



National Défense
Defence nationale



CANADIAN CADET ORGANIZATIONS

SENIOR CADET HANDBOOK



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(ENGLISH)

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Welcome Senior Cadets!

We recognize that cadets may have missed opportunities to lead, instruct, learn, and progress as they would have in a normal in-person training year because of the pandemic. The lack of in-person training has had a detrimental effect on cadets gaining experience and building confidence in their abilities by practice and on job learning.

This handbook, and other tools provided to your staff, aims to bridge the gap of knowledge and experience for those of you who have been thrust into roles you have not been prepared for in a traditional way by virtue of age and time enrolled.

This handbook has been developed to aid you by providing a pocket size reference that includes:

- Practical Experience Worksheets
- Which classes you can look back to
- At-a-glance reminders on skills and knowledge
- Links to other resources

Senior cadets all across Canada are in the same situation. We encourage you to be open to learning, ask questions, and try new things. You, your peers, and your staff are a team and together you can succeed.

Wishing you the best and lots of fun!

The handbook development team

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LEADERSHIP – Practical Experience Worksheet	
Conflict Management	✓
Mentorship	✓
Collect Information from Involved Parties	Coach a Junior Cadet through a Task
Resolve Minor Incident without Assistance	Discuss Assignment Responsibilities
Seek Assistance / Report Incident Up the CoC	Observe Behaviour and Provide Feedback
Follow the Process for Correcting a Cadet	Provide Ongoing Support / Constructive Criticism
Maintain Composure during a Difficult Conversation	Develop Trust with a Junior Cadet/Among Peers
Following up with the Cadet to Assess the Outcome	
Communication	✓
Task Procedures	✓
Transmit Information from CoC	Observe and Participate in Small Party Task
Communicating Under Pressure	Organize a Small Party Task
Deliver an Order to a Group of Cadets	Conduct a Recce
Collect Subordinates' Contact Information	Prepare a Plan
Establish Contact Procedures for Section	Prepare an Activity Briefing
Establish Contact Procedures for Plt / Div / Fl	Lead a Small Party Task
Establish Contact Procedures for Corps / Squadron	Assist Others with Task Procedures

Decision-Making	✓	Motivation	✓
Assign Responsibilities to Subordinates		Shadow a Leader throughout a Task / Activity	
Implement the Ethical Decision-Making Process		Setting Collective / Individual Goals	
Assist Others to Implement a Plan / Activity		Lead a Feedback Session	
Take Initiative to Organize a Plan / Activity		Follow-Up with a Junior Cadet after a Failure	
Establish Ground Rules for a Discussion / Activity		Provide Leadership Development Pathways	
Supervision	✓	Notes / Comments:	
Supervise a Group of Cadets			
Ensure Safety Throughout an Activity			
Ensure Activity is Completed in a Timely Manner			
Assist in Responding to a Challenging Situation			
Miscellaneous	✓		
Act as a Section Commander			
Act as a Plt/Div/Flight Commander			
Act as an RSM / COX / SWO			
Delegate a Task to a Junior Cadet			

LEADERSHIP – EO Checklist (Silver Star / Phase 3 / Level 3)		
EO	Summary	Time
M303.01 – Define the Role of a Team Leader	Cadets learn the leadership model and their position within a leadership team.	30 min
M303.02 – Participate in a Mentoring Relationship	Cadets learn the mentoring relationship to assist in their leadership abilities.	30 min
M303.03 – Practice Self-Assessment	Cadets practice self-assessment to identify areas of improvement and assessment of learning.	30 min
M303.04 – Communicate as a Team Leader	Cadets learn the process of communication.	30 min
M303.05 – Supervise Cadets	Cadets learn the purpose of supervision, how to supervise, and the requirements at the Corps/Squadron.	30 min
M303.06 – Solve Problems	Cadets learn how to solve problems through various methods.	60 min
M303.07 – Lead Cadets Through a Leadership Assignment	Cadets learn the process of leading cadets through a leadership assignment.	60 min
C303.01 – Lead Team-Building Activities	Each Cadet will be given the opportunity to lead team-building activities.	90 min
C303.02 – Deliver a Presentation About a Leader	Cadets deliver a presentation about a leader to gain an appreciation of how others put their leadership qualities into practice.	60 min
C203.02 – Employ Problem Solving	Conduct activity where cadets solve a problem using logical analysis.	30 min
C203.04 – Participate in a Presentation Given by a Leader	Cadets observe a presentation given by a leader from outside the corps.	60 min

LEADERSHIP – EO Checklist (Gold Star / Phase 4 / Level 4)		
EO	Summary	Time
M403.01 – Describe Needs and Expectations of Team Members	Cadets learning the importance or acceptance of other team members, acceptance and understanding of leaders.	30 min
M403.02 – Select a Leadership Approach	Transactional vs. transformational leadership differences.	60 min
M403.03 – Describe How to Motivate Team Members	Extrinsic and intrinsic motivation, advantages of praise (different forms) and giving credit.	60 min
M403.04 – Provide Feedback to Team Members	Importance of frequent, accurate, specific, and timely feedback.	60 min
M403.05 – Participate in a Mentoring Relationship	Recognizing the importance of mentorship and the mentoring relationship.	60 min
M403.06 – Act as a Team Leader During a Leadership Appointment	Cadets prepare for a leadership appointment.	60 min
Notes / Comments:		

INSTRUCTION – Practical Experience Worksheet	
Effective Speaking	Comprehension
Use non-verbal communication to effectively convey a message.	Use effective strategies to confirm learned content (questions, polls, trivia, etc.).
Demonstration of lesson preparation through confident and purposeful lesson delivery.	Plan lesson activities according to learner needs (appeal to variety of senses).
Lesson Preparation	Classroom Management
Create a comprehensive lesson plan including appropriate teaching methods.	Create a positive learning environment through fun and supportive activities.
Ensure user-friendly lesson format is applied for use by other instructors.	Communicate clear expectations and routines for the lesson (FLOOR model).
Prepare the learning environment according to lesson requirements.	Use of effective time management throughout a lesson.
Ensure assistant instructors are available to participate (if applicable).	Interest
Ensure learning / teaching aids are readily available.	Structure content in a logical format.
Identify and select applicable assessment methods (checklist, rubric).	Use effective teaching methods to engage the audience and keep them focused.
Emphasis	Lead with a positive attitude to promote a friendly learning environment.
Use of appropriate visual aids to reinforce presented content.	
Use voice control (pitch, tone, volume, speed, pause, articulation).	

