

CADENCE

Professional Development for Leaders of the Cadet Program

Physical well-being

Keeping teen minds and bodies healthy

Retaining new recruits
'Sense of belonging' key

New survey results
What do Canadians
think of Cadets?

Cadet evaluation reports

Recruiting in schools
Make it work!

Issue 20  Fall 2006



National
Defence

Défense
nationale

Canada 



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Cadets 2012

Will the cadet unit of 2012 be radically different from the cadet unit of 2006? Some things are changing, but it looks like cadets will still be having fun learning. *Capt Rick Butson*



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New policies have positive impact

CIC officers are no longer required to meet the CF physical fitness standards. New standards are being developed specifically for CIC officers, based on their requirement to perform as youth specialists.

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FRONT COVER

Physical well-being A healthy mind and body

More than half of Canada's children and youth are not active enough for healthy growth, according to the Public Health Agency of Canada. Youth development organizations like the Cadet Program are doing their best to encourage youths to be active. Here, Cdr Pamela Audley, commanding officer of HMCS QUADRA Cadet Summer Training Centre, gives a helping hand to cadets on the confidence course during the summer. *(Photo by Lt(N) Ronald Desjardins, CSTC HMCS QUADRA public affairs)*



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Strategies for recruiting in schools

An educator from outside the Cadet Program gives us some insights into recruiting in schools. Michael Harrison, a former teacher and principal in Ottawa, discusses strategies to gain school access, including the 'homework' you need to do before meeting school principals.

UPCOMING

In recent years, the CF has attempted to reduce the training time of new CF recruits—or of members transferring from one branch/component to another—by recognizing prior learning.

This can also help reduce the training time for those wishing to become members of the Cadet Instructors Cadre. Academic achievements, learning experiences, knowledge or skills of anyone wanting to become a CIC officer, including former Regular Force and Reserve Force officers, may be recognized to reduce training time. The same is true for serving CIC officers who acquire new skills outside the Cadet Program.

The winter issue looks at the CF system of prior learning assessment—situations requiring it, factors considered, the process and its potential outcomes.

Recognizing an individual's prior knowledge is expected to greatly reduce duplication of training, ease the transfer of former Regular or Reserve Force personnel into the branch and help achieve formal recognition for specific youth-related skills of new members.

The next issue will also include a follow-up article from educator Michael Harrison, who will offer an 'outsider's' perspective on increasing the visibility of cadets in local communities.

Additional articles will include more on the Cadet Program Update and first-year corps and squadron programs; age-appropriate learning; a local officer's approach to 'operational risk management' that leaves no cadet's safety to chance; and upcoming regional trials for basic officer and CIC military occupation training courses.

Deadlines are Oct. 13 for the Winter 2006 issue and mid-January for the Spring/Summer 2007 issue.



A holistic approach to cadets

“**H**olistic” is defined at <http://dictionary.reference.com> as “Emphasizing the importance of the whole and the interdependence of its parts,” or “Concerned with wholes rather than analysis or separation into parts”. Some of us may have used “holistic” to describe a specific approach to medicine, to education, or to another discipline.

Two features in this issue—“Physical well-being—a healthy mind and a healthy body” on page 10 and the entire section on the Cadet Program Update (pages 14 to 19)—reveal the Cadet Program as taking a holistic approach to cadet training. It approaches each cadet as a whole person with body, mind, emotions and spirit—all interconnected.

There was a time when the terminology “physical well-being” brought to mind, exclusively, the fitness or healthiness of the physical body. In our feature on physical well-being, however, you will see that the Cadet Program describes physical well-being as “a life-long process of healthy mind *and* body development”. In other words, the Cadet Program is looking at the ‘whole’ cadet. And when the Cadet Program pursues its aim of physical fitness, it is with this definition in mind.

An element of wholeness is also evident in our new mission statement, created as part of the Cadet Program Update. Our mission is described as “contributing to the

development and preparation of youth for the transition to adulthood.” In other words, the Cadet Program is not only concerned about cadets during their time in Cadets. It is also concerned with their transition to adulthood and the kinds of adults they will become.

The design of the updated training program, scheduled to begin with first-year training in corps and squadrons in September of 2007, is based on a better understanding of youth as a whole. Contemporary research related to how they learn, how they develop and what they want and need has enabled us to work with a more complete picture—a holistic picture that will help us make learning fun, active/interactive and memorable for cadets.

Speaking of more complete pictures, we have added extra dimension to our physical well-being feature by soliciting the views of seven officers in the field on the Cadet Program's success in promoting physical fitness. They also share information on local initiatives that take that extra step.

The final article in our series on “Recognition for CIC officers” and part two of “Responding to problem behaviours in the classroom” also appear in this issue. As well, an expert in education from outside the Cadet Program shares his strategies for recruiting in schools, and an officer from the field shares his ideas for retaining new recruits. Finally, you won't want to miss the results of the most recent Department of National Defence and Ipsos-Reid survey on the Cadet Program. Check the contents page for these stories and more. *

CADENCE

Issue 20 Fall 2006

Cadence is a professional development tool for officers of the Cadet Instructors Cadre (CIC) and civilian instructors of the Cadet Program. Secondary audiences include others involved with or interested in the Cadet Program.

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NICE TO BE NOTICED

I would like to comment on the article "Recognition for Cadet Program Leaders" (*Cadence*, Winter 2005).

CIC officers are rarely recognized, especially at the national level, for their work. A full-page newspaper advertisement in our local newspaper (last Nov. 11) offered "A special thank you to those reservists serving in Northwestern Ontario". The ad listed every reservist in Thunder Bay—except CIC officers. I realize that we are not deployable and are the lowest priority in the CF, but we are still serving our community.

The last article I read on this subject, entitled "Rewarding a job well done" (*Cadence*, Spring 2003), listed available awards and recognition to officers, but it seems that little has changed. I can probably count on one hand the number of CIC officers who receive these awards.

Unfortunately, the statistics on the Directorate of History and Heritage Honours and Awards website would seem to indicate that we would be wasting our time to nominate a CIC officer for a national award. Here are the statistics: Medal of Military Merit – 1999 recipients since 1972, all ranks, all services; Meritorious Service Cross – 78 military recipients since 1984; and Meritorious Service Medal – 135 military recipients since 1991. Statistics on other awards are the same—few recipients, with the chances of a local CIC officer receiving one, next to none.

So, what *can* we do nationally to thank CIC officers? How about a CIC service medal after six years of service, upon recommendation by the unit commanding officer (CO) or detachment commander? Why six years? The officer is recognized for a job well done at the half-way point

to receiving their Canadian Forces' Decoration (CD)—an incentive to stay on for another six years.

If six years seems like a short time to qualify for a medal just for "doing our jobs", then you may be interested to learn that the Special Service Medal is awarded to Canadian Rangers after only four years of "just doing their jobs". The medal is also awarded to those at Canadian Forces Station Alert after only six months of "just doing their jobs".

I agree with the *Cadence* articles that no CIC officers are in the Cadet Program for medals or money. But it's always nice for the national government to thank us for keeping the program strong and dedicating much of our lives to it. *

*Capt Shawn Wright
CO, 66 Air Cadet Squadron
Thunder Bay, ON.*

SUFFERING FROM LOW ESTEEM?

One of the most rewarding parts of being a civilian instructor (CI) in Cadets is accompanying cadets to the airport for their glider familiarization flights. For many cadets, it is their first experience in the air, and I take great joy in seeing the smile on their faces after their flights.

Reading that last year's glider familiarization program in Atlantic Region had to be cancelled because of a lack of instructors (*Cadence*, Winter 2005) made me think about the issues and write this letter.

At our local squadron, I teach ground school to flying scholarship candidates. I am a former air cadet who continued gliding, having joined a civilian club and accomplished many of my goals of soaring cross-country. My experience in gliding in a civilian club and being involved with Cadets gives me, I think, a different perspective.

As the *Cadence* article mentioned, it is true that the 2-33 is not the Porsche of aircraft. In fact, many civilian clubs have replaced this venerable aircraft, once the backbone of most civilian clubs in Canada, with higher performance trainers with more appeal.

The low esteem that the gliding program suffers from, however, goes beyond a specific aircraft. I have heard cadets refer to the ITAC [Introduction to Aviation Course] as "I slack". Are these cadets choosing this course for the wrong reason? Where are they getting the perception that gliding courses are any less rigorous (or less glamorous) than other courses?

Perhaps, we, as instructors, are partly to blame. Are we missing the significance that gliding has as an aero sport? Are we missing the fact that many top professional pilots learned

the subtle skills of "feel" and co-ordination during their glider flying years?

Having young people who trained as air cadets come back to the gliding program as instructors—giving familiarization flights and teaching courses—is the best reflection of a successful program.

In the interim, I would suggest that the Cadet Program encourage leaders to promote gliding as a skill worthy of honing and an aero sport that's just 'plain' fun. It should also encourage CIC officers and CIs who are qualified to help with familiarization flights. Over the long term, I hope the Cadet Program can find ways to raise the esteem of the gliding program. *

*CI Sue Eaves
201 Air Cadet Squadron
Dorchester, ON*

Cadence reserves the right to edit for length and clarity. Please restrict your letters to 250 words.

Quebec squadron tackles ambitious project

Team work, perseverance and risk-management were key factors in an ambitious project undertaken by 921 Air Cadet Squadron in Quebec City to return a crashed *Beech Craft Musketeer* (B-23) to flying condition!

It was ambitious in cost (\$98 000), ambitious in effort (requiring more than 3000 hours to complete) and ambitious in complexity—with cadets doing the work, under the supervision of aviation mechanics.

“Thirty cadets, 15 sponsors and 12 adult volunteers were involved in this co-operative effort,” says Capt



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Cadets take a break from painting the aircraft.



^
The Beech Craft Musketeer, now in flying condition.

Denis Rousseau, squadron CO. “We required six wings to obtain two finished wings, did more than 350 different tasks and took out and reinstalled more than 500 aircraft pieces.”

Sponsoring committee president Roger Robert proposed the project in 2003. Supporters raised \$25 000 and a year later, purchased a damaged aircraft in Nova Scotia. They then created a non-profit organization to manage the project and ensure that ownership of the aircraft would stay with the squadron. The organization's board—Jeune-Air Aviation Inc.—consists of a sponsoring committee representative, a squadron officer, two local aviation stakeholders and Mr. Robert as president.

“The devotion of the aviation mechanics who volunteered to teach the cadets and supervise their labour was a major part of the project's success,” says Capt Rousseau. “So was the team effort when problems arose—such as rust on the two main spars of the wings making them unusable, difficulty in finding parts, finding financial sponsors for the project and so on.”

By the end of June, the aircraft was airborne. The project gave the cadets a hands-on learning experience, resulting in real-life skills. On top of that, Jeune-Air's members—mostly air cadets—now have the chance to fly at a cheaper cost, says Capt Rousseau. *

New staff accommodation at Albert Head

A new staff accommodation building has replaced a 1940's vintage building and six 20-year-old 'temporary' trailers in the Albert Head training area in Esquimalt, B.C. The new building can accommodate 67 people and includes 30 double rooms and seven single rooms.

During the winter, the training area functions as Regional Cadet Instructors School (Pacific). During the summer, it is headquarters for Albert Head Cadet Summer Training Centre, attended by approximately 800 air cadets each year.

The Army Reserve, the Canadian Rangers and the Regular Forces also use the training area throughout the year. *

Fortress fast!

