who kicks off may not touch the ball again until another player has. Players have to move the ball up the field with their feet, head, or chest. They may not touch the ball with their hands. The game continues in this manner, with players dribbling the ball and moving it toward the opposing team's goal in order to score.

When a goal is scored the play begins again with the team losing the goal taking the kickoff.

A goal may not be scored directly off a kickoff, goal kick, or throw-in.



Further details on the sport of soccer can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 237–245.



**LEGEND**

- 1. Goalkeeper
- 2. Defender
- 3. Midfielder
- 4. Forward
- S Scorekeeper
- T Timekeeper
- AR Assistant Referee

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 241), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure W-1 Soccer Field



## **SOCCER BASEBALL / KICKBALL**

### **OBJECTIVE**

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate.

### **SCORING**

One point is awarded as a member completes a circuit around the bases. A game lasts five innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.

### **DEFINITIONS**

**Double.** A kick in which the batter safely runs to second base.

**Double play.** When two outs are made on the same play.

**Fair ball.** The ball when it is legally in play.

**Force play.** Occurs when a runner is forced to advance to the next base because the batter becomes a runner.

**Foul play.** Any ball hit into foul territory.

**Foul territory.** The area outside the foul lines.

**Home run.** When a batter kicks a fair ball over the fence or circles all bases on a kick that was inside the fence.

**Lead off.** When a runner leads off a base before the ball has left the pitcher's hand.

**Legal touch.** When a defensive player tags a runner with the ball while the runner is not on a base. This results in an out.

**Out.** There are a number of types of outs, which include:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.

**Steal.** When a runner attempts to steal a base during a pitch to the kicker.

**Tag-up rule.** If the ball is caught in the air after the kicker has kicked it, the kicker is out. Other players who are on bases must touch the base they were on after the ball is caught before they can run to the next base.

## NUMBER OF PLAYERS

Nine players per team on the field at one time.

## EQUIPMENT

- Soccer ball,
- Baseball / softball field or a gymnasium or field, and
- Bases / pylons (four).

## BASIC RULES

The game consists of five innings, with three outs per inning (for each team).

One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and other fielders depending on the number of players.

When pitching, the ball must touch the ground at least once and cannot be higher than one foot (30 cm) above the plate when it gets to the kicker. The ball should be pitched to roll as smoothly as possible.

A ball is put into play once the pitcher rolls the ball toward home plate and the kicker has attempted to kick the ball.

The kicker must wait for the ball to be within 1 m of the home plate before they can attempt to kick the ball.

Leading off and stealing bases is not allowed. Bunts are not permitted.

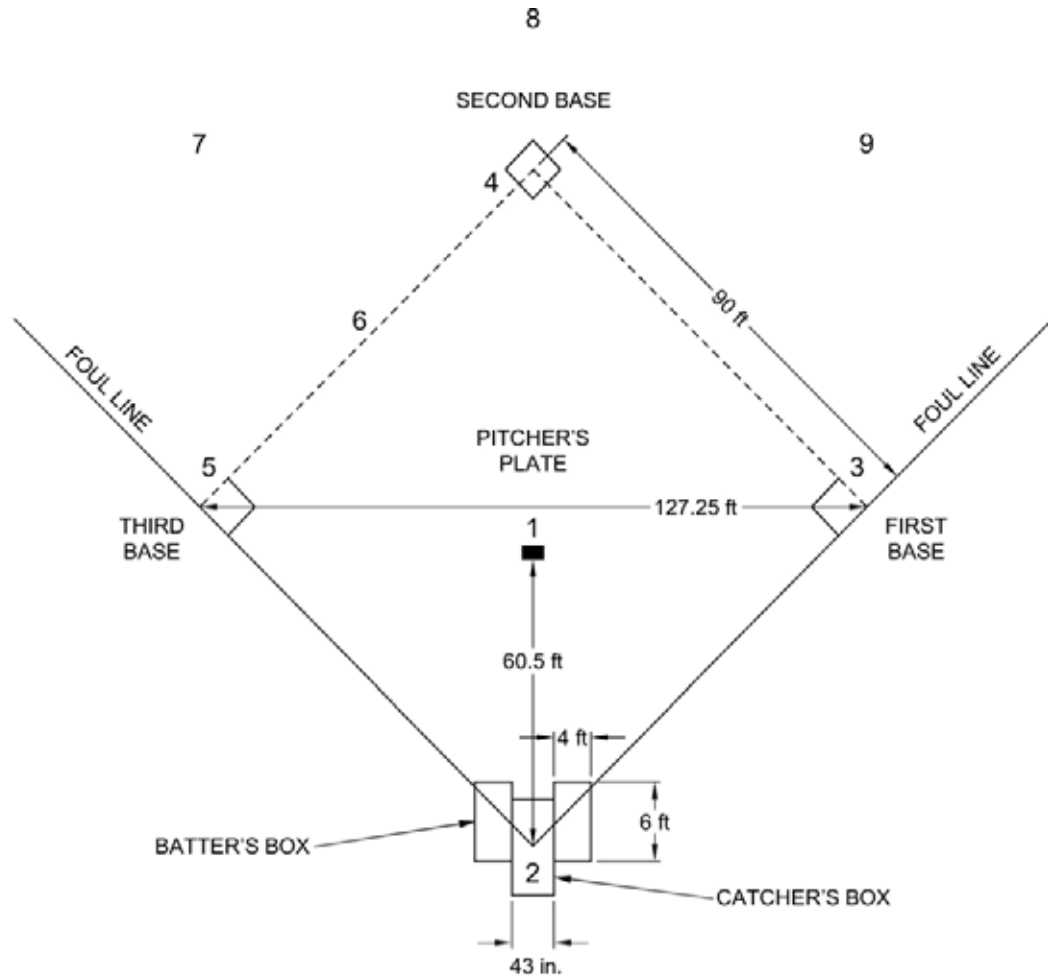
The kicker at home plate must kick the ball with the leg (below the knee) or foot.

Field players can tag the runner out while either carrying the ball or throwing it at the runner and making contact. Thrown balls are to hit below the waist.

A runner who leaves their base before the pitch reaches home plate or before the pitch is kicked, is out and the ball is considered dead.



Further details on the sport of soccer baseball / kickball can be found at <http://www.kickball.com>



**LEGEND**

- 1. Pitcher
- 2. Catcher
- 3. First Baseman
- 4. Second Baseman
- 5. Third Baseman
- 6. Shortstop
- 7. Left Fielder
- 8. Centre Fielder
- 9. Right Fielder

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 31), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure X-1 Baseball Diamond (used for soccer baseball)





## SOFTBALL

### OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate.

### SCORING

One point is awarded as a member completes a circuit around the bases. A game lasts seven innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.

### DEFINITIONS

**Ball.** A pitch that is outside the strike zone.

**Bunt.** When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield.

**Double play.** When two outs are made on the same play.

**Fair ball.** The ball when it is legally in play.

**Fake tag.** A form of obstruction of a runner by a fielder who neither has the ball nor is about to receive it. The umpire will award the runner the base they would have made, if the obstruction had not been made.

**Fly ball.** A ball batted high into the air.

**Fly-out.** A fly ball that is caught before it touches the ground or the fence.

**Force play.** When a runner is forced to advance to the next base because the batter becomes a runner.

**Foul play.** Any ball hit into foul territory.

**Foul territory.** The area outside the foul lines (as illustrated in Figure AD-1).

**Home run.** When a batter hits a fair ball over the fence or circles all bases on a ball that was hit inside the fence.

**Inning.** An inning consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly.

**Interference.** This occurs when an offensive player impedes or confuses a defensive player as they are trying to make a play. Interference can be physical or verbal.