Confirmation	Miscellaneous	✓
Uses verbal support to clarify/explain/prove concepts (CREST model).	Perform a 1 min verbal presentation	
Summarize content to ensure cadets retain critical information.	Act as an Assistant Instructor / Drill Instructor	
Provide a closing statement to reinforce the importance of the lesson.	Plan a Lesson	
Provide ongoing support and feedback to cadets.	Create Training Aids	
Participation	Instruct a 15 min Lesson	✓
Use effective questioning techniques to draw detailed information from cadets.	Instruct a 30 Minute Lesson	
Use creative confirmation activities (games, puzzles, creative writing, charts, etc.)	Instruct a 30-Minute Drill Lesson	
Accomplishment	Notes / Comments:	✓
Give praise to cadets that actively participate in activities / group discussions.		
Recognize properly executed techniques / correct answers.		

INSTRUCTION – EO Checklist (Silver Star / Phase 3 / Level 3)		
EO	Summary	Time
M309.01 – Explain the Principles of Instruction	Explain the principles of instruction and how they are applied when planning and instructing a lesson.	60 min
M309.02 – Identify the Methods of Instruction	Identify a method of instruction appropriate for a specific type of lesson and given topic.	60 min
M309.03 – Describe Effective Speaking	Describe elements of voice control, elements of physical presence and effective-speaking preparation.	30 min
M309.04 – Describe Questioning Techniques	Listening, answering and posing good questions.	30 min
M309.05 – Select Appropriate Instructional Aids	Identify and selected appropriate instructional aids for a given topic.	60 min
M309.06 – Plan a Lesson	Research lesson content and develop a lesson plan.	60 min
C309.01 – Perform a 1 min Verbal Presentation	Prepare and Practice 1 min verbal presentation.	-
M309.07 – Instruct a 15 min Lesson	Instruct a 15-minute lesson using a lesson plan, an appropriate method of instruction and an appropriate instructional aid.	90 min

INSTRUCTION – EO Checklist (Gold Star / Phase 4 / Level 4)		
EO	Summary	Time
M409.01 – Identify Methods of Instruction	Identify the methods of instruction and select the appropriate method of instruction for a given topic.	60 min
M409.02 – Identify Elements of a Positive Learning Environment	Includes physical and emotional safety, stress management, and classroom / training area management.	60 min
M409.03 – Describe Learner Needs	Describe how developmental periods and learning styles determine learner needs.	60 min
M409.04 – Explain Assessment	Cadet will learn the types of assessment, assessment instructions and instruments.	30 min
M409.05 – Instruct a 30-minute Lesson	Prepare, practice, know content, and select appropriate training aids and method for the lesson delivery.	90 min
C409.01 – Plan a Lesson	Research lesson content and develop a lesson plan.	60 min
C409.03 – Act as an Assistant Instructor	Observe and assist in performing the duties of an instructor in a safe and controlled environment during a regular training session.	90 min
C409.04 – Participate in a Creative Lesson-Planning Workshop	Participate in a creative lesson-planning workshop to define creativity, identify the benefits of creative lessons, explain the creative process and learn how to incorporate creative elements into lesson plans.	90 min
C409.05 – Act as an Assistant Drill Instructor	Act as an assistant drill instructor to practice, observe and assist in performing the duties of a drill instructor.	90 min
C409.06 – Instruct a 30-minute Drill Lesson	Instruct a 30-minute drill lesson using a written lesson plan and the drill instruction sequence.	90 min

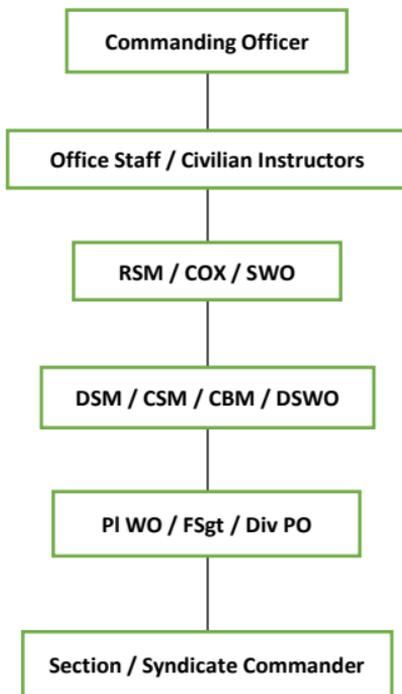
DRILL – Practical Experience Worksheet	
✔	Squad Drill – On the March
	Review Squad Drill (on the march)
	Practice Delivering Words of Command (Self & Peers)
	Deliver Words of Commands (on the march)
	Lead a March Past as the PI / Div / FI Leader
	Lead a March Past as the CWO / WO1 / CPO1
✔	Flag Party
	Learn Flag Drill (at the halt)
	Learn Flag Drill (on the march)
	Learn Rifle Drill (Flag Party)
	Act as a Flag Party Escort
	Act as a Flag Bearer
	Act as a Flag Party Commander
Notes / Comments:	

DRILL – EO Checklist		
EO	Summary	Time
C208.02 – Execute Drill with Arms	Learn drill movements with a drill purpose rifle.	240 min
M308.01 – Prepare a Squad for Parade	Cadets learn drill theory and requirements to fall in, take attendance, and size a Squad.	90 min
M308.02 – Deliver Words of Command	Cadets learn the parts of a command and the requirements for a well delivered command.	30 min
C308.01 – Execute Flag Drill	Cadets learn the drill movements required for filling a role in a Flag Party.	30 min
C308.02 – Deliver Words of Command	Additional practice time.	30 min
M408.01 – Discuss Commanding a Squad on Parade	Cadets discuss appropriate personal conduct when in Commanding a Squad.	30 min
M408.02 – Identify Parade Sequence	Cadets discuss occasions, Parade Night sequences and the sequence of an ACR.	30 min
M408.03 – Command a Squad	Cadets learn falling in / out, leading a march past, and greeting a Reviewing Officer.	30 min
M408.04 – Inspect a Cadet on Parade	Cadets identify the correct way to wear a uniform, the process of inspecting a cadet and how to give corrections verbally.	60 min

Time Management

1. How much time was given?
2. What tasks must be done?
 - a. Reconnaissance (recce)
 - b. Planning
 - c. Orders
 - d. Lesson
3. How much time is allocated to each?
4. Concurrent activity?
 - a. Equipment checks
 - b. Practice or rehearsals
 - c. Games

Chain of Command



	Able Cadet (AC)		Master Cadet (MC)		Leading Cadet (LC)		Petty Officer 2nd Class (PO2)		Petty Officer 1st Class (PO1)		Chief Petty Officer 2nd Class (CPO2)		Chief Petty Officer 1st Class (CPO1)		Warrant Officer 2nd Class (WO2)		Warrant Officer 1st Class (WO1)		Chief Warrant Officer (CWO)
	Lance Corporal (LCpl)		Corporal (Cpl)		Flight Corporal (FCpl)		Sergeant (Sgt)		Flight Sergeant (FSgt)		Warrant Officer 2nd Class (WO2)		Warrant Officer 1st Class (WO1)		Master Warrant Officer (MWO)		Chief Warrant Officer (CWO)		

Dealing With Conflict

- Cool off.
- Stop the person.
- Indicate what is wrong.
- Indicate how to correct it (demonstrate how to do it the right way).
- Require person to correct it.
- Supervise / Inspect for improvement.