“It might be easier to complain about everything that is not working,” says Capt Mario Marquis, CO of 2920 Army Cadet Corps in Gatineau, Que., “but it's just as important to stress what is working.”

For his corps, what is working is the new user-friendly Fortress database that allows cadet information to be stored in a single location and shared with detachments and other headquarters.

“We are finally starting to reap the benefits of our work in populating Fortress,” says Capt Marquis. The system proved itself when Capt Marquis began to register his cadets for 2006 summer camps.

One hour before a parent meeting, Capt Marquis started to print off CF-51 forms for Green Star cadets. “In less than 45 minutes, I had printed 63 CF-51s,” he says. “Parents merely had to check the information, complete the medical section and sign the form. I shortened their time at the meeting by 30 to 45 minutes. Better yet, the information on the forms was clear and concise.”

“I sincerely believe that the time spent entering this basic information in the Fortress database is, and will continue to be, handsomely repaid,” he concludes.

“For a volunteer-based organization the size of ours, Internet has been a gift from heaven,” says Maj Guy Peterson, national information management co-ordinator for the Cadet Program. “Things are getting even more exciting because the regions have agreed to fund the use of high-speed Internet for all corps and squadrons—where such a connection is possible. This will definitely help local headquarters take greater advantage of the important improvements made to Fortress recently, including the capability to mass update the new and improved cadet service records and attendance sheets.” *

New governing authority for CIs

Until recently the provisions of CFAO 49-6 governed employment policies for civilian instructors (CIs). The responsibility for these policies has now been transferred to Directorate Cadets, and a new CATO 23-05 reflects this change.

Wonder how it will affect you? For the time being, you will see little difference; however, with D Cdts as the new managing authority, future updates to regulations governing CIs will be quicker.

This is a positive step that will increase the efficiency of the Canadian Cadet Organization. *

Cut pop from cadet activities

Here's something to nibble on. Capt Louise Zmaeff, CO of 577 Air Cadet Squadron in Grande Prairie, Alta., says officers concerned about overweight cadets may be interested to hear that according to a CNN news report on obesity in children, a person who cuts one soft drink a day from their diet could drop 15 pounds in a year.

“Now that may not sound like much, but think about it,” she says. “If you had 30 pounds to lose, you could lose half of it by simply doing one small thing a day.”

You may want to pass on that to your cadets, or take it into account when planning beverages for cadet events. *

Response to bullying incident commended

Governor General Michaëlle Jean has commended OCdt Cameron Hull, an instructor with 2822 Army Cadet Corps in Surrey, B.C., for his response to a bullying incident in 2004.

While driving with his wife in Surrey, OCdt Hull spotted three older boys attacking two young boys. He stopped his van, ensured the victims were alright and then chased the attackers. The police, guided by the victims, caught one attacker, while OCdt Hull caught the other two.

A letter to OCdt Hull from the deputy secretary to the Governor General states, “Your selfless actions are an inspiration to others and represent a high form of citizenship of which you can be very proud.”

The commendation is issued to those who have made a significant contribution by providing assistance to another person in a selfless manner. *



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OCdt Hull of Chilliwack, B.C., accepts his certificate of commendation from Chilliwack Mayor Clint Hames, who presented the award on behalf of Canada's Governor General.

New national president for Air Cadet League

Craig Hawkins is the new national president of the Air Cadet League.

Mr. Hawkins is a secondary school principal in Midland, Ont. He joined the Cadet Program as an officer cadet in 1975.

He sees this as an exciting time to be part of the Canadian Cadet Movement.

“In the upcoming year, we are going to see the implementation of the new Memorandum of Understanding between the leagues and the Department of National Defence, the first phase of the new cadet training program, and the evolution of the CIC as a separate and distinct component of the reserve structure. On the air side, we are also entering into a time of significant consultation and co-operation with the Canadian Aerospace and Aviation Industries that promises additional support for our squadrons and summer camps.”

Mr. Hawkins adds, “The importance of professional growth and development for the CIC and for the leagues is more important now than it ever has been. As such, professionals from both sides of the partnership must seize opportunities to exchange ideas and best practices as never before.” *



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Craig Hawkins

CIC officer receives War Studies degree

Lt(N) Allan Miller, a former CO of 79 TRENT Sea Cadet Corps in Trenton, Ont., has graduated from Royal Military College (RMC) in Kingston, Ont.—34 years late! He received his Master of Arts in War Studies in June.

Lt(N) Miller, who is also an ordained minister of the United Church of Canada, says he intended to go to RMC in 1968, but a medical problem sidetracked his plans. He continued his studies at the University of Toronto instead and stayed active in the Reserves. Along the way, he was influenced by his minister—a former First World War stretcher-bearer and Second World War chaplain—to go into ministry.

His first contact with cadets was as a Reserve chaplain for a First Nations' Residence School sea cadet corps in St. Paul, Alta. from 1975 to 1977. He was a minister in the province at the time.

Rev. Miller has been a CIC officer since 1997. He is currently looking for a cadet corps to serve with.

For more information on RMC degrees, see the article “University courses for CIC officers” on page 28. *

Events

March 11-18, 2007: 2007 National Cadet Biathlon Championship in Whitehorse, Yukon, using the Canada Games athletes' village and biathlon venue. Co-ordinator is Capt Ken Gatehouse at gatehouse.kdh@forces.gc.ca.

May 5-12, 2007: 2007 National Cadet Marksmanship Championship in London, Ont. Co-ordinator is Capt Peter Westlake at westlake.pj@forces.gc.ca. *



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Lt(N) Miller received his degree June 24 during the RMC convocation at the CF Command and Staff College in Toronto.

Innovative teaching

Capt Roy Harten, CO of 2310 Army Cadet Corps in Sault Ste. Marie, Ont., took the initiative this past training year to teach his cadets about the humanitarian aid efforts of CF troops in Afghanistan. Through his wife, who was deployed as a civilian barber for troops in Kabul, he learned of Canadian troops working, on their own time, to help orphanages and schools and provide safe drinking water in Afghanistan.

To engage his cadets, he asked Capt Tony Petrilli, a reservist with the Provincial Reconstruction Team in Kandahar and a former cadet, to answer questions his cadets had about the country and the operation. Capt Petrilli did so in great depth, commenting on everything from the Afghan people and culture

to spitting camels and the complications of dust in weapons and vehicles. The result was a booklet, including photos, created for display at the corps' annual parade.

“Our cadets now have a better understanding of the Afghan people and their plight after 25 years of war,” says Capt Harten. “At the same time, they learned a lot about CF efforts to assist the Afghan people in rebuilding their country.”

The corps, along with other corps and squadrons in the area, sold magnetic “support the troops” ribbons for cars or fridges, with proceeds going to Canadian troops in Afghanistan for the purchase of school supplies for Afghan children.



Capt Harten encourages similar efforts in other corps and squadrons. He also encourages other cadets to learn about the CF by writing to troops, or taking a few minutes to go to the DND website at www.dnd.ca to click on Images and then Afghanistan to look at up-to-date photographs of Canadian troops there. *

(Photo by Sgt Carole Morissette, Task Force Afghanistan Roto 1 imagery technician)

More Innovative teaching

Capt Barb Kirby, CO of 43 Air Cadet Squadron in North Battleford, Sask., taught her cadets about the involvement of Canada and its Allies in the Second World War. To do this, squadron supply officer Lt Brian Zinchuk planned an exercise that recreated a night during the London Blitz. The exercise involved cadets from 43 Squadron, as well as from 2537 Army Cadet Corps in North Battleford and 38 Air Cadet Squadron in Prince Albert, Sask.

“We used role-playing to teach,” says Lt Zinchuk. Before the exercise, participants received a role to play in the exercise, based on real accounts or on what was possible during the historical period. Working with a half-page backgrounder, cadets researched what it would have been like to be that person in 1940.

During the exercise, the air cadet hall became a time machine, transporting the 40 cadets and their officers to the 1940s during the London

Blitz. The hall became an underground subway station serving as a bomb shelter. The evening started with a true story from a local member of the Royal Canadian Legion who was 14 years old when the blitz began. The evening continued with the movie “Battle of Britain”, followed by a simulated bomb strike and fire, staged by North Battleford Fire and Emergency Services. Role-playing, with period costumes, continued until sunrise. Cadets played military roles, as well as the roles of a German Jewish diamond merchant, a Nazi spy, nurses and even an insurance agent selling war bonds to name a few. Cadets playing Women’s Volunteer Service and Red Cross roles staffed a soup kitchen with food authentic to the period and to the realities of rationing. Capt Deb Nahachewsky, 38 Squadron CO, was amazed at what could be cooked up.

A remarkable aspect of the exercise was how it involved the communi-

ty—including the local museum, which provided authentic helmets for the military police; the local Legion branch; and the local amateur theatre group, which provided some costuming.

“This kind of exercise gets us totally away from our sometimes overly academic teaching program,” says Lt Zinchuk. “It’s also a retention/interest-building exercise.” *

Black marketer/Nazi spy Ryan Palmer is whisked away by cadets playing the roles of military police and the London bobby.

▽





Physical well-being

A healthy mind and body

More than half of Canada's children and youth are not active enough for healthy growth, says the Public Health Agency of Canada. And experts agree that being inactive is a major factor in obesity.

As we have discussed in our past two issues, obesity is of great concern in Canada and other Western nations. Governments are responding with healthy living programs, and this country is taking steps to educate Canadians regarding their need to be physically active. Canada's Sport Minister Michael Chong has said he hopes to get 71 percent of teenagers between 14 and 17 working out over the next six years, compared with the 66 percent who currently do. He is also introducing a tax credit for young people taking part in athletics and other forms of physical activity such as dance classes or exercise groups.

Because youths spend so much of their time in schools, school nutrition programs and physical education classes are another focus of Canadian efforts.

A new report by the Heart and Stroke Foundation, called *Tipping the Scales of Progress*, says a dramatic increase in school time dedicated to fitness is required to help turn back the obesity epidemic in children and prevent an explosion in the

Corps and squadrons will pursue physical fitness through a range of activities; some—like recreational sports and biathlon—will be common to the three elements.

number of Canadians living with chronic illnesses such as heart disease and stroke. The report recommends that elementary and secondary school students get at least one hour of mandatory structured physical

activity at school every day. Currently, primary school children get as little as 30 minutes of physical education weekly, and physical fitness is not a required course after Grade 10 in most of the country.

In fact, Canada's physical activity guides for children and youth recommend 90 minutes of moderate to vigorous physical activity per day.

Youth development organizations like the Cadet Program can obviously be part of the solution to inactivity among young people.

"In today's technology-oriented world of computers and video games, youths need physical outlets more than ever," says Susan Mackie, director of communications for Scouts Canada. "Exercise promotes fitness, mental health and self-esteem; encouraging outdoor activities for

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Maj Ken Fells, deputy commanding officer of CSTC Argonaut in Gagetown, N.B. and a former physical education teacher, leads cadets during morning physical training classes at the camp. Physical fitness is integral to the CSTC program. (Photo by CSTC Argonaut public affairs)

our youth will help them build a firm lifelong foundation of fitness and the self-fulfillment that will make them productive citizens. Physical fitness and outdoor activity go hand in hand in all Scouts Canada programs.

CADET PROGRAM EFFORTS

Promoting physical fitness and a healthy lifestyle among cadets has long been an aim of the Cadet Program. Physical fitness is particularly integral to the cadet summer training centre (CSTC) program; however, each element has its own approach to local physical fitness training.

