

**CHAPTER 1**

**PO 301 – RECOGNIZE THE PURPOSE OF SERVICE GROUPS WITHIN CANADA**





**COMMON TRAINING**  
**PROFICIENCY LEVEL THREE**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M301.01 – DISCUSS COMMUNITY SERVICE GROUPS**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Research local community service groups, with emphasis on groups the squadron may have assisted during PO 102 (Perform Community Service, A-CR-CCP-801/PF-001, *Royal Canadian Air Cadets Proficiency Level One – Instructional Guides*, Chapter 2), PO 202 (Perform Community Service, A-CR-CCP-802/PF-001, *Royal Canadian Air Cadets Level Two – Instructional Guides*, Chapter 2) and PO 302 (Perform Community Service, Chapter 2). These POs include the background information for The Royal Canadian Legion, Lions Club, Rotary Club, Kiwanis Club, The United Way, and Boys and Girls Club. Research should be done on other groups present in the community and should not be limited to national/international organizations but also include local organizations/programs such as school breakfast programs, homeless shelters, soup kitchens, food banks and animal shelters.

**PRE-LESSON ASSIGNMENT**

Inform the cadets the week before the lesson to reflect on their experience in PO 102 (Perform Community Service, A-CR-CCP-801/PF-001, Chapter 4, Section 2), PO 202 (Perform Community Service, A-CR-CCP-802/PF-001, Chapter 2) and PO 302 (Perform Community Service, Chapter 2) and any community service they may have performed outside of cadets. The cadets should reflect on how their community service made them feel about themselves and their community. No written report is required.

**APPROACH**

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge and experiences about community service groups. This helps develop a rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

An interactive lecture was chosen for TPs 2 and 3 to give an overview of community service groups.

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## INTRODUCTION

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### REVIEW

N/A.

### OBJECTIVES

By the end of this lesson the cadet shall have discussed community service groups.

### IMPORTANCE

It is important for cadets to have an understanding of community service groups: their emphasis, sphere of influence and purpose. The mission of the Cadet Program includes, “enabling them to meet the challenges of modern society, through a dynamic, community-based program.” The vision states that they are being “prepared to become the leaders of tomorrow.” The first aim of the Cadet Program states, “develop in youth the attributes of good citizenship and leadership.” CATO 11-03, *Cadet Program Mandate* states, “Through their active involvement, cadets will have a positive impact on local communities, contributing to community strength and vibrancy.” It is through the understanding of and involvement with community service groups that the cadets may achieve the mission, vision and the first aim of the Cadet Program.

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### Teaching Point 1

### Discuss Community Service Groups

Time: 10 min

Method: Group Discussion

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## BACKGROUND KNOWLEDGE

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During their first two years of training, cadets perform a minimum of two days of community service. Depending on the activities performed, the cadets may have experience with one or more community service group(s).



Use the following definitions as an aid if the cadets are having difficulty in creating their definition of community service.

From EO M202.01 (Perform Community Service, A-CR-CCP-802/PF-001, Chapter 2):

Community service is defined as activities which help cadets develop attributes of good citizenship. Through active involvement in these activities, cadets will have a positive impact on local communities, contributing to community strength and vibrancy.

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

### SUGGESTED QUESTIONS

- Q1. What types of community service groups do you know or have heard about?
- Q2. Identify the purpose of these groups.
- Q3. What is your definition of a community service group based on the discussion?



All responses should be written on the whiteboard/flip chart.

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching points have been covered.

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### CONFIRMATION OF TEACHING POINT 1

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The cadets' creation of a definition of community service groups will serve as the confirmation of this TP.

#### Teaching Point 2

#### Discuss the Purposes of Community Service Groups

Time: 5 min

Method: Interactive Lecture



Whenever possible, use the discussion and brainstormed definition from TP 1 within this TP.

## **PURPOSES OF COMMUNITY SERVICE GROUPS**

The purposes of community service groups are very diverse; however, they are all similar in that they fulfill a need or set of needs within the community.

### **Providing Community Service**

The primary purpose of community service groups is to fulfill a need or set of needs in the community. Citizens donate money and goods, and volunteer to help others, which helps to create a sense of community between those helping and those being helped.

### **Developing Better Citizens**

Through active participation in the community, people gain a sense of ownership. This sense of ownership fosters a positive attitude toward a person's community and their role within it. The result is the development of better citizens. Some groups actively promote citizenship as one of their goals.

### **Creating a Sense of Belonging and Acceptance**

Community service groups, through their work, create a sense of belonging and acceptance. Citizens, who are actively involved within their community, gain a sense of belonging and acceptance through their investment in the community. Those helped by a community service group, witness the efforts made on their behalf and gain a sense of belonging and acceptance; they feel that they are valued members of the community. It is common for those who are helped to help their community when they can.

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## **CONFIRMATION OF TEACHING POINT 2**

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### **QUESTIONS**

- Q1. What are the purposes of community service groups?
- Q2. What is the primary purpose of community service groups?
- Q3. How does a sense of ownership develop citizens?

### **ANTICIPATED ANSWERS**

- A1. To provide community service, develop citizens and create a sense of belonging and acceptance.
- A2. The primary purpose of community service groups is to fulfill a need or set of needs of the community.
- A3. This sense of ownership fosters a positive attitude towards a person's community and their role within it.

