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A-CR-CCP-119/PH-001

ROYAL CANADIAN ARMY CADETS RED STAR COURSE TRAINING PLAN

(ENGLISH)

Issued on Authority of the Chief of the Defence Staff

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PREFACE

1. The Royal Canadian Army Cadets Red Star Course Training Plan copy is issued on authority of the Chief of the Defence Staff.
2. The Red Star Course has been designed to complete the basic instruction of an army cadet. This will allow the cadet to function as a member of a section. In addition, the principles of leadership are introduced during this course, which will allow the cadet to begin functioning as a junior leader.
3. This course is the make or break course in terms of the future development of senior cadets for the cadet corps. The initial challenges introduced during the Green Star Course will have been mastered; therefore, different challenges must be substituted in order to keep the cadet's interest. A good retention rate of Red Star Course cadets is an indicator of success to come.
4. Commanding officers must realise that this course is but one of the tools at their disposal for retention of cadets. Others consist of:
 - a. ensuring that each cadet corps training session is well organised and that the standard of instruction is high; and
 - b. organising exciting cadet corps activities that complement the Red Star Course.
5. **Suggestions for changes will be forwarded through the Area Cadet Officer (ACO) to National Defence Headquarters (NDHQ) Attention: Director of program development (D Cdts 3).**

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Chapter One

CHAPTER 1

GENERAL

OUTLINE OF TRAINING

1. **Description of Need.** A cadet qualified on the Green Star Course requires further instruction in the basic army cadet skills in order to round out his/her training. As a second year cadet, however, he/she also requires leadership training. The Red Star Course satisfies both these needs.
2. **Course Design.** The Red Star Course has been designed:
 - a. assuming that the majority of the Red Star course cadets are between the ages of 13-15;
 - b. using 30 minutes (40 minutes at the Commanding Officer's discretion) as a standard period of instruction which makes cadet corps training less like school and requires the instructor to concentrate on **must knows**;
 - c. around a Course Training Plan (CTP) and a Reference book. Both publications are required in order to run a serial of the Red Star Course; and
 - d. to emphasize skills rather than theoretical knowledge.

USE OF THE CTP

3. This CTP provides the authority for Cadet Corps Commanding Officers to conduct the Red Star Course.

CONDUCT OF TRAINING

4. **Scope.** The following are performance objectives (PO) content summaries of the Red Star Course:
 - a. PO 401 — Drill :
 - (1) The aim of the Red Star drill is to complete instruction of the basic skills required in order that the cadet can perform drill movements as a member of a squad.
 - (2) In addition, drill teaches an army cadet self-reliance, steadiness on parade, self-discipline and personal deportment. Drill develops individual and group pride and esprit de corps, provided that it is well taught and executed.
 - b. PO 402 — Fundamental Training :
 - (1) The aim of Red Star fundamental training is to continue providing Red Star course cadets with a background knowledge and history of the Royal Canadian Army Cadets (RCAC).
 - (2) In addition, the recognition and history of the Canadian, provincial and cadet flags will be taught.
 - c. PO 403 — Bushcraft :
 - (1) The aim of Red Star Bushcraft is to complete instruction of the basic skills required by a cadet to live comfortably in the field. These skills are to be practiced and tested during the field training weekend.
 - d. PO 404 — Not Allocated.

e. PO 405 — Map and Compass :

- (1) The aim of Red Star map and compass is to continue to provide the cadet with the knowledge and skills so he/she will be better qualified to navigate across the different types of terrain. These skills are to be tested during the field training exercises and at the local headquarters.

f. PO 406 — Marksmanship :

- (1) The aim of Red Star marksmanship training is to review the theory behind the principles of marksmanship.
- (2) Once the review portion of the marksmanship PO has been completed, cadets are required to attempt the annual classification shoot as detailed in CATO 41.04. A range day has been set aside under mandatory support training in order to meet this requirement.

g. PO 407 — Not Allocated.

h. PO 408 — Not Allocated.

i. PO 409 — Not Allocated.

j. PO 410 — Public Speaking :

- (1) The aim of Red Star public speaking is to continue exposing the cadet to speaking in front of a group. The cadet will be asked to deliver a five-minute speech on a subject of his/her own choice and a five-minute speech on a subject detailed by the instructor. Public speaking helps to build confidence and courage.

k. PO 411 — Leadership :

- (1) The aim of Red Star leadership is to introduce the qualities of a good leader, the principles of leadership and define morale and esprit de corps.

l. PO 412 — Citizenship :

- (1) The aim of Red Star citizenship is to introduce the cadet to Canadian history, the roles of community service clubs and to encourage the cadet's continued participation in community service.

m. PO 413 — Physical Fitness :

- (1) The aim of Red Star physical fitness is to teach the cadet how to prepare and maintain a personal fitness program.
- (2) The Army Cadet Fitness Test must be conducted as part of mandatory support training, however, there is no requirement to meet a minimum standard in order to pass this course.

n. PO 414 — Not Allocated.

o. PO 415 — Not Allocated.

5. **Method of Achieving Objectives.** The majority of Red Star POs are skill related. A skill is acquired through a medium of practical periods of instruction and practice. Therefore, in order to achieve these POs, a hands-on learning approach is **essential**.

6. **Course Summary.****Training Time Allocation — Red Star Course**

PO	Activity	Number of Periods
401	DRILL	11
402	FUNDAMENTAL TRAINING	5
403	BUSHCRAFT	11
405	MAP AND COMPASS	14
406	MARKSMANSHIP	2
410	PUBLIC SPEAKING	5
411	LEADERSHIP	7
412	CITIZENSHIP	3
413	PHYSICAL FITNESS	2
Total		60

Chapter Two

CHAPTER 2

COURSE MANAGEMENT DETAILS

AIM

1. The aim of the Red Star Course is to complete instruction of the basic skills, theoretical knowledge and practical experience required for a cadet to function as a member of a cadet corps. In this regard, the Red Star Course completes the work begun during the Green Star Course. In addition, the Red Star Course will introduce the principles of leadership. In this way, the Red Star cadet will have the understanding of what it means to be a leader among his/her peers; what it means to accept responsibility for a small task and will be able to accept the responsibility for the welfare of others.

CRITICAL REQUIREMENTS

2. **Course Duration.** The duration of this course is 60 periods of instruction.
3. **Instructor Allocation:**
 - a. Red Star Course Officer;
 - b. Cadet instructors with a minimum qualification of gold star; and
 - c. any guest lecturers as required.
4. **Course Capacity.** The course capacity will be dependent on the resources available at each cadet corps and the number of qualified available Green Star cadets. This decision lies with the Cadet Corps Commanding Officer.
5. **Facility Requirements.** The Red Star Course requires access to the following facilities in order to conduct this course:
 - a. an area to conduct drill instruction;
 - b. a classroom; and
 - c. a training area out of doors.
6. **Language of Instruction.** This course will be conducted in accordance with CATO 13-21.

RELATED AGENCIES

7. **Controlling Agency.** The agency that controls the content of this CTP is NDHQ/D Cds 3.
8. **Loading Agency.** The loading agency is the Cadet Corps Commanding Officer.

COURSE PROGRAMMING

9. **Course Programming.** Scheduling of the Red Star Course is the responsibility of the Cadet Corps.
10. Normally one serial of the Red Star Course will be conducted during the cadet corps training year.

COURSE PREREQUISITES

11. To qualify for selection, the cadet must have successfully completed the Green Star Course or have successfully completed the Basic Army Cadet Course.

QUALIFICATION

12. Successful completion of this course gives the qualification of Red Star. The Red Star badge (NSN number 8455-21-872-2502) is to be awarded to each successful cadet by the Cadet Corps Commanding Officer immediately following the completion of the course.

MANDATORY SUPPORT REQUIREMENTS

13. In addition to the mandatory 60 periods of instruction, there is a requirement for mandatory support training to be conducted. This training consists of:

- a. two field training weekends (4 days) to practice and test all practical skills taught at the Red Star level;
- b. a range day to conduct the Daisy 853C Air Rifle Marksmanship Classification;
- c. a day to conduct a citizenship activity;
- d. a day to test the ACFT and practice a team sporting activity; and
- e. a day at the Commanding Officer's discretion.

Chapter Three

CHAPTER 3

ASSESSMENT OF CADETS

GENERAL

1. **Course Assessment.** A pass/fail assessment of each cadet will be based upon:
 - a. successfully meeting the standards of all Performance Objectives as stated in Chapter 4 of this publication (see paragraph 2 below for further details); and
 - b. the cadet's overall conduct and behaviour (see paragraph 3 below for further details).
2. **Performance Objective Assessment.** Assessment of all performance objectives (POs) will be accomplished by way of one of the three following methods:
 - a. **Performance Checks.** A pass (P) or fail (F) grading will be assigned. This method of assessment often asks the cadet to correctly perform an action. A performance check is used to evaluate a skill;
 - b. **Written tests.** A 60% result is required for a passing grade. This method of assessment is often used to test theoretical knowledge. This theoretical knowledge supports an action; and
 - c. **Participation.** The cadet's participation in an activity is the third method of evaluation used in this CTP. The cadet is, therefore, asked to participate in the class or in a specific activity or training.
3. **Conduct/Behavioural Assessment.** Cadets must meet the standard of behaviour and conduct expected from all cadets. Difficulties in this regard will be handled by the Course Officer during cadet interviews and personal counselling.

SPECIFIC ASSESSMENT GUIDELINES

4. PO 401(Drill) will be assessed in a practical manner using the assessment form in Annex A to this chapter.
5. PO 402 (Fundamental training) will be assessed using a written test. A sample written test is included in Annex B to this chapter. There is no requirement to use the sample test, but it is available should the need arise.
6. PO 403 (Bushcraft) is to be assessed using the evaluation form in Annex C to this chapter. This PO is to be tested by way of performance checks during the weekend field exercise.
7. PO 404 — Not Allocated.
8. PO 405 (Map and compass) will be assessed while in the field using the assessment form included in Annex D to this chapter. Attached to Annex D is one-sample map using exercise, which may be conducted at time of testing.
9. PO 406 (Marksmanship) is to be assessed in two ways. Firstly, using the sample written marksmanship test included in Annex E to this chapter. There is no requirement to use the sample test, but it is available should the need arise. Secondly, the cadet must attempt the Daisy 853C Air Rifle Marksmanship Classification Shoot. Details for the classification shoot are included in CATO 14-41, annex C.
10. PO 407 — Not Allocated.
11. PO 408 — Not Allocated.
12. PO 409 — Not Allocated.
13. PO 410 (Public speaking) will be assessed using the assessment form found in Annex F to this chapter.

14. PO 411 (Leadership) will be assessed using a written test. A sample written test is included in Annex G to this chapter. There is no requirement to use the sample test, but it is available should the need arise.

15. PO 412 (Citizenship) is to be assessed by way of the cadet's participation in an activity in support of the local community. It is to be graded, as participated/did not participate on the cadet's training record.

16. PO 413 (Physical Fitness) is to be assessed in two ways. Firstly, by way of the cadet's participation in the Army Cadet Fitness Test (ACFT) (CATO 41.03). There is no requirement to meet a minimum standard in order to pass this course. However, any level of fitness that is achieved by a cadet is to be recorded on the cadet's training record: Secondly, the cadet must demonstrate that he/she has participated in a personal fitness program. Physical fitness is to be graded as pass/fail depending on the cadets participation in the ACFT and a personal fitness programme.