Every army cadet participates in a fitness test each year. As part of mandatory training, components of physical fitness are taught, with examples of activities/sports to help improve the cadets' fitness and promote a healthy lifestyle.

Sea cadets learn about basic nutrition and exercise, based on Health Canada's physical activity guide.

The air cadet fitness program is based on the Canada Fitness Award—a program of six fitness performance tests that give an overall picture of a cadet's physical fitness. Crests are awarded, based on achievement levels. Senior cadets who have attained the excellence level help motivate younger cadets. 'Sensible living' specialists are also invited to squadrons to talk about hygiene and nutrition, drugs, alcohol and smoking. Although there is no formal test, cadets have to attend presentations to complete second-year training.

As a result of the Cadet Program Update, the aim to promote physical well-being among cadets is more clearly defined than ever. "Physical wellness is not a state of perfection, but rather, a life-long process of healthy mind and body development," according to Cadet Program parameters.

If the Cadet Program is successful in its aim, cadets will develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with ongoing participation in fitness activities and recreational sports, will help them develop positive attitudes and behaviours that will benefit them far beyond their years in Cadets.

In the updated program, personal fitness and healthy living, as well as recreational sports, will be common activities across the elements. The approach will be consistent, with an elemental flavour. Corps and squadrons will pursue physical fitness through a range of activities; some—like recreational sports and biathlon—will be common to the three elements. In the updated CSTC program, one set of fitness and sports-related courses is being developed for use by all three elements. Improvements to evening and weekend extra-curricular activities are also being explored. ✱



Are we doing enough?

Are we doing enough to promote physical well-being among cadets? The 'reviews' are mixed, but overall, there seems to be a lot going on. Here's what some officers have to say.

Capt Garnet Eskritt, CO of 294 Air Cadet Squadron in Chatham, Ont.,

says some cadets in his squadron walked more than 1000 kilometres this year to prepare for the Nijmegen March in Holland in July. As part of the CF contingent, they walked 160 kilometres in four days, with 10-kilogram rucksacks on their backs.



The march originated in 1909 with Dutch military efforts to increase the long-distance marching and weight-carrying ability of infantry soldiers. It has evolved into a prestigious international event that the CF has participated in since the Second World War. During the war, Canadian soldiers liberated the area around Nijmegen.

Capt Eskritt says, "The walk was physically and mentally very difficult, but with proper training and team work, it was a rewarding experience for everyone."

The Canadian contingent is made up of Regular and Reserve members, cadets and veterans from across the country. ✱

Continued on page 12



NCdt Richard Fortin, an instructor with 37 Sea Cadet Corps COURAGEOUS in London, Ont., says his corps has monthly sports nights following ceremonial divisions and throughout the year, holistic fitness classes for cadets in all phases of training. A senior cadet who had aged out

prepared the holistic classes on exercise and diet. Cadets learned everything from how to live a healthy lifestyle to how to stretch and exercise without injury.

Beyond that, however, 20 corps cadets took part in a physical fitness challenge at the end of the training year—a 500-kilometre bike ride over four days!

Training for the ride was rigorous, including moderate and intermediate rides indoors, as well as outdoor cycling over increasing distances. Cadets had to complete a minimum number of training rides to qualify for the main ride. This required them to train from eight to 10 hours a week over and above their mandatory/optional cadet training.

“The cadets were looking for more rides, rather than less,” says NCdt

Fortin. “They were very energetic and there was never a shortage of enthusiasm.”

Not only did the cadets become physically fit and have fun, but they also supported the Heart and Stroke Foundation of Ontario in its work to address youth obesity. The corps partnered with the London branch of the foundation for the marathon ride. The foundation launched the ride, talked to the corps about healthy eating choices and provided materials for presentations.

For their part, the cadets raised funds during their training rides to support the work of the foundation. The cadet who raised the most money won a personal computer. An added incentive for sponsors was the chance to become a reviewing officer for ceremonial divisions or for the annual inspection, based on the level of sponsorship. *



Lt Llorra Brown, an instructor with 531 Air Cadet Squadron in Trail, B.C., bemoans the fact that not all CSTCs require morning physical training, and some have even bused cadets to breakfast in past summers.

She says the amount of physical activity that cadets participate in may not be enough when one considers how much time they spend in classroom lectures and adds that it's too bad that not all interested cadets have the opportunity to compete in

biathlon. “The growing popularity of biathlon is phenomenal,” she says.

Sometimes, however, small things make a difference. At 531 Squadron, instructors encourage cadets to walk and run as much as possible. At the gliding site, they all help to launch the glider. When they move to and from the runway, they run.

“Cadets need positive leadership,” says Lt Brown. “When they are dropped off to the athletic staff for physical training and their own flight/platoon/divisional staff are elsewhere, they get the idea that physical activity is only for cadets. We should all participate with our cadets—not only to help enforce the idea of a healthy lifestyle, but to reiterate the importance of it for a lifetime.” She believes that if cadets see their leaders demonstrating healthy lifestyles, the chances of them learning to lead healthier lives increases. “For many cadets, CIC officers and civilian instructors are the most positive and sometimes the only real adult role models they have.” *



Maj Chris Barron, chief instructor and deputy CO of CSTC Whitehorse, Yukon, says the balanced and wide-ranging physical activities offered through various courses at Whitehorse are working. “I believe most cadets at our facility return home in better physical shape than they would if they had been home all summer,” he says. “This has been proven in the fitness testing, which sees cadets achieve better results on their second testing at the end of camp.” *



planning a whole evening of circuits: groups of cadets will spend 15-20 minutes at each station, learning various methods of exercise, as well as proper eating.”

Another idea she would like to see implemented in the Cadet Program is a “fit and slim challenge”. Corps/squadrons of equal size would compete, with everyone (including officers) weighing in and doing a Canada Fitness test at start-up. Results could be sent to a regional/provincial/national site. A second weigh-in and fitness test would follow a few months later, with another at the end of the training year. “This would supplement sensible living classes and sports nights/CO's parades,” she says. “I think this would be relatively easy, with the goal being to lose, say, 10 percent of the total weight of your corps/squadron, or some such strange number”. To start, she would like to challenge other corps/squadrons in northwest Alberta. Recognition, she says, could be a feature article in *Cadence*.

“If we don't start doing something soon—not just talking about healthy lifestyle choices—we are going to start seeing major health issues with our kids and officers alike,” Capt Zmaeff says. *

Lt(N) Keith Nutbrown, CO of 349 Sea Cadet Corps in Chilliwack, B.C., agrees with experts who say that the largest contributor to teen obesity is the sedentary lifestyle of today's youth. “Television, Internet and video games were not available to the same extent to previous generations,” he says. He's not certain that the current program can do much to fix the problem.

Although he schedules a fitness program into his corps' training schedule, he says the nine periods are not enough to see specific fitness improvements, but provide more of an introduction. *



Maj JoAnn MacDonald, CO of 583 Air Cadet Squadron in Maple Ridge, B.C., says “Teen obesity is an issue that my squadron has been thinking long and hard about.”

The squadron schedules a sports night every two months, but it goes beyond that to promote a healthy lifestyle. “One of our solutions is Operation Get Fit—an annual multi-squadron exercise designed to fulfill the cadet physical fitness performance objective,” she says. Started by 861 Air Cadet Squadron in Abbotsford three years ago, it grew to a wing exercise this year, with all Fraser Valley Wing squadrons participating.

The exercise took place over the long May weekend and included cycling, orienteering, leadership tasking scenarios and a games tabloid of inter-squadron sports. Each leg of the bike route was 47 kilometres, with the route developed to provide a safe riding environment for everyone.

For approximately 13 weeks before the exercise, participants completed five hours of physical fitness a week—mostly on their own. “This prepared them both mentally and physically for the challenge,” says Maj MacDonald.

A checkout ride before the weekend ensured cadets and bikes were ready for the trip. “It was a great opportunity to increase their level of physical fitness, have fun and use exercise towards Duke of Edinburgh credits,” she says. *



Cadet Program mandate = Aim + mission + vision + participant outcomes

So, you ask, “What about the Cadet Program has been updated?” The answer is, “Five things!”

- Although unchanged, the aim has been amplified to provide greater clarity.
- The mission statement is new to the program.
- The vision statement is updated.
- We have established a clear set of 'participant outcomes'—in other words, the benefits for cadets.
- Collectively the aim, mission, vision and participant outcomes are referred to as the “Cadet Program mandate”—a new term we should all get accustomed to using because it provides strategic direction and the basis for a common language for everyone who works in support of the Cadet Program.

In the last issue of *Cadence*, we discussed the amplified aim. This article includes the mission and vision statements, as well as participant outcomes. Detailed information is available in the new CATO 11-03 released this past May. Over the next several months, you will start to see elements of the Cadet Program mandate published in other forms, such as on posters and the Cadet Program websites. *

Capt Griffin is the educational development staff officer at Directorate Cadets.

Mission — Focus on today!

A mission defines the core purpose of an organization or program—why it exists, or its *raison d'être*. A famous mission you have probably seen before is Star Trek's “To boldly go where no one has gone before”.

Cadet Program mission:

“To contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.”

Vision — Focus on the future!

A vision outlines what we want an organization or program to look like, in ideal terms, in the future—what we can work towards achieving. A former vision of General Electric, for instance, is “We bring good things to life”.

Cadet Program vision:

“A relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities”.

Participant outcomes —

Benefits for cadets (skills, knowledge, attitudes and behaviours) during or after their involvement with the program.

- 1. Emotional and physical well-being.** Cadets develop an ability to:
 - display positive self-esteem and positive personal qualities; and
 - meet physical challenges by living a healthy and active lifestyle.
- 2. Social competence.** Cadets develop an ability to:
 - contribute as an effective team member;
 - accept personal accountability for actions and choices;
 - exercise sound judgement; and
 - demonstrate effective interper sonal communication skills.
- 3. Cognitive competence.** Cadets develop an ability to:
 - solve problems;
 - think creatively and critically; and
 - display a positive attitude toward learning.
- 4. Proactive citizenship.** Cadets develop:
 - (an ability to) exemplify positive values;
 - (an ability to) participate actively as a valued member of a community; and
 - commitment to community.
- 5. Understanding the CF.** Cadets develop:
 - a knowledge of the history of the CF; and
 - a knowledge of the CF's contributions as a national institution.

Cadet Program framework shift



The Cadet Program Update project has resulted in a shift in the Cadet Program framework—how we categorize programs and activities for all three elements.

Our current big-picture framework, which has evolved over many years, is made up of several overlapping categories including local headquarters training, summer training, mandatory training, mandatory support training, directed optional training, optional training and specific directed activities.

The re-designed framework will better accommodate the continuing evolution of the Cadet Program.

The new framework has four main categories:

- Corps/ squadron program
- Regionally directed activities
- Cadet summer training centre (CSTC) program
- Nationally directed activities

CORPS/SQUADRON PROGRAM

The corps/squadron program—fundamental to the Cadet Program—focuses on giving all cadets instruction and opportunities to develop knowledge and skills in a variety of subject areas, while introducing them to specialized activities. A complete description of this program, now divided into two sub-programs (phase/star/proficiency-level training and optional training), is outlined in the article entitled *Cadets 2012* on page 16.

As is the case now, the corps/squadron primarily conducts phase/

star/proficiency-level training. In some cases, other training establishments (such as regional sail centres for sea cadet sail training) conduct this training, fully supported by the Department of National Defence. The corps/squadron may also conduct optional training, through support external to DND (for example, a local sponsor).