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### **Teaching Point 3**

### **Describe Types of Community Service Groups**

Time: 10 min

Method: Interactive Lecture

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Whenever possible, use the discussion and cadet-created definition from TP 1 within this TP.

## **TYPES OF COMMUNITY SERVICE GROUPS**

The types of community service groups are very diverse; however, they may be categorized by their emphasis and their sphere of influence.

### **EMPHASIS**

Each community service group places emphasis on different aspects of the community, whether it is a group of people or a community need. While some groups place their emphasis within one area, other groups have several areas of emphasis.

#### **Age**

One important area of emphasis is age groups. Many community service groups support youth programs, from building playgrounds to sponsoring cadet units. Community service groups may support programs for senior citizens, from grass cutting to assisting with healthcare needs.

#### **Fundraising**

One thing almost all community service groups do is fundraising, whether it is for themselves or for others. According to the 2006 census, Canadians gave over 8.5 billion dollars to registered charities. This amount does not include money used to purchase fundraising products such as cookies and chocolate or money placed into donation containers.

#### **Interest**

Many community service groups were formed with a specific interest. One of the more common areas of interest is feeding those in need, usually through soup kitchens and food banks.

#### **Religion**

Most religions have an obligation to assist those in need. Many religion-based groups have been formed to fulfill this obligation to help and work in all areas emphasized.

#### **Service**

Some groups are simply based on service to the community. Kin Canada members (the Association of Kinsmen, Kinette and Kin clubs) work at enhancing the quality of life in their communities by promoting service, fellowship, positive values and national pride. Their motto is "Serving the Community's Greatest Need."

#### **Special Need**

Community service groups sometimes form to fulfill a special need. Polio is a disease, whose victims are mainly children, that is highly contagious and has left thousands paralyzed. The March of Dimes in Canada was founded in 1951, to raise money to help those stricken with polio and to help fund research for a cure. A vaccine was found in 1955 and now polio may become only the second disease to be officially eradicated. As polio is no longer an issue, the March of Dimes now assists the disabled.

## **SPHERE OF INFLUENCE**

A community service group's sphere of influence is the geographical area where the group operates or has an affect.

#### **Local**

Many groups' sphere of influence is at the local level. Examples of such programs include those within a school like breakfast programs and in-school tutoring. A squadron may assist their community through cleaning up a

park or assisting their local veterans association's Poppy Campaign. Some groups help within their community through a food bank, soup kitchen or a homeless shelter.

### **Regional**

Regional groups usually provide local groups with expertise, especially in operations and administration. This allows a local group to focus more on community service and less on the administrative aspects of their work.

### **National**

Many national groups focus on fundraising and creating awareness of the needs of communities and how to help. Most local groups are affiliated with a national group, usually through a regional group, in order to coordinate and administer their operations.



All levels of government have laws and regulations with which community service groups must comply with. Regional and national levels of organizations commonly assist local organizations in understanding these laws and regulations and assist them with the administration associated with compliance.

### **International**

At the international level, groups work toward goals such as fighting poverty and disease, saving endangered species, and meeting other global needs. Many groups raise funds to be used in areas of the world in need. Like national groups, their main focuses are on fundraising and creating awareness.

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## **CONFIRMATION OF TEACHING POINT 3**

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### **QUESTIONS**

- Q1. When discussing community service groups, what is meant by emphasis?
- Q2. When discussing community service groups, what is meant by sphere of influence?
- Q3. Regional and national levels of organizations commonly assist local organizations in what manner?

### **ANTICIPATED ANSWERS**

- A1. Each community service group places emphasis on different aspects of the community, whether it is a group of people or a community need. While some groups place their emphasis within one area, other groups have several areas of emphasis.
- A2. A community service group's sphere of influence is the geographical area where the group operates/affects.
- A3. Regional and national levels of organizations commonly assist local organizations in understanding government laws and regulations and assist them with the administration associated with compliance.

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## **END OF LESSON CONFIRMATION**

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The cadets' participation in the group discussion and creation of a definition of community service groups will serve as the confirmation of this lesson.

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

Community service groups are an integral part of the community, whether in the local, regional, national or international communities. Encouraging cadets to be involved or at least aware of these groups will enhance their knowledge as citizens. This knowledge will empower the cadets to become active citizens, fulfilling the aim, mission and vision of the Cadet Program as well as their responsibilities as citizens.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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N/A.

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**COMMON TRAINING**  
**PROFICIENCY LEVEL THREE**  
**INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO C301.01 – DISCUSS THE THREE BRANCHES OF THE CANADIAN GOVERNMENT**

Total Time:

60 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Review Annex A and the activity instructions used in TP 4. Modify if necessary to meet the needs of the cadets.

Photocopy the handouts located at Annexes B and C for each cadet.

Create a set of flash cards located at Annex D, one set per group. It is recommended that heavier than standard paper (75 g/m<sup>2</sup> [20 lb]) be used (eg, 450 g/m<sup>2</sup> [120 lb]).

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An interactive lecture was chosen for TPs 1, 2 and 3 to introduce the three branches of the Canadian Government.