17. PO 414 — Not Allocated.

RETESTING

18. Supplementary testing of all POs is permitted if failure occurs. A retest is equal to a pass. In the case of those POs that require a subjective interpretation of the cadet's ability, the Course Officer must decide if retesting is appropriate and required.

PROGRESS MONITORING

19. Continuous monitoring of cadet progress is required in order to provide the following:

- a. early warning of cadet difficulties; and
- b. feedback on the effectiveness of training.

20. Mechanisms used for this purpose are:

- a. the cadet training record; and
- b. cadet interviews with the Course Officer — a minimum of one interview per cadet corps training year.

21. **Cadet Training Record.** The Course Officer is responsible for completing a Cadet Training Record for each cadet on the Red Star Course. This record contains all of the cadet's results. Annex H contains a copy of the Cadet Training Record. A copy of the cadets training record is to be placed on the cadets personal file (DND 1888) in accordance with CATO 41-12

22. **Cadet Interviews.** The Course Officer will interview every cadet in order to obtain feedback on learning difficulties, presentation of course content and administrative problems. This system does not preclude the reporting of problems as they arise, but ensures that feedback does take place.

UNSATISFACTORY COURSE PROGRESS

23. Unsatisfactory course progress is indicated by:

- a. a failure of any one of the POs;
- b. a lack of attendance at cadet training sessions; and
- c. inappropriate conduct.

24. In addressing inappropriate conduct on the part of a cadet, the Course Officer will follow normal counselling procedures.

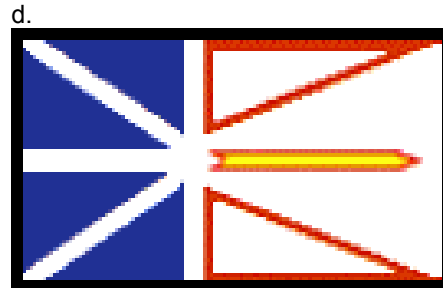
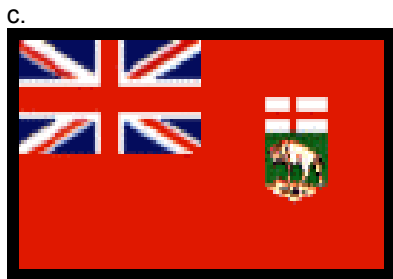
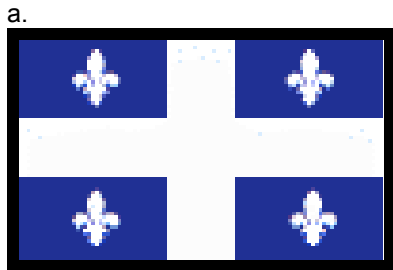
PO 402

FUNDAMENTAL TRAINING WRITTEN TEST

SURNAME _____ GIVEN NAMES _____

RESULTS /50

1-3. Canada is made up of ten provinces and three territories. Illustrated below are four provincial flags.



Match the provincial flags with the provinces listed below:
(5 pts each for a total of 15 pts)

1. _____ Manitoba.
 2. _____ Quebec.
 3. _____ Newfoundland.
4. The Army Cadet League of Canada was founded in 1971. Its main function is ... (5 pts)
- a. to organise local HQ training;
 - b. to recruit new cadets;
 - c. to promote army cadets in Canada; or,
 - d. none of the above.

5. When and by who was the Royal Canadian Army Cadet Banner first presented? (5pts)
- a. 20 June 1963, by the Minister of National Defence;
 - b. 23 July 1987, by the Governor General of Canada;
 - c. 20 August 1985, by HRH Prince Philip, Duke of Edinburgh; and
 - d. None of the above.

6-8. Match the flags/banner with the titles listed below (5 pts each for a total of 15 pts)

a.



b.



c.



d.



6. _____ RCAC Banner.
7. _____ Army Cadet Flag.
8. _____ Army Cadet Training Centre Flag.
9. Which one of the following statements with regards to flying of the National Flag is correct? (5 pts)
- a. The National Flag can only be paraded with army cadets when it is accompanied by the RCAC Banner;
 - b. The National Flag cannot be paraded on statutory holidays;
 - c. When flags are flown together in a group no flag should be flown higher than the National Flag; or,
 - d. All of the above.
10. Who is the Colonel-in Chief of the RCAC? (5 pts)
- a. Director of Cadets;
 - b. HRH Prince Phillip;
 - c. Chief of the Defence Staff; or,
 - d. The Governor General.

PO 403

BUSHCRAFT ASSESSMENT FORM

NAME:																			
EO	DID THE CADET:																		
403.15	CORRECTLY AND SAFELY REPLACE A GENERATOR ON A COLEMAN TWO BURNER?																		
403.15	CORRECTLY AND SAFELY REPLACE A MANTLE ON A COLEMAN TWO BURNER?																		
403.16	CORRECTLY TIE A BOWLINE?																		
	CORRECTLY TIE A FISHERMAN'S KNOT?																		
	CORRECTLY TIE A SQUARE LASHING?																		
403.28	COMPLETE PROPER PREPARATION FOR PARTICIPATION IN A CADET CORPS EXPEDITION?																		
RESULTS PASS (P) FAIL (F)																			

Note: All questions must be answered with (P) in order to pass the performance objective.

PO 405

MAP AND COMPASS ASSESSMENT FORM

		NAME:									
EO	DID THE CADET?										
405.05	CORRECTLY MEASURE A DISTANCE ON A MAP USING THE STRAIGHT LINE METHOD?										
	CORRECTLY MEASURE A DISTANCE ON A MAP BY FOLLOWING A ROUTE?										
405.07	CORRECTLY IDENTIFY THE COMPONENTS OF THE COMPASS?										
405.08	CORRECTLY IDENTIFY THE POINTS OF THE COMPASS?										
405.09	CORRECTLY ORIENT A MAP USING THE COMPASS?										
405.09	CORRECTLY CALCULATE THE MAGNETIC DECLINAISON FOR A GIVEN MAP SHEET?										
405.10	TAKE A MAGNETIC BEARING?										
	NAVIGATE BY NIGHT USING A COMPASS?										
	NAVIGATE BY NIGHT USING THE STARS?										
RESULTS PASS (P) FAIL (F)											

Note: All questions must be answered with (P) in order to pass the performance objective.

**RED STAR
SUGGESTED MAP AND COMPASS USING
PRACTICAL EXERCISE**

Aim:

1. The aim of this exercise is to practice cadets in navigating across country using the compass.

Skills Practiced:

2. Cadets will be required to apply the following skills:
 - a. setting a bearing on a compass; and
 - b. marching with a compass.

Description:

3. This exercise is designed to focus on the use of the compass. Maps are not used. This situation is artificial, but allows cadets to concentrate on using their compass accurately without being able to rely on other means of judging direction.

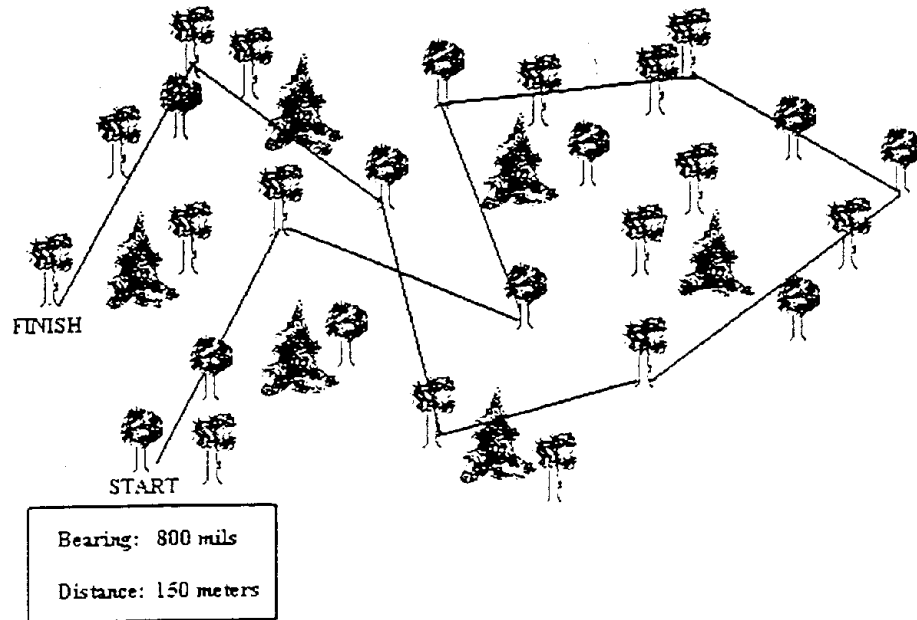
Equipment Required:

4. The following equipment is required:
 - a. one compass per cadet;
 - b. flagging tape to mark the check points; and
 - c. index cards for bearing/distance descriptions at checkpoints.

Set-up:

5. An outdoor area consisting of open woods would provide the best terrain for this exercise. The wooded area should allow relatively easy travel, but be dense enough such that cadets can not see the checkpoint they are heading to until they are close by. The compass course consists of several legs each set-up on a compass bearing. Each leg should be between 50 meters to 250 meters long and legs can cross each other depending on the terrain used.
6. At the start point is a card indicating the bearing and distance to be travelled to find the first checkpoint. Each subsequent checkpoint is similarly labelled with a card indicating the bearing and distance to the next one. Each cadet is to navigate a minimum of one leg of the course. Instructors should ensure that the magnetic declination is set on the compass prior to start of the exercise.
7. Once set, the course should be verified by another instructor to make sure all bearings and distances are accurate. A forward and backward route can be set up to allow more cadets to participate at one time. In this case, checkpoint description needs to include information for a forward and backward route. See the diagram on the next page for an idea of course designs.

8. An example course set-up can look like this:



Practice:

9. The cadets will be required to read the description card at the checkpoint and:
- set the bearing on their compass;
 - march keeping in line with their bearing and avoid obstacles as required; and
 - find the next checkpoint and repeat the process.

Summary:

10. This exercise can be done individually or in pairs. It is best to allow cadets to try it individually to test their own skill without relying on the aid of others. To make things more interesting this exercise can be a timed event with the individual or team who completes the course in the fastest time declared the winner. This exercise should help cadets to learn to trust their compass for its accuracy and reliability.
11. The same exercise with a different itinerary can be done at night. It is not easy, under any circumstances, to hold a constant course in the dark. Plenty of practice is needed before it can be done consistently and with confidence.

PO 406

MARKSMANSHIP WRITTEN TEST

SURNAME _____ GIVEN NAMES _____

RESULTS /50

1. Marksmanship is the complete mastery of the five principles of shooting they are: (10 pts)
 - a. enthusiasm, pride, breathing, holding and trigger squeeze;
 - b. co-ordination, aiming, trigger control and follow through;
 - c. position, aiming, breathing, trigger control and follow through; and
 - d. attitude, holding, breathing, co-ordination and aiming.
2. What is meant by trigger control? (10 pts)
 - a. manipulation of the trigger in such a way that there is no disturbance or motion of the foresight;
 - b. inconsistent squeezing of the trigger;
 - c. trigger pressure should only be applied after you have fired the shot; and
 - d. none of the above.
3. What is meant by the term Natural Alignment? (10 pts)
 - a. the position where in an air rifle points naturally at the target when the shooter is in a comfortable and stable position;
 - b. the head is placed in exactly the same position for every shot;
 - c. closing the eye not in use; and
 - d. once the tip of the foresight is centralised, the position of your head must not change.
4. What is meant by follow-through? (10 pts)
 - a. the effort made by the shooter to follow the pellet to the target;
 - b. the actions performed to reload an air rifle after firing a shot;
 - c. the effort made by the shooter to follow the pellet to the target; and
 - d. all of the above.

