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# **ROYAL CANADIAN ARMY CADETS SILVER STAR COURSE TRAINING PLAN**

(ENGLISH)

**Issued on Authority of the Chief of the Defence Staff**

**OPI: D Cdts 3**

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## PREFACE

1. The Royal Canadian Army Cadets Silver Star Course Training Plan copy, is issued on authority of the Chief of the Defence Staff.
2. As most of the Silver Star Course cadets already function in a junior leadership position or a position of some responsibility, the Silver Star Course has been designed to provide more leadership training; to introduce the basic skills of instruction; and to teach platoon drill. Thus, graduates of the course will be qualified to assume the responsibilities of a platoon/troop 2IC.
3. 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,
  - b. organising exciting cadet corps activities that complement the Silver 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 Silver Star Course cadet requires training in basic instructional techniques, more advanced leadership training and an introduction to platoon/troop drill. This training will enable the cadet to participate as a member of the cadet corps in a senior position of authority and responsibility.
2. **Course Design.** The Silver Star Course has been designed:
  - a. assuming that the majority of Silver Star course cadets are between the ages of 14-16;
  - 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 the Silver Star Course; and
  - d. to emphasize **both** skills and theoretical knowledge.

#### USE OF THE CTP

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

#### CONDUCT OF TRAINING

4. **Scope.** The following are summaries of the performance objectives (PO) included in the Silver Star Course:
  - a. PO 401 — Drill :
    - (1) The aim of Silver Star drill is to provide the course cadets with the knowledge of platoon/troop drill so that they will be better qualified to function in the future as a platoon/troop 2IC on the Parade Square; and
    - (2) Each course cadet is required to teach a minimum of one drill mutual. Cadets may attempt more drill mutuals if time permits.
  - b. PO 402 — Fundamental Training :
    - (1) The aim of Silver Star fundamental training is to further define the role of NCOs within a cadet unit and how their role complements that of the officer cadre.
  - c. PO 403 — Bushcraft :
    - (1) The aim of Silver Star Bushcraft is to cement those skills acquired by cadets thus far in their training by participation in a weekend field training exercise which has been set aside under mandatory support training in order to meet this requirement. In addition, judge the distance from a view point to an indicated point on the ground and how to construct an improvised shelter.
  - d. PO 404 — Not Allocated.
  - e. PO 405 — Map and Compass :
    - (1) The aim of Silver Star map and compass is to provide the cadet with advanced knowledge and skills related to navigating across country with the aid of a map and compass. These skills are to be

practised and tested during the field training weekend. Testing is also to be done at the local headquarters (See Specific Assessment Guidelines for more details).

d. PO 406 — Marksmanship :

- (1) The aim of Silver Star marksmanship is to introduce the cadet to shooting in the standing position; and
- (2) Course cadets are required to attempt the annual classification shoot as detailed in CATO 14-41. Annex C. A range day has been set aside under mandatory support training in order to meet this requirement.

e. PO 407 — Not Allocated.

f. PO 408 — Not Allocated.

g. PO 409 — Instructional Techniques :

- (1) The aim of Silver Star instructional techniques is to introduce the knowledge required to teach a period of instruction. Each course cadet is required to teach a minimum of one classroom mutual. Cadets may attempt more mutuals if time permits.

h. PO 410 — Not Allocated.

i. PO 411 — Leadership :

- (1) The aim of Silver Star leadership is to provide the young leader with the background knowledge necessary to carry out small group taskings; and
- (2) The course cadets are to carry out small group taskings during the mandatory support training. As many taskings may be assigned as required making the course cadets comfortable with their role as leaders.

j. PO 412 — Citizenship :

- (1) The aim of Silver Star citizenship is to introduce the different types of governmental systems and to discuss the Canadian government and the Canadian confederation. Participation in at least one community activity is required of all course cadets.

k. PO 413 — Physical Fitness :

- (1) The aim of Silver Star physical fitness is to assist the cadet in leading a healthy lifestyle by:
  - a. practicing the principles of personal hygiene and nutrition; and
  - b. identifying the dangers to, health by the illicit or indiscriminate use of drugs and the effect of smoking.
- (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.

l. PO 414 — Not Allocated.

m. PO 415 — Not Allocated.

5. **Method of Achieving Objectives.** A smaller proportion of Silver Star performance objectives are skill related this year. A hands-on learning approach is essential to the teaching of those subjects; the majority of the Silver Star Course is theoretical in nature. Careful selection of instructors and good pre-class preparation is

essential to the success of these classes. It cannot be emphasised enough that the Silver Star Course cadets are the future of the cadet corps and that a well run Silver Star Course is as important as any other.

## 6. Course Summary.

### Training Time Allocation – Silver Star Course

<b>PO</b>	<b>Activity</b>	<b>Number of Periods</b>
<b>401</b>	<b>DRILL</b>	<b>9</b>
<b>402</b>	<b>FUNDAMENTAL TRAINING</b>	<b>3</b>
<b>403</b>	<b>BUSHCRAFT</b>	<b>6</b>
<b>405</b>	<b>MAP AND COMPASS</b>	<b>7</b>
<b>406</b>	<b>MARKSMANSHIP</b>	<b>3</b>
<b>409</b>	<b>INSTRUCTIONAL TECHNIQUES</b>	<b>16</b>
<b>411</b>	<b>LEADERSHIP</b>	<b>10</b>
<b>412</b>	<b>CITIZENSHIP</b>	<b>4</b>
<b>413</b>	<b>PHYSICAL FITNESS</b>	<b>2</b>
<b>TOTAL</b>		<b>60</b>



# Chapter Two



## CHAPTER 2

### COURSE MANAGEMENT DETAILS

#### AIM

1. The aim of the Silver Star Course is to prepare course cadets for a significant leadership position within the unit such as that of platoon/troop 2IC or company/squadron quartermaster sergeant. As such, a more in depth look at leadership is essential. Platoon/troop drill is emphasized at this level and an introduction to instructional techniques rounds out the program.

#### CRITICAL REQUIREMENTS

2. **Course Duration.** The duration of this course is 60 periods of instruction.
3. **Instructor Allocation**
  - a. Silver 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 Red Star cadets. This decision lies with the Cadet Corps Commanding Officer.
5. **Facility Requirements.** Cadet Corps should seek 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 Cdts 3.
8. **Loading Agency.** The loading agency is the Cadet Corps Commanding Officer.

#### COURSE PROGRAMMING

9. **Course Programming.** Scheduling of the Silver Star Course is the responsibility of the Cadet Corps.
10. Normally one serial of the Silver 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 Red Star Course or have successfully completed the Army Cadet Leader Course.

## **QUALIFICATION**

12. When cadets successfully complete this course they are qualified to be Silver Star Cadets. The Silver Star badge (NSN 8455-21-872-2503) 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 Silver 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 COURSE CADETS

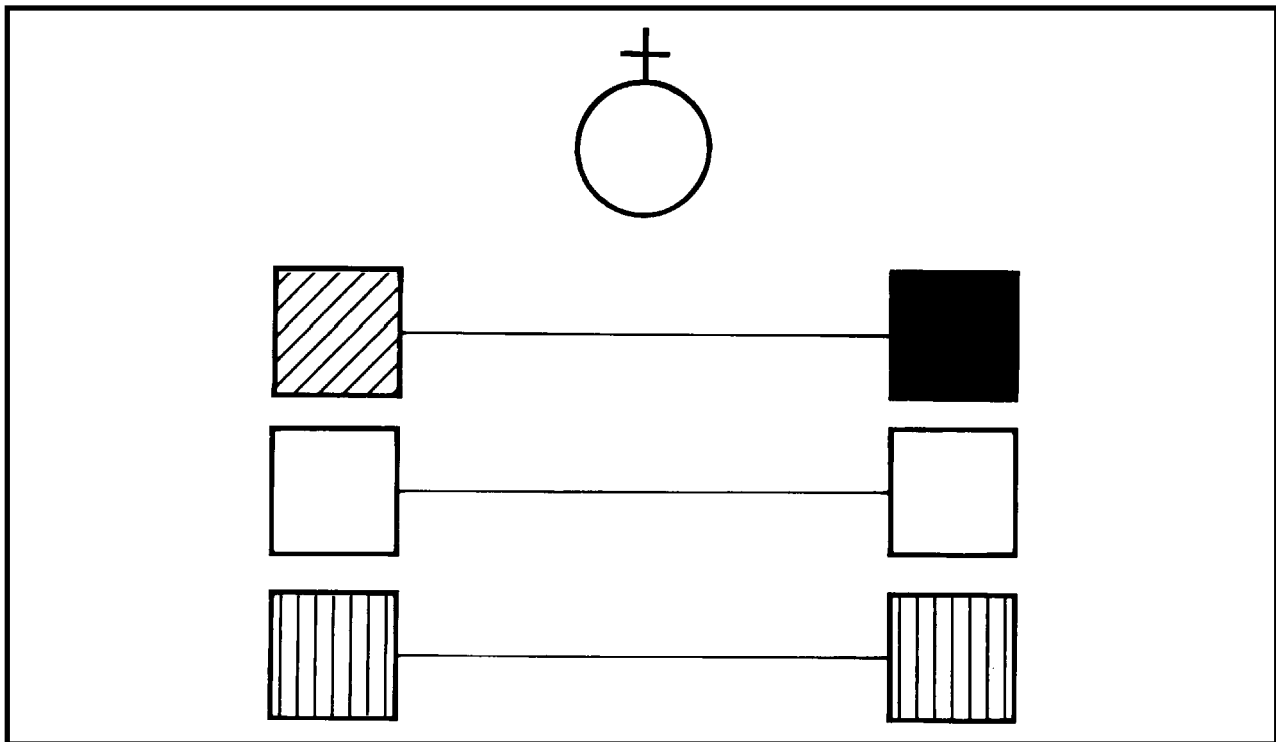
#### GENERAL

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 per cent result is required for a passing grade. This method of assessment is often used to test a theoretical knowledge; and
  - c. **Participation.** The cadet's participation in an activity is the third method of evaluation used in this CTP.
3. **Conduct/Behavioural Assessment.** Cadets must meet the standard of behaviour and conduct expected from all cadets. The Course Officer during cadet interviews and personal counselling in this regard will handle difficulties.