Group Facilitation

- Set Clear expectations to your cadets
- Communicate affectedly to provide topic
- Minimize distractions and disruptions
- Reinforce listening and respectful opinions
- Keep everyone engaged and focused
- By keeping everyone involved, this sets the stage for peer-mentoring, problem solving and teamwork and a clearer learning environment.

Positive Motivation

People work harder with they are happy. Low morale can cause poor productivity.

Support your team members by tangible actions that match the importance of the effort or accomplishment are key.

- Express feedback in a constructive / teaching way
- Make sure you're communicating all the information effectively

Roadblocks

- Identify what might be preventing cadets from doing their best work, then step in to eliminate those roadblocks

Focus on Accountability

- Explain clear expectations so everyone is accountability
- Accountability isn't a threat of punishment but rather an assurance that everyone is evaluated according to their responsibilities

Micromanaging

- Will damage morale and decrease productivity

Mentorship

Be encouraging and Inspiring

- Comment favorably on accomplishments
- Communicate your beliefs in your team member's capacity to grow personally and professionally to reach goals
- Respond to frustrations and challenges with words of support, understanding, encouragement and praise (just relaying that you have been there can be a tremendous help)

Ask yourself:

- How am I going to assist you reach your goals?
- What do you see as your biggest challenges?
- Are there adjustments that need to be made?

Understand that you will not have all the answers

- Be a learning facilitator
- Tell your protégé that you do not have all the answers but you look forward to learning together as well as seeking help from others

Be sensitive to each other's differences

- Sharing the same experience may be understood in different ways

Best Practices

- Think of yourself as the learning facilitator rather than the person with all the answers
- Emphasize questions rather than giving advice. If asked about facts, talk about feelings. If asked about feelings, focus on feelings. If there is an immediate crisis, be reminded of the big picture.

- Resist the temptation to control the relationship and steer the outcome. Your protégé is responsible for their own growth
- Use supportive feedback
- Encourage, challenge, and inspire to achieve their goals
- Continuously reflect on your mentoring practice. Request feedback.

Enjoy the privilege of mentoring. Know that your efforts will likely have a significant impact on your protégé's development as well as your own.

Supervision

- Observe personnel at work
- Give orders in reaction to changes
- Examine the completed work
- React to quality of the work (provide praise/criticism)
- Ensure safety, maintain control, and report misconduct
- Safety is ALWAYS the top priority; any unsafe activities must be ceased.

Overseeing a Cadet Activity:

- Select a good position to supervise from
- Observe activity carefully
- Take notes on the task being performed
- Interact only when necessary
- Check or visually inspect the completed work
- Inform cadets of results (offer feedback)

Teamwork and Synergy

Great teams are usually made up of five or more different types of people, with each member playing a different but important role.

Plodders. Sure and steady; they stick to a job until it's done.

Followers. They are very supportive of leaders. If they hear of a great idea, they can run with it.

Innovators. They are creative, idea people. They offer the spark.

Harmonizers. They provide unity and support and are great synergizers as they work with others and encourage cooperation.

Show-offs. Fun to work with but they can be tough at times. They often add the spice and momentum needed to bring the team overall success.

Great teamwork is like a great piece of music. All the voices and instruments may be singing and playing at once, but they aren't competing. Individually, the instruments and voices make different notes, pause at different times; yet they blend together to create a whole new sound. This is synergy.

Emotional Intelligence

What is “emotional intelligence” and why is it important?

Emotional intelligence, also known as emotional quotient or EQ, is the ability to understand and manage your emotions and the emotions of others.

Like IQ, but IQ represents cognitive abilities while EQ is a measure of one’s emotional capabilities.

Emotionally intelligent leaders can empathize with others, communicate effectively, and manage conflict. All these abilities are qualities of effective leaders.

If you want to enhance your leadership capabilities, here are four emotional intelligence skills you need and ways you can develop them.

Emotional Intelligence Skills Leaders Need

1. Self-Awareness

Self-awareness is having a clear understanding of your strengths, limitations, emotions, beliefs, and motivations.

2. Self-Regulation

Self-regulation refers to how you manage your emotions, behaviors, and impulses.

- Pausing Before Responding: Give yourself time to stop and think before immediately replying.
- Taking a Step Back: Sometimes, you might need to leave the room, and that’s OK. It’s often better to take a walk, drink some water, or call a friend than to make a snap judgment, send a scathing email, or lash out at your team.

3. Empathy

Empathy is the capability of understanding another person's experiences and emotions. By actively listening to your cadets and taking the time to understand their wants and needs, you can boost engagement, build trust, and more effectively coach them through challenges.

4. Motivation

Motivation refers to your ability to inspire both yourself and others to action. It is essential to lead by example. Self-motivated leaders care more about the organization milestones than individual rewards.

How to Develop Emotional Intelligence Skills

1. Try Journaling

At the end of your day, reflect on how your meetings, projects, and interactions went—whether positive or negative. By writing your thoughts down, you can spot specific patterns about your behaviors and reactions, as well as others'.

2. Undergo a 360-Degree Assessment

In a 360-degree assessment, you solicit feedback from your supervisor, colleagues, and peers, while also undergoing an individual self-assessment. Through this process, you can gain valuable insights into what your co-workers perceive as your strengths and weaknesses, as well as uncover any blind spots you might have.

3. Practice Active Listening

It's easy to get distracted by technology, background noise, and your own thoughts. To be an effective communicator and emotionally intelligent leader, you need to be a good listener.

Try to focus on what the speaker is saying and show that you're engaged by paraphrasing and using other non-verbal cues like nodding. By actively listening, it will be easier to connect with others and truly understand their thoughts and feelings.

4. Pay Attention to Your Emotions

To understand the emotions of others, you need to understand your own first.

When you catch yourself feeling a particularly strong emotion, whether it's a positive or negative one, make a conscious effort to think about what you're feeling. Take a second and consider *why you're* feeling this way and what might have triggered such a strong emotional response.

Improving Your Emotional Intelligence

Building your emotional intelligence skills can not only help you grow as a leader but enable you to motivate and coach teams more effectively. In turn, you can make a greater impact on your organization by boosting morale, productivity, and communication—enabling you to advance your business and career simultaneously.