**Lead off.** When a runner leads off a base once the ball has been batted, touches the ground, or reaches home plate, but must return to the base if the ball is not hit.

**Out.** There are a number of types of outs, which include:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.

**Overslide.** When a player over slides first base when running. It is allowed at first base, but at second and third base, the runner may be tagged out.

**Steal.** In fast-pitch, a runner may attempt to steal a base during a pitch to the batter.

**Strike zone.** The area over the home plate, between the batter's back shoulder and front knee.

**Walk.** A batter is awarded first base if four "balls" are pitched to the batter during one time up to bat.

## NUMBER OF PLAYERS

10 players per team on the field at a time if team is not batting.

## EQUIPMENT

- Bases (four),
- Bat,
- Batter's helmets,
- Softball,
- Various gloves for the number of players, and
- Baseball / softball field.

## **BASIC RULES**

The game consists of seven innings, with three outs per inning (for each team).

One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and extra fielder.

The other team bats first in the top half of the inning, according to the batting order for their players.

The pitcher attempts to get the batter out, preventing them from reaching first base and the subsequent bases.

The pitcher must use an underhand pitch.

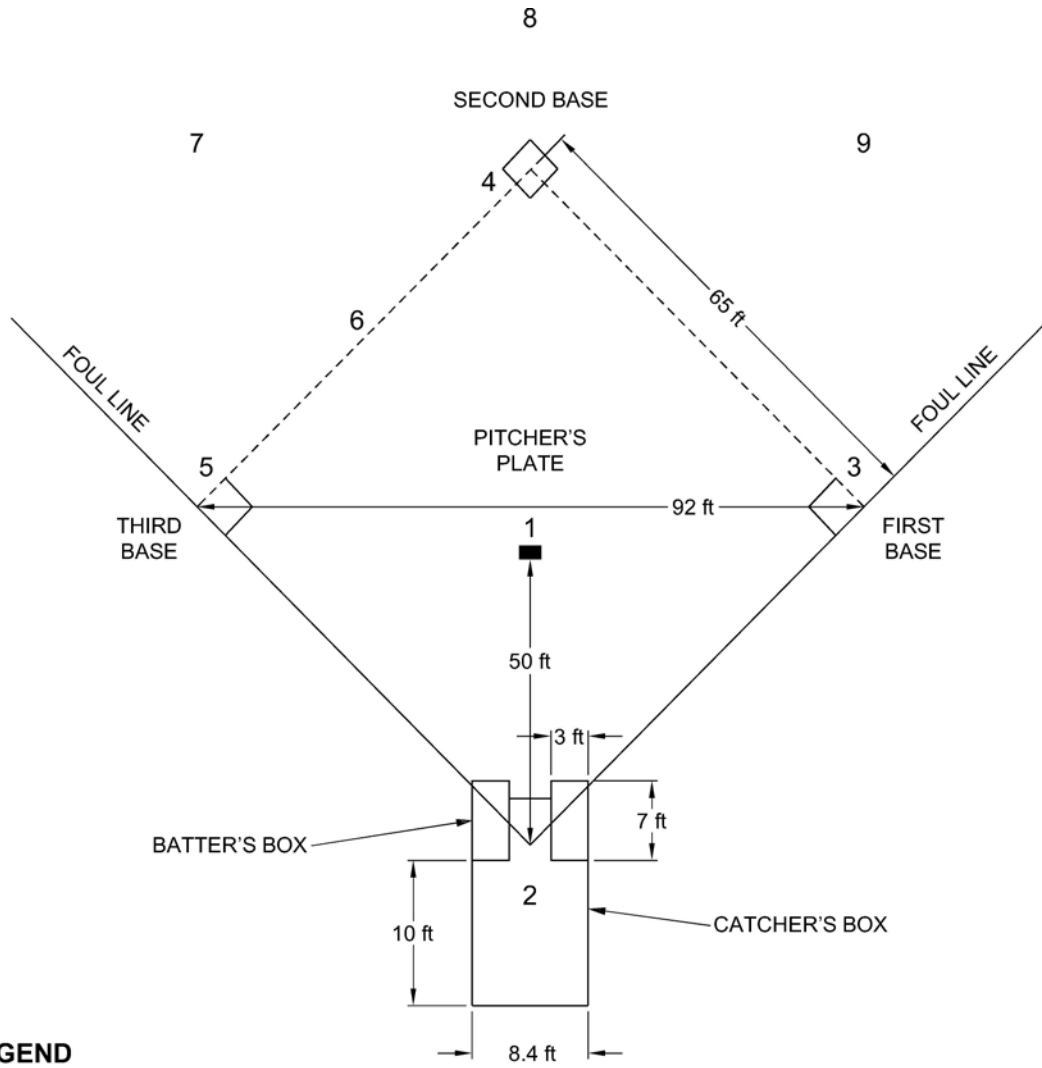
A batter is out if they receive a fly-out, force-out, strikeout or tag-out.

The batter's objective is to get around the bases without being tagged and before the ball reaches the base.

A team scores a run when a player has safely touched first, second, and third base, and has made it back home or hits the ball over the fence.



Further details on the sport of softball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 247–259.



**LEGEND**

1. Pitcher
2. Catcher
3. First Baseman
4. Second Baseman
5. Third Baseman
6. Shortstop
7. Left Fielder
8. Centre Fielder
9. Right Fielder

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 251), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure Y-1 Softball Field



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## ULTIMATE FRISBEE

### OBJECTIVE

Teams attempt to score as many points as possible by catching a pass in the opponent's end zone. The team with the highest score at the end of the game is the winner. Ultimate Frisbee helps improve the cardiovascular and muscular strength components of fitness.

### SCORING

Points are awarded to a team when a player catches a pass in the opponent's end zone. A typical game is scored to 15 points.

### DEFINITIONS

**Clearing.** To get out of the area where the thrower wants to pass the Frisbee.

**Cut.** An attempt to get free of other players in order to receive a pass.

**Force.** To make it difficult for the thrower to throw the Frisbee in a certain direction in an attempt to try to get them to pass it the other way.

**Huck.** A long high pass that is nearly the length of the field.

**Layout.** When a player dives to catch or intercept the Frisbee.

**Poach.** When a defender moves away from their marker to try to intercept a pass to another player.

**Swing.** A lateral pass across the pitch, instead of upfield.

**Switch.** When two defenders exchange the offensive players they were marking.

### NUMBER OF PLAYERS

Seven players per team on the field at one time.

### EQUIPMENT

- One Frisbee, and
- Pylons to mark boundaries.

## BASIC RULES

The game is played in two halves. There is no time set for the halves. Halftime begins when one team reaches eight points.

Each team lines up on the front of their respective end zone line to initiate play. The defence will then throw the Frisbee to the offence.

The Frisbee may be played in any direction by passing to teammates. Players must remain stationary when they hold the Frisbee. It must be passed to other players on the field that is closer to the opponent's end zone.

A player cannot hold the Frisbee for longer than 10 seconds. The defender, who is guarding the player holding the Frisbee (staller), must count out the stall count.

When a pass is not completed due to being out of bounds, being dropped, blocked or intercepted, etc. the defence takes possession of the Frisbee and becomes the offence.

To bring the Frisbee back into play it must be brought to the point on the pitch where it went out, or the nearest point where a defender touched it.