#### SPECIFIC ASSESSMENT GUIDELINES

4. PO 401(Drill) :
  - (1) Drill is to be assessed by way of performance checks with the assessment form found in Annex A to this chapter. The Silver Star Course Drill test includes drill as a member of a platoon. If there are insufficient numbers of course cadets to test platoon drill, evaluators can improvise the three ranks of a platoon as per Figure 3-1.
  - (2) To gain experience and build self-confidence in front of a class course cadets will be tasked to teach a drill mutual. The choice of subjects for use in drill mutual instruction is the responsibility of the cadet corps training officer. The drill mutual assessment forms are found as part of Annex A to this chapter. Attached to Annex A is the guidelines to observe a demonstration period and how to present a drill mutual. It is important for evaluators to note that the course cadet has but received a portion of the instructional techniques package. Therefore, Course cadets should be assessed, and the evaluation forms used, accordingly. Mutuals should be 20 minutes duration including 5 minutes for debriefing.
5. PO 402 (Fundamental training) is to be assessed using a written test. A sample 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. Reproduction of the exam is to be done at the local level. A period of instruction has been set aside for this test.
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.

Figure 3-1 Platoon Drill Using Ropes



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 two-sample map using exercises, which may be conducted at time of testing.

9. PO 406 (Marksmanship) is to be assessed by way of the cadet attempting 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 (Instructional techniques) is assessed by way of the cadet teaching a classroom mutual. The assessment form is found in Annex E to this chapter. Local reproduction of these forms is required. Cadets are not limited in the number of mutuals they can teach during the year, the best results are to be chosen as a final mark. It is suggested that the subjects for use in mutual instruction should be taken from the Green Star Course Training Plan. Mutuals should be 20 minutes in duration including 5 minutes for debriefing. It is important for evaluators to note that the course cadet has but received a portion of the instructional techniques package. Therefore, Course cadets should be assessed, and the evaluation forms used, accordingly.

13. PO 410 — Not Allocated.

14. PO 411 (Leadership) is to be assessed by way of a performance check. The cadet must successfully accomplish a problem solving as a performance check. The evaluation form is to be found in Annex F. There is no requirement to use the suggested list of exercises as a cadet corps may prefer to make their own list of exercises but the suggested list is available should the need arise. Cadets may try as many problem solving as they wish; their best result is to count as their final mark.

15. PO 412 (Citizenship) is to be assessed by way of the cadet's participation in an activity in support of the local community. Citizenship is to be graded as pass/fail depending on the cadet's participation in an activity in support of the local community.

16. PO 413 (Physical fitness) is to be assessed by way of the cadet's participation in the Army Cadet Fitness Test (CATO 43.01). 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:

17. PO 414 — Not Allocated.

18. PO 415 — Not Allocated.

### **RETESTING**

19. 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**

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

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

21. 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.

22. **Cadet Training-Record.** The Course Officer is responsible for completing a Cadet Training Record for each cadet on the Silver 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.

23. **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**

24. Unsatisfactory course progress is indicated by:

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

25. 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.

**PO 401**

**DRILL ASSESSMENT FORM**

		NAME:									
<b>EO</b>	<b>PLATOON DRILL</b>										
	Did the cadet give the correct word of command and the detail for the following movements.										
401.22	ORDERS A PLATOON ON PARADE										
401.23	PLATOON IN LINE ADVANCING AND RETIRING										
	PLATOON MOVING TO THE RIGHT OR LEFT IN COLUMN OF THREES										
	PLATOON MOVING TO THE RIGHT OR LEFT IN COLUMN OF ROUTE										
	PLATOON ADVANCING AND RETIRING IN COLUMN OF THREES										
	PLATOON ADVANCING AND RETIRING IN COLUMN OF ROUTE										
	PLATOON MOVING TO A FLANK, REQUIRED TO TURN ABOUT										
PASS (P)      FAIL (F)											

## DRILL MONITORING GUIDE

Name: \_\_\_\_\_ Cadet Corps: \_\_\_\_\_

Lesson to be taught: \_\_\_\_\_ Evaluator: \_\_\_\_\_

INTRODUCTION	SUB-TOTALS	TOTALS
<b>Did the Instructor:</b> a. conduct a revision? b. use the correct squad formation? c. state the aim (What)? d. state the reason (Why)? e. state requirement for performance (Where)?	/4 /4 /4 /2 /1	     /15
BODY		
<b>Did the Instructor:</b> a. give a complete demo of the movement calling the time? b. give a demo of the first part of the movement by numbers if applicable? c. explain the first part of the movement? d. permit the squad to ask questions? e. practice the first part of the movement - collectively - individually - collectively. f. teach and practice the second part and each subsequent part of the movement following the same sequence as for the first.	/15  /10 /5 /5  /5  /15	       /55
CONFIRMATION		
<b>Did the Instructor:</b> a. practice complete movement, with instructor calling the time? b. practice the complete movement, with squad calling the time? c. practice the complete movement with squad judging the time?	/5 /5 /5	   /15





## SILVER STAR

### Guidelines to observe a demonstration period on how to present a drill mutual

**Before commencing the lesson, the instructor shall:**

**a. Preliminaries:**

- (1) review any appropriate previous lesson
- (2) order the squad into a suitable formation, eg, hollow square;
- (3) state the movement to be taught and the reason for teaching; and
- (4) state the requirement of the performance check.

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

- (1) Stage 1: demonstration and walk-through:
  - (a) demonstrate the complete movement, calling out of time;
  - (b) demonstrate the first part of the movement;
  - (c) explain how the first part of the movement is done;
  - (d) give the squad an opportunity to ask questions;
  - (e) practice the squad on the first movement (collectively, individually, collectively);
  - (f) teach the second and each subsequent movement following the sequence described above; and
  - (g) give two complete and final demonstrations.

**c. Stage 2:** Practice the complete movement:

- (1) practice the complete movement, with the instructor calling the time;
- (2) practice the complete movement, with the squad calling the time; and
- (3) practice the complete movement, with the squad judging the time.

**NOTE:** On difficult movements, or movements with several stages, a further demonstration may be given prior to practicing the complete movement.

**d. Performance Check/Test.** Conduct the test;

**e. Conclusion.** The lesson shall be summarised as follows:

- (1) restate the movement taught and the reason for teaching;
- (2) state the level of achievement; and
- (3) state the next lesson.

**REMARKS:**

- a. An experienced instructor best teaches this lesson;
- b. Since example is imitated, the instructor's appearance and bearing must be of the highest standard. When conducting drill instruction, the instructor shall stand at attention unless it is necessary to demonstrate or to check an individual. The instructor shall execute all movements correctly and smartly;
- c. demonstrations shall be planned so that the squad can see the position or movement. All demonstrations shall be correct. Excessive demonstration is a common fault and shall be avoided;
- d. constant checking and correcting of faults is essential. Faults shall be corrected immediately after they occur; and
- e. Interesting remarks can be found in A-PD-201-000/PT-001 Chapter 1,Section 110.

**PO 402**  
**FUNDAMENTAL TRAINING WRITTEN TEST**

SURNAME \_\_\_\_\_ GIVEN NAMES \_\_\_\_\_

**RESULTS /65**

1. It is often said that the NCO's are the backbone of any military unit or cadet corps. Having earned the high honour as the backbone of your cadet corps, it is your duty as an NCO to...(10 pts)
  - a. ensure that all tasks handed to you by your platoon commander are completed in a professional manner and to the best of your abilities;
  - b. direct the administration of any cadet activity;
  - c. develop policy for the cadet corps such that it is included in monthly routine orders and cadet corps standing orders;
  - d. evaluate the training and standards of performance of NCO's.
  
2. Your platoon commander is unable to get to the cadet corps on time for a meeting with the Commanding Officer due to car trouble. As the platoon 2 I/C what action should you take? (10 pts)
  - a. have one of the section commanders attend the meeting;
  - b. cancel your platoon's participation in the meeting;
  - c. attend the meeting yourself;
  - d. none of the above.
  
3. List two duties for each of the following: (5pts each answer for a total of 15 pts)
  - a. RSM  
\_\_\_\_\_  
\_\_\_\_\_
  
  - b. Platoon 2 I/C  
\_\_\_\_\_  
\_\_\_\_\_
  
  - c. Section commander  
\_\_\_\_\_  
\_\_\_\_\_

4. What is the officer/NCO relationship based on? (10 pts)

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5. The Canadian Forces Decoration may be awarded to members of the Canadian Forces who, in an approved capacity, have completed : (10 pts)

- a. twelve years of service;
- b. ten years of service;
- c. fifteen years of service; or,
- d. nine years of service;

6. The Chief of the Defence Staff Commendation may be awarded to any member of the Canadian Forces who has: (10 pts)

- a. performed a deed or activity that is considered beyond the demands of normal duty;
- b. completed twenty of service; or,
- c. the required qualifying service with any United Nations formation.

**PO 403**

**BUSHCRAFT ASSESSMENT FORM**

		NAME:										
<b>EO</b>	<b>BUSHCRAFT</b>											
	DID THE CADET:											
403.21	ASSIST AS A MEMBER OF A TEAM IN THE CONSTRUCTION OF AN SNOW SHELTER?											
403.23	CORRECTLY JUDGE A DISTANCE BETWEEN TWO DESIGNATED POINTS ON THE GROUND?											
403.24	ASSIST AS A MEMBER OF A TEAM IN THE CONSTRUCTION OF AN IMPROVISED SHELTER											
403.24	ASSIST AS A MEMBER OF A TEAM IN THE CONSTRUCTION OF AN EMERGENCY SIGNALS											
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:											
405.12	CORRECTLY MEASURE A GRID BEARING?											
405.13	CORRECTLY CONVERT A GRID BEARING TO A MAGNETIC BEARING?											
405.13	CORRECTLY CONVERT A MAGNETIC BEARING TO A GRID BEARING?											
405.13	CORRECTLY DETERMINE HIS/HER LOCATION BY DOING A RE-SECTION?											
	PARTICIPATE IN A NIGHT NAVAGATIONAL EXERCISE USING A MAP AND COMPASS?											
PASS (P)      FAIL (F)												

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

## SILVER STAR

### SUGGESTED PRACTICAL MAP AND COMPASS USING EXERCISE

#### Follow a route using map and compass

##### Aim:

1. The aim of this exercise is to practice cadets in the use of the map and compass,

##### Skills Practiced:

2. Cadets will be required to practice the following skills:
  - a. plotting grid references;
  - b. using the compass as a protractor;
  - c. measuring distance on a map;
  - d. following a compass bearing;
  - e. judging distance by pacing a route; and
  - f. relating map detail to the ground.