An in-class activity was chosen for TP 4 as it is an interactive way to reinforce the three branches of the Canadian Government and confirm the cadets' comprehension of the material.

**INTRODUCTION**

**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson the cadet shall have discussed the three branches of the Canadian Government.

**IMPORTANCE**

It is important for cadets to understand the workings of the Canadian Government, its roles, responsibilities, components, and personages. This knowledge will aid the cadets when forming their own ideas of citizenship.

**Teaching Point 1**

**Discuss the Judiciary Branch of the Canadian Government**

Time: 10 min

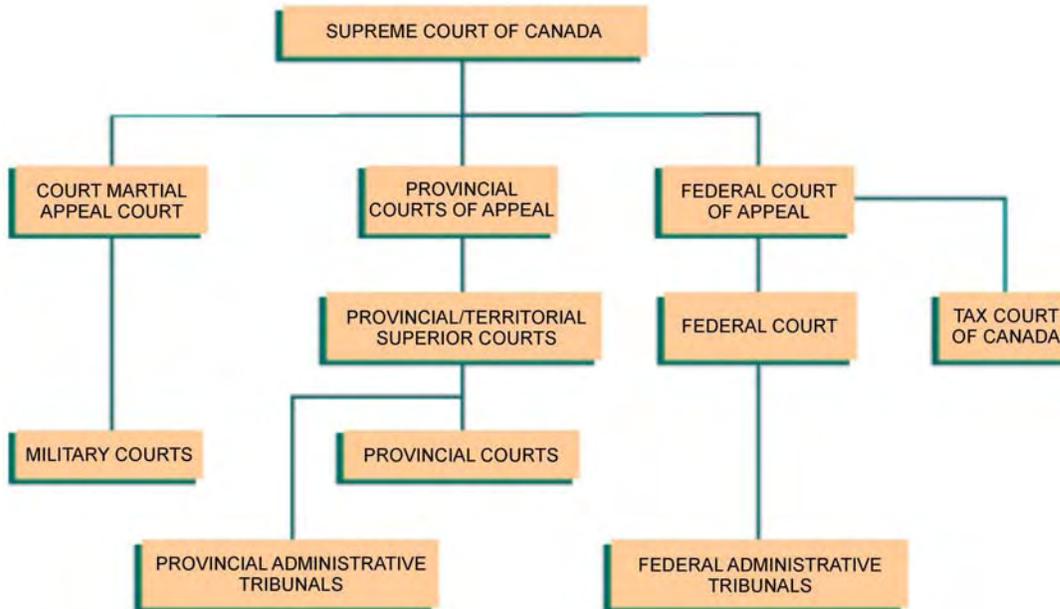
Method: Interactive Lecture



Distribute the handout located at Annex B to each cadet.

Judicial independence is a cornerstone of the Canadian judicial system. Under the Constitution, the judiciary is separate from and independent of the other two branches of government (the executive and legislative). Judicial independence guarantees that judges will make decisions free of influence and based solely on fact and law.

**CANADA'S COURT SYSTEM**



*Director Cadets 3, 2008, Ottawa, ON: Department of National Defence*

Figure 1-2-1 Outline of Canada's Court System

**ROLE**

The role of the judiciary branch is to interpret the nation's laws.

**RESPONSIBILITIES**

The prime responsibility of the judiciary branch is to maintain the rule of law.

**Rule of Law.** The restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws.

The rule of law means that everyone is subject to the law; that no one, no matter how important or powerful, is above the law – not the government, the Prime Minister, or any other Minister, the Queen (King) or the Governor General or any Lieutenant-Governor, the most powerful bureaucrat, the armed forces, Parliament itself, or any provincial legislature. None of these groups, individuals or organizations have any powers except those given by law.

In essence, the judiciary decides if a person is innocent or guilty.

## **COMPONENTS**

The judiciary branch of the Canadian Government is made of two main components, the courts and the judges who preside over them.

### **Courts**

The Supreme Court of Canada is the general court of appeal for Canada. The Supreme Court has the final decision on constitutional questions and defined classes of important cases of civil and criminal law. It deals with appeals from decisions of the provincial courts of appeal. The Supreme Court interprets the written constitution, thereby defining the limits of federal and provincial powers.

The federal courts deal with certain matters under federal jurisdiction, courts of appeal for territorial tribunals, and for decisions of federal commissions, boards and tribunals.

The provincial courts see to the general administration of civil and criminal law that is not under direct federal or military jurisdiction.

Military courts see to the administration of justice for military and civilian personnel within their authority under the *Code of Service Discipline*.

### **Judges**

The Supreme Court of Canada consists of nine judges, three of whom must come from the Quebec Bar. The judges are appointed by the Governor General on the advice of the national Cabinet, and hold office until they reach the age of 75.

Judges of the federal and provincial courts, from county courts up, with the exception of the courts of probate in Nova Scotia and New Brunswick, are appointed by the federal government. Judges serve until the age of 75 (70 in some provincial jurisdictions).

Military officers who are barristers or advocates of at least ten years standing at the bar of a province/territory may be appointed military judges. Military judges normally serve for a five-year term which may be renewed.