5. The rifle sling helps to support the weight of the rifle, ensuring minimal muscular effort on the part of the shooter. What is the correct position of the rifle sling on the arm? (10 pts)

- a. on the upper arm above the biceps near the shoulder where there is little pulse;
- b. positioned on the arm where the shooter feels most comfortable;
- c. the sling can be positioned anywhere on the arm; and
- d. the sling is wrapped twice around the hand.

PO 410
PUBLIC SPEAKING ASSESSMENT FORM

Name _____

Topic _____

Assessor _____

Critical Factors	PASS	FAIL
Did the cadet...		
1. select and limit the subject of the speech?		
2. determine the purpose of the speech?		
3. analyse the audience and occasion?		
4. gather together enough data/information?		
5. outline the material?		
6. develop an introduction, body and conclusion?		
7. plan visual aids?		
8. show evidence of having rehearsed the speech?		
RESULTS Pass / Fail		

Note: Six out of eight questions must be answered with (P) in order to pass this PO.

Assessors comments:

PO 411
LEADERSHIP WRITTEN TEST

SURNAME _____ GIVEN NAMES _____

RESULTS /100

1. The 10 qualities of a leader are listed below. In the space provided, write down your own definition or give an example of each quality. (For a total of 100 points, 10 points per question.)

a. **Honesty:** _____

b. **Sense of responsibility:** _____

c. **Self-confidence:** _____

d. **Enthusiasm:** _____

e. **Dependability:** _____

f. **Patience:** _____

g. **Decisiveness:** _____

h. **Determination:** _____

i. **Loyalty:** _____

j. **Courage:** _____

CADET TRAINING RECORD

RED STAR COURSE

Surname: _____ Given Name: _____

PERFORMANCE OBJECTIVES	PASS	FAIL	COMMENTS
PO 401 Drill			
PO 402 Fundamental Training			
PO 403 Bushcraft			
PO 405 Map and compass			
PO 406 Marksmanship			Note level achieved
PO 410 Public Speaking			
PO 411 Leadership			
PO 412 Citizenship			
PO 413 Physical Fitness			Circle level achieved Bronze Silver Gold

Passed / Failed the Red Star Course (circle the appropriate one)

Optional training attended during the training year:

Evaluating Officer's Comments:

Cadet's signature
Date
Evaluating Officer's Signature

Commanding Officers Comments

Date
Commanding Officer's Signature

Chapter Four

**CHAPTER 4
PERFORMANCE OBJECTIVE TRAINING SUMMARY
RED STAR COURSE**

**A-CR-CCP-119/PH-001
401 DRILL
PERFORMANCE — EXECUTE FOOT DRILL AT THE HALT AND ON THE MARCH WITHOUT ARMS.**

EO	PERFORMANCE STATEMENT	NO. OF PERIODS
16	Execute the about turn on the march.	2
17	Execute squad in threes forming single file from the halt.	1
18	Execute squad in single file re-forming threes on the march.	2
19	Execute squad in line forming single file from the halt.	1
20	Execute squad in single file re-forming line on the march.	2
21	Execute change step on the march.	1
	Testing	2
TOTAL		11

4-1/4-2

A-CR-CCP-119/PH-001

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p style="text-align: center;">DRILL: 401.16</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Execute the about turn on the march.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — words of command; and b. Denied — assistance. <p>3. STANDARD — The cadet will execute the about turn on the march in accordance with references :</p> <ul style="list-style-type: none"> a. on the command "ABOUT TURN" given as the right foot is forward and on the ground; b. take a 35 cm (15 in.) pace with the left foot and place the foot flat on the ground; c. bring the right foot into the left in a straight leg manner above the ground to the position of attention; d. simultaneously, cut the right arm down and the left in from the rear as the left foot comes in; e. maintaining the arms at the sides, pivot on the sole of the right foot to force the body through a turn of 90 degrees to the right; f. simultaneously bend the left knee so that the thigh is parallel to the ground; g. then lower the leg smartly to the ground to assume the position of attention; 	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. demonstration; and b. performance. <p>7. SUBSTANTIATION — The about turn on the march is designed to reverse direction without halting a squad of cadets.</p> <p>8. REFERENCES:</p> <ul style="list-style-type: none"> a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial (chapter 3, pages 3-33 to 3-35); and b. Cadet Reference Book (pages 1-23 & 1-24). <p>9. TRAINING AIDS — Assistant Instructor as determined by class size.</p> <p>10. TEST DETAILS — Each cadet will be checked independently and will be required to execute the drill movement as ordered.</p> <p>11. REMARKS — During a complicated drill movement such as this, it is important to break it down into manageable parts.</p>

DRILL: 401.16 (continued)

- h. pivot on the sole of the left foot to force the body through a turn of 90 degrees to the right;
- i. simultaneously, bend the right knee so the thigh is parallel to the ground;
- j. then lower the leg smartly to the ground and assume the position of attention; and
- k. step off in quick time with a 35 cm (15 in.) pace with the left foot in the new direction.

4. **TEACHING POINTS** — The teaching points for this drill movement are outlined in the Standard Statement.

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p style="text-align: center;">DRILL: 401.17</p>	<p>5. TIME — One 30 minute period.</p>
<p>1. PERFORMANCE — Execute squad, in threes forming single file from the halt.</p> <p>2. CONDITIONS:</p> <p style="padding-left: 20px;">a. Given — words of command; and — a squad.</p> <p style="padding-left: 20px;">b. Denied — assistance.</p> <p>3. STANDARD — The cadet will execute squad in threes forming single file at the halt in accordance with references :</p> <p style="padding-left: 20px;">a. on the command "SINGLE FILE FROM THE LEFT (RIGHT), QUICK MARCH";</p> <p style="padding-left: 20px;">b. the directed flank marches off in single file in quick time;</p> <p style="padding-left: 20px;">c. the remainder marks time; and</p> <p style="padding-left: 20px;">d. the leading cadets of the centre and non-directing single file execute a left (right) incline and lead off in single file when the single file on their left (right) is clear.</p> <p>4. TEACHING POINTS — The teaching points for this drill movement are outlined in the Standard Statement.</p>	<p>6. METHOD/APPROACH:</p> <p style="padding-left: 20px;">a. demonstration; and</p> <p style="padding-left: 20px;">b. performance.</p> <p>7. SUBSTANTIATION — This enabling objective breaks a large group of cadets into a manageable single file for entering through narrow doorways or filing into a classroom/mess hall etc.</p> <p>8. REFERENCES:</p> <p style="padding-left: 20px;">a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial (chapter 3, page 3-43 to 3-41); and</p> <p style="padding-left: 20px;">b. Cadet Reference Book (page 1-24).</p> <p>9. TRAINING AIDS — Assistant Instructor as determined by class size.</p> <p>10. TEST DETAILS — Each cadet will be checked independently and will be required to execute the drill movement as ordered.</p> <p>11. REMARKS — N/A.</p>

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>DRILL: 401.18</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Execute squad in single file re-forming threes on the march.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — words of command; and — a squad. b. Denied — assistance. <p>3. STANDARD — The cadet will execute squad in single file re-forming threes on the march in accordance with references :</p> <ul style="list-style-type: none"> a. on the command "ON THE RIGHT (LEFT) RE-FORM THREES, FRONT RANK MARK-TIME"; b. the rank leading marks time; c. the remainder reforms three ranks and marks time; and d. on the command, "FORWARD" or "SQUAD HALT", the squad will act as previously taught. <p>4. TEACHING POINTS — The teaching points for this drill movement are outlined in the Standard Statement.</p>	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. demonstration; and b. performance. <p>7. SUBSTANTIATION — This enabling objective reassembles a single file into three ranks for further drill movement.</p> <p>8. REFERENCES:</p> <ul style="list-style-type: none"> a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial (chapter 3, page 3-45 section 331); and b. Cadet Reference Book. (page 1-24) <p>9. TRAINING AIDS — Assistant Instructor as determined by class size.</p> <p>10. TEST DETAILS — Each cadet will be checked independently and will be required to execute the drill movement as ordered.</p> <p>11. REMARKS — N/A.</p>

4-7-4-8

A-CR-CCP-119/PH-001

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>DRILL: 401.19</p>	<p>5. TIME — One 30 minute period.</p>
<p>1. PERFORMANCE — Execute squad in line forming single file from the halt.</p> <p>2. CONDITIONS:</p> <p>a. Given — words of command; and — a squad.</p> <p>b. Denied — assistance.</p> <p>3. STANDARD — The cadet will execute as a member of a squad in line forming single file from the halt :</p> <p>a. on the command SINGLE FILE FROM THE LEFT (RIGHT) QUICK MARCH;</p> <p>b. the directing flank marches forward in single file in quick time; and</p> <p>c. the remainder marks time, leads off, and wheels in single file following the file on its (left) right.</p> <p>4. TEACHING POINTS — The teaching points for this drill movement are outlined in the Standard Statement.</p>	<p>6. METHOD/APPROACH:</p> <p>a. demonstration; and</p> <p>b. performance.</p> <p>7. SUBSTANTIATION — This movement enables a large group of cadets to be formed into a manageable file for entering through doorways/mess halls, etc.</p> <p>8. REFERENCES:</p> <p>a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial (chapter 3, page 3-44 to 3-46); and</p> <p>b. Cadet Reference Book (page 1-25).</p> <p>9. TRAINING AIDS — Assistant Instructor as determined by class size.</p> <p>10. TEST DETAILS — Each cadet will be checked independently and will be required to execute the drill movement as ordered.</p> <p>11. REMARKS — Remind cadets to maintain the correct cadence as they mark time.</p>

4-9-4-10

A-CR-CCP-119/PH-001

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>DRILL: 401.20</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Execute squad in single file re-forming line on the march.</p> <p>2. CONDITIONS:</p> <p>a. Given — words of command; and — a squad.</p> <p>b. Denied — assistance.</p> <p>3. STANDARD — The cadet will execute re-forming line from the single file on the march as a member of a squad :</p> <p>a. on the command "ON THE LEFT (RIGHT) RE-FORM LINE — REMAINDER MARK-TIME";</p> <p>b. the leading file marks time; and</p> <p>c. on the command, "FORWARD" or "SQUAD HALT", the squad will act as previously taught.</p> <p>4. TEACHING POINTS — The teaching points for this drill movement can be found in the Standard Statement.</p>	<p>6. METHOD/APPROACH:</p> <p>a. demonstration; and</p> <p>b. performance.</p> <p>7. SUBSTANTIATION — This movement reassembles a single file into line.</p> <p>8. REFERENCES:</p> <p>a. A-PD-201-000/PT-000 Canadian Forces Manual of Drill and Ceremonial (chapter 3, page 3-46); and</p> <p>b. Cadet Reference Book (page 1-25 & 1-26).</p> <p>9. TRAINING AIDS — Assistant Instructor as determined by class size.</p> <p>10. TEST DETAILS — Each cadet will be checked independently and will be required to execute the drill movement as ordered.</p> <p>11. REMARKS — Remind cadets to maintain the correct cadence as they mark time.</p>

4-11-4-12

A-CR-CCP-119/PH-001

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>DRILL: 401.21</p>	<p>5. TIME — One 30 minute period.</p>
<p>1. PERFORMANCE — Execute change step on the march.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — words of command; and b. Denied — assistance. <p>3. STANDARD — The cadet will execute the drill movement change step on the march in accordance with references.</p> <p>4. TEACHING POINTS:</p> <ul style="list-style-type: none"> a. change step on the march in quick time; and b. change step when marking time. 	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. demonstration; and b. performance. <p>7. SUBSTANTIATION — This lesson will enable a cadet or a body of marching cadets to change step on a word of command or on their own as required.</p> <p>8. REFERENCES:</p> <ul style="list-style-type: none"> a. A-PD-2011-000/PT-000 Canadian Forces Manual of Drill and Ceremonial (chapter 3, page 3-20 – 3-21); and b. Cadet Reference Book (page 1-26). <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — Each cadet will be checked independently and will be required to execute the drill movement as ordered.</p> <p>11. REMARKS — N/A.</p>

**CHAPTER 4
PERFORMANCE OBJECTIVE TRAINING SUMMARY
RED STAR COURSE**

A-CR-CCP-119/PH-001 402 FUNDAMENTAL TRAINING PERFORMANCE — DEMONSTRATE PRIDE AND LOYALTY IN THE CADET CORPS AND IN THE ROYAL CANADIAN ARMY CADETS.