##### Description:

3. This exercise is conducted outdoors in a suitable area for which a topographical local map is available. This exercise will emphasise how to derive bearings from a map to be set on a compass and how to accurately follow a compass bearing.
4. Cadets will travel through the course as a section (maximum 8) with each member being given the opportunity to lead the section on one leg of the route. The cadets chosen to lead will be given the grid reference to the next checkpoint. Those cadets then have the responsibility of applying all the skills necessary in order to locate the next checkpoint. Once the next checkpoint has been found, the cadets should receive a quick debrief on their performance and other cadets will then be given a turn to lead the sections.

##### Equipment Required:

5. To conduct this exercise the following is required:
  - a. topographical map of 1:50,000 scale;
  - b. one compass per cadet;
  - c. one map per cadet;
  - d. flagging tape and index cards to mark checkpoints;
  - e. instructor master map showing route; and
  - f. paper and pencil.

##### Set-up:

6. The instructor should prepare a route on a map consisting of a series of compass bearings (at least 8 – or at least one leg for each cadet in the section). These checkpoints are located on objects represented on the map and are marked on the ground by a flagging tape and/or index cards and located approximately 100 to 500 meters apart. Each compass leg should bring the cadet section through a variety of terrain if possible. Some compass legs can be plotted to run through obstacles such as ponds, marsh or fenced compounds to encourage cadets to practice how to move around these obstacles and still remain on their compass bearing. If a lot of open ground is to be used, then a short stake in the ground may mark checkpoints such that the location of the checkpoint is not immediately obvious.



7. The location of all checkpoints and the bearings and distance between each are recorded on a master map. This master map is carried by the instructor and is not shown to the cadet.

**Practice:**

8. Each cadet takes a turn at leading the section. This cadet will receive the grid reference of the checkpoint he/she needs to find. The cadet will then be required to:

- a. plot the grid reference given;
- b. use the compass as a protractor and measure the bearing between their present location and the checkpoint to be located;
- c. measure the magnetic declination and set it on the compass;
- d. measure the distance to the checkpoint;
- e. assign pacers to judge the distance;
- f. set the bearing on the compass;
- g. march on the bearing detouring obstacles as required; and
- h. keep track of their progress by indicating their position on the map.

9. In order to involve other members of the section, one variation to this exercise is to have all members plot the grid reference, bearing and measure the distance just for their own practice. Only the designated leader at the time will actually be assessed on this skill and has the responsibility of leading the section to find the checkpoint.

**Summary:**

10. At the end of each leg, the leaders should be taken aside and de-briefed on their performance. A group de-brief on lessons learned should also be conducted at the end of the exercise.



**PO 409**

**CLASSROOM INSTRUCTION MONITORING GUIDE**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Cadet Corps: \_\_\_\_\_

Lesson to be taught: \_\_\_\_\_ Evaluator: \_\_\_\_\_

PREPARATION FOR LESSON	SUB-TOTALS	TOTALS
<p><b>Did the Instructor:</b></p> <p>a. have a useful lesson plan?</p> <p>b. choose appropriate classroom/trg area?</p> <p>c. prepare and check trg aids?</p>	<p>/10</p> <p>/ 5</p> <p>/ 5</p>	<p>/20</p>
<b>INTRODUCTION</b>		
<p><b>Did the Instructor:</b></p> <p>a. introduce him/herself?</p> <p>b. state <b>what</b> the cadet will learn?</p> <p>c. tell the cadet <b>why</b> it was important?</p> <p>d. tell the cadet <b>where</b> it fits in the overall training plan?</p> <p>e. carry out a review of a previous related lesson?</p> <p>f. establish class interest?</p>	<p>/1</p> <p>/1</p> <p>/2</p> <p>/2</p> <p>/2</p> <p>/2</p>	<p>/10</p>
<b>PRESENTATION</b>		
<p><b>Did the Instructor:</b></p> <p>a. start teaching at a level of comprehension?</p> <p>b. identify teaching points?</p> <p>c. give clear explanations? demonstrations?</p> <p>d. use trg aids?</p> <p>e. use logical sequence?</p>	<p>/2</p> <p>/2</p> <p>/8</p> <p>/8</p> <p>/5</p>	<p>/25</p>

<b>CLASS ACTIVITY</b>	<b>SUBTOTALS</b>	<b>TOTALS</b>
<b>Did the Instructor:</b> a. provide constructive class participation? b. help students experiencing difficulty? c. correct errors immediately? d. control the class?	       	        
		/25
<b>CONFIRMATION</b>		
<b>Did the Instructor:</b> a. evaluate learning by stages? b. confirm main teaching points?	    	     
		/10
<b>TEST</b>		
<b>Did the Instructor:</b> a. test cadets on main teaching points? b. confirm main teaching points?	    	     
		/5
<b>CONCLUSION</b>		
<b>Did the Instructor:</b> a. summarize effectively?	  	  
		/5
<b>FINAL SCORE</b>	<b>TOTAL</b>	/100
EVALUATOR'S COMMENTS: (list the strengths of the lesson and the areas that require improvement)		



## SILVER STAR TRAINING RECORD

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 409 Instructional Techniques			
PO 411 Leadership			
PO 412 Citizenship			
PO 413 Physical Fitness			Circle level achieved
			Bronze Silver Gold

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

Optional training attended during the training year:

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  
 SILVER STAR COURSE**

<b>A-CR-CCP-120/PH-001          401 DRILL          PERFORMANCE — TEACH A DRILL MUTUAL.</b>
--

EO	PERFORMANCE STATEMENT	NO. OF PERIODS
22	Order a platoon on parade.	2
23	Adopt platoon formations.	3
	Observe a demonstration period on how to teach a drill mutual and Testing (drill mutuals).	4

	TOTAL	9
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**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>DRILL:</b> 401.22</p>	<p>5. <b>TIME</b> — Two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Order a platoon on parade.</p> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given — words of command; and</li> <li>b. Denied — assistance.</li> </ul> <p>3. <b>STANDARD</b> — The cadet will follow the correct fall-in procedure.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. forming up prior to falling-in;</li> <li>b. sizing the platoon;</li> <li>c. action of the marker;</li> <li>d. action on the word of command FALL-IN;</li> <li>e. action of the platoon warrant officer when the platoon is handed over to the platoon commander; and</li> <li>f. action on the command RIGHT or LEFT DRESS, SHOULDER DRESSING or ELBOW DRESSING.</li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. demonstration; and</li> <li>b. performance.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — To enable cadets to take their place in the platoon and to carry out any sequence of drill movements that the platoon commander so orders.</p> <p>8. <b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>a. A-PD-201-000/PT-000 Chapter 7, Page 7-2-2 to 7-2-5; and</li> <li>b. Army Cadet Reference Book (pages 1-27 to 1-29).</li> </ul> <p>9. <b>TRAINING AIDS</b> — Assistant Instructor.</p> <p>10. <b>TEST DETAILS</b> — Each cadet will be checked independently and will be required to execute all drill movements as ordered.</p> <p>11. <b>REMARKS:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrations must be faultless; and</li> <li>b. Constantly check and correct all basic drill movements.</li> </ul>



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>DRILL:</b> 401.23</p>	<p>5. <b>TIME</b> — Three 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Adopt platoon formations.</p> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given — words of command; and</li> <li>b. Denied — assistance.</li> </ul> <p>3. <b>STANDARD</b> — The cadet will correctly adopt three platoon formations as a member of a platoon in accordance with references.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. forming a hollow square;</li> <li>b. platoon in line, and in column of three;</li> <li>c. platoon in column of route;</li> <li>d. platoon in line advancing and retiring;</li> <li>e. platoon moving to the right or left in column of threes;</li> <li>f. platoon moving to the right or left in column of route;</li> <li>g. platoon advancing and retiring in column of threes from the right or left;</li> <li>h. platoon advancing and retiring in column of route from the the right or left;</li> <li>i. platoon retiring, required to move to a flank on the march; and</li> <li>j. platoon moving to a flank, required to turn about.</li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. demonstration; and</li> <li>b. performance.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — To enable cadets to take their place in the platoon and to carry out any sequence of drill movements that the Platoon Commander so orders.</p> <p>8. <b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>a. A-PD-201-000/PT-000 Chapter 7, Pages 7-1-2, 7-2-1 to 7-2-8; and</li> <li>b. Army Cadet Reference Book (pages 1-29 to 1-34).</li> </ul> <p>9. <b>TRAINING AIDS</b> — Assistant Instructor.</p> <p>10. <b>TEST DETAILS</b> — Each cadet will be required to take up command positions.</p> <p>11. <b>REMARKS</b> — The aim of platoon drill is to enable a platoon to carry out drill movements as part of a company.</p>



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

<b>A-CR-CCP-120/PH-001 402 FUNDAMENTAL TRAINING PERFORMANCE — FUNCTION IN THE ROLE OF A NON-COMMISSIONED OFFICER.</b>
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EO	PERFORMANCE STATEMENT	NO. OF PERIODS
10	List the general duties and responsibilities of a NCO.	1
11	List the medals, decorations and awards of the Canadian Forces.	1
	Testing.	1
TOTAL		3