Ref: online.hbs.edu

A Good Instructor is:

Well-informed

Imaginative

Sincere

Enthusiastic

PO – Performance Objective

1st digit indicates proficiency level

2nd and 3rd digits indicate topic area

00 Positive Social Relations for Youth

01 Citizenship

02 Community Service

03 Leadership

04 Fitness and Health

05 Physical Fitness

06 Marksmanship

07 General Cadet Knowledge

08 Drill

09 Instructional Techniques

EO – Enabling Objective

1st M- Mandatory or C- Complementary

2nd, 3rd and 4th digit indicates the PO #

5th and 6th digit indicates the EO #

These can be found online in **CJCR Resource Library** (*must have a Cadet365 account*):
<https://cjcr365.sharepoint.com/sites/LSCSA/Publications>

Cadet Corps/Squadrons usually have printed versions of these publications, which can usually be found in your unit's training office (ask your Training Officer for more information).

Always check your resources (Annexes, handouts, etc.) for accuracy, as updates are often done and take time to become part of our publications.

C - C - SAM

Collect, Consider, Select, Arrange and Master

QSP- Qualification Standard Plan

PO – Performance Objective

EN – Enabling Objective

TP- Teaching Point

PC- Performance Check

EC- Enabling Check

IG- Instructional Guide

Checklist to Plan a Lesson

Lesson Preparation:

- Select an appropriate lesson location
- Select an appropriate method of instruction
- Provide for a review of previous lesson

Introduction

- State what the cadets will learn
- Describe why information is important

Body

- Include the different principles of instruction
- Include questions
- Provide for the use of instructional aids
- Present detailed explanations and demonstrations with visual content
- Confirm each TP (Teaching Point)

End of Lesson Confirmation

- Conduct an end of lesson confirmation by using questions or through a practical activity.

Conclusion

- Summarize the lesson
- Re-Motivate the cadets by:
 - Commenting on their progress
 - Repeating why the info learned is important

Orientation Board

The orientation board should always include the following:

REF:	Rank/Name
Lesson Title	
Time:	PPC

Classroom Environment

Seating - Making sure everyone can see instructor

Area - Make sure to clean area to avoid distractions

Lighting - Natural light is best, bright enough to read and write

Air - Ventilation

Distraction - Noise and interruptions

Focus - Stay on topic

Listen - Pay attention to detail

Offer - More ideas and points

Opinion - Let others have

Respect - Give to all

Principles of Instruction

I nterest	Capture the interest of your cadets in lesson.
C omprehension	Do they know what you are talking about. Understand the material being taught.
E mphasis	Use humour, voice pitch, training aids on important points of interest.
P articipation	Activity, questions, game, discussions.
A ccomplishment	Encourage and practice material.
C onfirmation	Review and questions.



Conduct of a Drill Lesson

Preliminaries. Before commencing the lesson:

- review any appropriate previous lesson;
- order the squad into a suitable formation, e.g., hollow square;
- state the movement to be taught and the reason for learning; and
- state the requirement of the performance check.

Lesson. The lesson shall be taught in the following stages:

Stage 1: Demonstration and Walk-Through.

- Demonstrate the complete movement, calling out the time.
- Demonstrate the first part of the movement.
- Explain how the first part of the movement is done.
- Give the squad the opportunity to ask questions.
- Practice the squad on the first movement (collectively, individually, collectively).

Teach the second and each subsequent movement following the sequence above.

Give two complete and final demonstrations of the complete movement.

Stage 2: Practice the Complete Movement.

- Practice the complete movement, with the instructor calling the time.
- Practice the complete movement, with the squad calling the time.
- Practice the complete movement, with the squad judging the time.

Note: further demonstration may be given prior to practising the complete movement.

Performance Check/Test. Conduct the test.

Conclusion

- restate the movement taught and the reason for learning;
- state the level of achievement; and
- state the next lesson.

Ice Breakers

Having a plan when short periods of downtime occur is good leadership and good planning. Even when online and there's a computer glitch, having a quick, fun, educational activity "at the ready" shows you're organized.

LINE UP: Cadets have to find a line on the floor, and everyone get on that line with respect to certain personal characteristics. An example could be lining up by each person's shoe size. So, the cadets would end up with the smallest at the beginning of the line and the highest will stand at the end. The twist for this activity is that they must arrange themselves without talking. It must be completed in complete silence. Cadets will learn communicating strategies by facial expression and hand signals.

HAND KNOT: Cadets stand in a circle facing inwards with their eyes closed. At the same time, they stretch out their arms in front of them and hold the nearest hand and not let go. Then, with their eyes open, must untangle themselves from the human knot they've created. Cadets will have to work together moving over and under one another to undo the weaved pattern. This activity enhances faster decision making through group communications.

TODAY'S ANTIQUE: (online) Give cadets two minutes to find a regular household item and when introducing it, they must pretend their item is an antique and found 100 years in the future. They will have to quickly think up a way to describe their unique item and how was used, way back when. This activity builds a fun way to be creative and cadets can be funny with their descriptions or factual.

Problem Solving (Logical Analysis)

A Problem: This is a doubtful or difficult matter requiring a solution.

Problem-Solving Process

- **Logical Analysis**
 1. Confirm the task
 - What must I do?
 - b. Identify the problem(s)
 - What is the problem?
 - c. Determine the “critical factor”
 - What is the overriding problem?
 - d. Develop alternate solutions
 - Different ways to solve the problem.
 - e. Compare alternatives
 - Simplest, safest, most flexible, best use of resources, best solution to the critical factor
 - f. Determine the best solution
 - Make a choice.
 - g. Implement the solution
 - Develop a plan to get the problem solved.
 - h. Evaluate the plan and the implementation
 - List some questions to ask for evaluation.

Effective Communications

Leadership - Effective Communications and Emotional Expressions

1. Facial Expressions

Our face is a way to express our emotional state and a way which we decode the emotional state of others. An example is to watch someone who is surprised. Their eyes may open wide, their eyebrows will rise, and their jaw might drop. The ability to correctly perceive and understand other people's emotions through facial expressions is a key skill that one must be continually practicing.

2. Body Expressions

Numerous emotions may be expressed by observing someone's posture and positioning. Emotions like pride, shame, anger, fear, and disgust can be accurately deciphered from nonverbal bodily displays. Pride, for example, is typically signaled by an expanded chest, upward head tilt and arms akimbo (either spread out from the body with hands on hips or raised above head in fists). Bodily expressions of emotions are universal, generalized across race and reliably recognized by young children and spontaneously displayed by the blind.

3. Speech

People use thousands of terms to express emotional states. Some terms are very directly related to the way they feel, for instance someone experiencing fear may say, "I'm afraid." In other cases, figurative expressions may be used in a metaphoric way to express the same emotion. They could say, "I'm shaking like a leaf." We must learn to accurately decode the emotion from the language by knowing the meanings of the words used. In addition to the verbal information used in speech, emotions are also expressed by non-verbal qualities such as volume, pitch, and rate of speech.

Principles of Leadership

3 Key Principles

1. The ability to influence others is fundamental with the leadership process. Everyone influences someone.
2. Some use positive influence on another person to help them, while others use negative influence to pass on not helping themselves or others.
3. Leadership qualities practised and improved bring many sorts of opportunities in life.