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## **CONFIRMATION OF TEACHING POINT 1**

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### **QUESTIONS**

- Q1. Name Canada's highest court.
- Q2. Define rule of law.
- Q3. Judges may serve until they reach what age?

## ANTICIPATED ANSWERS

- A1. The Supreme Court of Canada.
- A2. The restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws.
- A3. Judges may serve until the age of 75 (70 in some provincial jurisdictions).

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### Teaching Point 2

### Discuss the Executive Branch of the Canadian Government

Time: 10 min

Method: Interactive Lecture

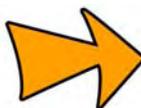
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Refer to Annex B.

### ROLE

Senator Eugene A. Forsey describes government in his work *How Canadians Govern Themselves*. He writes: “Governments in democracies are elected by the passengers to steer the ship of the nation. They are expected to hold it on course, to arrange for a prosperous voyage, and be prepared to be thrown overboard if they fail in either duty.”



This reflects the original sense of the word “government,” with its Greek and Latin roots that mean “to steer.”

### RESPONSIBILITIES

The Governor General governs through a Cabinet, headed by a Prime Minister. The executive branch is responsible to create policy and initiate legislation to ensure “peace, order and good government.”

### COMPONENTS

The executive branch of the Canadian Government contains several interrelated components, the sovereign (the Queen or King), the sovereign’s representative (the Governor General), the sovereign’s first minister (the Prime Minister), and the sovereign’s Ministers (the Cabinet).

#### The Queen (King)

The Queen (King) is the head of the Canadian state. By the *Constitution Act, 1867*, “the executive government of and over Canada is declared to continue and be vested in the Queen (King).” Parliament is not equipped with a self-starter; it sits only through a royal summons. A bill cannot become law without royal assent. The monarch has, on occasion, given the assent personally to federal Acts, but the assent is usually given by the Governor General.

**Royal assent.** The formal consent of the sovereign (or their representative) to a bill passed by a legislature.

#### The Governor General

The Queen (King) is represented by the Governor General. The Queen (King) appoints the Governor General on the advice of the Prime Minister. The Governor General normally holds office for five years, though the term

may be extended. The Governor General has the right to consult with their Ministers, and the right to encourage or warn them, however, they almost always act on their Ministers' advice. There have been rare occasions when the Governor General has acted without or against the advice of the Ministers in office.

### **The Prime Minister**

The Prime Minister is the head of the government. The Prime Minister is appointed by the Governor General. Ordinarily, the appointment is automatic. If the Opposition wins more than half the seats in an election, or if the Government is defeated in the House of Commons and resigns, the Governor General must call on the Leader of the Opposition to form a new government. The Prime Minister is normally a member of the House of Commons (there have been two from the Senate). A non-member can hold the office but, by custom, must seek election to a seat promptly. A Prime Minister may lose their seat in an election, but can remain in office as long as their party has sufficient support in the House of Commons to be able to govern and must, by custom, win a seat promptly.

### **The Cabinet**

The Cabinet is the working group of the government. Its members are appointed by the Governor General on the advice of the Prime Minister. By custom, almost all the members of the Cabinet must be members of the House of Commons (the rest being members of the Senate), or, if not already members, must win their seats promptly. Since Confederation, people who were not members of either chamber have been appointed to the Cabinet. However, they must obtain a seat in either the House of Commons or the Senate within a reasonable time, or resign from the Cabinet.

Cabinet members, normally addressed as Minister (eg, Environment Minister), head the various departments (eg, Finance, National Defence, Treasury Board, Foreign Affairs, etc) of the Government. There are normally 20 to 40 cabinet members.

The Cabinet is responsible for most of the legislation. While any member of either chamber may propose a bill (a draft of a proposed law), the Cabinet has the exclusive power to prepare and introduce bills providing for the expenditure of public money or imposing taxes.

Cabinet members collectively answer to the House of Commons for the policy and conduct of the Cabinet as a whole. If a Minister does not agree with a particular policy or action of the Government, they must either accept the policy or action and, if necessary, defend it, or resign from the Cabinet. This is known as "the collective responsibility of the Cabinet," and is a fundamental principle of our form of government.

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## **CONFIRMATION OF TEACHING POINT 2**

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### **QUESTIONS**

- Q1. What are the responsibilities of the executive branch of the Canadian Government?
- Q2. Who is Canada's head of state?
- Q3. Who is Canada's head of government?

### **ANTICIPATED ANSWERS**

- A1. The executive branch is responsible for creating policy and initiating legislation to ensure "peace, order and good government".
- A2. The Queen (King).
- A3. The Prime Minister.

**Teaching Point 3****Discuss the Legislative Branch of the Canadian Government**

Time: 10 min

Method: Interactive Lecture



Refer to Annex B.

**ROLE**

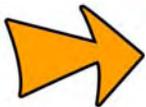
The role of the legislative branch of the Canadian Government is to create the nation's laws.

**RESPONSIBILITIES**

The legislative branch is responsible to the constituents. Members of the Senate represent their province/territory (or in one case, their division). Members of the House of Commons represent their electoral district also known as a constituency or riding.

**COMPONENTS**

The legislative branch, at the federal level, is known as Parliament and is made of two chambers, the Senate and the House of Commons.