**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>FUNDAMENTAL TRAINING:</b> 402.10</p>	<p>5. <b>TIME</b> — one 30 minute period.</p>
<p>1. <b>PERFORMANCE</b> — List the duties and responsibilities of a NCO.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — NA; and</p> <p>b. Denied — assistance.</p> <p>3. <b>STANDARD</b> — The cadet will list duties and responsibilities of a NCO.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. duty;</p> <p>b. responsibility;</p> <p>c. duties and responsibilities of a NCO;</p> <p>d. duties and responsibilities of an officer; and</p> <p>e. relationship between Officers and NCO's.</p>	<p>6. <b>METHOD/APPROACH</b> —</p> <p>a. Lecture; and</p> <p>b. Discussion.</p> <p>7. <b>SUBSTANTIATION</b> — This lesson will provide some basic thoughts with regard to the duties and responsibilities of a NCO.</p> <p>8. <b>REFERENCES</b> — Army Cadet Reference Book (pages 2-32 to 2-35).</p> <p>9. <b>TRAINING AIDS</b> — N/A</p> <p>10. <b>TEST DETAILS</b> — As per the standard statement.</p> <p>11. <b>REMARKS:</b></p> <p>a. Although the instructor will have to lead the discussion — the cadets should try and discuss each point themselves as much as possible (no more than 2 minutes for each item);</p> <p>b. The class may suggest ideas that are not listed here — the instructor must decide if these suggestions "fit the bill"; and</p> <p>c. This lesson is best taught by a senior NCO.</p>

4-11-4-12

A-CR-CCP-120/PH-001



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>FUNDAMENTAL TRAINING:</b> 402.11</p>	<p>5. <b>TIME</b> — one 30 minute period.</p>
<p>1. <b>PERFORMANCE</b> — List the orders, decorations and medals of the Canadian Forces.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — NA; and</p> <p>b. Denied — assistance.</p> <p>3. <b>STANDARD</b> — The cadet will list three out of the four selected decorations, medals and awards of the Canadian Forces and give a brief description of each.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. anatomy of a medal or decoration;</p> <p>b. Order of merit</p> <p style="padding-left: 40px;">(1) Order of Canada</p> <p>c. Decorations</p> <p style="padding-left: 40px;">(1) Canadian Forces Decoration;</p> <p style="padding-left: 40px;">(2) Victoria Cross;</p> <p style="padding-left: 40px;">(3) Star of Military Valour and Medal; and</p> <p style="padding-left: 40px;">(4) Meritorious service Cross</p> <p>d. Medals – War Medals</p> <p style="padding-left: 40px;">(1) United Nations Medals;</p> <p style="padding-left: 40px;">(2) Canadian Peace Keeping Service Medal;</p> <p style="padding-left: 40px;">(3) Canadian Korea Medal;</p> <p style="padding-left: 40px;">(4) Gulf and Kuwait Medal; and</p> <p style="padding-left: 40px;">(5) Victory Medal.</p>	<p>6. <b>METHOD/APPROACH</b> — Lecture.</p> <p>7. <b>SUBSTANTIATION</b> — The objective of this course is to familiarize the cadet with some of the medals and decorations of the Canadian Forces.</p> <p>8. <b>REFERENCES:</b></p> <p>a. Army Army Cadet Reference Book (pages 2-35 to 2-44);</p> <p>b. A-AD-200-000/AG-000;</p> <p>c. Gouvernor general web site www.qq.ca; and</p> <p>d. CFAOs 18-5, 18-9, 18-14, and 18-17.</p> <p>9. <b>TRAINING AIDS</b> — CF Medals and Decorations chart.</p> <p>10. <b>TEST DETAILS</b> — As per the standard statement.</p> <p>11. <b>REMARKS:</b></p> <p>a. Much of this lesson material will be learned by the cadets on their own time if a copy of the Canadian Forces Medals and Decorations Chart is on display for them to read. The stock number for this chart is A-JS 007 031/DA-001. Cadet corps should try to order this chart through the supply system; and</p> <p>b. An idea for confirming the knowledge of cadets is, to photocopy each medal/decoration and glue it to a card — the cards can then be flashed at each cadet who must then identify the badge/medal each in his/her turn.</p>



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

**A-CR-CCP-120/PH-001  
 403 BUSHCRAFT  
 PERFORMANCE — PARTICIPATE IN A FIELD EXERCISE.**

EO	PERFORMANCE STATEMENT	NO. OF PERIODS
22	Discuss survival psychology and strategy.	2
23	Predict a change in weather.	2
24	Judge a distance.	1
25	Construct a improvised shelter	1
	Testing (done in the field)	As required
TOTAL		6

4-15/4-16

A-CR-CCP-120/PH-001



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>BUSHCRAFT: 403.22</b></p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Discuss survival psychology and strategy.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — N/A; and</p> <p>b. Denied – assistance.</p> <p>3. <b>STANDARD</b> — The cadet will identify what strategy to adopt when they are lost in the field and what enemies of survival are.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. the survival priority list;</p> <p>b. health and survival;</p> <p>c. the psychology of survival;</p> <p>d. seven enemies of survival;</p> <p>e. attitudes for survival;</p> <p>f. team behaviour in survival; and</p> <p>g. emergency signals.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. lecture; and</p> <p>b. discussion.</p> <p>7. <b>SUBSTANTIATION</b> — The cadet must learn what is the survival attitudes and strategy to adopt in the field.</p> <p>8. <b>REFERENCES</b> —</p> <p>a. Army Army Cadet Reference Book (pages 3-74 to 3-82) ; and</p> <p>b. A-CR-CCP-107/PT-001 (Chap 5).</p> <p>9. <b>TRAINING AIDS</b> —</p> <p>10. <b>TEST DETAILS</b> — The EO is best tested while on exercise in the field and over the duration of a week-end..</p> <p>11. <b>REMARKS:</b> In order to given up this lesson, a parallel can be drawn with good and bad fields experiences they had before.</p>





**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>BUSHCRAFT: 403.23</b></p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Predict a change in weather.</p> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given — a variety of weather conditions; and</li> <li>b. Denied — assistance.</li> </ul> <p>3. <b>STANDARD</b> — The cadet will identify different types of clouds and understand what make the weather change.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. Canadian weather systems;</li> <li>b. air pressure;</li> <li>c. warm, cold and occluded front;</li> <li>d. types of clouds formations;</li> <li>e. forecasting from clouds;</li> <li>f. forecasting from wind; and</li> <li>g. keeping track.</li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. lecture;</li> <li>b. demonstration, and,</li> <li>c. performance.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — Cadets must learn what make the weather change and how that could be useful in field activities.</p> <p>8. <b>REFERENCES</b> — army Army Cadet Reference Book (pages 3-82 to 3-89).</p> <p>9. <b>TRAINING AIDS-</b> Cloud Chart.</p> <p>10. <b>TEST DETAILS</b> — The EO is best tested while on exercise in the field or over the duration of several weeks.</p> <p>11. <b>REMARKS -</b></p> <ul style="list-style-type: none"> <li>a. In order to given up this lesson, a parallel can be drawn with good and bad field experiences they had before.; and</li> <li>b. Cadet may keep a weather diary for one or more weeks copying clouds and wind conditions with actual weather experienced.</li> </ul>

4-19/4-20

A-CR-CCP-120/PH-001

CHAPTER 4: LESSON SPECIFICATIONS COURSE TITLE: SILVER STAR COURSE		CTS NUMBER: A-CR-CCP-116/PC-001
ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS	
<b>BUSHCRAFT:</b> 403.24	5. <b>TIME</b> — one 30 minute periods.	
<p>1. <b>PERFORMANCE</b> — Judge a distance.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — suitable training area; and</p> <p>b. Denied — assistance.</p> <p>3. <b>STANDARD</b> — The cadet will judge the distance from a viewpoint to an indicated point on the ground. Acceptable error limited to 20 per cent.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. unit of measure;</p> <p>b. appearance method;</p> <p>c. aids to guiding distance:</p> <p>(1) halving methods;</p> <p>(2) braketing method; and</p> <p>(3) average method.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. demonstration; and</p> <p>b. performance.</p> <p>7. <b>SUBSTANTIATION</b> — Cadets must be able to judge distance to determine their position on the ground in relation to identifiable landmarks.</p> <p>8. <b>REFERENCES</b> —</p> <p>a. Army Army Cadet Reference Book (pages 3-89 to 3-91); and</p> <p>b. B-GL-392-009/FP-000.</p> <p>9. <b>TRAINING AIDS:</b></p> <p>a. assistant instructor;</p> <p>b. flags; and</p> <p>c. tape measure.</p> <p>10. <b>TEST DETAILS</b> —The EO is best tested while on exercise in the field and over the duration of a weekend.</p> <p>11. <b>REMARKS:</b></p> <p>a. Before the lesson starts, put out flags 100 metres from a viewpoint so they can be seen across different types of ground: rising, falling and flat;</p> <p>b. Have the cadets look at the flags from different positions and ask them to remember what 100 metres looks like. Show them how difficult it is if there is any dead ground between them and the object;</p> <p>c. For practice, make the cadets put themselves 100 metres from a given object;</p> <p>d. Discuss with each cadet his/her margin of error, and continue until the cadets get consistent results; and</p> <p>e. A good location for this exercise is a conventional outdoor range or a football field.</p>	

**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>BUSHCRAFT: 403.25</b></p>	<p>5. <b>TIME</b> — one 30 minute period.</p>
<p>1. <b>PERFORMANCE</b> — Construct an improvised shelter.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — shelter construction material; and</p> <p>b. Denied — N/A.</p> <p>3. <b>STANDARD</b> — The cadet will assist as a member of a team in the construction of an improvised shelter.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. Types of improvised shelters:</p> <p>(1) the basic lean-to;</p> <p>(2) lopped tree shelter;</p> <p>(3) natural shelters; and</p> <p>(4) snow shelters.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. demonstration; and</p> <p>b. performance.</p> <p>7. <b>SUBSTANTIATION</b> — This lesson is designed to assist the cadet in learning or improving specific skills which they will need during a hike.</p> <p>8. <b>REFERENCES</b> —</p> <p>a. Army Army Cadet Reference Book (pages 3-91 to 3-98); and</p> <p>b. A-CR-CCP-107/PT-001 (chap 3).</p> <p>9. <b>TRAINING AIDS</b> — NA.</p> <p>10. <b>TEST DETAILS</b> — As per the standard statement..</p> <p>11. <b>REMARKS:</b></p> <p>a. The woods are full of materials to assist you in building, furnishing, and improving a shelter. Poles, logs and boughs abound, and with these alone a cadet can make an improvised shelter;</p> <p>b. Site the shelter near building material and conserve energy; and</p> <p>c. Shelter from the wind should be sought from boulders, hillsides, trees or whatever source may be available. Avoid overhanging rocks, which may spill snow, rock or gravel on you. A single large boulder may form a good back wall, but an overhanging cliff does not;</p> <p>d. Allow additional time to construct shelters during day or week-end FTX.</p>