Key Aspects of Each Leadership Approach



- The leader defines the roles and tasks for team members, gives them clear direction and supervises them closely.
- The leader provides detailed explanations on what needs to be done and gives the team members the information they need on how to do the task.
- Communication is mainly one-way.



- The roles and tasks are still defined by the leader, but ideas and suggestions are solicited from team members.
- The leader provides information and opinions but supports the team to develop possible solutions to problems while the final decision remains with the leader.
- The leader encourages members of the team to assume responsibility.
- Communication is mainly two-way.



- The leader empowers members of the team to make decisions and act in areas where they have experience and expertise.
- Members of the team can operate independently and have a strong sense of responsibility but know when to seek assistance from the leader.
- Communication is mainly two-way.

Lead an Activity

Elements of an introduction

- Get the team's attention
- Explain the goal of the activity
- Explain the activity
- Assign tasks as necessary
- Set time limits
- Relay safety concerns as necessary
- Motivate the team

Responsibilities of the leader while conducting the activity:

- Start the activity
- Supervise the team
- Ensure the goal is achieved
- Stopping the activity is required
- End the activity within the time limit

Elements of a debriefing

- Review the goal
- Provide feedback
- Re-motivate the team

Task Procedure Sequence

1. Receive Warning Order (*orders/tasks will be issued on specific date & time*)
2. Make quick time appreciation
 - a. How much time is left?
 - b. Time required for the plan
 - c. Time required to do the task
3. Do a quick reconnaissance (*recce*)
 - a. Check equipment
 - b. Check area
4. Prepare and transmit warning order
 - a. Situation
 - b. Mission
 - c. RV for "O" Group (rendezvous Operations Group)
 - d. No move before ____
 - e. Admin
5. Receive orders
 - a. Take notes and ask questions
6. Make a detailed time appreciation
7. Update your warning order (if required)
8. Do a detailed reconnaissance
9. Make a plan and prepare orders
10. Issue your orders

Orders Format (SMESC)

Situation

- One paragraph to outline the current situation.

Mission

- One brief sentence to outline what needs to be done.

Execution

- General Outline
- Groups and Tasks
- Co-ordinating Instructions (Timings)

Service Support

- Equipment / Resources
- Safety
- First Aid

Command and Signal

- OIC / 2IC
- Signals to be used

General Words of Command

Cautionary (Who) – Squad, Platoon, Flight, Corps, Squadron

Cautionary (Information): Advance, Retire, Direction, Form

Executive (When): The signal to do the movement

Example:

SQUAD, MOVE TO THE RIGHT IN THREES, RIGHT – TURN
[_____ Cautionary _____] - [Executive]

Notes:

The Dash (-) is the pause in delivery of the command to add emphasis on the executive.

Advance is used when turning cadets towards you. Retire is used when turning away.

Column of Route – Parade positions move to Front and Rear

Column of threes – Parade positions stay at sides.

Common Words of Command

ATTEN—TION

STAND AT—EASE

EYES—FRONT

RIGHT—DRESS

OPEN ORDER—MARCH

CLOSE ORDER—MARCH

ANSWER TO YOUR NAME, STAND AT—EASE

MARKER (Pick before)

Squad FALL—IN

Words of Command - Which Foot on the March

HALT - Left

MARK TIME (when marching) - Right

FORWARD - Left

ABOUT TURN - Right

RIGHT TURN, RIGHT INCLINE, RIGHT FORM, - Left

LEFT TURN, LEFT INCLINE, LEFT FORM - Right

CHANGE STEP - Right

SALUTE (on the march) - Left

EYES RIGHT, or EYES FRONT - Left

Movements on the march with Arms – Left

Command Delivery

VOICE

- Volume - should be adjusted based on circumstance
- Projection - the ability to reach a desired distance.
- Distinctness – clear and distinct pronunciation.
- Inflection - change in pitch of the voice.
- Snap - demands an immediate response.

ACCURACY - Commands must be given with accuracy at all times.

CONFIDENCE - All words of command must be given with confidence.

POSTURE - Poor posture restricts the ability to breathe deeply as it restricts the movement of the diaphragm.

BREATHING CONTROL - Breathe deeply and relax the muscles in the neck and vocal cords. This will allow the voice to come from deep in the diaphragm instead of higher in the throat.

Parade Night Sequence

Opening Parade

Form up
Roll call
Inspection
March past
Announcements
Dismissal

Closing Parade

Form up
Announcements
Advance in review order
Dismissal

Note: Not all corps / squadrons have the same parade format; confirm with your chain of command.

Greeting a Reviewing Officer (RO) for an Inspection.

1. Ensure the squad is at Attention.
2. Turn to the right and move into positions three paces in front of the right marker.
3. Salute the RO and report numbers.
“Good evening, Sir/Ma’am, Sgt Jones reporting numbers for one platoon, 25 Cadets on parade, ready for your inspection.”
4. Guide the RO through the ranks.
5. After the Inspection stand at attention behind the rear rank marker, salute and respond to the RO.
“Thank you for your inspection, Permission to carry on”
6. Salute, execute a turn and march back to the front facing the squad.
7. Give Commands CLOSE ORDER – MARCH and STAND AT – EASE.
8. About turn, stand at ease and wait for commands from the parade commander.

Preparing a Squad for Parade

Falling in:

MARKER

SQUAD FALL – IN

Calling the Roll:

ANSWER TO YOUR NAME, STAND AT - EASE

Conduct Sizing:

TALLEST ON THE RIGHT, SHORTEST ON THE LEFT, IN A SINGLE RANK — SIZE

SQUAD — NUMBER

ODD NUMBERS ONE PACE FORWARD, EVEN NUMBERS ONE PACE STEP BACK —
MARCH

NUMBER ONE STAND FAST, ODD NUMBERS RIGHT, EVEN NUMBERS LEFT — TURN

REFORM THREES (TWOS), QUICK — MARCH

Dressing:

RIGHT - DRESS

EYES - FRONT

Before an Inspection:

OPEN ORDER - MARCH

RIGHT – DRESS

EYES – FRONT

After an Inspection:

CLOSE ORDER – MARCH

RIGHT – DRESS

EYES – FRONT

STAND AT - EASE

ACR Sequence

Markers

Fall In

Fall in Parade Appointments

Handover to Parade Commander

Fall in Flag Party

Arrival of the Reviewing Officer

Playing of the National Anthem

Inspection of the Cadets by the RO

March Past

** Dismissal for demonstrations (band, drill team,) etc.*

** Fall in after demonstrations*

Awards and presentations

Addresses

Advance in Review Order

Departure of the Reviewing Officer

Fall out the Flag Party

Handover to the Deputy Parade Commander

Fall out Parade Appointments

March off (Dismissal)

Leading a March-Past

MOVE TO THE RIGHT IN COLUMN OF ROUTE, RIGHT – TURN

BY THE LEFT, QUICK – MARCH

BY THE RIGHT (After first wheel)

IN SUCCESSION OF PLATOONS, EYES – RIGHT

NO. 1 PLATOON, EYES – RIGHT

IN SUCCESSION OF PLATOONS, EYES – FRONT

NO. 1 PLATOON, EYES – FRONT

BY THE LEFT (After wheel)

Parade Commander wheels left and proceeds to his command position. Battalion continues along inspection line.