REGIONALLY DIRECTED ACTIVITIES

In addition to overseeing the delivery of corps/squadron and CSTC programs, regional headquarters may choose to institute regionally directed activities to augment these programs. The purpose of these activities is to maintain cadet interest and to allow regional headquarters to tailor the overall program to their regions, while capitalizing on regional resources. For example, within the activity area of drill and ceremonial, a region may choose to conduct drill competitions. Or, under the activity area of recreational sports, a region may choose to conduct inter-corps/squadron sports competitions.

CSTC PROGRAM

The CSTC program—integral to the Cadet Program—focuses on giving selected cadets instruction and opportunities to develop advanced knowledge and skills in specialized

Continued on page 38

^ Fitness and Sports is among the CSTC courses common to all elements. (Photo by Capt Elisabeth Mills, CSTC Whitehorse public affairs)



(Photo by CI Wayne Emde, CSTC Vernon public affairs)

Cadets 2012

Every cadet corps/squadron has an album showing cadets from years past doing what cadets do best—having fun while learning.

Since starting as one of those cadets, I have seen three evolutions of the Army Cadet Program, and now working at Directorate Cadets, I am helping to craft the future program, which is being rolled out between 2007 and 2012.

In 2012, the photos of our cadets will be much the same as today, showing cadets experiencing new things and smiling with excitement about what they have discovered. However, some of the framework around that discovery will have changed.

Officers in 2012 will be speaking a new language when they talk about the Cadet Program. To help us 'old dogs' keep up with the officers of 2012, we need to update our language.

Let's start with the big picture. The 2012 corps/squadrons will conduct more training, as they implement a five-tier training program called—

depending on the element—the Phase, Star, or Proficiency Level Program. This program will be conducted over 30 parade nights during the week (each consisting of three 30-minute periods called sessions) and 10 days, which are supported, during weekends. Although the idea of a fifth tier of programming for senior cadets is relatively new, particularly for army and sea cadets, the time allotted for training remains the same as it is today.

PHASE/STAR/PROFICIENCY LEVEL PROGRAM

In 2012, this program will consist of two types of activities—mandatory and complementary.

Mandatory

Mandatory activities will account for two-thirds of the structured material being instructed, so every cadet corps/squadron will instruct this portion of the program the same.

Complementary

Complementary activities will make up the other one-third of structured material. These activities are chosen from a range of options that best suit your individual corps/squadron. For example, some army cadet corps may choose to do more drill, while others may choose winter camping. This choice will apply to training being conducted during sessions or supported days on weekends. It's sort of like a fast-food outlet where everyone gets a single hamburger with the number one combo, but you can choose between a limited range of side dishes, selecting what you like best.

OPTIONAL

In some cases, a 2012 corps/squadron may want to do something that is outside the Phase, Star, or Proficiency Level Program. Provided this training still meets the big-picture framework of what cadets are permitted to do, and your sponsor is willing to pay the complete cost of the training, a corps/squadron can add it to their program as optional training. Some examples would be a band program or a trip to Ottawa. Going back to the fast food example, optional training would be much like the chili—you can have it with your number one combo, as long as it is something you want and someone is willing to pay for it.

So will the cadet unit of 2012 be radically different from the cadet unit of 2006? I think the best way to answer that would be to take a photo from when I was a cadet and put it next to the photos on the national website at www.cadets.ca. Some things have changed, but it still looks like cadets are having fun learning! *

Capt Butson is the army cadet program development staff officer at Directorate Cadets.

Cadet Program activities

Whenever someone asks, “What is Cadets?” or “What do you do in Cadets?” the easiest way to answer is to describe some of our programs and activities. Maybe you are speaking to parents of a youth interested in joining or a young person who wants to learn more about the program. Depending on your element and your own preferences, you might answer with details on sailing, expeditions or flying, or on a mix of corps/squadron activities, such as drill, leadership and marksmanship.

The new [General Cadet Knowledge] lesson has been designed so that sea, army and air cadets spend the same amount of time learning the material, but content and application are element-specific.

One significant aspect of the Cadet Program Update (CPU) was to review the activity base in each elemental program and determine how to update it. The goal wasn't to eliminate what we do, but to make sure that what is fun—and what we do well—remains a key part of the program. The result is an enhanced list of common activities and three lists of element-specific activities.

Common activities are activities common to all three elemental programs. As you can see from the

common activity list in the sidebar, many more activities are common to all three elements than you may have thought previously.

As part of the CPU, these activities have been updated so that learning is similar for all three elements. A good example is General Cadet Knowledge, which includes learning to wear the cadet uniform. The new lesson has been designed so that sea, army and air cadets spend the same amount of time learning the material, but content and application are element-specific. Currently, this material is covered under different titles in each elemental program—“Serve with a Sea Cadet Corps” for sea cadets, “Fundamental Training” for army cadets and “General Cadet Knowledge” for air cadets—and varying amounts of time are spent teaching similar material.

Having common Cadet Program activities is really about having common sense. In updating these broad activity areas, we can take the best of what we already do and ensure that the experiences of sea, army or air cadets are equitably great! *

Capt Onchulenko is the air cadet program development staff officer at Directorate Cadets.

Common Activities

- General Cadet Knowledge
- Drill and Ceremonial
- Leadership
- Instructional Technique
- Community Service
- Cultural Education/Travel
- Citizenship
- Personal Fitness and Healthy Living
- Recreational Sports
- Air Rifle Marksmanship
- Music — Military Band and Pipes and Drums Band
- Summer and Winter Biathlon
- CHAP Program
- First-Aid

Army Cadet Program Activities

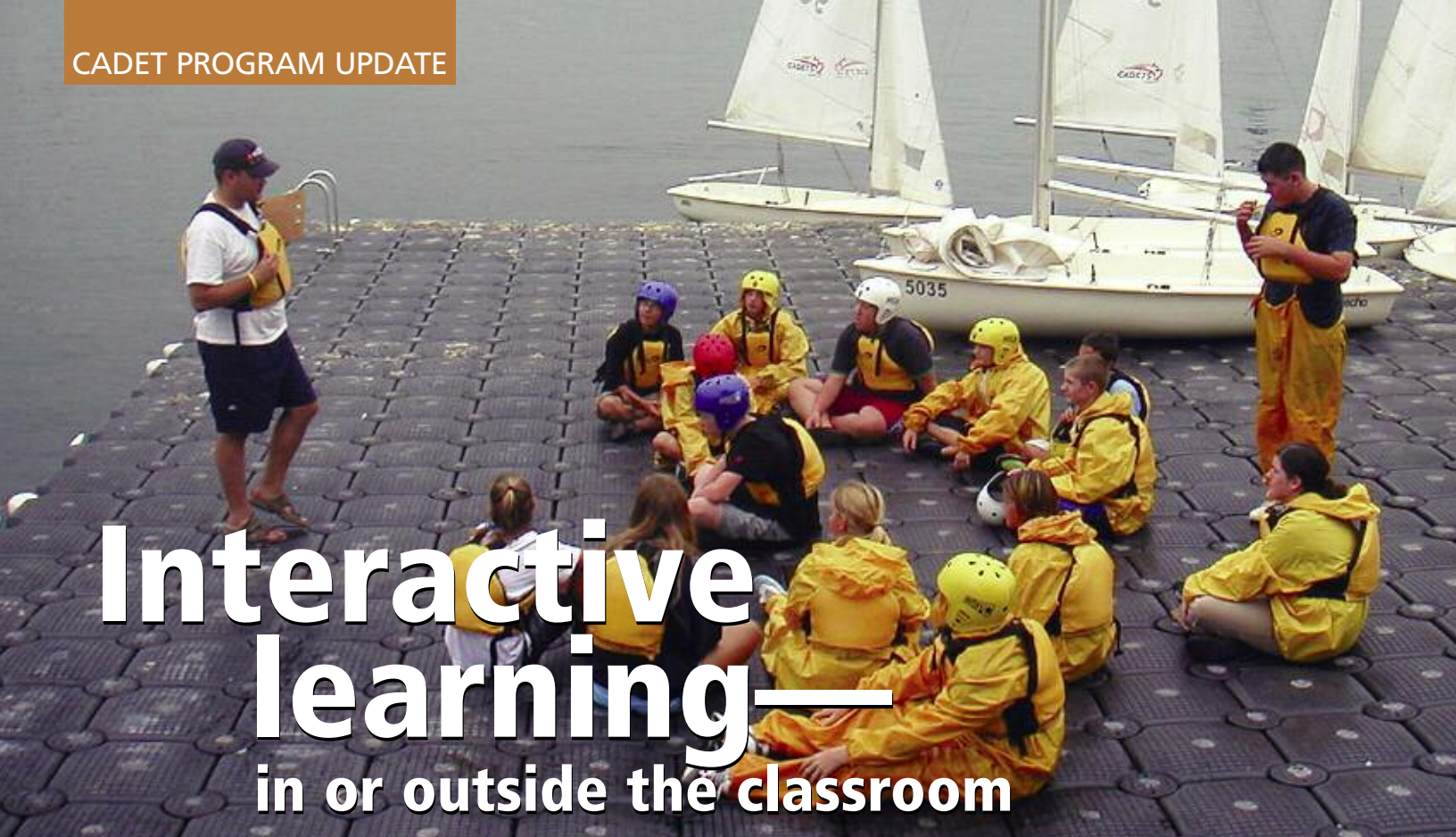
- Expedition
 - Field Training
 - Navigation
 - Trekking
 - Outdoor Leadership
- Target Rifle Marksmanship
- Canadian Army and Civilian Outdoor Community Familiarization

Air Cadet Program Activities

- Aviation-Piloting
- Aviation-Ground Technology
- Aerospace
- Aircrew Survival
- Canadian Air Force and Civilian Aviation and Aerospace Community Familiarization

Sea Cadet Program Activities

- Seamanship (rope work and so on)
- Sailing
- Small Craft Operations
- Ship's Operations
- Canadian Navy and Civilian Maritime Community Familiarization



Interactive learning— in or outside the classroom

△
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

Can a cadet learn how to hike in a classroom? Probably, but when it comes to teaching hiking technique, a better location might be along a hiking trail system.

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

Problem behaviour in the classroom

In our Spring/Summer issue, we discussed how instructors can deal with a variety of problem behaviours displayed by cadets in corps and squadron classrooms. This issue looks at more problem behaviours and the right way to respond to them.

Here are some suggestions for managing cadets who socialize, distract, arrive late, sleep or become preoccupied during classroom instruction.

SOCIALIZERS

Socializers engage in side conversations during classroom presentations. Their conversations may, or may not, be relevant to the topic. This could lead to problems, as socializers may distract others from learning. You cannot allow these little pockets of conversation in the classroom.

A common mistake in dealing with this problem is to single out and embarrass these cadets.

Subtle techniques, such as switching to group activities or changing group membership, may lessen side conversations.

Posing a question to either the socializer, or to a member of the monopolized side group, may help. If subtle techniques do not work, seek a private conversation with the cadet.

DISTRACTORS

Distractors ask questions to lead you away from a lesson topic. They often interrupt directions. They are easily distracted and seldom focus on the lesson. You and other cadets may become irritated with these cadets. These cadets crave attention and may suffer from a lack of self-esteem, or find classroom instruction difficult.

Don't take this behaviour personally. Don't ignore the behaviour, but don't give it too much public time

and attention either because this reinforces the behaviour.

The best thing to do is discuss the behaviour privately with the cadet, emphasizing appropriate and expected behaviours. You may even want to develop a 'work contract' to hold the cadet to any decisions made during private discussion.