The Senate is also known as the red chamber and the House of Commons the green chamber because of the colour of the chambers' decor (the carpet, seat upholstery and curtains).

**The Senate**

The Senate usually has 105 members:

- 24 from the Maritimes (Division):
  - 10 from Nova Scotia,
  - 10 from New Brunswick, and
  - 4 from Prince Edward Island;
- 24 from Quebec (Division),
- 24 from Ontario (Division),
- 24 from the Western Provinces (Division):
  - 6 each from Manitoba,
  - 6 from Saskatchewan,
  - 6 from Alberta, and
  - 6 from British Columbia;
- 6 from Newfoundland and Labrador,

- 1 from the Yukon Territory,
- 1 from the Northwest Territories, and
- 1 from Nunavut.



There is a provision for the creation of extra Senators, four or eight. They represent their divisions, one or two each from Quebec, Ontario, the Maritimes, and the Western Provinces. This provision has only been used once, in 1990, to pass the Goods and Services Tax (GST).

Senators are appointed by the Governor General on the recommendation of the Prime Minister. Senators, unless they resign, hold office until the age of 75.

The Senate can initiate any bills except bills providing for the expenditure of public money or imposing taxes. It can amend or reject any bill. It can reject any bill as often as it sees fit. A bill cannot become law unless it has been passed by the Senate.

In theory, these powers are formidable. However, the Senate rarely rejects a bill passed by the House of Commons, and has very rarely insisted on an amendment that the House of Commons rejected. In other cases, the Senate has not adopted bills before the end of a session, thereby effectively stopping them from becoming law.

Most of the amendments the Senate makes to bills that have been passed by the House of Commons clarify or simplify the bills, and are almost always accepted by the House of Commons. The Senate's main work is done in its committees, where the bill is reviewed clause by clause. The Senate hears evidence, often voluminous, from groups and individuals who would be affected by the bill under review. This committee work is effective because the Senate has many members with specialized knowledge and long years of legal, business or administrative experience. The Senate's members have included ex-Ministers, ex-Premiers of provinces, ex-mayors, eminent lawyers and experienced farmers, etc.

In recent decades, the Senate has taken on the task of investigating important public concerns such as health care, national security and defence, aboriginal affairs, fisheries, and human rights. These investigations have produced reports, which have led to changes in legislation or government policy. The Senate usually does this type of work less expensively than royal commissions or task forces because its members are already paid and it already has a permanent staff at its disposal.

### **The House of Commons**

The House of Commons is the major law-making body. In each of the country's 308 (as of 2008) electoral districts, the candidate who gets the largest number of votes is elected to the House of Commons, even if their portion of the vote was less than half the total. The number of electoral districts may be changed after every general census (usually done every five years), in accordance with the constitution and the *Electoral Boundaries Readjustment Act* that allot parliamentary seats roughly on the basis of population. Every province must have at least as many Members in the Commons as it had in the Senate before 1982. The electoral districts vary somewhat in size, within prescribed limits. Members retain their seat until they either resign, usually resulting in a by-election being held to replace the member, or until a general election is held.

The House of Commons can initiate any bills, however, only members of the Cabinet may initiate bills providing for the expenditure of public money or imposing taxes. It can amend or reject any bill. It can reject any bill as often as it sees fit. A bill cannot become law unless it has been passed by the House of Commons.

One of the key democratic functions performed by the legislative branch is known as Question Period. Every day the House sits there is a Question Period, when Members (chiefly opposition) question Ministers on government actions and policies. This is usually a very lively 45 minutes, and is an important part of the process in keeping

the Government responsible and responsive. It is open to the public, who may sit in the public galleries. Reservations can also be made through a person's Member of Parliament (MP) for a seat facing their MP in the Member's galleries. It may also be watched through the Cable Public Affairs Channel (CPAC), on any of the major television (TV) networks, and the web.

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### CONFIRMATION OF TEACHING POINT 3

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#### QUESTIONS

- Q1. What is the role of the legislative branch of the Canadian Government?
- Q2. How does a person become a Senator?
- Q3. What is one of the key democratic functions performed by the legislative branch?

#### ANTICIPATED ANSWERS

- A1. The role of the legislative branch of the Canadian Government is to create the nation's laws.
- A2. Senators are appointed by the Governor General on the recommendation of the Prime Minister.
- A3. Question Period, which is an important part of the process in keeping the Government responsible and responsive.

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#### Teaching Point 4

#### The Cadets Will Participate in the Activity *Political Power Play*

Time: 20 min

Method: In-Class Activity



Review the activity instructions located at Annex A. If the activity is modified to meet the needs of the cadets, the following instructions should be modified as required.

The cadets should be in groups of 4 to 8.

Distribute one set of flash cards to each group.

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### ACTIVITY

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#### OBJECTIVE

The objective of this activity is to have the cadets identify the function of the various elements of the government.

#### RESOURCES

- *Political Power Play* activity worksheet (Annex C), and
- *Political Power Play* flash cards (created from Annex D).

#### ACTIVITY LAYOUT

N/A.