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A-CR-CCP-120/PH-001



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

**A-CR-CCP-120/PH-001**  
**405 MAP AND COMPASS**  
**PERFORMANCE — NAVIGATE WITH A MAP.**

<b>EO</b>	<b>PERFORMANCE STATEMENT</b>	<b>NO. OF PERIODS</b>
11	Measure a grid bearing.	2
12	Convert grid bearings to magnetic bearings and vice versa.	3
	Participate in a navigational exercise.	2
TOTAL		7



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>MAP AND COMPASS:</b> 405.11</p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Measure a grid bearing.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — a map;  — a protractor;  — pencil;  — paper; and</p> <p>b. Denied — assistance.</p> <p>3. <b>STANDARD</b> — The cadet will measure a grid bearing on a map, correct to the nearest 20 mils.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. grid north and grid bearing;</p> <p>b. the protractor</p> <p>c. measuring bearing with a protractor; and</p> <p>d. measuring grid bearing with a compass.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. lecture;</p> <p>b. demonstration; and</p> <p>c. performance.</p> <p>7. <b>SUBSTANTIATION</b> — To become proficient in navigation, the cadet should have a good understanding of how to measure a bearing.</p> <p>8. <b>REFERENCES</b> —</p> <p>a. Army Army Cadet Reference Book (pages 5-50 to 5-52); and</p> <p>b. B-GL-382-005/FP-001 (art 708, 711).</p> <p>9. <b>TRAINING AIDS:</b></p> <p>a. a compass;</p> <p>b. protractor;</p> <p>c. a topographical map; and</p> <p>d. pencil and paper</p> <p>10. <b>TEST DETAILS</b> — The cadet will measure a grid bearing on a map using a protractor and compass, correct to the nearest 20 mils.</p> <p>11. <b>REMARKS</b> — Let the class practice measuring a bearing using the protractor and the compass.</p>





**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>MAP AND COMPASS:</b> 405.12</p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Convert grid bearings to magnetic bearings and vice versa</p> <ul style="list-style-type: none"> <li>a. Given — pencil and paper; and — calculator.</li> <li>b. Denied — assistance.</li> </ul> <p>3. <b>STANDARD</b> — The cadet must convert grid and magnetic bearings without error while taking the magnetic declination into account.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. Converting bearings; and</li> <li>b. converting from grid to magnetic; and</li> <li>c. Converting from magnetic to grid.</li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. lecture;</li> <li>b. demonstration; and</li> <li>c. performance.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — In order to navigate across country with map and compass, it is essential to convert bearings from grid to magnetic and vice versa.</p> <p>8. <b>REFERENCES</b> —</p> <ul style="list-style-type: none"> <li>a. Army Army Cadet Reference Book (pages 5-53 to 5-55); and</li> <li>b. B-GL-382-005/FP-001 (arts 712-714).</li> </ul> <p>9. <b>TRAINING AIDS</b> —</p> <ul style="list-style-type: none"> <li>a. 1:50 000 topographical maps;</li> <li>b. compasses; and</li> <li>c. and blackboard and chalk.</li> </ul> <p>10. <b>TEST DETAILS</b> — As per the standard statement.</p> <p>11. <b>REMARKS</b> — N/A.</p>

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A-CR-CCP-120/PH-001



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

<b>A-CR-CCP-120/PH-001          406 MARKSMANSHIP          PERFORMANCE — SHOOT THE DAISY 853C AIR RIFLE IN THE STANDING POSITION.</b>
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EO	PERFORMANCE STATEMENT	NO. OF PERIODS
07	Fire the Daisy 853C Air Rifle in the standing position.  Fire the Daisy 853C Air Rifle annual classification shoot	3  As required
TOTAL		3



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>MARKSMANSHIP:</b> 406.07</p>	<p>5. <b>TIME</b> — three 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Fire the Daisy 853C Air Rifle in the standing position.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — a Daisy 853C Air Rifle; and  — a range.</p> <p>b. Denied — N/A.</p> <p>3. <b>STANDARD</b> — The cadet must Fire the Daisy 853C Air Rifle in the standing position.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. centre of gravity;</p> <p>b. objectives of a good standing position;</p> <p>c. characteristics of a good standing position;</p> <p>(1) position of the body and feet;</p> <p>(2) placement of the legs and hips</p> <p>(3) back bend and body twist;</p> <p>(4) placement of arms;</p> <p>(5) holding the rifle, the four methods; and</p> <p>(6) head position.</p> <p>d. body alignment and aiming;</p> <p>e. principles of marksmanship;</p> <p>f. firing point procedure; and</p> <p>g. load and unload in the standing position.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. Lecture;</p> <p>b. Demonstration; and</p> <p>c. Performance.</p> <p>7. <b>SUBSTANTIATION</b> — By learning to adopt the correct standing position for shooting, cadets will be able to shoot better and safer.</p> <p>8. <b>REFERENCES</b> —</p> <p>a. Army Army Cadet Reference Book (pages 6-20 to 6-27); and</p> <p>b. A-CR-CCP-177/PT-001 (pages 1-6-1 to 1-6-5, 2-9 to 2-10).</p> <p>9. <b>TRAINING AIDS</b> — a Daisy 853C Air Rifle.</p> <p>10. <b>TEST DETAILS</b> — Each cadet will be asked to adopt the standing position and will be checked individually to ensure that the position is adopted properly.</p> <p><b>REMARKS:</b></p> <p>a. The standing position is the easiest and quickest position to assume and does not use any artificial support like a sling in the prone position. The standing position has the smallest area of support, thus the most difficult to hold steady. Shooters must come to grips with the fact that in standing you may never achieve complete mobility;</p> <p>b. Coaching assistance may be given for pumping the Daisy 853C Air Rifle in the standing position; and</p> <p>c. Access to as many rifles as possible will allow maximum participation.</p>

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

**A-CR-CCP-120/PH-001  
409 INSTRUCTIONAL TECHNIQUES  
PERFORMANCE — TEACH A CLASSROOM MUTUAL.**

EO	PERFORMANCE STATEMENT	NO. OF PERIODS
01	List the principles of instruction.	2
02	List the methods of instruction.	1
03	Prepare a lesson plan.	2
04	Ask a question.	2
05	List the five types of verbal support.	1
06	Make a visual aid.	2
	Testing mutuals (one per cadet).	6

TOTAL

16





**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>INSTRUCTIONAL TECHNIQUES:</b> 409.01</p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — List the principles of instruction.</p> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given — N/A; and</li> <li>b. Denied — assistance.</li> </ul> <p>3. <b>STANDARD</b> — The cadet will list the principles of instruction from memory with no errors.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. introduction to instructional techniques;</li> <li>b. interest;</li> <li>c. comprehension;</li> <li>d. emphasis;</li> <li>e. participation;</li> <li>f. accomplishment; and</li> <li>g. confirmation.</li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. lecture; and</li> <li>b. discussion.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — The principles of instruction are the basic tools of the instructor and as such they are included in these lessons.</p> <p>8. <b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>a. Army Army Cadet Reference Book Pages 9-1 to 9-5);</li> <li>b. A-CR-CCP-913/PT-001 (chap 1, arts 46-51); and</li> <li>b. A- P9-000-009/PT-000, Chapter 2.</li> </ul> <p>9. <b>TRAINING AIDS</b> — Examples in the Silver Star Handbook.</p> <p>10. <b>TEST DETAILS</b> — As per the Standard Statement..</p> <p>11. <b>REMARKS:</b></p> <ul style="list-style-type: none"> <li>a. Although the initial task of the instructor is to get the cadets to remember the six principles by name, the long term goal is to get the course cadets to remember the explanations that accompany each principle too; and</li> <li>b. The six principles can be equally divided among the two periods of instruction.</li> </ul>



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>INSTRUCTIONAL TECHNIQUES:</b> 409.02</p>	<p>5. <b>TIME</b> — one 30 minute period.</p>
<p>1. <b>PERFORMANCE</b> — List the instructional methods.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — N/A; and</p> <p>b. Denied — assistance</p> <p>3. <b>STANDARD</b> — The cadet will list the two main methods and six of the twelve instructional methods from memory with no errors.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. choosing a method;</p> <p>b. lecture method;</p> <p>c. demonstration-performance method;</p> <p>d. other methods:</p> <p>(1) discussion method;</p> <p>(2) tutorial method;</p> <p>(3) seminar method;</p> <p>(4) independent study;</p> <p>(5) assignment method;</p> <p>(6) field trip;</p> <p>(7) games and roles playing method;</p> <p>(8) opportunity teaching;</p> <p>(9) behaviour modelling;</p> <p>(10) peer learning and mutual instruction;</p> <p>(11) mentoring; and</p> <p><b>(12)</b> on the job training.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. lecture; and</p> <p>b. discussion.</p> <p>7. <b>SUBSTANTIATION</b> — This lesson is designed to make the cadet aware of the various instructional methods and their relative advantages and disadvantages.</p> <p>8. <b>REFERENCES:</b></p> <p>a. Army Cadet Reference Book (pages 9-6 to 9-9); and</p> <p>b. A-P9-000-009/PT-000, Chapter 2.</p> <p>9. <b>TRAINING AIDS</b> — NA.</p> <p>10. <b>TEST DETAILS</b> — As per the standard statement.</p> <p>11. <b>REMARKS:</b></p> <p>a. When planning instruction, instructors must match each teaching point in a lesson with the appropriate delivery method; and</p> <p>b. The most commonly employed methods are the lecture method and the demonstration- performance method.</p>