Assigning some physical tasks to these cadets in the classroom as part of the lesson (such as distributing handouts) may give them the break they need to stay focussed.

It also helps to stand close to these cadets when giving instructions, make frequent eye contact and give positive reinforcement for appropriate behaviour.

Sleepers may be insecure about their academic abilities or may just be in need of rest. Inadequate sleep may be the result of the cadet's actions, or a physical problem that needs to be addressed.

LATE ARRIVALS

These cadets come late, or return to class late after breaks. They may be one-time offenders, or chronic offenders. If allowed to go unchecked, their behaviour may affect the entire class.

These cadets may be seeking attention or lacking in self-confidence. They may feel insecure, or be indecisive.



Interrupting a lesson in progress to discipline these cadets is a mistake and may cause greater disruption. Belittling or shaming these cadets will create an uncomfortable atmosphere in the classroom and will garner disrespect. It may also cause the cadet to continue being late out of spite.

A good way to deal with this problem is to ensure that cadets are aware of timings. Make punctuality a classroom rule.

If it is a one-time situation, find out the cause and carry on with the class.

If it is chronic, find out the cause, advise that a recurrence is not acceptable and deal with the situation to the best of your ability. Start every lesson as though you expect the cadet to arrive. Place hand-outs on the cadet's desk to minimize disruption when they do arrive. Don't stop the lesson. Wait for an opportunity in the lesson, such as during group work, to talk privately to these cadets. Remind the cadets of their responsibilities.

SLEEPERS

Cadets may doze off or actually fall asleep during lessons. They may hide behind books or daydream. When awake, they may display a lack of interest and look bored. This causes problems for the classroom, distracting other cadets who may view the cadet negatively. This behaviour undermines the importance of whatever you planned for the lesson.

Sleepers may be insecure about their academic abilities or may just be in need of rest. Inadequate sleep may



be the result of the cadet's actions, or a physical problem that needs to be addressed.

Don't allow this behaviour to continue; however, don't disrupt the class, or embarrass the cadet. Sleeping in class cannot be treated as a straight discipline problem. Discover why the cadet is sleeping.

Make [preoccupied cadets] aware of the impact of their actions on the rest of the class. Confront their reservations and allow them to express themselves and get the problem off their chest.

As inconspicuously as possible, waken the cadet. Privately discuss the problem at the break or end of class and try to discover why this is occurring.

Also, consider that there may be a problem with the lesson or how it is being given. Varying your voice pattern by changing volume, rate, tone or pitch may help. Change activities or adjust seating arrangements. This could be your cue that you have not varied your activities and instructional styles enough.

If only one cadet has the problem, try seating the individual near a window, or give the cadet physical classroom duties to complete.

PREOCCUPIED CADETS

Preoccupied cadets are not focussed on learning. They may not respond to questions, may not participate, may have facial reactions when spoken to, may doodle in class, write letters, or read books and other material during class. Instructors should react as quickly as possible to these cadets to regain their focus.

Again, don't take this behaviour personally and be careful not to ignore it.

Enlist the leadership support of these cadets in activities. Although it may be frustrating at times, give them opportunities to become involved in the class.

A private discussion with these cadets may be effective. Make them aware of the impact of their actions on the rest of the class. Confront their reservations and allow them to express themselves and get the problem off their chest.

Adapted from the CIC occupational training course that will be delivered to CIC officers in the future.

^
If you respond quickly to problem behaviours in your classroom, you will create a positive environment where cadets will enjoy learning.

If Cadets is the best-kept secret in Canada, then orienteering is the best-kept secret in Cadets. Or should we say it *was* the best-kept secret?

Orienteering: A best-kept secret?

^
Capt Mike
Wionzek observes a
unit orienteering
team at the finish
control line.

It is no longer a secret in Central Region, specifically in Central Ontario Area (COA), which has conducted an annual orienteering competition since 2002. This event has grown steadily from 42 cadets participating in the first year to more than 150 last year. This success has inspired our region to conduct orienteering competitions in all four areas, beginning this fall. It has also inspired the region to share what it has learned.

A large part of our success is our strong partnership with Orienteering Ontario. Orienteering Ontario volunteers provide technical expertise by setting up courses, providing maps, assisting with registration and maintaining statistics for competition.

When COA conducts competitions, local corps/squadrons promote them and provide logistical support, such as pre-registering competitors, looking after lunch and arranging for safety vehicles and support staff. The region has provided medals and plaques for the past two years, and the detachment increased its level of support after the first year when it

recognized the value of orienteering.

Building on the success of previous years, Central Region will be using COA's model for its other three areas—appointing area co-ordinators who will hire staff to organize and conduct competitions. By doing so, the region will ensure that all four area competitions will be conducted under the same conditions so that the top teams and individuals qualify to compete at the first annual regional orienteering championship in April 2007.

WHAT HAVE WE LEARNED?

- There is a sizeable difference between orienteering and military navigation. Although both activities are usually timed events and make use of maps and compasses, orienteering is typically 95 percent map-reading and five percent compass-use, while traditional map and compass is closer to a 50-50 split between the two skills. In orienteering, CIC officers and cadets often overuse their acquired map and compass skills, wasting valuable time by standing

still rather than moving towards their control marker.

- Orienteering is a great activity for all three elements. Navigation is a skill taught in all three elements, and although the Orienteering Instructors course offered by regional cadet instructors schools is intended for army and air officers only, most schools have permitted sea officers to attend the course, provided the desire exists to build or maintain an orienteering program within their corps or training centre.

Our orienteering competitions feature both team and individual events, with every cadet having an opportunity to participate in each. They are designed to accommodate both novice and experienced cadets. Although we encourage each corps/squadron to send at least one team, those who cannot may still send individual cadets who have a chance to advance to the regional championship.

Continued on page 38

New policies have positive impact

There are a number of new policies circulating that will have a positive impact on the Cadet Organization and, especially, on the Cadet Instructors Cadre (CIC). I want to introduce you to some of these in anticipation of the arrival of new Cadet Administration and Training Orders (CATOs).

NEW CIC COMPONENT

The most significant change is, without question, the Armed Forces Council's endorsement to create a separate CF component for the CIC.

How many times have you been frustrated when consulting CF regulations and procedures only to find that certain regulations do not apply, or that an exception must be created to accommodate the CIC? The new CIC component will make that a thing of the past.

The creation of a new CIC component is already having an impact. The CF recently issued new regulations regarding Universality of Service—the principle that in addition to the duties required by their military occupational specification, CF members are liable to perform general military duties and common defence and security duties. This includes the requirement to be physically fit, employable and deployable for general operational duties. In the past, the CIC would have had to request exceptions to these regulations. The new regulations, however, were written already taking into account the fact that as youth specialists, CIC officers are not required to deploy.

Consequently, CIC officers are no longer required to meet the CF physical fitness standards. New fitness standards are being developed

specifically for CIC officers, based on their requirement to perform as youth specialists.

ENHANCED SCREENING

In the very near future, new screening policies will be implemented for the CIC. The current enhanced reliability check is not considered detailed enough for adults who work with the 'vulnerable sector', which includes children from 12 to 18—our cadet population.

All CIC officers will be required to undergo a police records check and vulnerable sector screening that will have to be renewed every five years. This policy is being put in place to ensure that our cadets are protected and that our requirements are in line with most other organizations in Canada that deal with young people.

MODERNIZED OFFICER TRAINING

To prepare CIC officers for their unique role as youth specialists, we are modernizing the officer-training program to include military training as well as the specialized youth training CIC officers need to effectively do their jobs.

The new CIC component is the most positive step ever taken to improve CIC terms of service. Never before has there been an occasion to review every aspect of the regulations and tailor them to requirements.

Remember the best way to predict the future is to participate in creating it.

There are two avenues available to CIC officers who want their opinions heard. You can go through your chain of command or, if you prefer, you can contact the regional representative of the CIC Branch Advisory Council. Contact information is available on CadetNet. *

Col Perron is Director Cadets and Junior Canadian Rangers.



New fitness standards are being developed specifically for CIC officers, based on their requirement to perform as youth specialists. Lt Llorra Brown, seen here interacting with CSTC Whitehorse staff cadet Sgt Ian Lin, is required to work as a youth specialist both at the camp and at her local squadron in Trail, B.C.

(Photo by Capt Elisabeth Mills, CSTC Whitehorse public affairs)

As the fall season begins, the Cadet Program turns its emphasis from summer camps to recruitment and regular training activities.

Strategies for recruiting in schools

Most CIC officers are aware of increasing competition for young people's time—from other youth-centered organizations, part-time jobs, community service, organized sports and local school extracurricular activities. For this reason, you must be more strategic than ever when recruiting.

To recruit youth, you have to access them. Since young people spend most of their day in school, this article will outline some strategies for contacting schools, meeting with school personnel and emphasizing the many benefits youth will gain from being a cadet.

Before you start, you need a clear understanding of the students you want to recruit.

PROFILE OF YOUTH FOR RECRUITMENT

The students with the highest potential for engagement in Cadets are 12- and 13-year-olds in Grades 7 and 8. In all provinces, these young

people are considered elementary school students even though, in some cases, they are housed in a school that offers Grades 7 to 10.

Present the Cadet Program in such a way that the principal will believe that having students in the program will improve her/his school.

The elementary school program is significantly different from secondary (high school) programs in that elementary school students are enrolled in a program, while secondary school students take courses that are part of a permanent record.

Senior students in a Kindergarten to Grade 8 school are the oldest and most experienced students in the school and are often its leaders. Grade 7 and 8 students in a Grade 7 to 10 school are the youngest and smallest students in a much larger student population.

Grade 9 is considered one of the most anxiety-causing events for students coming from an elementary school. There is an intense desire to belong and not stand out from their peers. Adolescents face anxiety about their physical appearance, new situations, judgment by others (peers and adults), threats to their self-esteem, and what they will do in the future.

MAKING A CONNECTION

In my experience as a principal and teacher, I have learned that the Cadet Program is virtually unknown by many adults in our communities and particularly in our schools. I believe that emphasizing what you do well and raising the visibility of cadet youth on a regular basis will help recruit new candidates.

To recruit successfully, CIC officers need to make a connection between the benefits and rewards of being in Cadets with both the students' needs and the goals and expectations of local schools and provincial ministries of education.

For example, Cadet Program aims and core values have strong linkages to major initiatives of Ontario's Ministry of Education, such as health and fitness; identifying bullying, intimidation, harassment and abuse and teaching students and staff how to deal with them; technical training; trades training and community service.

How could a school *not* be supportive of the Cadet Program's core values of loyalty, professionalism, mutual respect, and integrity? Or how could a school *not* be supportive of some of the most important benefits of being in Cadets, such as self-confidence, self-discipline and self-awareness?

ACCESS TO SCHOOLS AND STUDENTS

Getting access to schools and students is a critical part of recruitment. You must become well informed about local schools and also be well prepared when meeting with school staff or parent groups.

What do you need to know?

These facts about Ontario schools may serve as an example.

- There will be declining enrolment across the province for the immediate future. This means that in Ontario, your targeted cohort of 12- to 13-year-olds will diminish in numbers for the next decade.
- Virtually all principals and vice-principals in our schools are female, as are most teachers. This trend is becoming more pronounced in the secondary schools.
- Remembrance Day is the only service conducted in publicly funded schools.
- Guns or weapons (models or real)—on display or as part of a ceremony—are not permitted in elementary schools and most secondary schools because of zero tolerance policies. Principals, teachers, and parents

are not aware of the Cadet Program's "arm's length" from the military.