#### ACTIVITY INSTRUCTIONS

1. If required, divide the cadets into groups.

2. Distribute flash cards, one set per group.
3. Have cadets quiz each other within their group (eg, ask "Who is the Head of State?")
4. After approximately 10 minutes, distribute the activity worksheet.
5. Have cadets complete the activity worksheet.
6. Using the answer key (Annex E), discuss the answers.

#### **SAFETY**

N/A.

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#### **CONFIRMATION OF TEACHING POINT 4**

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The cadets' participation in the activity will serve as the confirmation of this TP.

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#### **END OF LESSON CONFIRMATION**

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The cadets' participation in the activity *Political Power Play* will serve as the confirmation of this lesson.

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#### **CONCLUSION**

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#### **HOMEWORK/READING/PRACTICE**

N/A.

#### **METHOD OF EVALUATION**

N/A.

#### **CLOSING STATEMENT**

The cadets understanding of the workings of the Canadian Government, its roles, responsibilities, components, and personages will aid them when forming their own ideas of citizenship.

#### **INSTRUCTOR NOTES/REMARKS**

The activity worksheet may be used as is or as part of a more in-depth activity IAW reference C3-250.

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#### **REFERENCES**

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- C3-042 Forsey, E. (2005). *How Canadians Govern Themselves*. Retrieved November 20, 2006, from [http://www.parl.gc.ca/information/library/idb/forsey/pdfs/How\\_Canadians\\_Govern\\_Themselves-6ed.pdf](http://www.parl.gc.ca/information/library/idb/forsey/pdfs/How_Canadians_Govern_Themselves-6ed.pdf).
- C3-250 Canadian Heritage. (2008). *Activity 7 Political Power Play*. Retrieved February 14, 2008, from [http://www.pch.gc.ca/special/gouv-gov/section2/activ7\\_e.pdf](http://www.pch.gc.ca/special/gouv-gov/section2/activ7_e.pdf).

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**COMMON TRAINING**  
**PROFICIENCY LEVEL THREE**  
**INSTRUCTIONAL GUIDE**



**SECTION 3**

**EO C301.02 – DISCUSS CURRENT EVENTS**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Read, analyze and cut out two news articles from a newspaper. Photocopy each article for each group of no more than six cadets.

**PRE-LESSON ASSIGNMENT**

During the week before the lesson, the cadets should study a daily paper, read different types of articles, and contemplate their scope and possible consequences. The cadets should also observe the headline news of the day, either on television, radio or as a podcast.

**APPROACH**

A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about current events. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

**INTRODUCTION**

**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson the cadet shall have discussed current events.

**IMPORTANCE**

Discussing current events will assist in integrating information and ideas. This develops the intended participant outcomes of cognitive competence and proactive citizenship (CATO 11-03, *Cadet Program Mandate*). It is

important for cadets to be aware of current events, their type, scope, and possible consequences. Through their analysis and discussion of current events, the cadets will be able to reflect on their possible relevance.

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**Teaching Point 1**

**Have the Cadet, as a Member of a Group, Analyze the Details of Two News Articles**

Time: 10 min

Method: Group Discussion

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The point of the small group discussion is to draw out the possible consequences of current events from the group using the tips for answering/facilitating discussion and the suggested questions provided.



1. Divide the cadets into groups of no more than six.
2. Distribute both news articles to each group.
3. Write the following suggested questions for the discussion on a flip chart/OHP/whiteboard.
4. Have each group choose a group facilitator.
5. Have the cadets analyze the following details of the news articles with the assistance of the facilitator:
  - the type of event,
  - the scope of the event, and
  - the possible consequences resulting from the event.

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

### SUGGESTED QUESTIONS

- Q1. What type of news events are the articles about (eg, politics, disaster, sports, entertainment, etc)?
- Q2. Who is involved in the events?
- Q3. Where did the events take place?
- Q4. When did the events take place?
- Q5. What is the scope of the news events (eg, local, regional, provincial, national, international)?
- Q6. What are the possible consequences resulting from each event?



Other questions and answers will develop throughout the small group discussion. The small group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

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### CONFIRMATION OF TEACHING POINT 1

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The cadets' participation in the group discussion will serve as the confirmation of this TP.

**Teaching Point 2****Have the Cadet Reflect on the Relevance (Personal) of Each Event Analyzed and Then Discuss the Ideas Generated**

Time: 15 min

Method: Group Discussion



The point of the group discussion is to have the cadet reflect on the relevance (personal) of each event using the tips for answering/facilitating discussion and the suggested questions provided.

**TIPS FOR ANSWERING/FACILITATING DISCUSSION**

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

**SUGGESTED QUESTIONS**

- Q1. Are these new events relevant to you? Why or why not?
- Q2. Will these news events affect your family? Why or why not? If yes, how do you see them affecting your family?
- Q3. Will these news events affect your community? Why or why not? If yes, how do you see them affecting your community?
- Q4. Will these news events affect your province? Why or why not? If yes, how do you see them affecting your province?
- Q5. Will these news events affect your country? Why or why not? If yes, how do you see them affecting your country?
- Q6. Will these news events affect the international community? Why or why not? If yes, how do you see them affecting the international community?

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**CONFIRMATION OF TEACHING POINT 2**

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The cadets' participation in the group discussion will serve as the confirmation of this TP.