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A-CR-CCP-120/PH-001



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>INSTRUCTIONAL TECHNIQUES:</b> 409.03</p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Prepare a lesson plan.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — lesson plan format;  — references; and  — assistance from the instructor.</p> <p>b. Denied — N/A.</p> <p>3. <b>STANDARD</b> — Cadets must prepare a lesson plan on any classroom subject of their choice from among the subjects of the Green Star Course.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. the Course Training Plan;</p> <p>b. the lesson plan;</p> <p style="padding-left: 40px;">(1) introduction;</p> <p style="padding-left: 40px;">(2) body;</p> <p style="padding-left: 40px;">(3) test; and</p> <p style="padding-left: 40px;">(4) conclusion.</p> <p>c. hints for success.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. lecture; and</p> <p>b. discussion.</p> <p>7. <b>SUBSTANTIATION</b> — A lesson plan is necessary to help instructors organise their subject material; encourage self-confidence; provide them with a sequence to follow; avoid blank-outs; and act as a guide for the instructor's presentation.</p> <p>8. <b>REFERENCES:</b></p> <p>a. Army Cadet Reference Book (pages 9-9 to 9-15);</p> <p>b. A-CR-CCP-913/PT-001 (chap4, arts 1-37); and</p> <p>c. A- P9-000-009/PT-000, Chapter 4.</p> <p>9. <b>TRAINING AIDS</b> — A completed lesson plan to serve as an example.</p> <p>10. <b>TEST DETAILS</b> — As a home assignment the cadet must prepare and submit a lesson plan to the instructor for correction prior to teaching their first classroom mutual. The lesson plan that the course cadets prepare for this period of instruction could be used to teach their first classroom mutual.</p> <p>11. <b>REMARKS:</b></p> <p>a. The key to successful instruction is careful planning. The instructor must determine the key requirements of the training and develop lesson presentations to meet these requirements.</p> <p>b. The instructor must refer to the course training plan and the lesson specifications contained in it before planning a lesson.</p> <p>c. The lesson plan, if carefully developed, is an essential tool to guide and ensure that instruction follows a specific , well planned, goal oriented design.</p> <p>d. These two periods of instruction should be scheduled back to back.</p>

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**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>INSTRUCTIONAL TECHNIQUES:</b> 409.04</p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Ask a question.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — N/A; and,</p> <p>b. Denied — assistance.</p> <p>3. <b>STANDARD</b> — The cadet must ask one question for each type of question without error.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. the purpose of questions is to;</p> <p>(1) stimulate mental activity;</p> <p>(2) evaluate learning;</p> <p>(3) arouse and maintain interest;</p> <p>(4) teach problem solving skills;</p> <p>(5) guide and provoke thought; and</p> <p>(6) control a lesson.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. lecture;</p> <p>b. demonstration; and</p> <p>c. performance.</p> <p>7. <b>SUBSTANTIATION</b> — Asking good questions during a lesson helps to stimulate and maintain interest throughout the whole class.</p> <p>8. <b>REFERENCES:</b></p> <p>a. Army Cadet Reference Book (pages 9-16 to 9-17);</p> <p>b. A-CR-CCP-913/PT-001 (chap 1, arts 168-195); and</p> <p>c. A- P9-000-009/PT-000, Chapter 5, Pages 5-6 to 5-13.</p> <p>9. <b>TRAINING AIDS</b> —</p> <p>10. <b>TEST DETAILS</b> — As per the standard statement..</p> <p>11. <b>REMARKS:</b></p> <p>a. Of the many techniques available to an instructor, the use of questions is one of the most important. How instructors pose, respond to, and time their questions can have a dramatic impact on how well course members learn.</p>

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

<b>INSTRUCTIONAL TECHNIQUES: 409.04 (continued)</b>	
<p>b. the qualities of a good question:</p> <ul style="list-style-type: none"><li>(1) it is easily understood;</li><li>(2) it is complete and clear;</li><li>(3) it should use appropriate vocabulary; and</li><li>(4) it should have only the correct answer.</li></ul> <p>c. types of questions and an explanation for each type;</p> <ul style="list-style-type: none"><li>(1) Lead-off;</li><li>(2) Follow-up;</li><li>(3) Overhead;</li><li>(4) Direct; and</li><li>(5) Reverse and relay.</li></ul> <p>d. questioning technique.</p>	<p>b. To ensure that the cadet have a clear understanding of questions and the answers given, instructors should follow a deliberate procedure and exercise care when asking and responding to questions by:</p> <ul style="list-style-type: none"><li>(1) ensuring you have full attention and ask the question;</li><li>(2) allowing course members time to form answer;</li><li>(3) listening carefully to the answer, allowing course member time to answer fully; and</li><li>(4) confirming the correct response and explain why it is correct</li></ul> <p>c. Often it is the cadet, not the instructor, who asks a question. Instructors should always encourage genuine questions pertaining to the lesson. Course members usually ask questions because they have not understood the material or the explanation of some aspect of the TPs.</p>



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>INSTRUCTIONAL TECHNIQUES:</b> 409.05</p>	<p>5. <b>TIME</b> — one 30 minute period.</p>
<p>1. <b>PERFORMANCE</b> — List the five types of verbal support.</p> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given — NA; and,</li> <li>b. Denied — assistance.</li> </ul> <p>3. <b>STANDARD</b> — The cadet must list the six types of verbal support as well as an example of each without error.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. comparisons;</li> <li>b. repetition or restatement;</li> <li>c. reasons;</li> <li>d. examples,</li> <li>e. statistics; and</li> <li>f. testimony.</li> </ul>	<p>6. <b>METHOD/APPROACH</b> —</p> <ul style="list-style-type: none"> <li>a. Lecture; and</li> <li>b. Discussion.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — Course cadets must know the different types of verbal support to take advantage of them in preparing their lesson.</p> <p>8. <b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>a. Army Cadet Reference Book (page 9-18);</li> <li>b. A-CR-CCP-913/PT-001 (chap 1, arts 74-81); and</li> <li>c. A- P9-000-009/PT-000, Chapter 4.</li> </ul> <p>9. <b>TRAINING AIDS</b> —</p> <p>10. <b>TEST DETAILS</b> — As per the standard statement.</p> <p>11. <b>REMARKS</b> — In any classroom situation, there are always a number of students who need to be convinced that what they are learning makes good sense. Cadets are no different. That is why people sometimes say, “Good teaching is like good salesmanship, It must be convincing to be successful.” All lessons will need some clarification, explanation or proof if they are to be successfully understood by your class. Verbal support is the basic tool at your disposal in order to illustrate, emphasise and clarify each of the ideas that you must present during the lesson.</p>

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A-CR-CCP-120/PH-001



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>INSTRUCTIONAL TECHNIQUES:</b> 409.06</p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Make a visual aid.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — construction paper, pens, etc; and  — assistance from the instructor, classmates and reference material.</p> <p>b. Denied — N/A.</p> <p>3. <b>STANDARD</b> — The cadet must make a visual aid for a Green Star or Red Star subject of their choice.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. definition of a training aid;</p> <p>b. audio-visual aids – one specific type of training aid;</p> <p>c. selection of a audio-visual aid; and</p> <p>d. use of a training aid</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. lecture; and</p> <p>b. performance.</p> <p>7. <b>SUBSTANTIATION</b> — As most cadets will learn and remember best from seeing the information displayed for them, the creation of visual aids is an important aspect to instructing. This lesson will address the importance of visual aids.</p> <p>8. <b>REFERENCES:</b></p> <p>a. Army Army Cadet Reference Book ( 9-19 to 9-20);</p> <p>b. A-CR-CCP-913/PT-001 (chap 1, atrs 84-145); and</p> <p>c. A- P9-000-009/PT-000, Chapter 2.</p> <p>9. <b>TRAINING AIDS</b> — Construction materials, pens, etc.</p> <p>10. <b>TEST DETAILS</b> — The cadet must produce a visual aid.</p> <p>11. <b>REMARKS:</b></p> <p>a. A training aid is any resource or item used by the instructor to clarify, simplify, or reinforce instruction. To achieve maximum effectiveness from a training aid, the instructor must plan, prepare, select and use it with care;</p> <p>b. Use the first period to teach the theory and the second period of instruction to get the cadets to make a visual aid themselves; and</p> <p>c. The cadets can be grouped together in order to tackle a visual aid that is more complex.</p>

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A-CR-CCP-120/PH-001



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

**A-CR-CCP-120/PH-001  
411 LEADERSHIP  
PERFORMANCE — LEAD A GROUP OF PEERS IN A SMALL GROUP TASKING.**

EO	PERFORMANCE STATEMENT	NO. OF PERIODS
05	Define the terms leadership, management and command.	1
06	List the three styles of leadership.	2
07	Describe the process of communication.	1
08	Supervise a cadet activity.	2
09	Solve a problem.	2
	Testing (small group tasking, minimum of 2 per course cadet)	2
TOTAL		10

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**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p style="text-align: center;"><b>LEADERSHIP: 411.05</b></p>	<p>5. <b>TIME</b> — one 30 minute period.</p>
<p>1. <b>PERFORMANCE</b> — Define the terms leadership, management and command.</p> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given — N/A; and</li> <li>b. Denied — assistance from the instructor, classmates or reference material.</li> </ul> <p>3. <b>STANDARD</b> — Cadets must define the terms leadership, management and command in their own words without error.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. definition of leadership;</li> <li>b. definition of management;</li> <li>c. definition of command; and</li> <li>d. three in one.</li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. lecture; and</li> <li>b. discussion.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — Having learned the duties of a follower (Green Star Course) and the qualities of a leader (Red Star Course), it is time to begin exploring leadership in earnest starting with some basic definitions so, that all cadets are using the same vocabulary.</p> <p>8. <b>REFERENCES</b> —</p> <ul style="list-style-type: none"> <li>a. Army Army Cadet Reference Book (pages 11-14 to 11-17); and</li> <li>b. A-CR-CCP-910/PT-001 (chap 1, section 2).</li> </ul> <p>9. <b>TRAINING AIDS</b> — Examples in the Army Cadet Reference Book</p> <p>10. <b>TEST DETAILS</b> — An individual oral or written test of the cadet's ability to define the terms: leadership, management and command.</p> <p>11. <b>REMARKS:</b></p> <ul style="list-style-type: none"> <li>a. A suggested method for teaching this class is to ask the cadets themselves to define the terms before giving the correct answers. In this way the cadets can participate right from the start.</li> <li>b. It is important to draw suggestions and answers from the quieter members of the class.</li> <li>c. Make use of the examples given in the handbook to help illustrate the teaching points.</li> <li>d. This EO is probably best taught by an experienced officer as the concepts included among the teaching points are somewhat abstract.</li> </ul>