- Principals are regularly out of their schools, attending meetings.
- Principals spend most of their days dealing with personnel, parents, and pupils.

MEETING THE PRINCIPAL

Some of the above facts may be relevant to your locality; some may not. Regardless, when recruiting, there are some basic steps you should take before/when meeting with the school principal:

- Don't arrive unexpectedly at a local school. Make an appointment, and plan on a maximum of 15 to 20 minutes of the principal's time.
- Do your homework on the school—visit its website, or the board's website for information.
- Find out the multi-cultural mix of the students, or if there are classes for students with special needs. What is the major focus of the school? What big events are planned?
- Be prepared to outline which students you want to access, for how long and have copies of what you want to present on hand.
- Present the Cadet Program in such a way that the principal will believe that having students in the program will improve her/his school and that students who are cadets will enhance the school's reputation in the community.
- Try to find some school activities where cadets can play a role and remember that in Ontario at least, any volunteer hours count towards a school credit. Perhaps cadets can serve as school crossing guards, read to younger students, or take part in Remembrance Day services, Canadian Flag Day celebrations and school anniversary celebrations. Or perhaps

they might serve as volunteers for sports events and field trips, place flags on stage for assemblies and take part in band concerts and assemblies. They might even sponsor and run a robotics club or competition.

The important thing is to look for opportunities to show off your cadets in schools. They will rarely let you down. And recruitment will be a lot easier! ✱

Michael Harrison was an educator with two Ottawa school boards for close to 40 years. He is a former teacher, vice-principal and principal and was seconded to the Ministry of Education for six years. He is currently a site administrator for the Ottawa Carleton District School Board and a part-time professor for the Faculty of Education at the University of Ottawa. Mr. Harrison will present some more ideas for increasing the visibility of Cadets in your community in our next issue.





Retaining new recruits

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Invite new recruits to Remembrance Day services, or other services in which your cadets are taking part, even if they don't have uniforms.

Our corps and squadrons have chains of command and ranks to provide proper placement for duties and responsibilities. For new recruits, this can be confusing as they try to figure out their place in their corps/squadron. One key to retention is providing new recruits with a sense of belonging. Here are some tips that may make it easier for your new recruits to find their place and develop that sense of belonging.

CREATE A SEPARATE FLIGHT/PLATOON/DIVISION FOR NEW RECRUITS.

This works for corps/squadrons that receive a large influx of new recruits in the fall. Placing new recruits in a separate flight, with a side view of the parade square and all the action, allows them to see what is going on and what they can aspire to. It also offers them a chance to learn drill together—fostering a sense of teamwork and reminding them that they are all in this together.

PLACE A SENIOR AND JUNIOR CADET LEADER IN CHARGE OF THE NEW RECRUITS.

This gives two cadet leaders the opportunity to practise leadership and instruct drill with the new recruits. As peers, they can also act as the primary points of communication, getting messages to them, encouraging them to attend upcoming events and addressing any concerns.

Uniform or no uniform, invite and encourage new recruits to attend events!

HOLD A SPECIAL RECRUIT TRAINING DAY.

This is a Saturday activity giving the recruits an opportunity to practise drill, catch up on General Cadet Knowledge classes missed and focus on aspects such as uniform preparation, boot shining, paying of compliments and the chain of command. They can also practise lesson plan preparation, instruction and be evaluated on this day.

INVITE AND ENCOURAGE NEW RECRUITS TO ATTEND EVENTS!

If you are attending an external function where uniforms are to be worn, such as a Battle of Britain Parade or Remembrance Day, invite the new recruits whether they have a uniform or not. Ask them to dress up, wearing shirt and tie and dress pants, or a dress. Whether to have them parade and do drill is your call, but the point is, they are at the event, they get to see the other cadets in action, and will be inspired to do that next year too.

HAVE AN OFFICIAL WELCOME NIGHT.

Any time between mid-November and the end of January, the corps/squadron should officially welcome the new recruits. All new recruits should have a uniform by this time. Invite a reviewing officer, a provincial league representative and parents for the event. This would be the evening when your recruits take the Oath of Allegiance, be assigned to their permanent flight/platoon/

Initiatives that develop a sense of belonging:

810 Air Cadet Squadron in Edmonton holds a recruit graduation parade during the commanding officer's parade in December, with a dignitary as reviewing officer. Recruits are sworn in, assigned to flights and presented with certificates welcoming them to the squadron. A multi-cultural "Taste of 810" potluck supper is held. Organized by the squadron's official sponsor and prepared by parents, the supper includes multi-cultural dishes to represent the diversity of heritage and culture at the squadron. The cadets are able to sample foods from India, Sri Lanka, Korea, Germany, Ukraine, Russia and of course, Canada. The evening concludes with an information session on summer courses.

504 Air Cadet Squadron in Edmonton holds a "Loyal Order of the Chinthe" parade in January. The chinthe is a mythical half-lion half-dog from Burmese and Buddhist mythology and is the squadron's mascot—the same mascot as the squadron's affiliated Regular Force unit, 435 Transport and Rescue Squadron. After cadets have completed two years of service with 504 Squadron, they receive a coin, emblazoned with the chinthe, the squadron's name and number and the coin's number on the back. By holding the coin, the cadet becomes a member of the "Loyal Order of the Chinthe" and pledges to uphold a charter, a set of rules and conditions.

division, receive new contact information for their new commanders and receive a token of recognition for being made an official member. The recruit flight/platoon/division is then disbanded until the next training year. Any new recruits who join after this date would be automatically placed in a permanent flight/platoon/division and assigned a cadet leader to bring them up to speed.

One key to retention is providing new recruits with a sense of belonging.

By having the recruits work together, dedicating peers as points of contact, providing them with information in a timely manner, encouraging them to come to events and holding a special parade in their honour, you can ensure your new recruits feel welcome and develop a sense of



^
Air Cadet Daniel Schenker receives a squadron membership certificate from 2Lt Kyla Ewasiuk, assistant training officer in charge of new recruits at 810 Air Cadet Squadron.

belonging. They will know that they matter to their corps/squadron. They will have found their places and begun to develop friendships—key to their retention. *

Lt Jackson is the administration officer at 810 Air Cadet Squadron in Edmonton.

LAC Donavin Kavich and new recruit Connor Oranchuk give a thumbs up to the food served during the multi-cultural "Taste of 810" potluck supper—an event that helps make new recruits feel welcome.





University courses for CIC officers

**Does learning ever stop?
Can we ever get to a point
where we say, "That's it, my
head is full, I couldn't learn
another thing even if I tried"?
Of course not. The Royal
Military College (RMC), and
more specifically its Division
of Continuing Studies (DCS),
is the one place where CF
members who are interested
in formally continuing their
learning can do so from
the comfort of their own
home or office.**

Through distributed learning (DL), the DCS offers undergraduate and graduate degrees, as well as undergraduate certificates and Officer Professional Military Education (OPME). The majority of these programs can be taken in French or English, and are open to all CF members.

**The good news is that if
OPME [Officer Professional
Military Education] is what
you are interested in,
it's free!**

The good news is that if OPME is what you are interested in, it's free! Unless you've taken one of the courses before and want to take it again, there is no cost and the books will be sent to you for free as well. If the undergraduate or graduate

programs interest you, they are not free but they are a lot cheaper than what you would pay in any other learning institution—about \$350 for an undergraduate course and from \$710 for a graduate course, books not included.

OPME

OPME is intended to enhance critical thinking skills and develop innovative responses by ensuring that junior officers all possess a common body of knowledge related to the military profession. While Regular Force junior officers must complete this program to be eligible for promotion to major/lieutenant-commander, all other CF members can take these courses to enhance their knowledge of these topics in a military context. There are currently six courses, each covering a specific subject deemed essential for officership: defence

management, military law, military history, civics and politics, leadership and ethics, and the application of military technology to military operations. For more information on the OPME program or to register, visit www.opme.forces.gc.ca.

For more information, or to register, visit the DCS website at www.rmc.ca/academic/continuing. Tuition fees are listed at www.rmc.ca/academic/registrar/allfees_e.html.

UNDERGRADUATE DEGREES

Like most Canadian universities, RMC offers bachelor degrees of a conventional three-year (30 one-term courses) length. These degree programs are built around a core of courses to which approved and relevant electives are added. Three fields can be chosen: Military Arts and Science (BMASc), Arts (BA) and Science (BSc).

Bachelor of Military Arts and Science

The BMASc is thoroughly grounded in the elements of the military profession, making it a unique program for the CF. Though it has the same length as a conventional three-year degree, it is actually designed to be earned over an extended period of time, by integrating professional military training (such as OPME courses) with standard and special academic studies, thereby recognizing university-level achievement appropriate to the profession of arms. An Honours program also exists for students who are interested in pursuing graduate studies in this field.

Bachelor of Arts

The BA program is offered as a general BA, or with a minor or a concentration. Concentrations and

minors can be in the following fields: Business Administration, History, Psychology, English, French, Political Science or Economics. Members who begin a general BA or a BA with a minor always have the option of later registering for a concentration.

Bachelor of Science

The BSc program is offered as a general BSc or with a minor. If a minor is chosen, it will be in Chemistry, Physics, Mathematics or Computer Science. Other subject areas considered as science courses include calculus, algebra, algorithms and computing, mechanics, and optics. As with the BA program, a minor can be registered after the BSc has been started.

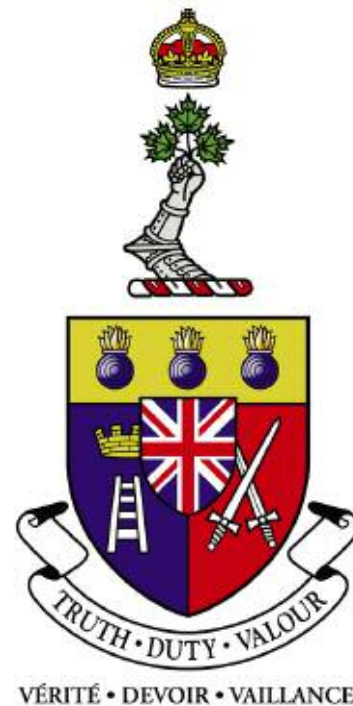
GRADUATE DEGREES

Master of Arts in War Studies

The MA(WSt) program is dedicated to the examination of the phenomenon of war and peace. Members can choose two patterns to be awarded this degree: the course pattern requires five two-term graduate courses, while the thesis pattern requires three two-term graduate courses and a thesis. Completion of a bachelor's degree with honours (four years) in Arts, Science or Engineering is required for admission.

Master of Arts in Defence Management and Policy

The MA(DMP) program addresses issues of the contemporary business and management world. Members can choose three patterns to be awarded this degree: the course pattern requires 12 one-term graduate courses, the project pattern requires 10 one-term graduate courses, while the thesis pattern requires six one-term graduate courses and a thesis. Completion of a bachelor's degree with honours (four years) is required for admission.



UNDERGRADUATE CERTIFICATES

Certificate in management with applications to defence

This certificate allows individuals to gain a basic understanding of the defence management field, and covers topics such as principles of management, methods, marketing, information systems, accounting, decision-making, and human psychology. In addition, the 10 one-term courses taken for this certificate can be applied to the BA and BMASc degrees offered by DCS.