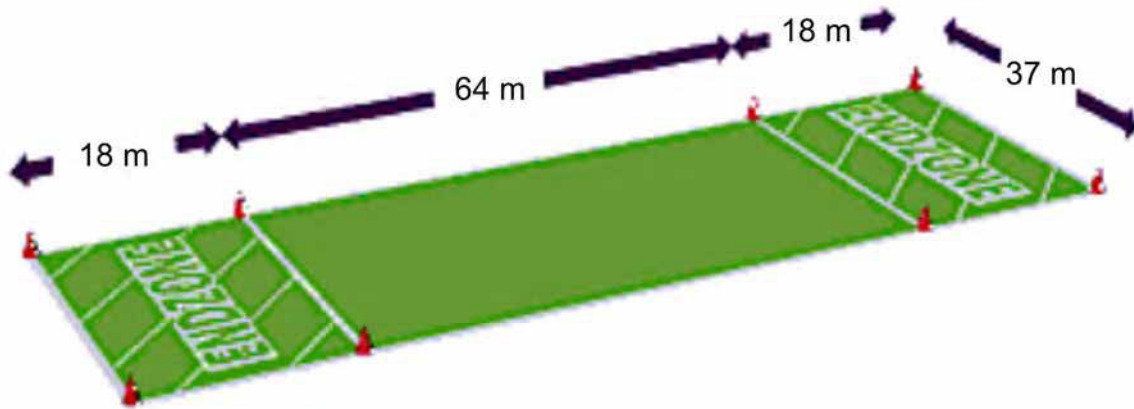
There is no physical contact allowed between the players.

A throw can be made without stopping if it is within three steps of the catch. The thrower cannot change direction or speed up after catching the Frisbee.

After halftime the teams will switch ends of the playing field.



Further details on the sport of ultimate Frisbee can be found at <http://www.whatisultimate.com> or <http://www.upa.org/ultimate>



*Note. From What is Ultimate Frisbee, by What is Ultimate, n.d. Retrieved October 30, 2006, from [http://www.whatisultimate.com/what/what\\_game\\_en.html](http://www.whatisultimate.com/what/what_game_en.html)*

Figure Z-1 Ultimate Frisbee Field





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## VOLLEYBALL

### OBJECTIVE

Teams attempt to score as many points as possible by hitting the ball into the opposing team's portion of the court. The team with the highest score at the end of the game is the winner. Volleyball helps improve the cardiovascular and muscular strength components of fitness.

### SCORING

One point is awarded every time the ball hits inside the boundary lines of the opposing team's court; the opponents are unable to return the serve within three hits; the opponents hit the ball out of bounds; or the opponents commit a fault or foul when the team was the serving team.

### DEFINITIONS

**Attack hit.** A hit aimed into the opponent's court.

**Attack lines.** These separate each side of the court into a front zone and a back zone.

**Block.** Occurs when one or more players stop the ball before, or just after, it crosses the net.

**Rally.** The exchange of hits back and forth between the teams. The team that wins the rally gets the serve.

**Rotation order.** Each team has a rotation order that must be kept when it gains the serve. Each time a team gains a serve; players will rotate one position clockwise.

### NUMBER OF PLAYERS

Six players per team on the court at one time.

### EQUIPMENT

- Volleyball,
- Volleyball net, and
- Volleyball court.

## **BASIC RULES**

The game continues until a team scores 21 points in a rally format (a point is awarded on each play of the game regardless of which team serves the ball) and has a two-point advantage.

The team has three players on the front of the court and three on the back of the court.

Players can hit the ball with their hands clasped together or with either an open or closed fist. Players can strike the ball overhand or underhand.

One team will start the serving, the other receiving. A player retains the serve until the other team wins the right to serve.

Upon completing the serve a team must rotate positions.

The server may stand anywhere behind the end line to serve.

A service fault occurs if the ball touches a player of the serving team; fails to pass through the crossing space over the net; touches the net or any other object; or lands out of bounds.

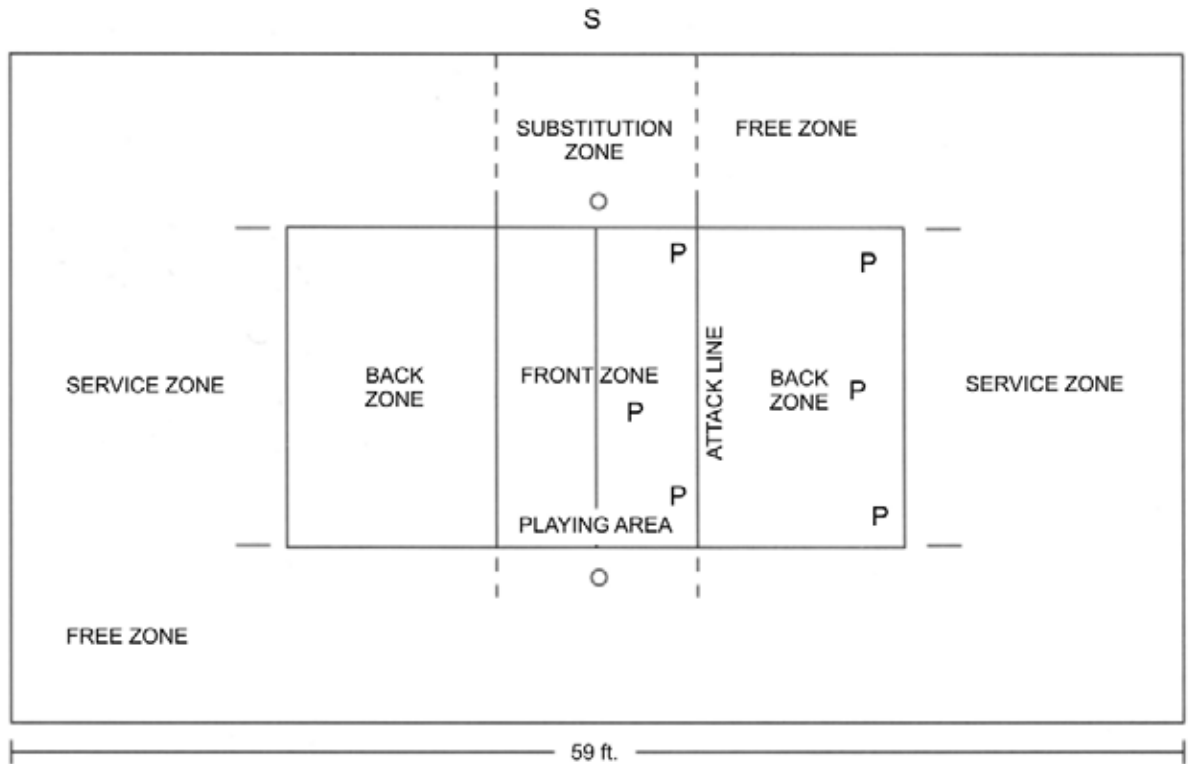
If the team that is receiving stops their opponents from scoring, they are awarded the serve.

Each team has a maximum of three hits to get the ball over the net to return the ball. This is in addition to blocking.

Except on the serve, the ball is still in play if it touches the net.



Further details on the sport of volleyball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 325–334.



**LEGEND**

- P Player
- S Scorekeeper

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 327), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure AA-1 Volleyball Court



## ACTIVE GAMES

### INTRODUCTION

Active games are a great way of incorporating multiple components of fitness. These physical activities make fitness fun and can spark an interest in maintaining lifelong fitness. Active games help improve various components of fitness depending on the selected game.

### EQUIPMENT

The equipment required for these games will depend on which game is selected.

### ACTIVITY GUIDELINES

Active games shall be well supervised.

Active games shall be conducted in a large training area or playing field that is free of obstructions.

Cadets shall wear appropriate physical activity clothing and footwear for this activity.

### SUGGESTED ACTIVE GAMES

#### Battleship

This is a nautical themed active game where the playing area is broken down into different parts of a ship, to include:

- **Bow.** The front of the playing area,
- **Stern.** The back of the playing area,
- **Port.** The left side of the playing area, and
- **Starboard.** The right side of the playing area.