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**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>LEADERSHIP:</b> 411.06</p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — List the three styles of leadership.</p> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given — pencil and paper.</li> <li>b. Denied — assistance from the instructor, classmates or reference material.</li> </ul> <p>3. <b>STANDARD</b> — The cadet must correctly list the three styles of leadership without error.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. factors involved in a leadership situation;</li> <li>b. authoritative approach;</li> <li>c. participative approach;</li> <li>d. free-rein approach;</li> <li>e. conscientious leadership;</li> <li>f. ethical leadership;</li> <li>g. leader orientation; and</li> <li>h. leader as a manager.</li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. lecture; and</li> <li>b. discussion.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — This lesson provides a description of the styles of leadership so that the course cadets may recognise each of them and know when to apply them.</p> <p>8. <b>REFERENCES</b> —</p> <ul style="list-style-type: none"> <li>a. Army Army Cadet Reference Book (pages 11-17 to 11-23); and</li> <li>b. A-CR-CCP-910/PT-001 (chap 3, pages 3-1 to 3-14).</li> </ul> <p>9. <b>TRAINING AIDS</b> — N/A</p> <p>10. <b>TEST DETAILS</b> —</p> <p>11. <b>REMARKS:</b></p> <ul style="list-style-type: none"> <li>a. The instructor must assume the role of group discussion leader when discussing each of the case studies.</li> <li>b. An experienced officer best teaches this EO.</li> <li>c. It is important to draw suggestions and answers from the quieter members of the class.</li> </ul>



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>LEADERSHIP:</b> 411.07</p>	<p>5. <b>TIME</b> — one 30 minute period.</p>
<p>1. <b>PERFORMANCE</b> — Describe the process of communication.</p> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given — N/A; and</li> <li>b. Denied — assistance from the instructor, classmates or reference material.</li> </ul> <p>3. <b>STANDARD</b> — The cadets must describe the process of communication between the leaders and those with whom they work.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. effective communication;</li> <li>b. mind of the originator;</li> <li>c. mind of the recipient;</li> <li>d. barriers to communication;</li> <li>e. result and feedback;</li> <li>f. types of orders; and</li> <li>g. giving and receiving orders.</li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. lecture; and</li> <li>b. discussion.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — In the capacity of a leader, cadets must communicate their ideas and wishes to others. This lesson is aimed at making the process of communication more effective.</p> <p>8. <b>REFERENCES</b> —</p> <ul style="list-style-type: none"> <li>a. Army Army Cadet Reference Book (pages 11-23 to 11-30); and</li> <li>b. A-CR-CCP-910/PT-001 (chap 8).</li> </ul> <p>9. <b>TRAINING AIDS</b> — Case study in the Army Cadet Reference Book .</p> <p>10. <b>TEST DETAILS</b> —</p> <p>11. <b>REMARKS:</b></p> <ul style="list-style-type: none"> <li>a. Although this lesson is more focused on verbal communication, it could be pointed out that many of the same rules apply to written communication.</li> <li>b. It is essential to involve the quieter members of the class.</li> <li>c. Use case study at the end of the lesson to help illustrate the communication process.</li> <li>d. The game of "Broken Telephone" is a good way to introduce this subject.</li> </ul>



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ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>LEADERSHIP:</b> 411.08</p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Supervise a cadet activity.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — assistance and supervision from the instructor; and</p> <p>b. Denied — N/A.</p> <p>3. <b>STANDARD</b> — The cadet must supervise a cadet activity while applying the principles of supervision such that the activity is completed in good order and with no injuries.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. supervision;</p> <p>b. supervision for safety:</p> <p>(1) check list; and</p> <p>(2) factors that affect safety planning and management.</p> <p>c. supervision for assessing skills:</p> <p>(1) the proper procedure for correcting a cadet;</p> <p>(2) when to supervise; and</p> <p>(3) oversee a cadet activity.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. lecture;</p> <p>b. performance; and</p> <p>c. discussion.</p> <p>7. <b>SUBSTANTIATION</b> — Young leaders are often assigned small tasks. These tasks usually require the participation of a small group of cadets rather than an individual effort. It is essential to the safe conclusion of these tasks that the young leaders be able to successfully supervise those cadets in their charge.</p> <p>8. <b>REFERENCES</b> — Army Army Cadet Reference Book (pages 11-30 to 11-34).</p> <p>9. <b>TRAINING AIDS</b> —</p> <p>10. <b>TEST DETAILS</b> — As a means of confirming the cadet's understanding of the principles of supervision, a case study must be examined. The cadets should be asked to work on a case study individually at first and then the instructor should pull the class together to solve the puzzle. There is no one correct answer to a case study. This project can be assigned the week prior to the lesson to allow the cadets lime to review a case study.</p> <p>11. <b>REMARKS:</b></p> <p>a. The immediate objective of this period of instruction is to introduce the principles of supervision and to have the course cadets work through a theoretical model (case study). As the performance statement indicates, however, the long term goal is to have the cadets supervising any manner of activities. There are a number of these activities in which cadets could be asked to supervise. It is up to the course officer or instructor to seek out occasions when the Silver Star Course cadets can practice supervising younger cadets. Close supervision of the Silver Star Course cadets is essential if they are going to learn how to supervise.</p>

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**LEADERSHIP: 411.08 (continued)**

- b. If the course cadets are not interested in a case study, the instructor might try some play acting to get across the teaching points.

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ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>LEADERSHIP:</b> 411.09</p>	<p>5. <b>TIME</b> — one 30 minute period.</p>
<p>1. <b>PERFORMANCE</b> — Solve a problem.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — any manner of problem (within a cadet's ability and authority that needs a solution; and</p> <p>b. Denied — assistance from the instructor.</p> <p>3. <b>STANDARD</b> — The cadet must correctly apply logical reasoning to a problem in order to solve it.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. the definition of a problem and problem solving;</p> <p>b. standard operating procedures;</p> <p>c. trial &amp; error, straight analysis;</p> <p>d. logical analysis :</p> <p>(1) confirm the task;</p> <p>(2) identify the problem;</p> <p>(3) determine the CRITICAL FACTOR;</p> <p>(4) develop alternative solution;</p> <p>(5) compare alternative; and</p> <p>(6) implement the solution.</p> <p>e. the military estimate;</p> <p>f. making a simple plan;</p> <p>g. the problem solving climate; and</p> <p>h. judgement.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. lecture;</p> <p>b. discussion; and</p> <p>c. performance.</p> <p>7. <b>SUBSTANTIATION</b> — At some point, every leader will be assigned a task to accomplish. To be successful, leaders need to understand that each task is really just a big problem that requires a solution. This lesson will discuss all of the elements required in solving a problem.</p> <p>8. <b>REFERENCES</b> —</p> <p>a. Army Army Cadet Reference Book (pages 11-35 to 11-38); and</p> <p>b. A-CR-CCP-910/PT-001 (chap 9, arts 1-12).</p> <p>9. <b>TRAINING AIDS</b> —</p> <p>10. <b>TEST DETAILS</b> — The cadets must work through a case study. No one solution to a case study is correct; however, logical analysis will apply to whatever solution is found.</p> <p>11. <b>REMARKS:</b></p> <p>a. The first period could be used to discuss the theory behind problem solving and the second period could be used to work through a case study.</p> <p>b. The military uses three methods of analysis: logical, straight, and trial and error. Only logical analysis is being taught to the cadets during this course.</p> <p>c. The cadet must understand that these lessons provide a framework for the resolution of problems. They must add to the framework to adapt it to a specific case.</p>

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

<b>A-CR-CCP-120/PH-001 412 CITIZENSHIP PERFORMANCE — PARTICIPATE IN COMMUNITY ACTIVITIES.</b>
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EO	PERFORMANCE STATEMENT	NO. OF PERIODS
05	Describe the three types of government.	1
06	Describe the structure of the Canadian Government.	1
07	List the dates on which the ten Provinces and the three Territories joined the Confederation.	2
	Testing (participation in at least one community activity represents the testing vehicle).	As required
TOTAL		4



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>CITIZENSHIP:</b> 412.05</p>	<p>5. <b>TIME</b> — one 30 minute period.</p>
<p>1. <b>PERFORMANCE</b> — Describe the three types of government.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — N/A; and</p> <p>b. Denied — assistance from the instructor, classmates or reference material.</p> <p>3. <b>STANDARD</b> — The cadet will describe the three types of government.</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. autocratic government;</p> <p>b. democratic government;</p> <p>c. oligarchy;</p> <p>d. a federal state;</p> <p>e. history of democracy in Canada; and</p> <p>f. the constitution.</p>	<p>6. <b>METHOD/APPROACH:</b></p> <p>a. lecture; and</p> <p>b. discussion.</p> <p>7. <b>SUBSTANTIATION</b> — To better understand how the Canadian Government functions it is useful to have some knowledge of alternate forms of government.</p> <p>8. <b>REFERENCES</b> — Army Cadet Reference Book (pages 12-20 to 12-24).</p> <p>9. <b>TRAINING AIDS</b> — N/A</p> <p>10. <b>TEST DETAILS</b> — Each cadet will be required to answer the instructor's questions on the three types of government.</p> <p>11. <b>REMARKS:</b></p> <p>a. To complement this lesson, the instructor could bring in newspaper clippings to illustrate the various teaching points; and</p> <p>b. A local government representant might be interested in speaking to the class on this subject.</p>