Certificate in environmental protection

This certificate contributes to the achievement of the “DND Sustainable Development Strategy” by providing personnel with the skills, techniques, and knowledge they need to prevent pollution and conserve our environment. In addition, the nine one-term courses (including a research project) taken for this certificate can be applied to the BA and BMASc degrees offered by DCS. *

Capt Choimière is the CIC courseware development officer at Directorate Cadets.



A collective national voice

The mandate of the Cadet Instructors Cadre (CIC) Branch Advisory Council (BAC) is to provide a platform for 7500 CIC officers to voice professional concerns and provide input into policies affecting the branch.

The BAC is an advisory body comprised of senior CIC officers whose mandate is to identify and discuss officers' professional concerns and provide advice to the Directorate Cadets (D Cds). This said, the BAC does not replace the CF chain of command and does not under any circumstances promote or support personal grievances.

At the end of the day, your BAC represents you as a collective national voice for professional concerns. We can be your sounding board for new ideas and your champion.

The council consists of seven representatives, one from each region and a Class B representative. The Director General Reserves and Cadets appoints the BAC chair. Each of the six regional advisors chairs a council of CIC representatives chosen from their respective regions. Since its reformation in 2000 council has been actively engaged in a myriad of CIC policy issues.

The BAC champions branch issues and meets twice a year with the D Cds to discuss concerns. Given the geographic and organizational

complexity of the organization, this group represents the opinions of local officers.

We are engaged in issues as diverse as uniforms and accoutrements to a multitude of human resource management issues. CIC officers can rest assured that the council is fully engaged in the CIC Military Occupational Structure (MOS) project.

In recent years, the council has done the following:

- acted as a catalyst in the introduction of a pension plan for CIC officers and increased paydays;
- provided input into CIC promotion policies and honours and awards;
- engaged proactively in encouraging the Canadian Forces Liaison Council to recognize the branch;
- provided feedback on scales of issue;
- crafted with others the CIC Omnibus Survey and the forthcoming CIC Exit Survey; and
- discussed the inclusion of non-commissioned members in the CIC, as well as the need to regulate some inequities in regional employment opportunities.

Additionally the council continues to champion issues from the field concerning the need for additional clothing, seek comment on dress issues and formulate recommendations to the D Cds on these matters.

Recently, Col Robert Perron, Director Cadets and Junior Canadian Rangers, has given added value to the role of the BAC by including the chair at all D Cds/commanding officer regional cadet support unit (CO RCSU) conferences. Strengthened relationships with RCSU COs have garnered support and action on important CIC issues.

At the end of the day, your BAC represents you as a collective national voice for professional concerns. We can be your sounding board for new ideas and your champion. We encourage your input.

Past chair LCol Roman Ciecwierz summarizes our successes best: "Perhaps most importantly the BAC continues to develop its added value as a direct link between national and local headquarters. A clear evolution has occurred in the BAC as a proactive advisory council, leading discussions on relevant issues." *

LCol McGrath is the new chair of the CIC BAC. Visit CadetNet for details on how to contact LCol McGrath or your regional representative.

Cadet evaluation reports

Awards, senior positions and summer training positions—how does a corps or squadron make selections and, more importantly, substantiate decisions with real data on cadets chosen?

This is a dilemma for many corps/squadron officers and staff faced with making these choices every year. In 1996, as commanding officer (CO) of 237 TRUXTON Sea Cadet Corps in Lawn, N. L., I saw that there had to be a better system for selecting cadets for awards and various positions.

At the time, our process for selecting award recipients consisted of corps officers having a short discussion on the particular award to be presented and then casting a vote to determine the recipient. Little information was available to account for the decision and invariably, questions as to why a particular cadet was selected for the award arose among fellow cadets and parents. In reality, any serious challenge to the decisions would not have been backed up by a transparent and accountable system.

In 1997, the groundwork was laid to implement a method to record data on each cadet's performance over the year. This would be used to evaluate the cadet when awards and cadet summer training centre positions were being allotted.

The evaluation system has evolved over the years to meet the corps' changing needs.

The cornerstone of our system is a written policy which has evolved and is adopted into Standing Orders. For example, all cadets must have a minimum 85 percent attendance



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Lt(N) Edwards can substantiate every award he presents.

record to be considered for awards. Further, any officers sitting on the selection board must themselves have a least 85 percent attendance.

The recorded data allows for a complete and informed decision-making process.

To try and make the system fair, we decided that a cadet can receive only one award. The only exception is for skill-related awards such as marksmanship. We also invite a representative of the corps' sponsor to view the selection board process, which enhances accountability.

When the selection board convenes, the CO presents each officer with a list of candidates for consideration. The CO's responsibility is to ensure that all candidates meet policy requirements and any criteria set forth for the awards. Selection board members score each candidate, using an evaluation sheet with

points. The candidate with the highest score receives the award.

The board considers information included in the cadet's annual evaluation report, which is also sent to parents. Officers grade the cadets each week, using an evaluation sheet that allots points for dress and deportment. This recorded information is valuable for making selections.

A cadet's involvement in activities is also important in the selection process. If a cadet tried out for, or participated in, various activities such as marksmanship, public speaking, and drill competitions, this is taken into account.

Preparing evaluation reports on our cadets has worked extremely well for our corps. The recorded data allows for a complete and informed decision-making process. More importantly, the system makes us accountable and stands up to any scrutiny which may arise.

All of this works well, but it has to be a transparent structure. A key aspect of our approach is our open-door policy. We notify parents and encourage them to become involved with the cadets' performance. We invite them to visit the corps at their leisure to discuss any issue of concern to them and their child.

There's no doubt that keeping such an extensive system of records adds to our officers' workload. However, having well-documented records on our cadets' performance is invaluable to accounting for our decisions. It's like having all your expense receipts ready when Revenue Canada does an audit on your income tax. Well, maybe not that extreme, but you get the idea. *



LCdr Gerry Pash

Honours and awards

Take the time to nominate someone

The commanding officer of 296 Air Cadet Squadron appeared before then Governor General Jules Léger on Oct. 26, 1977 to receive the insignia as a Member of the Order of Canada. Maj Glenn Drinkwater was recognized for his extensive community service. The citation for his award declares “A fireman who has given countless hours to scouting, air cadets, the Order of St. John, the YMCA, his church, and the mentally handicapped, thus making the community of Cambridge a better place for both young and old.”

Thirty years later the process to gain recognition for a deserving member of the community is the same as it was in 1977. Someone must take the time to produce a nomination.

Glenn Drinkwater was just 35 years of age when he was appointed as a Member of the Order of Canada. The Order was relatively new and still evolving. The award, in the category of “Voluntary Service”, was clearly for more than his activity as a member of the CF Cadet Instructors List. Furthermore, it is likely that several members of the community supported his nomination. Thirty

years later the process to gain recognition for a deserving member of the community is the same as it was in 1977. Someone must take the time to produce a nomination.

André Levesque at the Directorate of History and Heritage is responsible for administering the orders, decorations and medals program for CF members. He confirmed that officers in the Cadet Instructors Cadre (CIC) are equally eligible for the long list of Canadian honours and awards.

From his perspective, there is no bias against CIC officers with regards to honours and awards. All CF members, Regular and Reserve, are eligible and compete under the same criteria.

An example is the Order of Military Merit (OMM) that is presented each year to one-tenth of one percent of the total number of members in the CF during the previous year. Awards are allocated based on the total number of personnel (Regular and Reserve Force) in the chain of command of seven recommending authorities. The recommending authorities include the former Deputy Chief of Staff Group, Vice Chief of Defence Staff (VCDS), Chief of Maritime Staff (CMS), Chief of Land Staff (CLS), Chief of Air Staff (CAS), Assistant Deputy Minister Human Resources

(Military) and Assistant Deputy Minister (Materiel).

Nominations for most CIC members would be forwarded through the respective regional commander to the environmental chief responsible for the region. Thus, Pacific and Atlantic Region nominations would go to the CMS, Eastern and Central Region nominations would go to the CLS, and Prairie Region nominations would go to the CAS for vetting and selection. Nominations of officers employed at Director Cadets would go to the VCDS.

Each recommending authority can select as many reservists as they choose within their allocations. For example, every OMM appointment within a group could conceivably be given to a reservist. It is also worth noting that recipients of the OMM usually have more than 20 years of service at a minimum. Also, the award is not only related to what the recipient does in a military career, since criteria include activity in the community at large and broader citizenship activities.

“It is impossible to say how many nominees are CIC officers,” says Mr. Levesque. “It would not be unreasonable that among the small number of long-serving members of the more than 7000 CIC officers that some would qualify for the award.”

But, they must first be nominated at the local level through the chain of command, and the nomination must make it through all levels to the recommending authority.” It is also difficult to specifically identify Reserve recipients (CIC or Primary Reserve) because the OMM is a “total force” award.

“The lack of recognition and awards is not specific to CIC officers,” says Mr. Levesque. All levels of the CF are examining what is required to increase nominations for various awards. The Meritorious Service Decoration (Meritorious Service Cross and Meritorious Service Medal) is one example of a national award that is 'under utilized'. There is no annual numerical limit for it and criteria are quite wide. Still, it does require someone to be nominated.

Being a nominator is itself a selfless deed, as it requires setting one's own ego aside and gratefully working for someone else's glory, knowing that the effort may not bring success.

It is true that some CIC officers contribute a significant part of their lives to the Cadet Program. The statistics on Canadian Forces' Decorations (CDs) provides one indication. In 2005, 22 out of 42 third clasps to the CD went to CIC officers. In 2004, the number was 24 out of 51 and in 2003 it was 14 out of 25. Yet if there is any value in the premise that awards contribute to retention, one might question why the average CIC officer leaves after only 5.4 years—less than half the time required for the initial award of a CD.

Are Cadet Program instructors receiving their due rewards? This writer can only offer that in recent years more than one instructor in British Columbia has received the Chief of Maritime Staff Commendation, the Formation Commander “Bravo

Zulu” Certificate, The Order of St. John and the Minister of Veterans Affairs Commendation in addition to the CD.

Establishing and nurturing national awards is neither simple nor easy. On the 10th anniversary of the Order of Canada, Maxwell Cohen, the 1000th member of the Order, was commissioned to write an essay. Here is an excerpt from “A Round Table from Sea to Sea”:

“The medal is a message—not a mark for remote supermen, but the stamp of the home-grown family of adjudged merit. Of course there is always the danger that the 'merit' system plays half true and half false. Choices must be made and if it is asked why 'x' and not 'y', it is not easy for the wisest Advisory Council to inform the Governor General...that no mistakes in judgement have been made.”

The most difficult work of the honours and awards process is that of the selection committee. The easiest part is generally the most neglected—someone must first observe that someone else has performed an exemplary deed or contributed in a superior fashion over a sustained period of time. The nominator must do the homework and write up a submission and then 'sell' it to the chain of command. Being a nominator is itself a selfless deed, as it requires setting one's own ego aside and gratefully working for someone else's glory, knowing that the effort may not bring success.

If members of a group do not provide nominations, no member of the group will be recognized. The question as to whether Cadet Program instructors are receiving a fair share of the available recognition can only be answered when people at all levels of the program put forth nominations. *

LCdr Pash is the regional public affairs officer for Regional Cadet Support Unit (Pacific).

CIC award of excellence

Regional Cadet Instructors School (Eastern) created a CIC award of excellence in 2005, not only to celebrate its 30th anniversary, but also to honour CIC officers.

The award is presented annually to a CIC officer who is innovative and takes the initiative to apply the concepts he/she has learned at the school to their work in the field. The innovation or initiative must have a positive impact on a component of the Cadet Program, or the Cadet Program as a whole. The award is intended as an incentive to excel.