There are special actions to be completed when called during the game, such as:

- **Submarines.** Cadets run to the centre of the playing area, lie down on their back, and raise one foot in the air.
- **Lifeboats Port.** Cadets run to the left side of the playing area, form a single line, sit down and begin to row.
- **Lifeboats Starboard.** Cadets run to the right side of the playing area, form single line, sit down and begin to row.

1. Begin the game with the cadets standing in the centre of the area.
2. Have the leader call one of the above parts of the ship or special action.
3. Have the cadets run to the designated area or perform the special action.
4. Eliminate the last cadet to reach the designated spot or perform the special action, and have them move to help the leader.
5. Continue until a winner is designated.

### **Cardio Blob Tag**

A fast-paced game using two pool noodles where cadets must move or be swallowed by the “blob”.

1. Designate one cadet as the “blob”.
2. Have the “blob” carry a pool noodle to use to tag other cadets (below the shoulders).
3. Have the first tagged cadet join hands with the “blob” and give them the other pool noodle.
4. Ensure that the two cadets making the “blob” always remain joined (holding hands) and move throughout the group tagging other cadets.
5. Have any newly tagged cadets join the “blob” by holding hands with the cadet who tagged them and taking the pool noodle.
6. Allow the “blob” to grow until all the cadets have joined the “blob”.

### **Tag**

There are many variations of tag games, such as cardio blob tag, everybody’s it, and frozen tag. These types of games begin with one or more cadets being designated as “it”. The “it” cadets must run and tag (touch) other cadets to either make them it, freeze them, or add them to the blob. There are many online resources and books for tag games. Select tag games that maximize movement and keep the cadets’ heart rates up.

### **SUGGESTED RESOURCES**

Ultimate camp resource. (n.d.). *Camp games*. Retrieved October 6, 2011, from <http://www.ultimatecampresource.com/site/camp-activities/camp-games.html>

ISBN 0-934387-29-X Panicucci, J. (2008). *Achieving fitness: An adventure activity guide*. Beverly, MA: Project Adventure, Inc.



## **CIRCUIT TRAINING**

### **INTRODUCTION**

Circuit training was developed in the late 1950s at the University of Leeds in England. Circuit training consists of a number of carefully selected and simple-to-perform exercises in a set order called the "circuit". Each exercise is performed in turn, either a set number of times or within a set time period (usually 30–60 seconds), after a brief recovery period. A rotation through all stations is a circuit. The circuit is normally repeated three times.

Timed circuit training allows the activity to be conducted within a specific time limit. They also prevent waiting at exercise stations. They allow each individual to develop their fitness level at their own pace. Circuits that are not timed must be conducted using the maximum number of repetitions that can be done continuously without setting a specific time limit.

Circuit training may be adapted to focus on any component of fitness and may also be used to practice and improve various sports skills.

### **EQUIPMENT**

Circuit training equipment, based on the stations selected.

### **ACTIVITY GUIDELINES**

Circuits shall be designed based on activities and exercises that are appropriate for cadets. Many of the activities and exercises listed in this instructional guide may be used as stations in a circuit (eg, skipping rope and weighted bar exercises).

### **CIRCUIT DESIGN**

When designing a circuit, the following should be considered:

- Exercises in a circuit may focus on cardiovascular endurance (eg, skipping rope), muscular strength (eg, medicine balls), muscular flexibility (eg, stretching), or a combination of them.
- Exercises must be arranged in an order so that no group of muscles is worked consecutively.
- Each station should have enough equipment for all cadets at that station to participate at once.
- When at a recovery station, the cadets must keep walking, jogging or moving around. They should also drink water.
- The number of activities chosen depends on the time allocated to complete the circuit.

**Sample General Circuit Training**

Each station will last 45 seconds.

<p><b>Station 1: Cardiovascular Endurance</b></p> <p>Exercise: Rope skipping          Equipment: 6 skipping ropes</p>	<p><b>Station 2: Recovery</b></p> <p>Exercise: Jog on the spot          Equipment: Nil.</p>	<p><b>Station 3: Muscular Strength</b></p> <p>Exercise: Curl-ups          Equipment: Gym mats</p>
<p><b>Station 12: Recovery</b></p> <p>Exercise: Walk around the circuit          Equipment: Nil.</p>	<p style="text-align: center;"><b>INSTRUCTOR</b></p>	<p><b>Station 4: Recovery</b></p> <p>Exercise: Walk around the circuit          Equipment: Nil.</p>
<p><b>Station 11: Muscular Strength</b></p> <p>Exercise: Squat thrusts          Equipment: Nil.</p>		<p><b>Station 5: Muscular Flexibility</b></p> <p>Exercise: Spine twist stretch          Equipment: 2 benches</p>
<p><b>Station 10: Recovery</b></p> <p>Exercise: Jog on the spot          Equipment: Nil.</p>		<p><b>Station 6: Recovery</b></p> <p>Exercise: Jog on the spot          Equipment: Nil.</p>
<p><b>Station 9: Muscular Flexibility</b></p> <p>Exercise: Knee to chest stretch          Equipment: Gym mats</p>	<p><b>Station 8: Recovery</b></p> <p>Exercise: Walk around the circuit          Equipment: Nil.</p>	<p><b>Station 7: Cardiovascular Endurance</b></p> <p>Exercise: Jumping jacks          Equipment: Nil.</p>

**SUGGESTED RESOURCES**

ISBN 978-0-7360-8118-4 Carpenter, J. & Sinclair, C. Eds. (2011). *Physical best activity guide: Middle and high school levels*, 3rd edition. Windsor, ON: National Association for Sport and Physical Education.

## MARTIAL ARTS

### INTRODUCTION

Martial arts combine multiple components of fitness, including cardiovascular, muscular strength and muscular flexibility, into a fun, disciplined physical activity.

### EQUIPMENT

The equipment required will depend on the selected type of martial arts.

### ACTIVITY GUIDELINES

Martial arts shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

### TYPES OF MARTIAL ARTS

**Aikido.** A Japanese form of self defense that uses wrist, joint and elbow grips to disable an opponent.

**Kick Boxing.** A martial art that resembles boxing but allows the use of the feet.

**Judo.** A method of defending oneself without the use of weapons. This method stresses the athletic component of this martial art.

**Jiujutsu.** A method developed in Japan for defending oneself using the strength and weight of an opponent to disable them.

### SUGGESTED RESOURCES

Jeanette Jenkins, Certified by the Thai Boxing Association of Canada. *Crunch: Super-charged kickbox party.* 2007. [DVD]

ISBN 0-8048-3284-6 Westbrook, A. & Ratti, O. (1970). *Aikido and the dynamic sphere: An illustrated introduction.* North Clarendon, VT: Charle E. Tuddle Co., Inc.

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## **TABLOIDS**

### **INTRODUCTION**

Tabloid meets consist of various small, easy to play games or relay events. Tabloid meets are a fun way to be active and cover multiple components of fitness in one activity.

Tabloid meets have numerous advantages:

- a large number of personnel can participate at the same time;
- a wide variety of activities can be conducted;
- can be planned around existing facilities and equipment; and
- emphasis can be placed on team effort rather than on high-calibre performance by a small number of individuals.

Tabloid meets are intended for the cadets to work as a team, communicate, cooperate and have fun.

### **EQUIPMENT**

The equipment required for tabloids will depend on which events are selected.

### **ACTIVITY GUIDELINES**

The size of the group, the number of staff, the time allocated for the meet, the facilities and the equipment are factors that will affect the events, the group sizes, the time allocated at each event and the overall design of the meet. When designing a tabloid, ensure that the selected events are energetic and promote physical activity.