EO	PERFORMANCE STATEMENT	NO. OF PERIODS
07	Understand unit organization.	1
08	Discuss the history of the Royal Canadian Army Cadets.	1
09	Identify the Canadian, provincial and army cadet flags.	2
	Test	1
TOTAL		5

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>FUNDAMENTAL TRAINING: 402.07</p>	<p>5. TIME — One 30 minute period.</p>
<p>1. PERFORMANCE — Understand unit organization.</p> <p>2. CONDITIONS:</p> <p>a. Given — large sheets of paper and pens; and</p> <p>b. Denied — assistance.</p> <p>3. STANDARD — The cadet will correctly draw the organizational chart for his/her cadet corps and list the responsibilities of each section.</p> <p>4. TEACHING POINTS:</p> <p>a. the organizational chart;</p> <p>b. Cadet corps headquarters give a description of the following sections to include strength, section responsibility:</p> <p>(1) headquarters section;</p> <p>(2) administration section;</p> <p>(3) training section; and</p> <p>(4) supply section.</p> <p>c. Cadet corps platoons/troops</p> <p>(1) size;</p> <p>(2) platoon/troops; and</p> <p>(3) sections.</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture; and</p> <p>b. performance.</p> <p>7. SUBSTANTIATION — This lesson will help the cadets to understand how the chain of command is applied within their cadet corps.</p> <p>8. REFERENCES —</p> <p>a. Cadet Reference Book (pages 2-18 & 2-19); and</p> <p>b. CATO 40-03.</p> <p>9. TRAINING AIDS — Organizational chart.</p> <p>10. TEST DETAILS — The cadet must be able to draw the organizational chart for his/her cadet corps with no more than one error/omission.</p> <p>11. REMARKS:</p> <p>a. Identify those cadets that fulfill the positions in the cadet corps;</p> <p>b. Work on the organizational chart that applies to your cadet corps; and</p> <p>c. Explain that a cadet corps can be made up of more than one platoon/troop and that this will depend on the number of cadets in the unit.</p>

4-17-4-18

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COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>FUNDAMENTAL TRAINING: 402.08</p>	<p>5. TIME — One 30 minute period.</p>
<p>1. PERFORMANCE — Discuss the history of the Royal Canadian Army Cadets (RCAC).</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — N/A; and b. Denied — assistance. <p>3. STANDARD — The cadet will discuss the history of the RCAC, making no mistakes with regard to facts and dates.</p> <p>4. TEACHING POINTS:</p> <ul style="list-style-type: none"> a. date founded; b. the Strathcona Trust Agreement; c. war time activities; d. the Army Cadet League, of Canada; e. different uniforms; f. unification; and g. female cadets. 	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. lecture; and b. discussion. <p>7. SUBSTANTIATION — This lesson will provide background information for all cadets as to RCAC history.</p> <p>8. REFERENCES — Cadet Reference Book (Pages 2-20 to 2-27).</p> <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS —</p>

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COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>FUNDAMENTAL TRAINING: 402.09</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Identify the Canadian, provincial and army cadet flags.</p> <p>2. CONDITIONS:</p> <p>a. Given — RCAC Badge Poster; and — <i>Symbols of Canada</i>.</p> <p>b. Denied — assistance.</p> <p>3. STANDARD —The cadet must identify the Canadian, provincial and army cadet flags.</p> <p>4. TEACHING POINTS:</p> <p>a. Canadian flag;</p> <p>b. flag of Newfoundland;</p> <p>c. flag of Prince Edward Island;</p> <p>d. flag of New Brunswick;</p> <p>e. flag of Nova Scotia;</p> <p>f. flag of Québec;</p> <p>g. flag of Ontario;</p> <p>h. flag of Manitoba;</p> <p>i. flag of Saskatchewan;</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture; and</p> <p>b. discussion.</p> <p>7. SUBSTANTIATION — This lesson is designed to teach the cadet to recognize flags, which they will be called upon to pay compliments during their time in cadets.</p> <p>8. REFERENCES:</p> <p>a. Cadet Reference Book (pages 2-27 to 2-32);</p> <p>b. A-AD-200-000/AG-000 (Honors, flags and heritage of CF); and</p> <p>c. A-CR-CCP-122/PT-001 <i>Symbols of Canada</i>.</p> <p>9. TRAINING AIDS:</p> <p>a. RCAC Badge Poster; and</p> <p>b. Cadet Corps Flag.</p> <p>10. TEST DETAILS — The cadets must identify the flags shown to them.</p> <p>11. REMARKS — The <i>Symbols of Canada</i> book may be ordered through the supply system. Other publications may be available that will provide more information on the flags of Canada.</p>

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE **CTS NUMBER: A-CR-CCP-116/PC-001**

FUNDAMENTAL TRAINING: 402.09 (continued)

- j. flag of Alberta;
- k. flag of British Columbia;
- l. flag of North West Territories;
- m. flag of Yukon;
- n. flag of Nunavut;
- o. RCAC Banner;
- p. Army Cadet Flag;
- q. Army Cadet Camp Flag;
- r. how to display the flags;
- s. when to pay respects;
- t. how to fold a flag; and
- u. how to dispose of a flag.

**CHAPTER 4
PERFORMANCE OBJECTIVE TRAINING SUMMARY
RED STAR COURSE**

**A-CR-CCP-119/PH-001
403 BUSHCRAFT
PERFORMANCE — PARTICIPATE IN BUSHCRAFT TRAINING.**

EO	PERFORMANCE STATEMENT	NO. OF PERIODS
14	Employ methods of environmentally safe waste disposal in the field.	1
15	Maintain section equipment.	2
16	Tie a knot (bowline, fisherman's knot and a square lashing).	2
17	Identify bivouac site with all its various components.	1
18	Observe hiking techniques.	1
19	Prepare for an expedition.	2
20	Discuss dangerous animals.	1
21	Employ voice procedures (communication)	1
	Testing (done in the field)	As required

TOTAL

11

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CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>BUSHCRAFT: 403.14</p>	<p>5. TIME — One 30 minute period.</p>
<p>1. PERFORMANCE — List the various methods of environmentally safe waste disposal to be used while in the field.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — paper and pen; and b. Denied — assistance. <p>3. STANDARD — The cadet must list, without error, the various environmentally safe methods of disposing of waste while in the field.</p> <p>4. TEACHING POINTS:</p> <ul style="list-style-type: none"> a. food and meal waste; b. waste from equipment; and c. human waste. 	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. lecture; and b. performance. <p>7. SUBSTANTIATION — The cadet must learn what to do with waste in order to best protect the environment.</p> <p>8. REFERENCES —</p> <ul style="list-style-type: none"> a. Cadet Reference Book (page 3-51 & 3-52); and b. CATO 11-08, 45-08. <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — The cadet must write down without error all the methods of disposing of waste.</p> <p>11. REMARKS:</p> <ul style="list-style-type: none"> a. It may seem silly to worry about how you dispose of your waste while in the field, but there are many benefits to you and to the environment; b. If you are careful in choosing your food supplies and if you transfer food from cans to reusable plastic containers, you will have very little waste to dispose of when you are in the woods; and c. Remember the basic three Rs are REDUCE, RE-USE and RECYCLE.

4-25/4-26

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CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>BUSHCRAFT: 403.15</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Maintain section equipment.</p> <p>2. CONDITIONS:</p> <p>a. Given — section equipment; and</p> <p>b. Denied — N/A.</p> <p>3. STANDARD — The cadet, as a member of a team, must participate in the care and maintenance of section equipment.</p> <p>4. TEACHING POINTS:</p> <p>a. equipment must be cleaned and dried before storage;</p> <p>b. all metal tools must be oiled for storage;</p> <p>c. batteries removed from the radios/flashlights, etc;</p> <p>d. tools sharpened;</p> <p>e. stoves must be maintained in the following manner:</p> <p>(1) use correct fuel;</p> <p>(2) always use a filler tunnel when filling the tank;</p> <p>(3) keep the pump leather soft by applying a few drops of oil;</p> <p>(4) check the generator for leaks and replace if required; and</p> <p>(5) keep a stock of the necessary spare parts on hand.</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture;</p> <p>b. demonstration; and</p> <p>c. performance.</p> <p>7. SUBSTANTIATION — This lesson is designed to underscore the basic principles of care and maintenance of section equipment such that the cadets will have use of the equipment that they need to function in the field.</p> <p>8. REFERENCES —</p> <p>a. Cadet Reference Book (pages 3-53 to 3-56); and</p> <p>b. Operation instructions for coleman fuel burning.</p> <p>9. TRAINING AIDS:</p> <p>a. Stove;</p> <p>b. lantern;</p> <p>c. tent; and</p> <p>d. flashlight, etc.</p> <p>10. TEST DETAILS — The cadet must rotate around all of the section equipment presented and discuss the maintenance of each of them.</p> <p>11. REMARKS:</p> <p>a. A selection of section equipment will illustrate the points raised in this lesson without all section equipment needed.</p> <p>b. Have the groups work on the pieces of equipment for 5 minutes and then ask each group to switch so that everyone has a chance to see each piece of equipment. Assistant instructors will be helpful for this period of instruction.</p>

CHAPTER 4: LESSON SPECIFICATIONS
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BUSHCRAFT: 403.15 (continued)

- f. lanterns must be maintained in the following manner:
- (1) use correct fuel;
 - (2) always use a filter funnel when filling the tank;
 - (3) keep the pump leather soft by applying a few drops of oil;
 - (4) avoid damage to the generator parts by handling the lantern carefully;
 - (5) check the mantle for holes and if necessary replace; and
 - (6) for best results keep lantern clean at all times.

- c. Instructors must stress the need for strict adherence to safety precautions and point out the importance of the requirement for a high standard of maintenance.
- d. When used for any length of time the lantern will require new mantles, generators and possibly repairs to the pump.