This year, Capt Jean-Guy Boudreau, an instructor with 2768 Army Cadet Corps in Grande-Rivière, Que., became the award's first recipient. In our next issue, we will carry an article on the project for which he received the award.



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Capt Jean-Guy Boudreau, centre, receives the first CIC Award of Excellence from Maj Yves Leblanc, commanding officer of Regional Cadet Instructors School (Eastern), left, and LCol Marcel Chevarie, the former commanding officer of Regional Cadet Support Unit (Eastern).



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Many young people are attracted to the Cadet Program because of its military characteristics, including the uniform—right down to the boots.

The Ipsos-Reid Survey—now what?

How well does our youth program imprint on the minds of Canadian youth and their parents?

This is what the Department of National Defence and Ipsos-Reid Corporation set out to discover through a survey last year of cadets and parents of cadets, as well as youth and parents of youth within the general public. The idea was to probe their minds on various issues regarding the Cadet Program. Who is aware of the program? What are their impressions? What are the perceived strengths and weaknesses of the program? What are their views on training? These questions are all critically important to the Cadet Program.

A significant proportion of cadets identify time management concerns and particularly, the extent to which the program may conflict with schoolwork

Here are some results of that survey and the challenges we face because of them.

FAMILIARITY AND IMPRESSION OF THE CADET PROGRAM

The Cadet Program enjoys an extraordinary amount of good will among its participants and their parents, as well as among members of the general public, despite their unfamiliarity with the program.

- The top source of information about the program among parents and youth in the general public is word of mouth from family and friends.
- The top reason cadets give for deciding to join is that they have family and friends in the program.
- The top reason parents give for enrolling their child is that the child wanted to join.

Our Challenge: Making the Cadet Program more widely known, especially directly to potential participants.

Alternative marketing, such as an organized word-of-mouth campaign, could be investigated. Word-of-mouth marketing is far and away the most powerful force in the marketplace and, according to the survey, the Cadet Program seems more influenced by word of mouth than anything else! In word-of-mouth marketing, 'champions' (die-hard fans of the program) can be enlisted to spread the word through their existing social networks. Word-of-mouth is unlimited. In theory, if you tell the right champion the right message, that champion would tell 10, who would tell 10, who would tell 10, who would tell 10, who would tell 10, who would tell 10, who would tell 10, who would tell 10, who would tell 10. That's 100 million hits!

DRAWBACKS OF THE PROGRAM

A significant proportion of cadets identify time management concerns and particularly, the extent to which the program may conflict with schoolwork. This is not surprising given that nearly two in three cadets say they also participate in extracurricular activities other than the Cadet Program.

Other significant turn-offs among members of the general public are that the program is too militaristic, requires too much discipline or they don't like the uniform.

Marksmanship, bush craft and leadership are the elements of local training with which cadets express the highest satisfaction.

The general public appears to perceive the Cadet Program as more militaristic than it really is, prompting respondents to mention survival and technical skills as the key benefits of the program. On the other hand, cadets—who are more aware of the reality—mentioned leadership and unique experiences as the key benefits.

Downplaying the program's military affiliation, however, would be unwise since many cadets are attracted to the program *because* of its military characteristics.

Our challenge: To ensure that communications and marketing efforts convey the value of the program as an important part of youths' busy schedules.

Continued on page 36

Survey highlights

Familiarity and impression of the Cadet Program

- Only 5% of the population is very familiar with the Cadet Program
- 11% were once members
- Most have learned about Cadets through word of mouth or school
- The majority of people who are aware of the Cadet Program have a positive opinion about it
- Cadets joined Cadets because their family members were/are cadets, friends are in it, it is fun and to get new experiences
- 94% would recommend that friends, family or other young people join cadets
- Once we get cadets, most (70%) stay on

Benefits and drawbacks of the Cadet Program

Main Benefits

- Leadership
- Experiences you can't get anywhere else
- Developing self-discipline
- Confidence
- Meeting new friends

Main Drawbacks

- Conflicts with schoolwork
- Time-consuming (50%)
- Repetitive programs

Attitudes towards the Cadet Program

- 90% of cadets are proud to be cadets
- 74% of cadets enjoy wearing the uniform
- Only half of the people surveyed feel that Cadets prepares you for the military
- Very few (8%) cadets feel that the program is too militaristic

Most popular activities

- Marksmanship
- Bush craft
- Leadership
- Drill
- Sports/physical fitness



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Sports/physical fitness is one of the most popular Cadet Program activities.

Value is one's perception of the worth, excellence, usefulness, and/or importance that they will receive if they become involved. Value addresses the question, 'What can this person or organization do for me?' We need to communicate how the Cadet Program can facilitate and enhance scholastic achievements, rather than how busy the Cadet Program can keep them.

We need to ensure that communications and marketing efforts underline the fact that the Cadet Program offers unique experiences and teaches youths real-world skills that are relevant beyond the military context.

BENEFITS OF THE PROGRAM

- Marksmanship, bush craft and leadership are the elements of local training with which cadets express the highest satisfaction.
- No significant problems or factors lead to dissatisfaction with the program.
- That said, enthusiasm for the program and the sense that there is still more to learn decline with age.

Our challenge: To make the program as relevant and exciting to older participants as it is to younger ones.

Opportunities exist for us to realign our marketing tactics. The Cadet Program is a great organization that fosters positive views and attitudes. As indicated by the survey results, we are on the right track, but still remain one of the world's best-kept secrets. *

Lt(N) Harris is with Chief Reserves and Cadets Public Affairs.

Can we "categorize" our cadets?

As part of the survey, Ipsos-Reid Corporation grouped cadets according to common attitudes. They were found to be a heterogeneous group that fall within five basic categories.

Busy enthusiasts (32%)

Along with gung-ho cadets, these participants are the most positive towards the program. However, they are less enamoured by the military trappings and are also kept busy by schoolwork and other extra-curricular activities.

Gung-ho cadets (30%)

These cadets have the least experience with the program and are the most attracted by the uniform and other military aspects of the program. The fervour that they feel today may fade as they progress in the program.

Moving on and ageing out (15%)

These cadets have been in the program longest, and while they express a high degree of good will, they are ready for new experiences and ready to consign Cadets to the status of fond and fruitful memory.

Sociable reformers (16%)

These cadets are most attracted by the social opportunities the program offers and are highly positive towards the program overall. However, they are not as enthusiastic as others and do not take as much enjoyment from local training activities as others. They want to get as much out of the program as they can, but do not see enough in the program as it is now to stimulate greater enthusiasm.

Non-conformists (7%)

These cadets are the least positive towards the program and are particularly negative with respect to the militaristic aspects of participation, particularly the uniform. These cadets are more likely to say they are there because their parents want them to be and are least likely to say they will continue in the program after this year.



Co-operation between sea cadet and Navy League cadet corps

In one way, our future lies in the hands of Navy League cadet corps. Their program is similar to ours. Their corps, however, are not financed by the Department of National Defence and must cover their own costs so they can operate efficiently and provide interesting activities for their young people. Thus, having a sea cadet corps located close to a Navy League corps training area can be of great help.

Sea cadet corps can provide Navy League corps with personnel, materiel and even recruiting assistance. Sharing our resources is an effective means of creating solid links between the two, allowing both to benefit.

Navy League corps can also assist us in our recruiting efforts; in fact, informing Navy League cadets about sea cadets is a reliable recruiting method which can account for more than 50 percent of annual recruit-

ment. As well, Navy League corps officers can offer a wide range of services. In addition, joint corps activities provide a greater adult presence, which in turn allows closer supervision of our cadets.

This mutual support is not possible without close and seamless co-operation between commanding officers (COs) of Navy League and sea cadet corps. You may understand the problems, as well as the benefits, associated with co-operation, but do you know how to foster a positive and solid relationship?

AVOIDING AND RESOLVING CONFLICT

Conflicts discourage close co-operation. Conflicts can be avoided if both COs keep each other informed. To foster a positive relationship, especially during events involving both sea cadet and Navy League corps, information can be disseminated in

writing as an operations order, or during a meeting before the event. In addition, to improve relations, positive and negative comments should be aired so that conflicts can be resolved as soon as possible.

Sea cadet corps can provide Navy League corps with personnel, materiel and even recruiting assistance.

SHARING RESOURCES

Once communication links are well-established and trust exists between COs, it becomes easier to share resources.

A materiel loan system can be set up and an agreement signed so there are no problems regarding the return of materiel.

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Cadets from 240 Sea Cadet Corps and 106 Navy League Cadet Corps served as guard of honour for Quebec Lieutenant Governor Lise Thibault during her visit to Repentigny, Que., last April.

Co-operation between sea cadet and Navy League cadet corps

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CIC officers can assist Navy League officers in strengthening their training and provide them with additional tools to help in their own professional development. Since Navy League cadet corps are not supported by DND, they may not have sufficient funds to provide as many courses for their officers. CIC officers can fill this gap by providing training sessions—discussed in advance with the Navy League corps CO. Furthermore, staff cadets skilled in teaching techniques can teach Navy League cadets during their evening training sessions.

Sea cadet program information sessions can be held for Navy League cadets who will be old enough to transfer to sea cadets the following year. Also, these same cadets can be invited to attend activities outside training evenings in the company of their officers.

Indeed, it is quite feasible to envisage such co-operation between sea cadet and Navy League cadet corps. However, it won't happen overnight. It must be allowed to grow and should not be abandoned at the first sign of a problem. Navy League cadet corps have the same goals we do, and working together will help raise our profile, instill in young people a passion for Cadets and, most importantly, give them unforgettable experiences. *

Lt(N) Pichette is the CO of 240 AMIRAL LEGARDEUR Sea Cadet Corps in Repentigny, Que. Lt(NL) Beaupré is the CO of 106 LE QUÉBEC Navy League Cadet Corps in Repentigny.



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Annette Van Tyghem, Orienteering Ontario, left, and Maj Kimberly O'Leary, regional cadet training officer for Central Region, right, with a winning orienteering team from 2824 Army Cadet Corps.

Orienteering: A best-kept secret?

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It's certainly no secret that orienteering is a challenging yet fun activity. Our focus is to generate interest in the sport and to train and encourage cadets to compete at a higher level each year. *

Capt Westlake is the common training officer for Central Region; Maj Lusk is the regional cadet adviser for COA and senior instructor of orienteering at Regional Cadet Instructors School (Central).

Cadet Program framework shift

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activities, and on developing instructors/leaders for these activities. Additionally, this program gives these cadets more opportunities to use the general knowledge and skills they have learned at their corps/squadron.

Each elemental CSTC program is made up of courses common to all three elements (fitness and sports and musician courses, for example) and element-specific courses.

NATIONALLY DIRECTED ACTIVITIES

National headquarters may choose to institute nationally directed activities to augment other programs. The purpose of these activities is to help maintain cadet interest and allow national headquarters to tailor the overall program to elemental interests and capitalize on national

and international resources. For example, within the activity area of cultural education/travel, national staff may choose to conduct international exchanges. Or, in the activity area of air rifle marksmanship, they may choose to conduct national air rifle marksmanship championships.

As you can see, some terms and definitions in our framework have been eliminated, some remain the same or are similar, while others are new. These provide the basis for a common language for all of us. New Cadet Administration and Training Orders, as well as other materials detailing this framework, will be distributed this fall. *

Lt(N) Hall is the sea cadet program development staff officer at Directorate Cadets.