In a tabloid meet, the cadets must rotate through events in a pre-arranged fashion. A diagram of the stations can be displayed or signs with station numbers can be placed at each station.

#### **Size of the Group**

The size of the group will determine the number of events required. For example:

- If there are 60 cadets and the organizer wants them in teams of five, there should be at least 12 events (if there is only one team / event) or six events (if there are two teams / event).
- If there are 30 cadets and the organizer wants them in teams of three, there should be at least 10 events (if there is only one team / event) or five events (if there are two teams / event).

### **Number of Staff**

The number of staff available to run the event may affect the number of events. Many personnel may be involved in a novelty events tabloid meet, such as:

- master scorekeeper,
- timekeeper,
- official for each event,
- first-aider, and / or
- runners (could be cadets from each team who bring the results to the master scorekeeper after each event).

Each event is controlled by one official who remains at the event throughout the meet. Their duty is to ensure safety and that the competitors observe the rules. After each event is completed, the official will fill out the scoresheet and send it to the master scorekeeper's table.

The master scorekeeper transfers the information from the team scoresheet to the master scoresheet.

### **Time Allocated For The Meet**

Time allocated for the meet has to take into account the set-up, warm-up, cool-down, tear down, and award ceremony (if applicable).

Events should be planned so they take the same amount of time to be completed. This maintains control of the meet and ensures that all teams are at the same stage of the event.

### **Facilities**

The facilities may offer a variety of events or put restrictions on them (eg, when using a school gym, it may be forbidden to bring food or particular items that could damage the floor).

### **Sample Tabloid Events**

Examples of typical events are as follows:

<b>Events</b>	<b>Description</b>
Accuracy Throw	Each team member has to toss a beanbag or similar item into a ring of concentric circles with various point values. This continues until the time has elapsed.
Ball Over and Under	The team forms a single file line. The first person passes the ball over their head to the next person who then passes the ball between their legs to the next person. This continues to the last member who then runs to the front and starts again.
Basketball Throw	Each team member has to throw a basketball into the net from a specific point. This continues until the time has lapsed.
Skipping	Each team member has to skip with a jump rope as many times as they can without stopping.
Volleyball Bump	The team stands in a circle and a volleyball is bumped from person to person continuously without it touching the floor until the time has lapsed.

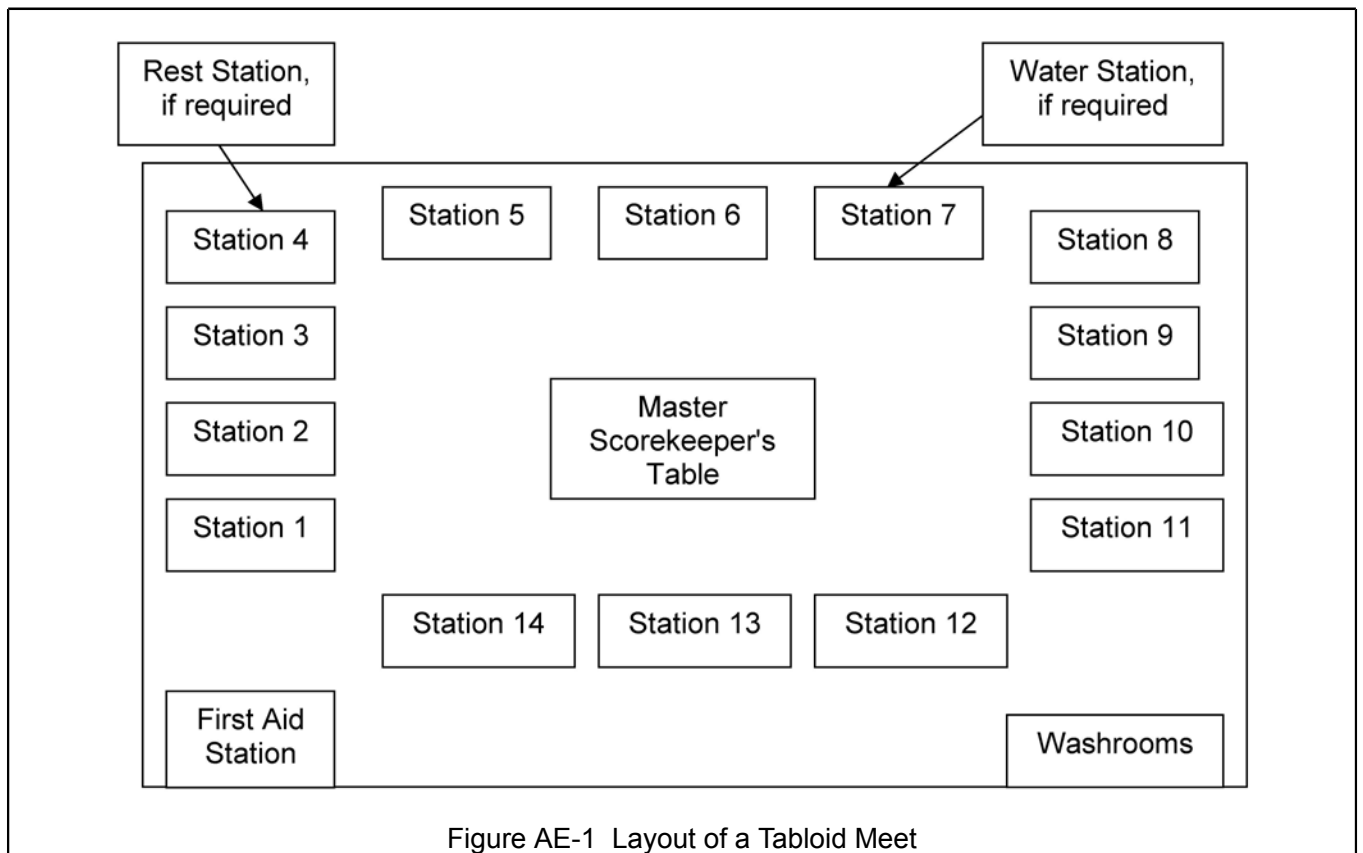


Figure AE-1 Layout of a Tabloid Meet

### SUGGESTED RESOURCES

A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.

The Canadian Association for Health, Physical Education, Recreation and Dance. (1983). *Basic skills series: Tabloid sports*. Calgary, AB: The Canadian Association for Health, Physical Education, Recreation and Dance.

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PHYSICAL ACTIVITIES**



**SECTION 2**

**EO CX05.01 – PARTICIPATE IN PHYSICAL ACTIVITIES**

---

Total Time:

9 x 30 min

---

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE INSTRUCTIONAL GUIDE FOR EO MX05.01 (PARTICIPATE IN PHYSICAL ACTIVITIES).**

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PHYSICAL ACTIVITIES**



**SECTION 3**

**EO CX05.02 – PARTICIPATE IN A TOURNAMENT**

Total Time:

9 x 30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

This IG supports EO CX05.02 (Participate in a Tournament) located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Refer to EO MX05.01 (Participate in Physical Activities) for a list of sports to select from and rules associated with each.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

Select a tournament and refer to the following attachments for an overview of how to conduct the selected tournament:

- Attachment A–Round Robin,
- Attachment B–Ladder,
- Attachment C–Pyramid,
- Attachment D–Single Elimination, and
- Attachment E–Double Elimination.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it allows the cadets to participate in a tournament in a safe and controlled environment.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have participated in a tournament.

**IMPORTANCE**

It is important for cadets to participate in a tournament because it is an activity that promotes camaraderie and a healthy lifestyle, while meeting the Cadet Program aim.