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CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>BUSHCRAFT: 403.16</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Tie a knot.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — 3 m lengths of 7 mm rope; and b. Denied — assistance. <p>3. STANDARD — The cadet must be able to tie the following knots/lashing and describe their use:</p> <ul style="list-style-type: none"> a. bowline; b. fisherman's; and c. square lashing. <p>4. TEACHING POINTS:</p> <ul style="list-style-type: none"> a. bowline knot; b. fisherman's knot; and c. square lashing. 	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. demonstration; and b. performance. <p>7. SUBSTANTIATION — These knots/lashings are required for field exercises.</p> <p>8. REFERENCES — Cadet Reference Book (page 3-56 to 3-58).</p> <p>9. TRAINING AIDS — 3 m length of 7 mm rope.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS:</p> <ul style="list-style-type: none"> a. The first period should be used to outline the material and the second period should be used to practice; b. Remember the three qualities of a good knot: <ul style="list-style-type: none"> (1) it is easy to tie; (2) it does not jam and become hard to untie; and (3) it does not slip when weight is put on it.

4-29/4-30

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CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>BUSHCRAFT: 403.17</p>	<p>5. TIME — One 30 minute periods.</p>
<p>1. PERFORMANCE — Identify the various components of a bivouac site.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — paper and pen; and b. Denied — assistance. <p>3. STANDARD — The cadet must identify all the elements of a bivouac site and locate them on a diagram.</p> <p>4. TEACHING POINTS:</p> <ul style="list-style-type: none"> a. bivouac components; b. tips for finding a good bivouac site; c. bivouac site organization and safety; and d. food hang. 	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. lecture; and b. performance. <p>7. SUBSTANTIATION — The cadets must have an understanding of the layout of a bivouac such that they will be able to select a site when they become leaders.</p> <p>8. REFERENCES —</p> <ul style="list-style-type: none"> a. Cadet Reference Book (pages 3-59 to 3-62); and b. A-CR-CCP-107/PT-007 (chap 3). <p>9. TRAINING AIDS — Diagram of bivouac site.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS — The cadets can be divided into two groups and asked to create the "perfect bivouac site" — the instructor can then evaluate the two proposals and see which one is superior.</p>

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A-CR-CCP-119/PH-001

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>BUSHCRAFT: 403.18</p>	<p>5. TIME — One 30 minute period.</p>
<p>1. PERFORMANCE — Observe hiking techniques.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — paper and pen; and b. Denied — assistance. <p>3. STANDARD — The cadet will demonstrate proper hiking techniques while participating in an organized hike.</p> <p>4. TEACHING POINTS — good hiking techniques begin with:</p> <ul style="list-style-type: none"> a. foot care; b. personal energy conservation techniques; c. team work; d. the rest stop; e. trekking techniques; and f. crossing obstacles. 	<p>5. METHOD/APPROACH :</p> <ul style="list-style-type: none"> a. lecture; and b. performance. <p>7. SUBSTANTIATION — This lesson is designed to assist the cadet in learning or improving specific skills which they will need during a hike. These skills will allow the cadet to perform at a higher level and help prevent injuries.</p> <p>8. REFERENCES — Cadet Reference Book (pages 3-62 to 3-66).</p> <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS:</p> <ul style="list-style-type: none"> a. Good hiking techniques begin with good foot care. No amount of positive thinking is going to block out the pain of a blister. Damage your feet and the trip is over. b. Conserving energy is one of the basic requirements of good hiking technique. When you are in the backcountry vulnerable to whatever nature might throw your way, you never want to use up all your strength. Always keep a reserve that you can draw on in time of crisis.

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>BUSHCRAFT: 403.19</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Prepare for an expedition.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — paper and pen; and b. Denied — N/A. <p>3. STANDARD — The cadet will demonstrate as a member of a team the proper procedure for the preparation of an expedition.</p> <p>4. TEACHING POINTS:</p> <ul style="list-style-type: none"> a. prepare the outline of your expedition that describes: <ul style="list-style-type: none"> (1) where you are going; (2) details of your planned route; (3) specific activities planned during the hike; and (4) departure and return times (specifying locations). b. draw the route on a map, indicating anticipated campsites, stops, access points, etc. Leave a copy of this map at home with an emergency contact person; c. prepare your equipment; d. prepare yourself; and e. prepare for emergency. 	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. lecture; b. demonstration; and c. performance. <p>7. SUBSTANTIATION — Good preparation will put you in a better position for a successful trip.</p> <p>8. REFERENCES — Cadet Reference Book (page 3-66 to 3-69).</p> <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS:</p> <ul style="list-style-type: none"> a. Preparation for an expedition can involve many aspects. You might need to physically attune the body to the rigours of a long hike by doing a series of short hikes; b. Remember safety is a key issue to keep in mind when planning outdoor activities, particularly those that will take place far from emergency services, phones, vehicles or hospitals; and c. Use common sense. Know your limitations and travel safety.

CHAPTER 4: LESSON SPECIFICATIONS COURSE TITLE: RED STAR COURSE		CTS NUMBER: A-CR-CCP-116/PC-001
ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS	
BUSHCRAFT: 403.20		
<ol style="list-style-type: none"> 1. PERFORMANCE — Discuss dangerous animals. 2. CONDITIONS: <ol style="list-style-type: none"> a. Given — paper and pen; and b. Denied — assistance. 3. STANDARD — The cadet will discuss on dangerous animal: 4. TEACHING POINTS: <ol style="list-style-type: none"> a. prepare the outline of your expedition that describes: <ol style="list-style-type: none"> (1) bears; (2) wildcats and other dangerous animals; and (3) poisonous snakes. 	<ol style="list-style-type: none"> 5. TIME — One 30 minute period. 6. METHOD/APPROACH: <ol style="list-style-type: none"> a. lecture; and b. discussion. 7. SUBSTANTIATION — An understanding of potential animal hazards will assist in your planning for a successful expedition. 8. REFERENCES — Cadet Reference Book (pages 3-69 to 3-74). 9. TRAINING AIDS — N/A. 10. TEST DETAILS — As per the Standard Statement. 11. REMARKS – Emphasize the dangerous animals and insects you may encounter in your local area or expedition route. 	

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS

TRAINING DETAILS

BUSHCRAFT: 403.21

5. **TIME** — One 30 minute period.

1. **PERFORMANCE** — Employ voice procedures.
2. **CONDITIONS:**
 - a. Given — paper and pen; and
 - b. Denied — assistance.
3. **STANDARD** — The cadet will use the phonetic alphabet and apply the communication operating rules:
4. **TEACHING POINTS:**
 - a. Phonetic alphabet;
 - b. Operating rules; and
 - c. Radio net.

6. **METHOD/APPROACH:**
 - a. lecture;
 - b. demonstration; and
 - c. performance.
7. **SUBSTANTIATION** — The use of phonetic alphabet and application of operating rules will ensure effective communication and security of every one during a field exercise or expedition.
8. **REFERENCES** — Cadet Reference Book (pages 3-72 to 3-74).
9. **TRAINING AIDS** — Radio.
10. **TEST DETAILS** — As per the Standard Statement.
11. **REMARKS-** This lesson ins an introduction to voice procedure and radio communications.
 - a. Have cadet practice the phonetic alphabet by spelling their name and address; and
 - b. Practice these skills in a voice procedure exercise part of a FTX.

**CHAPTER 4
PERFORMANCE OBJECTIVE TRAINING SUMMARY
RED STAR COURSE**

A-CR-CCP-119/PH-001

A-CR-CCP-119/PH-001 405 MAP AND COMPASS PERFORMANCE — NAVIGATE ACROSS COUNTRY WITH A COMPASS.
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EO	PERFORMANCE STATEMENT	NO. OF PERIODS
05	Measure the distance between two points on a topographical map.	1
06	Interpret contour lines.	2
07	Identify parts of the compass and their functions.	2
08	Identify the points of the compass.	2
09	Calculate the magnetic declinaison and orient a map using a compass.	3
10	Measure a magnetic bearing	2
	Testing (Conduct a navigational exercise using the compass).	2

TOTAL

14

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>MAP AND COMPASS: 405.05</p>	<p>5. TIME — One 30 minute period.</p>
<p>1. PERFORMANCE — Measure the distance between two points on a topographical map.</p> <p>2. CONDITIONS:</p> <p>a. Given — topographical maps; and — pencil and paper.</p> <p>b. Denied — assistance.</p> <p>3. STANDARD — The cadet will correctly measure the distance between two given points on a map using the straight line and along a route methods. Error limited to 100 metres.</p> <p>4. TEACHING POINTS:</p> <p>a. scales;</p> <p>b. conversion of scales;</p> <p>c. measuring distance:</p> <p>(1) point to point; and</p> <p>(2) along a route.</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture;</p> <p>b. demonstration; and</p> <p>b. performance.</p> <p>7. SUBSTANTIATION — This lesson will assist the cadet in estimating the time/distance when hiking from one point to another.</p> <p>8. REFERENCES —</p> <p>a. Cadet Reference Book (pages 5-24 & 5-25); and</p> <p>b. B-GL-382-005/FP-001 (arts 307-311).</p> <p>9. TRAINING AIDS — Maps.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS:</p> <p>a. This lesson can be taught in the classroom;</p> <p>b. Show the class how to construct a scale bar; and</p> <p>c. Emphasize that cadets should strive to be as accurate as possible in measuring distances. A straight line distance should be correct to within 100 metres. A route distance should be accurate to within five per cent over a route of several kilometres.</p>

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A-CR-CCP-119/PH-001

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>MAP AND COMPASS: 405.06</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Interpret contour lines.</p> <p>2. CONDITIONS:</p> <p>a. Given — a suitable outdoor area; — a topographical map; and — pencil and paper.</p> <p>b. Denied — assistance.</p> <p>3. STANDARD — The cadet will correctly identify the types of slopes found, on a map.</p> <p>4. TEACHING POINTS:</p> <p>a. relief;</p> <p>b. contour lines;</p> <p>c. contour intervals;</p> <p>d. shape of the ground;</p> <p>e. types of slope:</p> <p>(1) convex;</p> <p>(2) concave;</p> <p>(3) uniform; and</p> <p>(4) spur and re-entrants.</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture;</p> <p>b. demonstration; and</p> <p>c. performance.</p> <p>7. SUBSTANTIATION — To become proficient in map reading, the cadet must be able to visualise the shape of the ground from a map.</p> <p>8. REFERENCES —</p> <p>a. Cadet Reference Book (pages 5-26 to 5-29);</p> <p>b. A-CR-CCP-111/PT-001 (pages 5-17); and</p> <p>c. B-GL-382-005/PF-001 (arts 501-505, 511).</p> <p>9. TRAINING AIDS — Maps.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS:</p> <p>a. This lesson should be taught out of doors on reasonably hilly ground. It is much easier to explain steep slopes and gentle slopes by pointing them out on the ground than by describing them in a classroom situation;</p> <p>b. Cadets should be taught that the distance between contour lines represents a rise or fall of so many feet (metres) above sea level; and</p> <p>c. A classroom demonstration of contour lines can be made using a large rock and a basin full of water. Dip the rock part way into the water and pull it out. The watermark around the</p>

CHAPTER 4: LESSON SPECIFICATIONS
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CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS

TRAINING DETAILS

MAP AND COMPASS: 405.07

5. **TIME** — Two 30 minute periods.

1. **PERFORMANCE** — Identify parts of the compass and their functions.

6. **METHOD/APPROACH:**

2. **CONDITIONS:**

a. Given — a compass; and
 — paper and pencil.

a. lecture;

b. demonstration; and

b. Denied — assistance.

c. performance.

3. **STANDARD** — The cadet will list the components of the compass and their related functions.

7. **SUBSTANTIATION** — To become proficient in navigation the cadet should have a good knowledge and understanding of the compass.