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

To practice effective citizenship, you should know what is going on around your community, province, country and the world. By analyzing, reflecting and discussing news events, cadets may have a better understanding that just because events happen outside your community it does not mean you will not be affected.

**INSTRUCTOR NOTES/REMARKS**

During TP 1 the cadets should be divided into groups of three to six.

During TP 2 the cadets will be one group.

Two current event news articles should be chosen with each group analyzing the same two articles.

News articles chosen should be short and should represent varying degrees of relevance to the cadets.

The topics covered in the news articles shall not have any partisan political association, be seen to promote or support any single religious denomination or belief system or be controversial in nature as these may disrupt the lesson.

The cadets applying for scholarships should be reminded that current events will be a component of their scholarship board interviews.

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**REFERENCES**

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N/A.

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POLITICAL POWER PLAY ACTIVITY WORKSHEET

# Activity 7

## POLITICAL POWER PLAY

### Objectives

To become familiar with:

- the hierarchy and interrelationships of power in Canada's system of government;
- the branches of government, the names and faces of important roles in governing Canada, its provinces and territories; and
- the multiple functions and sub-groups of some elements of government, such as the Prime Minister and the House of Commons.

### Suggested Sources:

The *Guide to the Canadian House of Commons* included in this binder or online at:  
<http://www.parl.gc.ca/information/about/process/house/guide/guide-e.htm>;

*The Senate Today* included in this binder;

Info Boxes, reproduced pages from this guide;

*The Canadian Encyclopedia*;

Web sites at the back of this guide;

provincial and territorial government Web sites;

Commissioners of the Territories at [http://www.ainc-inac.gc.ca/ps/nap/comm\\_e.html](http://www.ainc-inac.gc.ca/ps/nap/comm_e.html);

and

Lieutenant Governor Web sites.

### Directions

This activity enhances the users' familiarity with the functions of various elements of government. Use the Power Grid activity sheet which follows as a model for a deck of cards or as a preliminary list for a larger research project. A further grid, similar in style to the Power Grid, could also be created to examine the responsibilities of various individuals and elements of government.

#### 1. Card Game

Using the Power Grid activity sheet, create a deck of cards. Use these cards in a variety of ways (using one approach or a combination of several, depending on time and suitability) to reinforce the functions and/or responsibilities of various elements of government.

*Suggestions:*

- Individuals can quiz each other, e.g. ask "Who is the Head of State?" "What is the difference between the executive and the legislative branches of government?"
- Remove the answers from either the Elements or the Functions columns from the Power Grid. Without access to the cards, how much of the empty column can users complete?
- Scan or download photos of the current Governor General, Prime Minister, and other notable figures and ask users to match them to the correct cards.
- If any of the group are talented artists or caricaturists, encourage them to produce original illustrations for their deck.

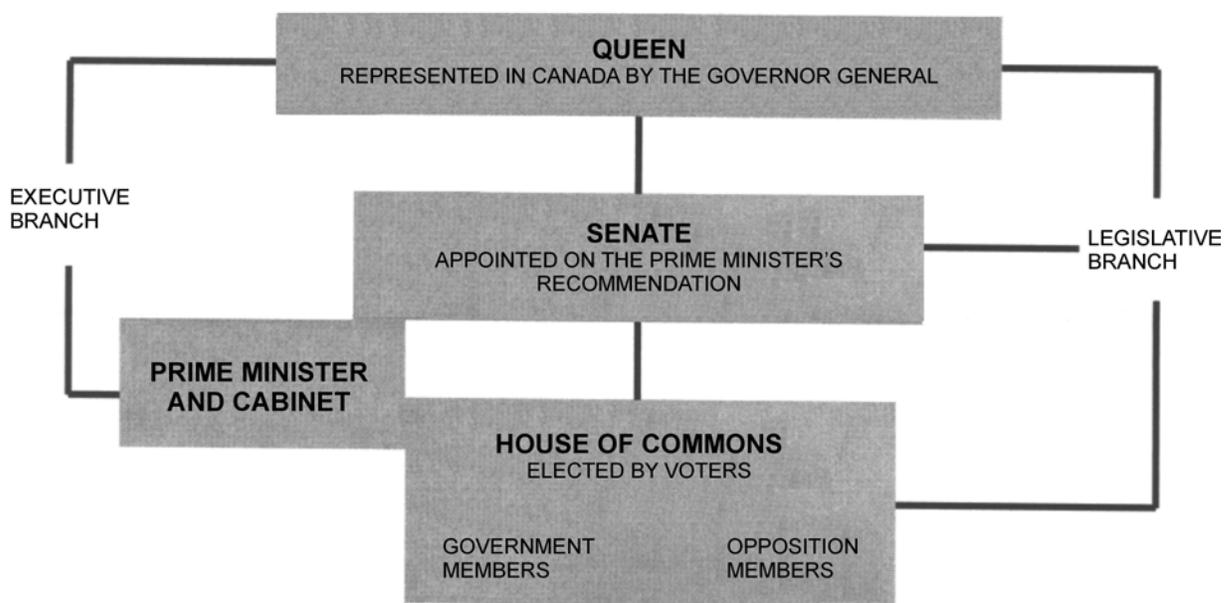
#### 2. Mini-Research Assignment

Ask individuals or groups of users (depending on time or level of users) to become "experts" on any of these given areas and make a presentation to the class (posters, presentations, role playing). While listening, the rest of the group can elaborate on the Power Grid.