---

**Teaching Point 1****Have the cadets participate in a tournament.**

Time: 9 x 30 min

Method: Practical Activity

---

---

**BACKGROUND KNOWLEDGE**

---

**THE WARM-UP****Purpose of a Warm-Up**

A warm-up session is composed of light cardiovascular activities and stretches designed to:

- gradually increase respiratory action and heart rate;
- raise the muscle temperature to facilitate reactions in muscle tissue; and
- stretch the muscles.

This part of the warm-up prepares the cardiovascular system for the physical activity. It is composed of activities such as brisk walking, light jogging, or simple games that elevate the heart rate. As a guide, allow 10 minutes to warm up for every hour of physical activity.

**THE COOL-DOWN****Purpose of a Cool-Down**

A cool-down is composed of light cardiovascular activities and stretches designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.

**Guidelines for Stretching**

The following guidelines should be followed while stretching:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to provide cadets the opportunity to participate in a tournament.

**RESOURCES**

- Sports / safety equipment required for the selected sport,
- First aid kit,

- Whistles,
- Stopwatch, and
- Schedule of competition.

### **ACTIVITY LAYOUT**

Set up the training area for the selected sport.

### **ACTIVITY INSTRUCTIONS**

1. Have the cadets participate in an introductory briefing, to include:
  - (a) an overview of the sport(s) that will be played during the tournament,
  - (b) type of tournament,
  - (c) rules of the tournament,
  - (d) organization of the draw, and
  - (e) location of first aid post.
2. Have the cadets participate in a warm-up session composed of light cardiovascular activities and stretches.
3. Have the cadets participate in the selected tournament.
4. Have the cadets participate in a cool-down session composed of light cardiovascular activities and stretches.

### **SAFETY**

- Ensure cadets are aware of the rules and regulations.
- Ensure constant supervision throughout the activity.
- Ensure a first aid station / kit is readily accessible.
- Ensure a first-aider is identified at the start of the activity and is available at all times.

---

### **CONFIRMATION OF TEACHING POINT 1**

---

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

---

### **END OF LESSON CONFIRMATION**

---

The cadets' participation in the tournament will serve as the confirmation of this lesson.

---

### **CONCLUSION**

---

### **HOMEWORK / READING / PRACTICE**

Nil.

### **METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Tournaments are fun activities that promote physical fitness, which is part of the aim of the Cadet Program. Participating in physical activities can help you:

- improve your health;
- do better in school;
- improve your fitness;
- grow stronger;
- have fun being active with friends;
- feel happier;
- maintain a healthy body weight;
- improve your self-confidence; and
- learn new skills.

**INSTRUCTOR NOTES / REMARKS**

Activities chosen for this training are not limited to the list presented but must be age appropriate.

Activities should be chosen based on equipment and facilities accessible to the corps / squadron.

---

**REFERENCES**

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A0-050 A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.

C0-187 San Diego County Office of Education. *After school physical activity: Types of tournaments*. Retrieved October 3, 2008, from <http://www.afterschoolpa.com/print/typesoftournaments.html>

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# ROUND ROBIN TOURNAMENT

## Recommended Use for a Round Robin Tournament

Round robin tournaments are best for league play or one-day tournaments that guarantee a certain number of games. All participants / teams play each other at least once. If there are a large number of participants / teams, a second, third or even fourth pool may be used.



**Pool.** A group of contestants who compete against each other in a tournament for the right to advance.

The number of courts or fields usually determines the number of pools. This is easy for participants / teams because they play all their games in the same location. The participants / teams may be used as referees, scorekeepers and linesmen during the round robin tournament.

The smaller the number of participants / teams in the pool, the shorter time it takes to complete the pool. Four to six participants / teams per pool are best.

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat) and placed in the draw.

When using a round robin for a one-day tournament it may be combined with a single elimination tournament. The pool winners and runners-up may fill out a single elimination bracket. These participants / teams will play for the championship.

A tiebreaker system may be put in place before the start of the tournament (eg, points for versus points against).

## Sample Draws

To arrange the rounds and the game schedule for an event for an even number of entries, keep the first entry constant and rotate the remaining as follows:

Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
1 - 8	1 - 2	1 - 3	1 - 4	1 - 5	1 - 6	1 - 7
2 - 7	3 - 8	4 - 2	5 - 3	6 - 4	7 - 5	8 - 6
3 - 6	4 - 7	5 - 8	6 - 2	7 - 3	8 - 4	2 - 5
4 - 5	5 - 6	6 - 7	7 - 8	8 - 2	2 - 3	3 - 4

*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure A-1 Round Robin Draw With an Even Number of Participants



**Bye.** A term used when a participant / team moves into the next round of competition without participating in the previous round due to an uneven number of teams.

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# LADDER TOURNAMENT

## Recommended Use for a Ladder Tournament

The ladder tournament is the most popular form of extended tournaments (eg, racquet clubs, league play). It is best with pairs or individual participants such as racquet sports. Ladders may be created by ability grouping (eg, beginner, intermediate or advanced). Players / teams challenge the player / team above them on the ladder.

If the challenger wins, they exchange places on the ladder with the loser. If the challenger loses the competition, they stay where they are on the ladder.

Even though the tournament coordinator may modify the rules to suit the nature of the competition, possible rules for planning a ladder tournament are:

- Each contestant is permitted to challenge the player immediately above him / her, or up to two or three above.
- Provided the player challenged is not already involved in a previous challenge, he / she must accept the invitation within a given period.
- If the challenger wins, or the challenge is not accepted, the positions on the board are switched.

Challenges must be accepted and played within a certain time limit, usually one week. If a participant / team does not challenge within the time limit, they move down the ladder. Usually participants / teams are not allowed to challenge the same participant / team twice in a row.

## Sample Draw

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat).

If the number of entries to a ladder tournament is large, more than one ladder may be used. A player wishing to enter the competition late must challenge the player at the bottom of the lowest ladder.

Upon reaching the top of the ladder, a contestant may challenge the player at the bottom of the next higher ladder.

A winner of a ladder tournament may be declared on a set date, or the tournament may continue until the participants / teams decide that the tournament is over (eg, the participant / team at the top of the ladder cannot be beaten).

## Byes

There are no byes in a ladder tournament.

**A- DIVISION LADDER**

K
B
A
D
E
C
J
F
H
G

**B- DIVISION LADDER**

c
d
b
a
f
j
e
h
k
g

(NEW ENTRY)

*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure B-1 Ladder Draw

# PYRAMID TOURNAMENT

## **Recommended Use for a Pyramid Tournament**

The pyramid tournament is a popular form of an extended tournament (eg, racquet clubs, league play). A pyramid tournament is similar to a ladder tournament, but the board is in the form of a pyramid, with one participant / team at the top, two in the next row, three in the next, and so on. It is best with pairs or individual participants such as racquet sports. Players / teams challenge the player / team above them on the pyramid. A pyramid tournament gives participants / teams greater opportunity to challenge opponents because the step above them has more participants / teams listed.

If the challenger wins, they exchange places on the pyramid with the loser. If the challenger loses the competition, they stay where they are on the pyramid.

Challenges must be accepted and played within a certain time limit, usually one week. If a participant / team does not challenge within the time limit, they move down the pyramid. Usually participants / teams are not allowed to challenge the same participant / team twice in a row.