4. **TEACHING POINTS:**

- a. description and how a compass works;
- b. compass parts and their functions; and
- c. care and maintenance of the compass.

8. **REFERENCES** —

- a. Cadet Reference Book (pages 5-30 to 5-34); and
- b. B-GL-382-005/PF-001 (arts 804-805)

9. **TRAINING AIDS** — Compass.

10. **TEST DETAILS** — The cadet will list the components of the compass and their related functions.

11. **REMARKS:**

- a. Stress care and maintenance of the compass.

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>MAP AND COMPASS: 405.08</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Identify the points on a compass.</p> <p>2. CONDITIONS:</p> <p>a. Given — a compass; — paper and pencil; and</p> <p>b. Denied — assistance.</p> <p>3. STANDARD — The cadet will list the cardinal and intermediate points of the compass.</p> <p>4. TEACHING POINTS:</p> <p>a. the four cardinal points;</p> <p>b. the twelve intermediate points; and</p> <p>c. the three North's:</p> <p>(1) true north;</p> <p>(2) magnetic north; and grid north.</p> <p>d. degrees, mils and converting units.</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture; and</p> <p>b. performance.</p> <p>7. SUBSTANTIATION — To enable the cadet to better understand the compass and become more accurate in taking bearings, he/she must be able to identify the points of the compass.</p> <p>8. REFERENCES —</p> <p>a. Cadet Reference Book (pages 5-35 to 5-37); and</p> <p>b. B-GL-382-005/PF-001 (arts 701-704).</p> <p>9. TRAINING AIDS — Compass.</p> <p>10. TEST DETAILS — The cadet will list the four cardinal points and the twelve intermediate points on, the compass.</p> <p>11. REMARKS:</p> <p>a. Stick to the four cardinal and twelve intermediate points; and</p> <p>b. Cadets must understand the relationship between the points of the compass and the compass dial (3200 mils = South).</p>

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A-CR-CCP-119/PH-001

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>MAP AND COMPASS: 405.09</p>	<p>5. TIME — Three 30 minute periods.</p>
<p>1. PERFORMANCE — Calculate the magnetic declinaison and orient a map using the compass.</p> <p>2. CONDITIONS:</p> <p>a. Given — a map; — a compass and suitable outdoor area; and</p> <p>b. Denied — assistance.</p> <p>3. STANDARD — The cadet will correctly orient a map using the compass.</p> <p>4. TEACHING POINTS — Orient a map using a compass.</p> <p>a. magnetic declinaison;</p> <p>b. calculate the declinaison;</p> <p>c. setting the declinaison on a compass; and</p> <p>d. orient the map with a compass.</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture;</p> <p>b. demonstration; and</p> <p>c. performance.</p> <p>7. SUBSTANTIATION — This lesson will assist the cadet in choosing the correct direction to travel.</p> <p>8. REFERENCES —</p> <p>a. Cadet Reference Book (pages 5.37 to 5-42); and</p> <p>b. B-GL-382-005/PF-001 (arts 710-805).</p> <p>9. TRAINING AIDS — Maps and compasses.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS:</p> <p>a. This lesson is best taught out of doors;</p> <p>b. Let the cadets calculate their magnetic declination and practice orienting their maps to the ground; and</p> <p>c. If using a local map, demonstrate the effect of declination on orienteering a map (with and without). This physical representation of declination is a useful learning tool.</p>

4-49/4-50

A-CR-CCP-119/PH-001

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>MAP AND COMPASS: 405.10</p>	<p>5. TIME — Three 30 minute periods.</p>
<p>1. PERFORMANCE — Measure a magnetic bearing.</p> <p>2. CONDITIONS:</p> <p>a. Given — a suitable training area; — a compass and an indicated point on the ground; and</p> <p>b. Denied — assistance.</p> <p>3. STANDARD — The cadet will take a bearing to an indicated point on the ground, correct to the nearest 20 mils.</p> <p>4. TEACHING POINTS:</p> <p>a. what is a bearing?</p> <p>b. compass accuracy;</p> <p>c. measuring a magnetic bearing;</p> <p>d. set and follow a bearing;</p> <p>e. navigating with a map and compass; and</p> <p>f. navigating at night.</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture;</p> <p>b. demonstration; and</p> <p>c. performance.</p> <p>7. SUBSTANTIATION — A good knowledge of bearings is required to navigate successfully.</p> <p>8. REFERENCES —</p> <p>a. Cadet Reference Book (pages 5-42 to 5-49); and</p> <p>b. B-GL-382-005/PF-001 (arts 708-711).</p> <p>9. TRAINING AIDS — Compass.</p> <p>10. TEST DETAILS — The cadet will take a bearing to an indicated point on the ground, correct to the nearest 20 mils. See annex D.</p> <p>11. REMARKS:</p> <p>a. This lesson is best taught out-of-doors. It is much more stimulating and realistic to take a bearing on a church tower or tree, than on the corner of a warm classroom;</p> <p>b. Have the class practice taking bearings on pre-indicated points. The instructor will have to confirm their accuracy; and</p> <p>c. To maintain interest and realism, the following exercise is suggested:</p> <p>(1) The aim of the exercise is to give the cadets practice on estimating bearings;</p>

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MAP AND COMPASS: 405.10 (continued)

- (2) Mark out a circle (radius about 20 yards). Mark magnetic north with a stake. At 10 degree intervals put out smaller stakes, each carrying a numbered card. The numbers on the cards should be a code, known to the instructors, indicating the bearing; and

- (3) Divide the class into two teams and line them up with the first pair at the centre of the circle. A different bearing is given to each cadet of the first pair; they run in the direction they estimate the bearing to be, and return with a card. The instructor notes the number of degrees they are out and tells the class. The next pair is sent off, and so on. The team with the smaller total error wins.

**CHAPTER 4
 PERFORMANCE OBJECTIVE TRAINING SUMMARY
 RED STAR COURSE**

A-CR-CCP-119/PH-001 406 MARKSMANSHIP PERFORMANCE — TO FURTHER DEVELOP MARKSMANSHIP SKILLS.

EO	PERFORMANCE STATEMENT	NO. OF PERIODS
06	Apply the principles of marksmanship. Fire the Daisy 853C Air Rifle annual classification shoot.	2 As required
TOTAL		2

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>MARKSMANSHIP: 406.06</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Apply the principles of marksmanship.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — a Daisy 853C Air Rifle; and — a range. b. Denied — assistance. <p>3. STANDARD — The cadet must demonstrate the ability to apply the principles of marksmanship while dry firing.</p> <p>4. TEACHING POINTS:</p> <ul style="list-style-type: none"> a. Position; b. aiming; c. breathing; d. trigger control; and e. follow through. 	<p>6. METHOD/APPROACH —</p> <ul style="list-style-type: none"> a. Review; and b. Coaching. <p>7. SUBSTANTIATION — Understanding the principles of marksmanship is essential to good shooting.</p> <p>8. REFERENCES:</p> <ul style="list-style-type: none"> a. A-CR-CCP-177/PT-001 (pages 2-6, 2-11 to 2-14, 2-22); and b. Cadet Reference Book (pages 6-10 to 6-19). <p>9. TRAINING AIDS — A Daisy 853C Air Rifle.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS:</p> <ul style="list-style-type: none"> a. These principles must all function in harmony. Perfecting one while not doing another could have detrimental effects on performance. Perfecting these principles takes time and concentration. b. This lesson can be done on a round robin basis. One stand can be set up for each principle.

CHAPTER 4
PERFORMANCE OBJECTIVE TRAINING SUMMARY
RED STAR COURSE

A-CR-CCP-119/PH-001
410 PUBLIC SPEAKING
PERFORMANCE — DELIVER TWO FIVE MINUTE SPEECHES.

EO	PERFORMANCE STATEMENT	NO. OF PERIODS
03	List the ways in which to avoid stage fright.	2
04	Talk for 5 minutes on a subject of the cadet's choice.	3
TOTAL		5

CHAPTER 4: LESSON SPECIFICATIONS
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CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>PUBLIC SPEAKING: 410.03</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — List the ways in which to avoid stage fright.</p> <p>2. CONDITIONS:</p> <p>a. Given — N/A; and</p> <p>b. Denied — assistance from the instructor, classmates or reference material.</p> <p>3. STANDARD — The cadet must list five of the six ways of avoiding stage fright.</p> <p>4. TEACHING POINTS:</p> <p>a. stage fright;</p> <p>b. personal appearance;</p> <p>c. memorize the opening sentence;</p> <p>d. breathe deeply;</p> <p>e. believe in yourself;</p> <p>f. prepare your speech; and</p> <p>g. pick out a friendly face.</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture; and</p> <p>b. discussion.</p> <p>7. SUBSTANTIATION — This lesson will help course cadets avoid stage fright thereby helping them to deliver good speeches.</p> <p>8. REFERENCE — Cadet Reference Book (pages 10-4 to 10-7).</p> <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS — Instructors should be aware that there are groups in the community that could offer help on the subject of public speaking (i.e. Toastmasters).</p>

CHAPTER 4: LESSON SPECIFICATIONS
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CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>PUBLIC SPEAKING: 410.04</p>	<p>5. TIME — Three 30 minute periods.</p>
<p>1. PERFORMANCE — Talk for 5 minutes on a subject of the cadet's choice.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — personal notes; and — improvised stage. b. Denied — assistance. <p>3. STANDARD — The cadet will talk for 5 minutes on a subject of his/her choice in front of a group of peers.</p> <p>4. TEACHING POINTS — N/A.</p> <ul style="list-style-type: none"> a. Assessment based on the critical items in the form found at chapter 3. 	<p>6. METHOD/APPROACH —</p> <ul style="list-style-type: none"> a. Review (as required); and b. Performance. <p>7. SUBSTANTIATION — Effective speaking skills develop a cadet's ability to communicate more effectively to individuals and groups. Effective communication will assist a cadet in daily interaction as well as in leadership and instructional roles.</p> <p>8. REFERENCES — Cadet Reference Book (pages 10-7 &10-8).</p> <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — Cadets will be evaluated on quality of their speech and personal preparation (see at chap 3)</p> <p>11. REMARKS:</p> <ul style="list-style-type: none"> a. All attempts to create an improvised stage for the presentation of these speeches should be made in order that a sense of importance is given to each speaker; b. If the group of cadets is too large for the time allotted, the class can be divided into two groups and placed in different classrooms; and c. Parents and friends could be invited to attend the presentation of speeches.

4-61/4-62

A-CR-CCP-119/PH-001

**CHAPTER 4
PERFORMANCE OBJECTIVE TRAINING SUMMARY
RED STAR COURSE**

A-CR-CCP-119/PH-001 411 LEADERSHIP PERFORMANCE — DISCUSS THE QUALITIES OF A LEADER.
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EO	PERFORMANCE STATEMENT	NO. OF PERIODS
02	Discuss the qualities of a leader.	2
03	Discuss morale and esprit de corps.	2
04	List the 10 principles of leadership.	2
	Testing (written test)	1

	TOTAL	7
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CHAPTER 4: LESSON SPECIFICATIONS
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CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>LEADERSHIP: 411.02</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Discuss the qualities of a leader.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — Instructions; and b. Denied — assistance. <p>3. STANDARD — The cadet will identify the 10 qualities of a leader and explain how he/she can apply them when completing duties at the corps.</p> <p>4. TEACHING POINTS:</p> <ul style="list-style-type: none"> a. 10 qualities of a leader; and b. experience and earning respect. 	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. lecture; and b. discussion. <p>7. SUBSTANTIATION — The Red Star cadets will be placed in positions of responsibility and the qualities of a leader will help them to develop their leadership skills.</p> <p>8. REFERENCES —</p> <ul style="list-style-type: none"> a. Cadet Reference Book (pages 11-4 to 11-7) ; and b. A-CR-CCP-910/PT-001 (chap2, arts 1,2) <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — Written test (see Annex G to Chapter 3).</p> <p>11. REMARKS:</p> <ul style="list-style-type: none"> a. These qualities do not represent the only list of human qualities that a leader requires in order to become a good leader. b. Should cadets suggest other qualities that make sense, accept their answers, but explain that this list of 10 items represents the most important ones and that any testing is done based on this list. c. Other possible answers are tact, judgment, good listener, sense of justice, generosity, etc.