PARADE - HALT

ADVANCE, LEFT – TURN

Note:

Full parade orders can be found in the Canadian Armed Forces Manual of Drill and Ceremonial – Chapters 7 and 9

<https://www.canada.ca/en/services/defence/caf/military-identity-system/drill-manual.html>

How to Polish Your Parade Boots

What you will need:

1. 1 black tin of shoe polish (Kiwi brand)
2. 1 Kiwi cloth (or a plain white cotton cloth)
3. 1 old toothbrush
4. Water (in a dish)
5. Nylon cloth

Step 1 – Apply the polish (for a base coat/first time)

- Apply a thick coat of the black shoe polish onto the surface and leave for 10 minutes to dry. (Only applies for the first time you polish your boots).

Step 2 – Welts

- Use the old toothbrush, dip it into the polish and brush the welts around your boot for a black finish. Do not apply onto the surface of the boot.

Step 3 – Buffing

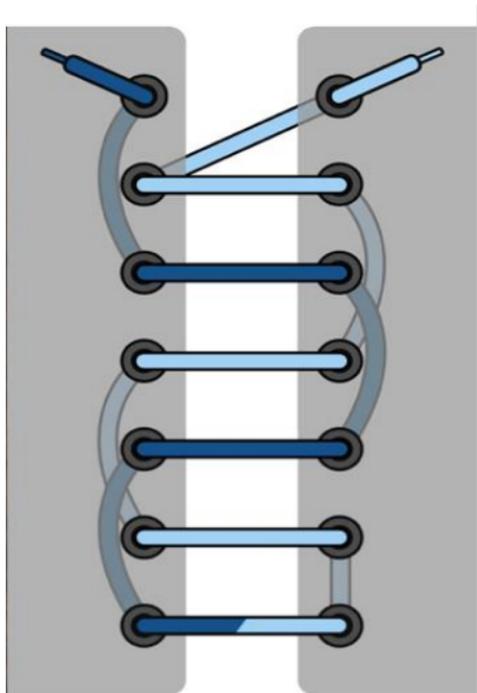
- Dip the cloth into a small amount of water then a small amount of polish. Apply this to the surface in small circular motions. To create a shine.
- Continue this until you have a nice shine.
- Do not use too much polish.

Step 4 – Finishing

- You can do a second buffing job by using the nylon cloth and rub it on the surface as if you are buffing it while pulling it tight.

How to Lace Boots

Straight Lacing Your Oxford Shoes or Parade Boots



How To Tie a Tie

Half Windsor Knot Tutorial



1 Wrap the tie around your neck



2 Lay the wider end over the narrower one



3 Pass the wide end to the right from behind



4 Pass it through the neck loop



5 Take it to the right side



6 Pass it up through the loop



7 Take it down through the central wrap



8 Tighten to complete the knot

101KNOTS

How to Tie a Tie (cont'd)

Windsor Knot Directions

- 1 Make the neck loop 2 Bring the wider end up through the loop 3 Take it down 4 Pass it to the right from behind the thinner end 5 Pass it through the loop



- 6 Take it out



- 7 Pass it to the left



- 8 Pass it up through the loop



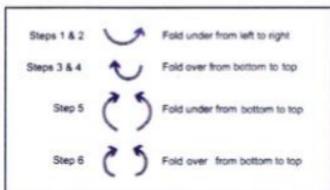
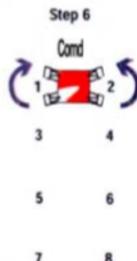
- 9 Take it down through the central wrap



- 10 Tighten the knot forming a dimple at the center

101KNOTS

Folding a Flag



Final form ready for presentation

Preparing for a Merit Review Board

Cadets that wish to be promoted to WO2 or WO1, MWO or RSM, CPO2 or CPO1 must participate in a Merit Review Board. There are two parts to the board. The first part is a file review in which their cadet records are evaluated and scored based on participation, attendance, awards, and training evaluations.

The second part is an interview with a panel of a minimum of three interviewers. They are a member of the league or sponsoring committee, a military member, and a member from the detachment. During the interview the cadet will be asked questions that relate to the program and the cadet will also be evaluated on their presence within the interview.

Cadets should review:

- Key orders and routine within the cadet unit
- Review training throughout their cadet career
- Seek guidance from those who have already sat in Merit Review Board
- Ensure uniform and deportment meet/exceed the standard
- Check over CATO 13-02 Cadet rank promotions
- Review IG EO C407.01 and review Attachments A&B questions

Creating Your Resume

1. Header: Your name should be in bold and larger font than the rest of the resume.
 - a. Below your name should include your current mailing address, phone number, and your email address.
2. Education: Your most recent education first. Identify your school, your most recent graduation (i.e.: grade level), and if you choose you may include your grade average.
3. Experience: List and describe your experiences that relate to the position you're applying for. Also include extra-curricular skills that relate to your life experiences or coursework.
4. Activities: Add your extra involvement in such things as sports, school programs or volunteer experiences. You may describe your accomplishments and responsibilities for each. Include training courses and awards received.
5. Skills: Language skills, computer skills (describe programs), training certificates, social media involvement (Facebook, Twitter, Instagram)
6. References: Always ask your references before using their name. Send them a copy of your resume and let them know before-hand what you're applying for.

Key Points:

- Keep your resume brief (one page). Remember you want to catch the eye of the reader quickly so be concise with your information.
- Best to structure your resume in bullet point format, that way it draws the eye to the most important information.
- Keep it simple. Nothing fancy.
- If your email is less than professional (i.e.: PartyBoy54839 or SheSoLazy3842) create a new email using just your name.
- Proofread. Your resume represents who you are and should be spotless. Get someone to check it for spelling, grammar, verb tense and a balanced layout (font size).