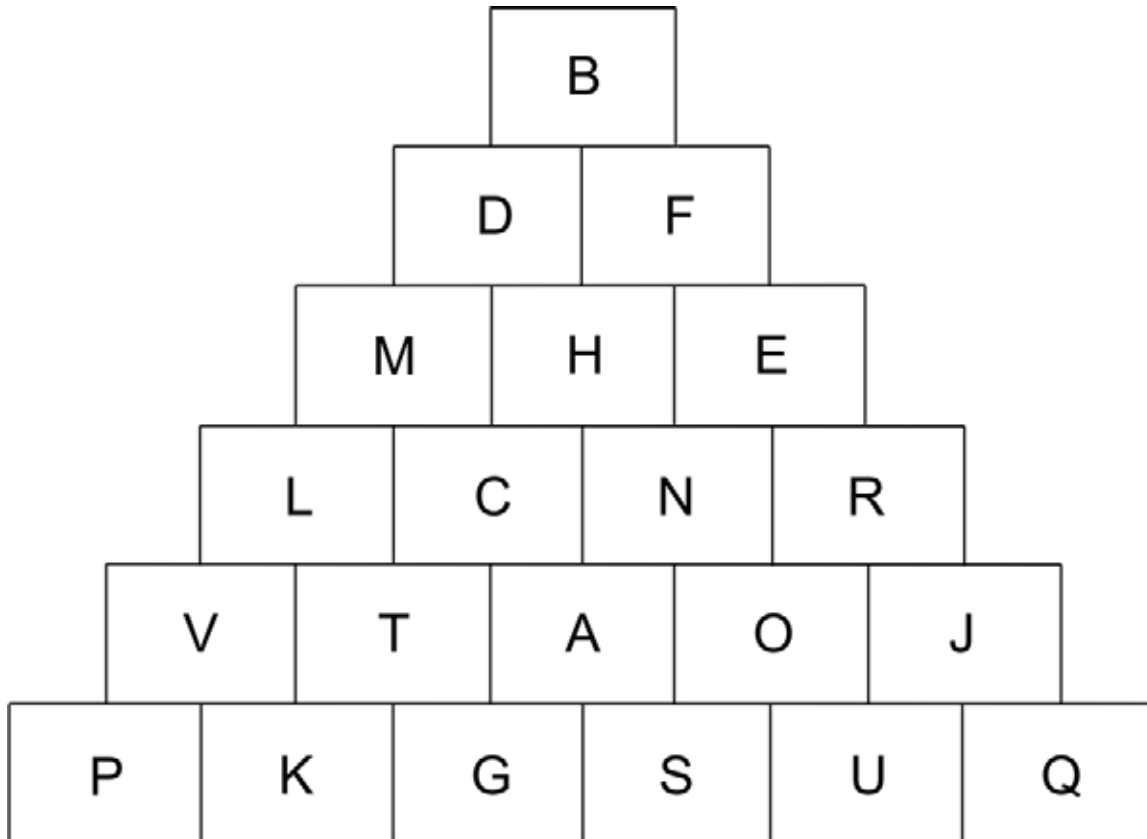
## **Sample Draw**

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat).

A winner of a pyramid tournament may be declared on a set date decided by the organizer, or the tournament may continue until the participants / teams decide that the tournament is over (eg, the participant / team at the top of the pyramid cannot be beaten).

## **Byes**

There are no byes in a pyramid tournament.



*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure C-1 Pyramid Draw

# SINGLE ELIMINATION TOURNAMENT

## Recommended Use for a Single Elimination Tournament

The single elimination tournament is best used when there are a large number of entries, a short period of time and a limited number of courts / fields. It is the easiest of all tournaments to run. When participants / teams win, they continue to play. When participants / teams lose, they are eliminated from the tournament.

If there are a large number of participants / teams, multiple single elimination tournaments may be used. Participants / teams may be divided into skill levels (eg, beginner, intermediate and advanced) as three separate tournaments. This is a good format to use at the end of a round robin tournament with more than one pool, to determine an overall winner.

## Sample Draws

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat).

The maximum number of games to be played is equal to the number of entries minus one. If there are 12 players or teams, 11 games will be necessary to determine the winner.

The number of entries in Round 2 and subsequent rounds is always a power of 2 through the use of byes during Round 1.

## Seeded Players

This term refers to outstanding players or teams who are placed in the draw in positions where they should, assuming they win all their matches, meet in the quarter or semifinals. The intent is to prevent the top competitors from meeting in the early rounds. There should be no more than 2 seeds to every 16 entries.

When seeded players are present (eg, when using a round robin combined with a single elimination tournament), the seeded players should be placed in the draw in positions where they should not meet before the quarters or semifinals.

## Byes

A bye occurs in the single or double elimination competition when the number of entries is not a power of 2 (eg, 2, 4, 8, 16, 32).

When the number of entry is not a power of two, it is necessary to have a number of byes. All byes must be given in the first series so that the number of entries remaining in the subsequent series is always a power of 2.

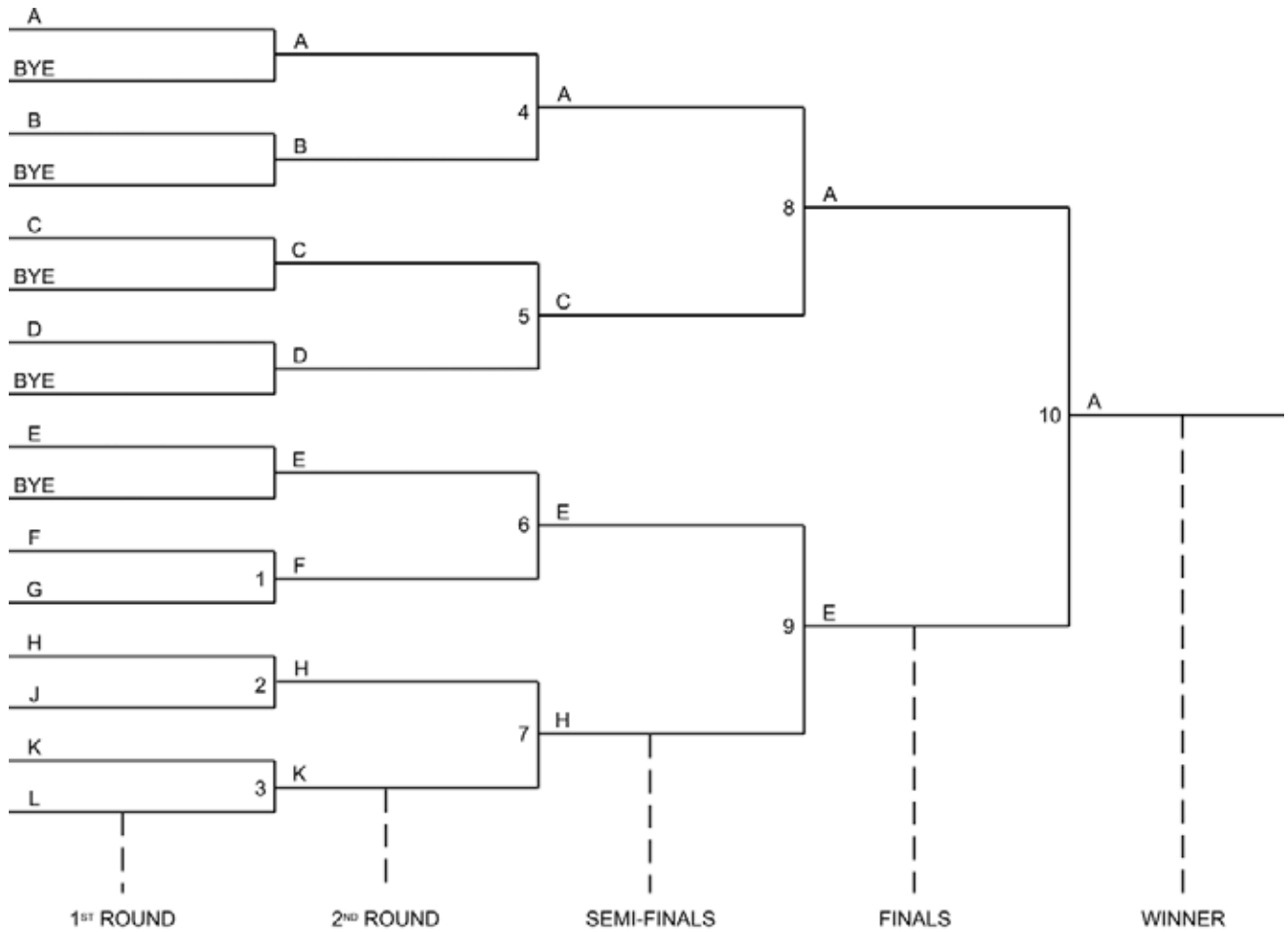
When calculating the number of byes, the number of entries is subtracted from the next highest power of 2.

