



# Interactive learning— in or outside the classroom

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*Sea cadets from 65 IRON DUKE Sea Cadet Corps in Burlington, Ont., receive instruction from Lt(N) Aaron Bean at a Hamilton sail centre during a sail training weekend. In the updated phase one program, cadets will have at least two opportunities for week-end sailing, or small craft operation.*

**Last spring, we posed the following question on the Cadence conference of CadetNet: “What do you think is the biggest challenge you/instructors face at your corps/squadron?”**

SLt Cory Thibodeau, training officer with 122 MONCTON Sea Cadet Corps and standards officer with 292 COVERDALE Sea Cadet Corps, both in Riverview, N.B., responded that “In every community across the country we have an issue with retaining cadets longer than three years.” The main reason, he says, is how we deliver training. “Too often, cadets go to school all day long, move from class to class and listen to teachers lecture about topics that—more times than not—do not interest the students at all,” he says. “Then they go to their corps or squadron and sit through the same thing—three hours of class lectures.” SLt Thibodeau believes the only way to increase our numbers is to step outside the traditional

classroom setting and use alternate methods of instruction that get the cadets involved. “We all know that if we get them involved, they are more likely to learn and thus more likely to have fun and stay with the program longer,” he says.

SLt Thibodeau will be happy to hear that the Cadet Program Update has faced this issue head on. Here are some examples of what’s happening.

## SEA CADETS

Lt(N) Shayne Hall, sea cadet program development staff officer at Directorate Cadets, believes some instructors stick to lecture-style instruction because they lack the training or experience to try other instructional methods, or more likely, because their lives outside of Cadets don't permit them the extra time required to plan and prepare engaging lessons that create a more active learning environment. “In an effort to alleviate some of this burden, comprehensive instructional guides for all corps/squadron lessons are being created,” he says. “These

guides will provide instructors with tools to get away from traditional lecture-style instruction.”

Currently, sea cadets receive instruction in Sailing and Small Craft Operation in a classroom setting throughout the year. The cadets are

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then given one opportunity to attend a sailing weekend. In the updated phase one program, cadets will be given a minimum of two weekend opportunities to go sailing or operate other types of small craft. Periods of instruction at the corps in these subject areas will be limited to two, which focus merely on letting the cadets know what to expect and what to bring on the weekends. The

# Test your Knowledge?

*Created by the directing staff at Regional Cadet Instructors School (Pacific)*

result? Training happens in the ideal setting—a boat.

## AIR CADETS

At this time, air cadets receive most of their Air Survival training in a lecture-style format in the classroom. In the updated program, they will receive only one lecture (Pack Personal Equipment for a Field Exercise) in the classroom, using the demonstration-performance approach. Following that, all instruction will be hands-on and participatory in the field.

Here's another simple example of the new approach to training. Instead of giving first-year air cadets a boring lecture on where the squadron offices and other facilities (parade square, washrooms, canteen and so on) are located, instructors will be encouraged to take the cadets on a tour of squadron facilities. "This walk-and-talk approach makes much more sense," says Capt Andrea Onchulenko, air cadet program development staff officer at D Cdts, "and the cadets are more likely to remember key people and places this way."

## ARMY CADETS

"Can a cadet learn how to hike in a classroom?" asks Capt Rick Butson, army cadet program development staff officer at D Cdts. "Probably, but when it comes to teaching hiking technique, a better location might be along a hiking trail system."

The new Green Star program for army cadets encourages just that in its new subject area: "Participate in a Day Hike". This day-long programmed hike includes instruction on trail etiquette, injury prevention, hiking technique, resting, rations and water.

"This is only one example of how the Cadet Program Update will be moving cadets out of the classroom to 'experience' cadet training", says Capt Butson. \*

1. When undergoing flat-water canoe training in tandem on an overnight field training exercise in a remote area, what is the instructor to student safety ratio?
  - a) 1:6
  - b) 1:8
  - c) 1:10
  - d) 1:12
2. When participating in a silver Duke of Edinburgh three-day expedition, what is the allowable rucksack weight percentage for a 15-year-old cadet?
  - a) 30%
  - b) 35%
  - c) 20%
  - d) 25%
3. When folding the national flag for presentation purposes, what is the suggested method?
  - a) Triangular
  - b) Square
  - c) Rolled
  - d) None of the above
4. When may a Duke of Edinburgh award pin be worn on the service dress jacket?
  - a) At all times after being awarded
  - b) On initial receipt of the award and when parading before the Duke of Edinburgh
  - c) Only on initial receipt of the award
  - d) When parading before the Duke of Edinburgh or the Governor General of Canada
5. In what year did the Cadet Instructor List (CIL) change its designation to the Cadet Instructors Cadre (CIC)?
  - a) 1994
  - b) 1992
  - c) 1996
  - d) 1990

1 (b) Reference: A-CR-CCP-030/PT-001 Water Safety Orders, 2005, page 5-6, paragraph 19h  
 2 (d) Reference: CATO 14-37, page 2/2, paragraph 6  
 3 (b) Reference: Public Works and Government Services Canada at  
 www.pwgscc.gc.ca/realproperty/text/pubs\_ceremonial/page9-e.html.  
 4 (a) Reference: A-A-265-000/A-G-001 CF Dress Regulations, 3-6-1, paragraph 2c  
 5 (b) Reference: JOLC/MOC FP A-CR-050-003/PF-001, pg 1-1-1, paragraph 5