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ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>CITIZENSHIP:</b> 412.06</p>	<p>5. <b>TIME</b> — one 30 minute period.</p>
<p>1. <b>PERFORMANCE</b> — Describe the structure of the Canadian government.</p> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given — N/A; and</li> <li>b. Denied — assistance.</li> </ul> <p>3. <b>STANDARD</b> — The cadet will describe the structure of the Canadian government.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. structure of government and parliament;</li> <li>b. federal government and parliament: <ul style="list-style-type: none"> <li>(1) the executive branch of government;</li> <li>(2) the legislative branch of government; and</li> <li>(3) the judicial branch of government.</li> </ul> </li> <li>c. provincial and territorial governments;</li> <li>d. municipal government.</li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. lecture; and</li> <li>b. discussion.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — A better understanding of the Canadian governmental system encourages more participation in government by its citizens.</p> <p>8. <b>REFERENCES</b> — Army Cadet Reference Book (pages 12-24 to 12-27).</p> <p>9. <b>TRAINING AIDS</b> — N/A</p> <p>10. <b>TEST DETAILS</b> — Each cadet will be required to respond to questions on the teaching points.</p> <p>11. <b>REMARKS:</b></p> <ul style="list-style-type: none"> <li>a. A local government representative could be invited to speak on this subject; and</li> <li>b. To complement this lesson, the instructor could bring in newspaper clippings to illustrate the various teaching points.</li> </ul>

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**CHAPTER 4: LESSON SPECIFICATIONS**  
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ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>CITIZENSHIP:</b> 412.07</p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — List the dates on which the ten provinces and the three territories joined the Confederation.</p> <p>2. <b>CONDITIONS:</b></p> <ul style="list-style-type: none"> <li>a. Given — N/A; and</li> <li>b. Denied — assistance from the instructor, classmates or reference material.</li> </ul> <p>3. <b>STANDARD</b> — The cadet will list the dates on which the ten provinces and the three territories joined the Confederation of Canada.</p> <p>4. <b>TEACHING POINTS:</b></p> <ul style="list-style-type: none"> <li>a. before provinces and territories;</li> <li>b. date of entry into confederation;</li> <li>c. a brief history each province and territory;</li> <li>d. the motto of each province and territory; and</li> <li>e. the floral emblem of each province and territory.</li> </ul>	<p>6. <b>METHOD/APPROACH:</b></p> <ul style="list-style-type: none"> <li>a. lecture; and</li> <li>b. discussion.</li> </ul> <p>7. <b>SUBSTANTIATION</b> — The purpose of this lesson is to give the cadet a better understanding of the Canadian Confederation and develop a heightened sense of pride in Canada and in being Canadian.</p> <p>8. <b>REFERENCES</b> —</p> <ul style="list-style-type: none"> <li>a. Army Cadet Reference Book (pages 12-28 to 12-39); and</li> <li>b. A-CR-CCP-121/PT-001</li> </ul> <p>9. <b>TRAINING AIDS</b> —</p> <p>10. <b>TEST DETAILS</b> — As per the standard statement.</p> <p>11. <b>REMARKS</b> — There are an endless number of possibilities for student participation based on the material to be covered in this lesson. For example, a quiz could be developed using information extracted from the text on the national, provincial and territorial pages.</p>





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

<b>A-CR-CCP-120/PH-001          413 PHYSICAL FITNESS          PERFORMANCE — FOLLOW A HEALTHY LIFE STYLE.</b>
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EO	PERFORMANCE STATEMENT	NO. OF PERIODS
03	Pursue a healthy lifestyle.  Testing (the cadet must participate in the army cadet fitness test).	2  As required
TOTAL		2



**CHAPTER 4: LESSON SPECIFICATIONS**  
**COURSE TITLE: SILVER STAR COURSE**

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

ENABLING OBJECTIVE AND TEACHING POINTS	TRAINING DETAILS
<p><b>PHYSICAL FITNESS:</b> 413.03</p>	<p>5. <b>TIME</b> — two 30 minute periods.</p>
<p>1. <b>PERFORMANCE</b> — Pursue a healthy lifestyle.</p> <p>2. <b>CONDITIONS:</b></p> <p>a. Given — a situation where cadets may apply their knowledge; and,</p> <p>b. Denied — assistance.</p> <p>3. <b>STANDARD</b> — The cadet will pursue a healthy lifestyle by:</p> <p>a. practising the principles of personal hygiene and nutrition;</p> <p>b. complying with cadet regulations on the use of drugs; and</p> <p>c. identifying the dangers to, health by the illicit or indiscriminate use of drugs and the effect of smoking; and</p> <p>d. participating in a daily personal physical fitness programme</p> <p>4. <b>TEACHING POINTS:</b></p> <p>a. principles of personal hygiene and nutrition;</p> <p>b. cadet regulations on the use of drugs; and</p> <p>c. how physical fitness can play an important role in leading a healthy lifestyle.</p>	<p>6. <b>METHOD/APPROACH</b> —</p> <p>a. Lecture; and</p> <p>b. Discussion.</p> <p>7. <b>SUBSTANTIATION</b> — It is important for a cadet to know the principles of pursuing a healthy and safe lifestyle so that they can make appropriate choice.</p> <p>8. <b>REFERENCES:</b></p> <p>a. Army Cadet Reference Book (pages 13-15 to 13-16);</p> <p>b. CATO 13-22, 13-23;</p> <p>c. Health Canada – Office of Nutrition policy and promotion – Canada’s food Guide to healthy eating, <a href="http://www.hc-sc.gc.ca">www.hc-sc.gc.ca</a>; and</p> <p>d. As provided by guest lecturer.</p> <p>9. <b>TRAINING AIDS</b> — N/A</p> <p>10. <b>TEST DETAILS</b> — No final test is administered.</p> <p>11. <b>REMARKS:</b></p> <p>a. This class should be conducted by a quest lecturer;</p> <p>b. if none are available then the class should be conducted by an officer;</p> <p>c. the lesson is intended to be informational only, <b>not</b> moralistic; and</p> <p>d. cover rules and regulations only.</p>

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# 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 Cadeta 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**

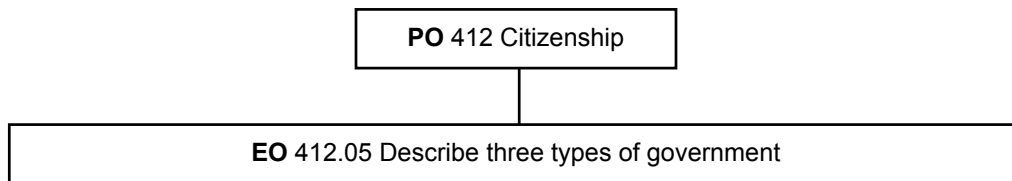
The directorate (or department) responsible for setting policy and direction for the cadet movement. D Cdts works under the umbrella organization of the Directorate of Reserves and Cadets (DGRC). D Cdts is located in NDHQ, Ottawa.

**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**

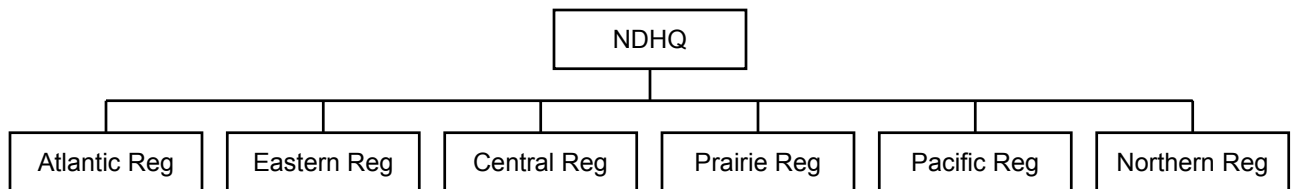
Refers to the recommended instructing style for the lesson, eg, lecture, discussion, demonstration and performance methods.

**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**

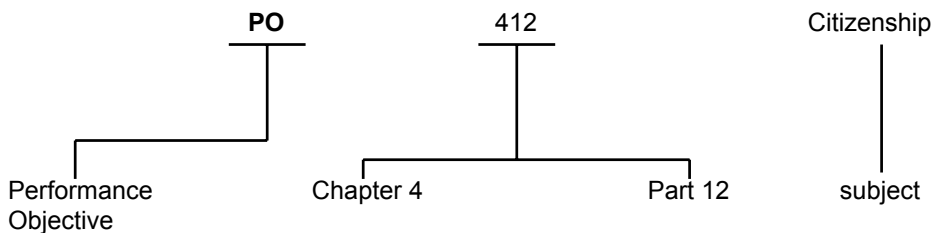
Refers to the performance statement which describes what the cadet must accomplish or be able to do at the end of the lesson.

**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 Programme**

A mandatory programme carried out at the cadet corps which teaches and practises the minimum knowledge and skills necessary to achieve the training objectives of the army cadets. This programme 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**

<b>Item</b>	<b>NSN/NDID</b>	<b>Quantity</b>
Silver Star Badge	8455-21-872-2503	1 per cadet
Cadet Training Record		1 per cadet
Complete Cadet Uniform		1 per cadet
Metronome or Drum		1 per cadet corps
Army Cadet Reference Book	A-CR-CCP-120/PT-001	1 per cadet
Silver Star CTP	A-CR-CCP-120/PH-001	5 per course
Dress Regulations for Royal Canadian Army Cadets	CATO 46.01	1 per cadet corps
Canadian Forces Rank and Appointment insignia Chart	A-JS-007-014/JD-002	1 chart per cadet corps
Affiliated Unit Flashes or RCAC titles		2 per cadet
Affiliated Unit Cap Badge or RCAC badge		1 per cadet
Tent		Quantity will vary depending on type of tent available as no "cadet tent" has been purchased
Rucksack		1 per cadet — no "cadet rucksack" is yet available so model types will vary greatly
Sleeping Bag		1 per cadet — no " cadet sleeping bag" has yet been approved so model types will vary greatly
Maps		1 per cadet
Silicone		1 bottle per cadet
Compass		1 per 2 cadets

**CHAPTER 6**  
**TRAINING SUPPORT REQUIREMENTS (Continued)**

<b>Item</b>	<b>NSN/NDID</b>	<b>Quantity</b>
Protractor		1 per cadet
5 m lengths of 7 mm rope		1 length per cadet
Air mattress		1 per cadet
Targets (6920-21-109-2640)		As required
Air Rifle Daisy 853C		As per Scale of Issue
Aiming rests		3-5 per course
Safety glasses		As per Scale of Issue
Rifle cleaning kit		As per CFS-8 or as applicable to the rifle
Ear defenders		As per CFS-8
Flashlight		5 per quota of 30 cadets
Coleman stove (2burner)	7310-21-899-3982	3 per course
Coleman lantern	6260-21-908-7987	3 per course

**NOTE**

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