Number of participants / teams	Next highest power of 2	Calculation	Number of byes
2		Power of 2, so there are no byes.	
3	4	$4 - 3 = 1$	1
4		Power of 2, so there are no byes.	
5	8	$8 - 5 = 3$	3
6	8	$8 - 6 = 2$	2
7	8	$8 - 7 = 1$	1
8		Power of 2, so there are no byes.	
9	16	$16 - 9 = 7$	7
10	16	$16 - 10 = 6$	6
11	16	$16 - 11 = 5$	5
12	16	$16 - 12 = 4$	4
13	16	$16 - 13 = 3$	3
14	16	$16 - 14 = 2$	2
15	16	$16 - 15 = 1$	1
16		Power of 2, so there are no byes.	
17	32	$32 - 17 = 15$	15
18	32	$32 - 18 = 14$	14
19	32	$32 - 19 = 13$	13
20	32	$32 - 20 = 12$	12
21	32	$32 - 21 = 11$	11
22	32	$32 - 22 = 10$	10
23	32	$32 - 23 = 9$	9
24	32	$32 - 24 = 8$	8
25	32	$32 - 25 = 7$	7
26	32	$32 - 26 = 6$	6
27	32	$32 - 27 = 5$	5
28	32	$32 - 28 = 4$	4
29	32	$32 - 29 = 3$	3
30	32	$32 - 30 = 2$	2
31	32	$32 - 31 = 1$	1
32		Power of 2, so there are no byes.	

*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure D-1 Byes Required in a Single or Double Elimination Tournament





**NOTES:**

1. For eleven entries there are ten games (11-1) and five byes (16-11).
2. Letters denote advancing teams.
3. Numerals denote the order in which the games are played.

*Note. From Physical Fitness Training in the Canadian Forces (Vol. 2) (p. 4-40) by Directorate of Physical Education, Recreation and Amenities, 1989, Ottawa, ON: Department of National Defence.*

Figure D-2 Single Elimination Draw

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# DOUBLE ELIMINATION TOURNAMENT

## Recommended Use for a Double Elimination Tournament

This is very similar to the single elimination tournament with the major difference being that each participant / team must lose two games before being eliminated. This means that the tournament takes more time to conduct.

After their first loss, the participant / team is transferred to the left side of the bracket, where they are eliminated after the second defeat. In the finals, the winner of the left side (loser's bracket) meets the winner of the right side (winner's bracket). If the winner of the loser's bracket should defeat the winner of the winner's bracket, an additional game is required. After the completion of the second game, the participant / team that has suffered two defeats is eliminated and the other participant / team is declared the winner.

## Sample Draws

The maximum number of games to be played is equal to double the number of entries minus one. If there are 12 teams or participants, 23 games would be the maximum number of games to be played ( $12 \times 2 - 1 = 24 - 1 = 23$ ).

A double elimination tournament is not advisable when more than 10 teams are part of the event. The winner on the loser's side would be involved in too many games before the championship can be decided.

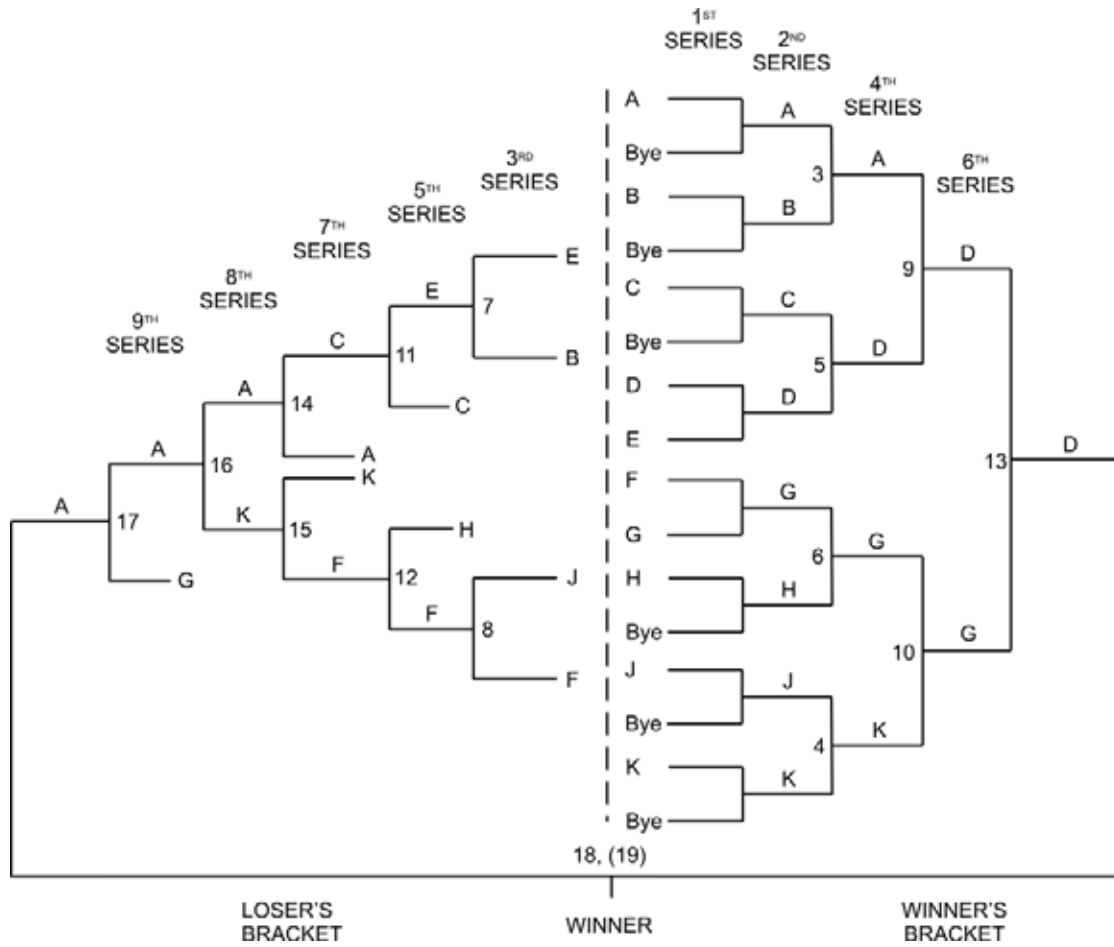
## Seeded Players

If seeded players are competing, they should be placed in each section of the draw so that they may be expected to reach quarter or semifinals without meeting a seeded player. The remaining positions can be drawn randomly out of a hat.

## Byes

If the number of entries is not a perfect power of 2, byes will be required.

All byes must be given in the first series so that the number of entries remaining in the subsequent series is always a power of 2. The byes should be divided evenly between the top and bottom halves.



Note. From *Physical Fitness Training in the Canadian Forces (Vol. 2)* (p. 4-40) by Directorate of Physical Education, Recreation and Amenities, 1989, Ottawa, ON: Department of National Defence.

Figure E-1 Double Elimination Draw