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

LEADERSHIP: 411.02 (continued)

- d. This list is of human qualities and should not be confused with the principles of leadership which are a list of "things to do" as a leader.
- e. A "quality" for the purposes of this lesson can be defined as those human characteristics or traits that can be associated with a person.
- f. An instructor with plenty of experience in leadership might best teach this lesson.

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>LEADERSHIP: 411.03</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Discuss morale and esprit de corps.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — N/A; and b. Denied — assistance. <p>3. STANDARD — The cadet will discuss morale and esprit de corps by:</p> <ul style="list-style-type: none"> a. identifying the basic requirements in a group; b. identifying the attitudes that make up morale; and c. identifying the difference between morale and esprit de corps. <p>4. TEACHING POINTS:</p> <ul style="list-style-type: none"> a. Morale is a state of mind. It directly influences the performance and proficiency of individuals and, therefore, that of the organization itself; b. the essence of high morale in a group is simply a sense of well being amongst the individual members. In a cadet organization it appears as: <ul style="list-style-type: none"> (1) common purpose; (2) leadership; (3) discipline; (4) self-respect; (5) pride; 	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. lecture; and b. discussion. <p>7. SUBSTANTIATION — By understanding the importance of having good Morale and Esprit de Corps, cadets will contribute in creating a positive atmosphere in the cadet corps.</p> <p>8. REFERENCES — Cadet Reference Book (pages 11-7 to 11-11).</p> <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — N/A.</p> <p>11. REMARKS — This lesson is best taught by an experienced instructor.</p>

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

LEADERSHIP: 411.03 (continued)

- (6) Comradeship;
 - (7) mutual confidence;
 - (8) cadets' well being; and
 - (9) comfort and welfare.
- c. attitudes that may make up morale. The leader must consider how followers respond to the various circumstances of cadet life. The state of a cadet's morale at any given time depends upon and is measurable by the cadet's attitude towards:
- (1) the cadet movement;
 - (2) the cadets; and
 - (3) their companions.
- d. Esprit de corps: Esprit de corps is related to morale, and in the simplest terms represents one's pride in belonging to a particular organization or unit. The esprit de corps is directly proportional to the success achieved by the leader in meeting certain requirements.

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>LEADERSHIP: 411.04</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — List the 10 principles of leadership.</p> <p>2. CONDITIONS:</p> <p>a. Given — N/A; and</p> <p>b. Denied — assistance.</p> <p>3. STANDARD — The cadet must list and explain the 10 principles of leadership.</p> <p>4. TEACHING POINTS:</p> <p>a. lead by setting a good personal example for others to follow;</p> <p>b. get to know the cadets in your charge and look after their welfare;</p> <p>c. develop the leadership potential from among the cadets in your charge;</p> <p>d. make sound and timely decisions;</p> <p>e. train the cadets in your charge to work together as a team to complete a task;</p> <p>f. communicate your ideas and thoughts clearly;</p> <p>g. keep the cadets in your charge informed of all activities and developments as they happen;</p> <p>h. take personal initiatives;</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture; and</p> <p>b. discussion.</p> <p>7. SUBSTANTIATION — Having reached the Red Star Course, the course cadets will be asked to begin functioning as leaders. They need some tools to do this job. This lesson provides some of these tools in the form of a set of ten principles. A principle is defined as a general law or guide to action. These ten principles (or guidelines) will help the Red Star Course cadets to complete their job as leaders.</p> <p>8. REFERENCES —</p> <p>a. Cadet Reference Book (page 11-11 to 11-13); and</p> <p>b. A-CR-CCP-910/PT-001 (chap 1).</p> <p>9. TRAINING AIDS — Case study (locally develop).</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS:</p> <p>a. This EO is probably best taught by a more experienced officer who has the respect of the cadets and who has proven leadership abilities.</p> <p>b. Use the case studies at the end of the EO to help illustrate each of the ten principles and to provide a focus for discussion.</p> <p>c. Allow 5 principles per period of instruction. As the discussion method is suggested for this lesson it will take longer to teach the lesson in this manner.</p>

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

LEADERSHIP: 411.04 (continued)

- i. learn to recognize your personal strengths and weaknesses and try to improve your weaknesses; and
- j. treat the cadets in your charge as you would like to be treated yourself.

- d. Try to involve the quieter members of the class in the discussion.
- e. Try to schedule these two periods for the same training session although they need not be back to back periods. In this way, the instructor can relate the principles to one another.

**CHAPTER 4
 PERFORMANCE OBJECTIVE TRAINING SUMMARY
 RED STAR COURSE**

A-CR-CCP-119/PH-001 412 CITIZENSHIP PERFORMANCE — PARTICIPATE IN COMMUNITY ACTIVITIES.

EO	PERFORMANCE STATEMENT	NO. OF PERIODS
03	Discuss the roles of service clubs in your community.	1
04	Recognize important elements of Canadian history and heritage.	2
	Testing (participation in at least one community activity represents the testing vehicle).	As required
TOTAL		3

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>CITIZENSHIP: 412.03</p>	<p>5. TIME — One 30 minute period.</p>
<p>1. PERFORMANCE — Discuss the roles of service clubs in your community.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — N/A; and b. Denied — Assistance. <p>3. STANDARD — The cadet will discuss the purposes of community groups by responding to questions on those groups that are present in the cadet's home town.</p> <p>4. TEACHING POINTS — Service clubs in your community.</p> <ul style="list-style-type: none"> a. the Royal Canadian Legion; b. Lions Clubs; c. Rotary Club; d. Kiwanis Club; e. the United Way; and f. Boys and Girls clubs 	<p>6. METHOD/APPROACH:</p> <ul style="list-style-type: none"> a. Lecture; and b. Discussion. <p>7. SUBSTANTIATION — This period of instruction is intended to make the cadets aware of what service clubs are available in their community and to promote an understanding of their role.</p> <p>8. REFERENCES — Cadet Reference Book (pages 12-7 to 12-10).</p> <p>9. TRAINING AIDS:</p> <ul style="list-style-type: none"> a. club pamphlets and handouts; and b. organization, uniforms, etc. <p>10. TEST DETAILS — The cadet is required to participate in the discussion and respond to questions from the instructor.</p> <p>11. REMARKS:</p> <ul style="list-style-type: none"> a. A proven way to handle this period of instruction is to invite a member from one of the local service clubs to come and speak to the cadets for 20 minutes — this could be the service club which sponsors the cadet corps. b. Prior to the invited guest's speech, the cadet corps instructor can outline the service clubs in the community, hand out their literature and in one sentence explain their differences and whom they assist in the community. This provides the cadets with an overall picture.

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

CITIZENSHIP: 412.03 (continued)

- c. After the invited guest has spoken, quiz the cadets on what he/she said, thereby confirming their knowledge.
- d. Make sure that the definition of service clubs and their role in the community is understood.
- e. It is the instructor's responsibility to seek out the local clubs, as it is impossible to list them all in the handbook.
- f. Citizenship training does not end with this period of instruction. The cadets must participate in community activities to demonstrate a commitment to the community.

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>CITIZENSHIP: 412.04</p>	<p>5. TIME — Two 30 minute period.</p>
<p>1. PERFORMANCE — Recognise important elements of Canadian history and heritage.</p> <p>2. CONDITIONS:</p> <ul style="list-style-type: none"> a. Given — Instructions; and b. Denied — Assistance. <p>3. STANDARD — The cadet will explain the Canadian history and heritage of the following:</p> <ul style="list-style-type: none"> a. symbols of Canada: <ul style="list-style-type: none"> (1) the maple leaf; (2) the beaver; (3) Inukshuk; and (4) Totem pole. b. origin of the name Canada; c. the Canadian Flag; d. the coat of arms; and e. confederation. <p>4. TEACHING POINTS — As per the Standard Statement.</p>	<p>6. METHOD/APPROACH —</p> <ul style="list-style-type: none"> a. Lecture; and b. Discussion. <p>7. SUBSTANTIATION — This period of instruction is intended to assist the cadets in increasing their knowledge of their country and the many symbols that make them a distinct people among the nations of the world.</p> <p>8. REFERENCES:</p> <ul style="list-style-type: none"> a. Cadet Reference Book (pages 12-11 to 12-12-19); and b. A-CR-CCP-122/PT-001 Symbols of Canada. <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS — N/A.</p>

4-77/4-78

A-CR-CCP-119/PH-001

**CHAPTER 4
 PERFORMANCE OBJECTIVE TRAINING SUMMARY
 RED STAR COURSE**

A-CR-CCP-119/PH-001 413 PHYSICAL FITNESS PERFORMANCE — PREPARE A PERSONAL PHYSICAL FITNESS PROGRAMME.
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EO	PERFORMANCE STATEMENT	NO. OF PERIODS
02	Discuss the component of personal physical fitness. Testing (the cadet must participate in the army cadet fitness test).	2 As required
TOTAL		2

CHAPTER 4: LESSON SPECIFICATIONS
COURSE TITLE: RED STAR COURSE

CTS NUMBER: A-CR-CCP-116/PC-001

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p>PHYSICAL FITNESS: 413.02</p>	<p>5. TIME — Two 30 minute periods.</p>
<p>1. PERFORMANCE — Discuss the components of personal physical fitness.</p> <p>2. CONDITIONS:</p> <p>a. Given — instruction on how to prepare and manage a personal physical fitness programme; and</p> <p>b. Denied — assistance.</p> <p>3. STANDARD — The cadet must prepare a personal fitness program to the satisfaction of the instructor.</p> <p>4. TEACHING POINTS:</p> <p>a. fitness;</p> <p>b. activities;</p> <p>c. development; and</p> <p>d. variety.</p>	<p>6. METHOD/APPROACH:</p> <p>a. lecture;</p> <p>b. discussion; and</p> <p>c. performance.</p> <p>7. SUBSTANTIATION — This lesson will impress upon the cadets the importance of a good attitude in physical fitness.</p> <p>8. REFERENCES —</p> <p>a. Cadet Reference Book (pages 13-10 to 13-14); and</p> <p>b. Canada's Physical Activity Guide.</p> <p>9. TRAINING AIDS — N/A.</p> <p>10. TEST DETAILS — As per the Standard Statement.</p> <p>11. REMARKS:</p> <p>a. The promotion of physical fitness is one of the primary aims of the cadet movement;</p> <p>b. It is important for the cadets to understand the minimum physical fitness standards required of all cadets. Regular physical activity can assist the cadet with weight control, help manage stress and enhance personal health and well-being; and</p> <p>c. Remember this class must stress the importance of establishing a personal physical fitness programme for themselves.</p>

Chapter Five

CHAPTER 5

ABBREVIATIONS AND TERMINOLOGY

For the purposes of this publication, the following abbreviations and terminology apply:

ACL

Army Cadet League

A-CR-CCP-118/PH-001

An example of a National Defence Index of Documentation (NDID) number for publications.