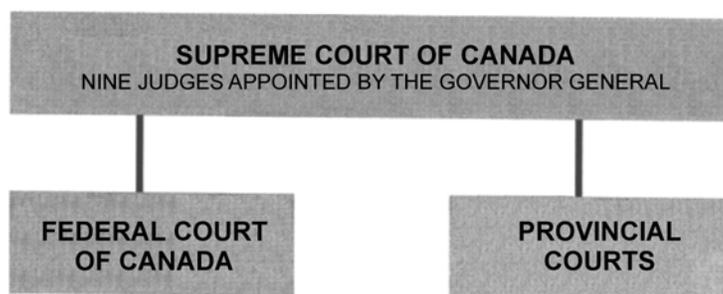
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### THREE BRANCHES OF THE CANADIAN GOVERNMENT

#### PARLIAMENT



#### JUDICIARY



*Director Cadets 3, 2008, Ottawa, ON: Department of National Defence*

Figure 1B-1 Three Branches of the Canadian Government

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POLITICAL POWER PLAY ACTIVITY WORKSHEET

# Activity Sheet

THE POWER GRID

ELEMENT	FUNCTION
Executive Branch	
Legislative Branch	
Judicial Branch	
Monarch (Queen or King)	
Governor General	
Prime Minister	
Cabinet	
Senate	
House of Commons	
Government/Party in Power	
Leader of the Official Opposition	
Opposition Members	
Supreme Court of Canada	
Federal Court of Canada	
Provincial Courts	

Figure 1C-1 Political Power Play Activity Worksheet

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**POLITICAL POWER PLAY FLASH CARDS**

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<b>Executive Branch</b>	carries out the nation's laws
<b>Legislative Branch</b>	makes the nation's laws
<b>Judicial Branch</b>	interprets the nation's laws

Step 1: Cut along all lines except the fold line. Step 2: Fold at the fold line. Step 3: Glue folded halves together.

FOLD ↓ HERE

<p><b>Monarch (Queen or King)</b></p>	<p><b>Head of State</b></p>
<p><b>Governor General</b></p>	<p>fulfills the role of Head of State; carries out the Monarch's responsibilities</p>
<p><b>Prime Minister</b></p>	<p><b>Head of Government (Head of Party [or coalition of parties] with the most members in the House of Commons)</b></p>

Step 1: Cut along all lines except the fold line. Step 2: Fold at the fold line. Step 3: Glue folded halves together.

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<p><b>Cabinet</b></p>	<p>suggests federal laws; advises the Head of State as the Privy Council for Canada</p>
<p><b>Senate</b></p>	<p>Upper Chamber of the legislative branch; appointed</p>
<p><b>House of Commons</b></p>	<p>Lower Chamber of the legislative branch; elected</p>

Step 1: Cut along all lines except the fold line. Step 2: Fold at the fold line. Step 3: Glue folded halves together.

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<b>Government/ Party in Power</b>	<b>largest group of elected members from the same political party</b>
<b>Leader of the Opposition</b>	<b>usually the leader of the political party with the second-highest number of seats in the House of Commons</b>
<b>Opposition Members</b>	<b>all elected Members of Parliament; not part of the governing party</b>

Step 1: Cut along all lines except the fold line. Step 2: Fold at the fold line. Step 3: Glue folded halves together.

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<b>Supreme Court of Canada</b>	<b>general court of appeal for Canada</b>
<b>Federal Court of Canada</b>	<b>court dealing with certain matters under federal jurisdiction, and courts of appeal for territorial tribunals and for decisions of federal commissions, boards and tribunals</b>
<b>Provincial Courts</b>	<b>general administration of civil and criminal law</b>

Step 1: Cut along all lines except the fold line. Step 2: Fold at the fold line. Step 3: Glue folded halves together.

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**POLITICAL POWER PLAY ACTIVITY WORKSHEET ANSWER KEY**

*Answer Sheet:* THE POWER GRID

<b>ELEMENT</b>	<b>FUNCTION</b>
Executive Branch	carries out the nation's laws
Legislative Branch	makes the nation's laws
Judicial Branch	interprets the nation's laws
Monarch (Queen or King)	Head of State
Governor General	fulfills the role of Head of State; carries out the Monarch's responsibilities
Prime Minister	Head of Party (or coalition of parties) with the most members in the House of Commons
Cabinet	suggests federal laws; advises the Head of State as the Privy Council for Canada
Senate	Upper Chamber of law-making branch; appointed
House of Commons	Lower Chamber of law-making branch; elected
Government/Party in Power	largest group of elected members from the same political party
Leader of the Official Opposition	usually the leader of the party with the second-highest number of seats in the House of Commons
Opposition Members	all elected Members of Parliament not part of the governing party
Supreme Court of Canada	general court of appeal for Canada
Federal Court of Canada	court dealing with certain matters under federal jurisdiction, and court of appeals for territorial tribunals and for decisions of federal commissions, boards and tribunals
Provincial Courts	general administration of civil and criminal law

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