Common Acronyms and Abbreviations

EO	Enabling Objective
ACR	Annual Ceremonial Review
J1	Personnel
J3	Operations
J4	Logistics
J5	Plans
J6	IM/IT
J7	Training & Doctrine
J8	Finance
J35	Operations and Plans
TP	Teaching Point
PO	Performance Objective
PC	Performance Check
LSA	Local Support Allocation
DP	Developmental Period
CCD	Curriculum Control Document
QSP	Qualification Standard & Plan
IG	Instructional Guide
CTS	Course Training Standard
CTP	Course Training Plan
MLP	Master Lesson Plan
Trg O	Training Officer
Admin O	Administration Officer
CO	Commanding Officer
XO	Executive Officer
APPLE	Ask, Pause, Pick, Listen, Explain
LD	Learning Disabilities
SRM	Student Reference Manual

Manual of Abbreviations – DND & CAF

http://www.forces.gc.ca/assets/FORCES_Internet/docs/en/dataset/20180827-od-2016-00022-manual-of-abbreviations.pdf

Knots and Lashings

Reef Knot

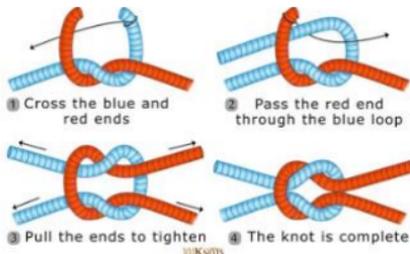
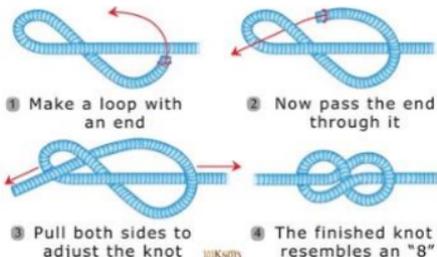
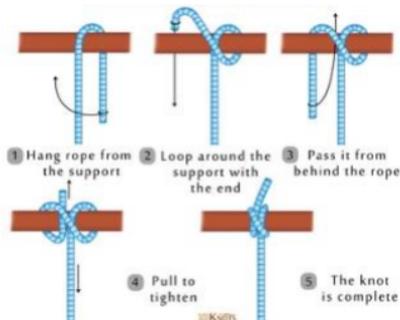


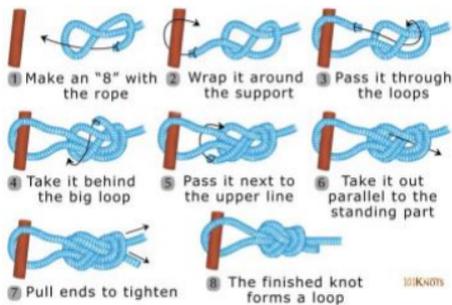
Figure 8



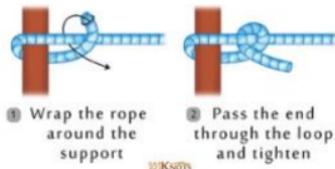
Clove Hitch



Double Figure 8

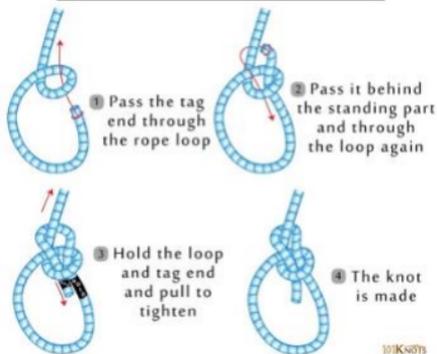
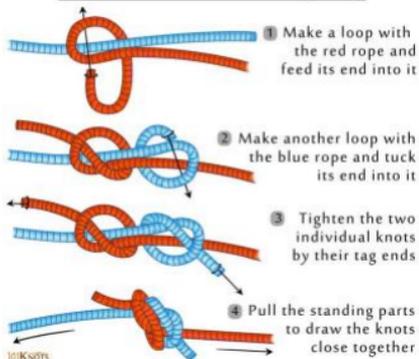
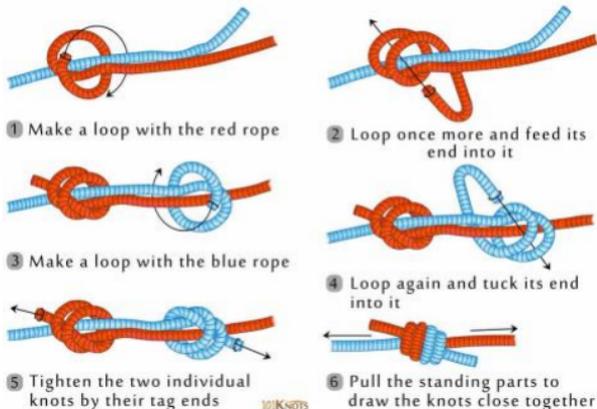


Half Hitch



Knot Tutorial Websites

<https://www.101knots.com/>
<https://www.animatedknots.com/>

Bowline Knot DirectionsFisherman's Knot TyingDouble Fisherman's Knot Instructions

Parts of a Daisy 853C Air Rifle

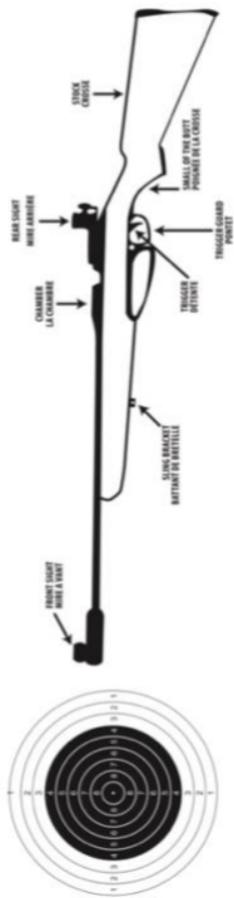
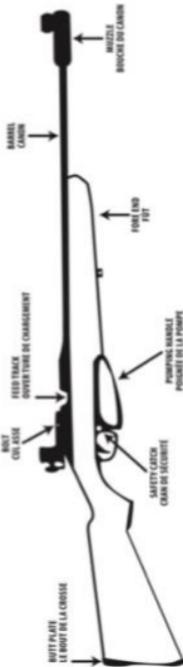
1. Butt Plate (end of the butt): Is directly in contact with the shoulder.
2. Spacers: These are plastic inserts to allow comfort and accuracy. These can be adjusted.
3. Small of the Butt (pistol grip): Where the hand controlling the trigger grips the rifle.
4. Stock: Complete wooden portion of the rifle (from the butt plate end forward).
5. Fore End (of the stock): Wooden portion of the stock from the trigger guard forward. The barrel and the rifle mechanism are encased.
6. Sling: Links the rifle to the arm to support most weight of the rifle.
7. Sling Bracket (hand stop): Used to rest the left hand to prevent it from moving.
8. Trigger: Movable device that releases a spring and the rifle mechanism.
9. Trigger Guard: Metal band that surround and protects the trigger.
10. Safety Catch: Once engaged, prevents the rifle from firing by locking the trigger in place.
11. Bolt: Metal level used for opening/closing the rifle mechanism. Must be closed in order to fire. Bolt should be kept open when not firing.
12. Pump Handle: Used to compress the air required to fire the pellet. Leave partially open when in "safe rifle status."
13. Front Sight: Global front sight that uses aperture inserts.
14. Rear Sight: Adjustable sight that can move forwards to backwards for windage and elevation.
15. Muzzle: Front end of the barrel equipped with attachable barrel weight.
16. Barrel with Barrel Weight: Steel tube that the pellets move through.
17. Bore: Interior of the barrel.
18. Feed Track: Where the pellet is inserted.
19. Single Shot Adapter: Plastic clip that aids in placing a pellet in the chamber.
20. Five-Shot Clip: Plastic slip that holds a maximum of 5 pellets and used to place in the chamber.
21. Chamber: Location where the pellet is held before firing.