A-CR-CCP-118/PH-001

A = General and Administrative Publication

CR = Cadets and Reserves

CCP = Canadian Cadet Publication

118 = Specific Identifier

PH = Course Training Plan

001 = English Version

002 = French Version

administer

Manages or directs conduct or application of; performs the office of an administrator; eg, "administers the green star course".

affiliated unit

A unit of the Regular Force or of the Primary Reserve with which a cadet corps is affiliated.

an army cadet

A properly enrolled member of an authorized unit of the Royal Canadian Army Cadets.

Army Cadet Corps

An individual body of Army Cadets organized pursuant to Section 43 of the National Defence Act.

Army Cadet League

The organization incorporated as the Army Cadet League of Canada acting in partnership with the Department of National Defence to provide for the Royal Canadian Army Cadets since 1971.

Army Cadets

The Royal Canadian Army Cadets.

Army Cadet Training System

The sum of cadet corps training, summer training, optional programmes and citizenship activities equals the army cadet training system.

assist

Help someone to perform a task; aids, helps, supports.

bushcraft

Any aspects of field training that employ the skills required to camp comfortably out of doors.

cadet

A person of not less than twelve years of age but less than nineteen years of age who belongs to a cadet organization authorized by the Minister of National Defence pursuant to Section 43 of the National Defence Act.

cadet corps training year

Training conducted at the corps between the period of 1 September and 1 July of the following year.

cadet corps training officer

The officer filling the position of training officer who is responsible for the planning and coordination of all activities.

Cadet Instructor Cadre

The largest branch of officers in the Canadian Forces. An officer of the CIC is a member of the Reserve Force while serving cadets. CIC officers are responsible for the organization of cadet corps and instruction of cadets.

Cadet Training Year

The cadet training year begins 1 September and ends the following year on 31 August.

Canada Fitness Award Program

An incentive program comprising a series of six tests intended to determine and improve the fitness performance of young Canadians and to recognize and reward those with a high level of physical fitness. The program was developed by Fitness and Amateur Sport Canada in cooperation with the Canadian Association for Health, Physical Education and Recreation.

carry out

Accomplish a task by following instructions, principles and procedures.

ACFT

Army Cadet Fitness Test.

CI

Civilian Instructor.

CIC

Cadet Instructor Cadre.

civilian instructor

A person who is employed as an instructor at a cadet corps, but who is not a member of the Canadian Forces.

commands

An order customary for movement in drill.

conditions

The environment under which the cadet must perform.

conduct

Supervise and personally perform work necessary to accomplish the desired results.

course

Training conducted to achieve one level of qualification.

Course Officer

The officer/civilian instructor responsible for overseeing the training programme and welfare of the cadets enrolled in a star course.

course title

The title of the course being taught, eg, Green/Red Star Course.

Course Training Plan

A document written at NDHQ to guide the conduct of training.

Course Training Standards

A document written at NDHQ to guide the conduct of training. (eg, A-CR-CCP-116/PC-001)

CTP

Course Training Plan.

CTS

Course Training Standard.

CTS Number

This number is listed in the CTP in order to identify which CTS the CTP is written against.

D Cdts

Directorate of Cadets.

deliver

Utter or recite, orally present.

demonstrates

Explains or illustrates by way of a display.

describe

To set forth in words, recite characteristics, give a description.

difficulty

A cadet is said to have difficulty if he/she has failed a PO, but passed retesting of the PO.

Directorate of Cadets

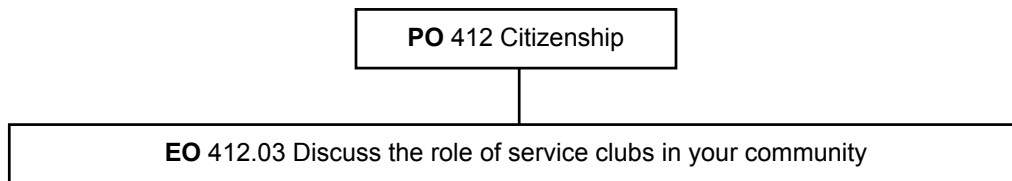
The directorate (or department) responsible for setting policy and direction for the cadet movement. D Cdts works under the umbrella organization of the Directorate of Reserves and Cadets (DGRC). D Cdts is located in NDHQ, Ottawa.

discusses

Talks with others, particularly in considering a question of problems requiring examination and debate preparatory to decisions.

Enabling Objective

A sub-component of a performance objective, eg,



EO

Enabling Objective.

execute

To fully carry out a plan demanding a skill.

explain

To make known in detail; to make one's meaning clear; to give an account of, either in writing or orally.

identifies

Establishes the identity of; distinguishes, discriminates.

instruct

To impart knowledge or skill to an individual or group using a systematic method in order to achieve a required standard.

instructor

Any cadet, guest lecturer, civilian instructor or Cadet instructor List Officer who is charged with the responsibility of instructing cadets during a period of instruction.

learning aids

Those visual aids for use by the cadets.

lesson specifications

Those specifics about each particular lesson that is taught. All lesson specifications are found in Chapter 4 of the CTP.

mandatory subjects

Those subjects in the respective star levels which must be taught during 60 periods of instruction per cadet corps training year as directed in the CTP.

mandatory support activities

Activities that must be completed outside of the mandatory training sessions and shall include complementary training, practical exercises and/or tests in support of mandatory training.

method/approach

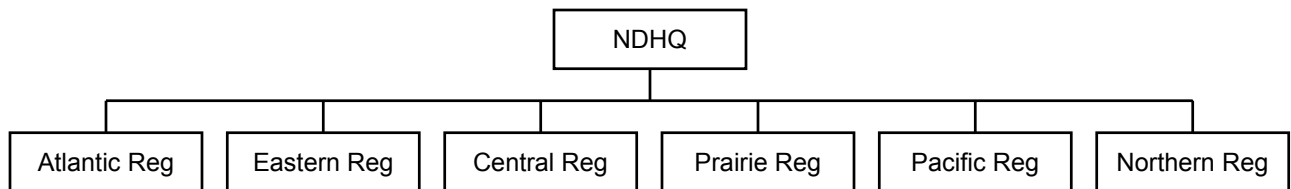
Refers to the recommended instructing style for the lesson, eg, lecture, discussion, demonstration and performance methods.

NA

Not applicable.

National Defence Headquarters

Located in Ottawa, Ontario, NDHQ represents the policy-making body for the Canadian Forces. The Minister of National Defence has offices located in NDHQ.



NDHQ

National Defence Headquarters.

observe

To adhere to.

office of primary interest

The office/directorate/department of first interest, eg, OPI D Cdts

OPI

Office of Primary Interest.

optional programmes

Those activities that may be conducted by a cadet corps during the training year in order to enhance training and to take advantage of local expertise and resources.

participates

Takes part or shares with others in some activity, enterprise eg, "participates in group discussions".

PC

Performance Check.

perform

Carry into effect or execute a command, task, operation, etc.

performance

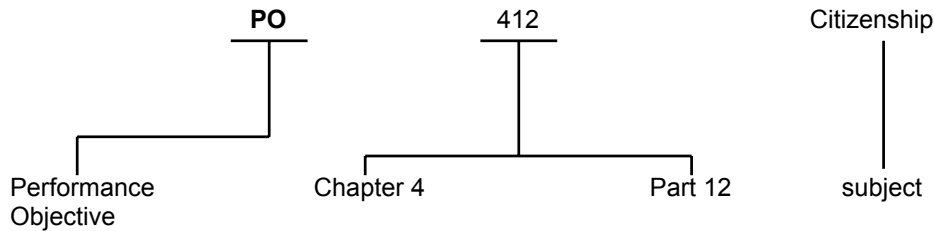
Refers to the performance statement which describes what the cadet must accomplish or be able to do at the end of the lesson.

performance check

A check of the cadet's ability to do the activity being taught. This check is usually administered at the end of the lesson.

Performance Objective

A course of study or subject normally accompanied by a PO number representative of its listing in Chapter 4 of the CTP, eg,



period of instruction

A prepared lesson given by an instructor to a group of cadets for a minimum duration of 30 minutes.

PO

Performance Objective.

proficiency badge

A badge earned by army cadets that represents the star levels.

pursue

Persistently attend, stick to, seek after, aim at.

qualify

To become qualified by meeting described requirements.

references

Those manuals or publications required by the instructor in order to complete his/her lesson plan.

remarks

Those remarks or comments that pertain to the lesson. Often personalized to the individual cadet corps and instructor.

standard

The required skill level to which a cadet must demonstrate an ability to fulfill the performance statement.

Star Level

The star levels represent the graduations of training.

Star Program

A mandatory program carried out at the cadet corps which teaches and practices the minimum knowledge and skills necessary to achieve the training objectives of the army cadets. This program is divided into four levels signified by green, red, silver and gold stars. Each star signifies a level of mandatory training completed and normally a cadet will only accomplish one star level in a given training year, The training is completed in the above-stated order.

state

Express fully or clearly in speech or writing; specify facts.

substantiation

As modified from A-P9-000-001/PT-000 for cadet corps use, the substantiation identifies the reason for the lesson and where it fits in with the rest of the enabling objectives.

successfully

Perform a function in a manner which indicates accomplishment of a standard aim.

teaching points

Those points that require teaching to cadets. TPs are part of the lesson specifications found in Chapter 4 of the CTP.

test details

The test to be administered at the end of the lesson. Often used as a means of confirming the retention of class material.

time

The time available to the instructor for the lesson. The lesson has been designed around this time slot.

TP

Teaching Point.

training aids

Those visual aids for use by the instructor.

training day

A training activity that begins and ends the same day.

training details

Those details that concern the Time, Method/Approach, Substantiation, References, Training Aids, Learning Aids, Test Details, Remarks. This information is found in Chapter 4 of the CTP.

training session

A training session will be a minimum of 2-1/2 hours in duration and consist of:

- a. three 30-minute periods of instruction; and
- b. one hour for opening/closing parades and breaks between periods.

training weekend

A training weekend normally begins 1900 hrs Friday and ends on the Sunday no later than 1800 hrs.

uses

Employ, par takes of, exploits

Chapter Six

CHAPTER 6
TRAINING SUPPORT REQUIREMENTS

Item	NSN/NDID	Quantity
Red Star Badge	8455-21-872-2502	1 per cadet
Cadet Training Record		1 per cadet
Red Star Pocket Book	A-CR-CCP-119/PT-001	1 per cadet
Red Star CTP	A-CR-CCP-119/PH-001	5 per course
Army Cadet Badge Poster		1 per course
Symbols of Canada	A-CR-CCP-122/PH-001	1 per course
Axe		as required
Bowsaw		as required
Cooking Hardware		as required
Flashlight		3–5 per course
Lantern		3–5 per course
Stove		3–5 per course
1 roll of 7 mm rope		1 per course
First Aid Kit		2 per course
Compass		1 per 2 cadets
Daisy 853C Air Rifle		as per Scale of Issue
Aiming Rests		3–5 per course

NOTE

This is the required scale to run the Red Star Course. Although these scales of issue are not yet in place, work is being conducted in order to amend the situation. Various sources may presently satisfy these requirements.