DAISY 853C AIR RIFLE CARBINÉ À AIR COMPRIMÉ DAISY 853C



DAISY 853C AIR RIFLE CARBINÉ À AIR COMPRIMÉ – DAISY 853C

Total Length - Longueur totale	97.2 cm - 97.2 cm
Total Weight - Poids total	2.3 kg - 2.3 kg
Caliber - Calibre	0.177 (4.5 mm) - 0.177 (4.5 mm)
Max. Velocity - Vitesse	150.8 m/s - 150.8 m/s
Maximum Range - Portée maximale	235.4 m - 235.4 m
Trigger Weight - Poids de la détente	Minimum 3.5 lb - Au moins 3.5 lb
Proprietary Parts - Pièces d'appointement	20 304 - 20 304 pt



Stoves and Lanterns

PRECAUTIONS

Stoves and lanterns should not be used in enclosed spaces.

The burning of naphtha results in the release of carbon monoxide. Carbon monoxide can kill.

Never leave a lit stove or lantern unattended.

When using make sure to have fire extinguisher.

Always keep flammable materials away from all sides of the stove and lantern.

Always use a drip pan when fueling the tanks.



Lighting a Stove

Pressurizing the Tank

- Make sure the control; knob is in the OFF position.
- Turn the pump rod 2 full turns counter clockwise.
- Place the thumb over the air vent of the pup rod handles.
- Pump 30-40 full stroked to pressurize the fuel tank.
- Turn the pump rod clockwise until it is closed tight.

Lighting the Master Burner

- Ensure the auxiliary valve is in the closed position and the tank is pumped.
- Do not lean over the stove while lighting.
- Hold a lit match near the master burner.
- Turn the instant light lever to the UP TO LIGHT position.
- Tun the main valve control; knob to the LIGHT position or setting.
- Monitor the flame
- When the flames turn blue in colour, turn the “instant light lever” to the DOWN TO BURN position and turn the control knob to desired heat

Lighting the Auxiliary Burner

- After the master burner has been lit the auxiliary burner can be lit.
- Hold a match to the auxiliary burner, open the auxiliary valve located on the side of the stove box next to the burner.

Extinguishing the Burner

- Close the auxiliary burner valve
- Remove cookware from the stove and turn the instant light lever up to LIGHT
- Position and let burn for one minute. This cleans heavier parts of fuel from the generator.
- Turn the main valve control knob clockwise to the OFF position and close firmly

Allow stove to cool before disassembling, clean and pack

Lighting a Lantern

Pressurizing the fuel tank

- Make sure the control knob is in the OFF position.
- Turn the pump rod 2 full turns counter clockwise.
- Place the thumb over the air vent of the pump rod handle.
- Pump 30-40 full strokes to pressurize the fuel tank.
- Turn the pump rod to clockwise until it is closed tight.

Lighting the lantern

Mantles are very fragile and shall be avoided when using a match to light the lantern

- Insert a lit match through the hole in the bottom of the burner frame.
- Turn the control knob to the LIGHT position.
- When the mantle burns bright white turn the control knob to the ON position.
- Add more air pressure to the tank. Air pressure may be added while lit.
- Good air pressure is important for maximum light.

Extinguish the lantern

- Turn the control knob to the OFF position
- All the remaining fuel to burn off

Allow to cool and clean before storing

Apps of Interest

Canadian Armed Forces App

The CAF Mobile App is a platform that provides members with updates from leadership, access to social media feeds, imagery, and access to a variety of CAF resources, including Health, Pay and Pension Services.



Cadets and Junior Canadian Rangers (CJCR) App

The Cadet and Junior Canadian Rangers (CJCR) App is a platform that is designed to provide Cadet Organizations Administration and Training Service (COATS) members, cadets, and stakeholders with updates from leadership, access to social media feeds, as well as a variety of resources.



Road to Mental Readiness

The Road to Mental Readiness mobile app is a training tool developed to improve short-term performance and long-term mental health goals, while providing tools and resources required to manage and support CAF members, family members and the general public.



CF Appreciation

Since 2011, the CF Appreciation Program has offered a wide variety of discounts to the CAF Community in recognition of their sacrifices and dedication.



Reconciliation: A Starting Point

This is a reference tool for learning about First Nations, Inuit and Métis Peoples, including key historical events and examples of reconciliation initiatives. Users will learn why reconciliation matters and what public servants need to know and do to advance reconciliation with Indigenous Peoples in Canada.



CJCR Resource Library

You must have a Cadet365 account to access these resources

<https://cjcr365.sharepoint.com/sites/LSCSA/Publications>

SharePoint

Search this site

CJCR RESOURCE LIBRARY  **BIBLIOTHÈQUE**

LSC Home / Accueil CSA

CJCR Library / Bibliothèque...

- Sea / Marine
- Army / L'armée
- Air / L'aviation
- Common Training / Form...
- PSR / RPLJ
- CTC / CSC
- Recycle bin

CJCR Resources / Ressources CRJIC

 Sea Cadets / Cadets de la Marine

 Army Cadets / Cadets L'armée

 Air Cadets / Cadets de L'aviation

Common Resources / Ressources communes

 Baitton

 Marksmanship / Ir de précision

 Music / musique

 Dress and Drill / Tenue et maintien

COMING SOON À VENIR

 Cadet Fitness Assessment / Évaluation de la condition physique des cadets

 P201 / R201

 P2032

 Public Affairs / D'affaires publiques

Websites

CJCR Home – Canada.ca

<https://www.canada.ca/en/department-national-defence/services/cadets-junior-canadian-rangers.html>

CJCR Policies

<https://www.canada.ca/en/department-national-defence/services/cadets-junior-canadian-rangers/cjcr-policy.html>

Canadian Armed Forces – Canada.ca

<https://www.canada.ca/en/services/defence/caf.html>

Drill and Ceremonial Manual – Canada.ca

<https://www.canada.ca/en/services/defence/caf/military-identity-system/drill-manual.html>

CJCR Learning Support Centre (LSC) – *requires Cadet365 account*

<https://cjcr365.sharepoint.com/sites/LSCSA/>

