



CADET LEADERSHIP COURSE

FACILITATOR GUIDE

St John Ambulance Australia
8/18 National Circuit
Barton ACT 2600
www.stjohn.org.au

© St John Ambulance Australia 2014

This book is copyright. All rights reserved. Except as permitted under the Australian *Copyright Act 1968* no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the publisher.

Prepared by: Kieran Brown, Belinda Ding, Kelly Raven, Helen Banu-Lawrence, Clair Strickland

Acknowledgments

The support of the National Cadet Group in the preparation of this course is acknowledged.

Parts of this course have been adapted from the St John Ambulance New Zealand and St John Ambulance UK Cadet NCO courses. St John Ambulance Australia thanks St John Ambulance New Zealand and St John Ambulance UK for making their resources available.

All enquiries about this course should be directed to:

National Training Manager
St John Ambulance Australia
PO Box 3895
Manuka ACT 2603
Ph: 02 6239 9204
Email: training@stjohn.org.au

Contents

	Page
Introduction	5
Program overview	6
Weekend Session plan	8
Position Descriptions	9
Topic 1: Introduction	11
Topic 2: Get to know you activity	13
Topic 3: Conducting games (part A)	14
Topic 4: Energiser activity	15
Topic 5: Positions and epaulette identification	16
Topic 6: Effective Communication	17
Topic 7: Teaching drill techniques (part A)	20
Topic 8: Talking to parents/authority figures & representing St John	22
Topic 9: Working with disability and challenging behaviours	27
Topic 10: Team building, teamwork and managing a group	29
Topic 11: Leadership	34
Topic 12: Problem solving and conflict resolution	36
Topic 13: Energiser activity	37
Topic 14: Instructional skills	38
Topic 15: Delegation	40
Topic 16: Teaching Drill Techniques (part B)	42
Topic 17: Conducting games (part B)	44
Topic 18: Course Summary	45
Learning Activity Presentations	46
Assessment	47
Appendix	50

Introduction

This resource has been developed to facilitate national consistency in the delivery of this course for St John Ambulance Australia participants in cadet leadership courses.

This course covers the skills and knowledge required to perform the role of a cadet NCO in a St John Ambulance Australia cadet division. Completion of this course is a prerequisite for promotion to a cadet NCO however, completion of this course does not guarantee promotion.

The assessment for this course is through active participation in the course. Participants who successfully complete the course are issued with a St John internal certificate. The course does not lead to the issuing of a national qualification against national competency standards. The course has been mapped against the St John Youth Development Skills and Attributes.

The course has a nominal duration of 2 days.

Any proposed amendments for the improvement of this guide must be submitted in writing to the:

National Training Manager
St John Ambulance Australia
PO Box 3895
Manuka ACT 2603
Ph: 02 6239 9204
Email: training@stjohn.org.au

Professor Peter Leggat AM OSTJ
Director of Training
St John Ambulance Australia



Program Overview

Aim

The aim of this course is to provide course participants with the skills and knowledge to undertake the role of a Cadet NCO in a St John Ambulance Australia cadet division. Successful completion of the weekend program and workbooks provides the educational background for a participant to be promoted to Cadet NCO position.

Award

This course leads to a St John Ambulance Australia internal certificate:

- Cadet Leadership Course

This is not a national qualification as there are no national competencies which match the needs of this course.

Entry Requirements

Any Cadet aged 14 years or older and under 18 years of age.

The Cadet must be nominated by their Division for the program.

Pre-Course Requirements

All course participants will have been sent:

- The Cadet Leadership Course Pre-Course Workbook.

Prior to attending the training, participants should have read and completed the Pre-Course Workbook. The Facilitator Guide makes appropriate reference to the pre-course materials that participants should have completed.

Nominal Duration

The nominal duration for this course is 2 days.

Trainer(s) Qualifications

It is recommended that a minimum of 4 trainers are involved in the delivery of each course. This will provide an appropriate range of experience and skills to effectively deliver the course. As working with people under the age of 18 years, an appropriate cadet to adult ratio should be observed.

All trainers in this program must be approved by their State/Territory Cadet Officer in order to contact the program. They must have:

- appropriate experience in the management of Cadet Divisions
- a commitment to the development of Cadets as young leaders and managers
- completed Child Protection Training
- the required child protection clearances as required under legislation and State/Territory policy.

Ideally, the Trainer(s) should hold Certificate IV in Training and Assessment (TAE) as specified in the St John Ambulance Australia National Training Regulations and Protocols.

Peer Support Staff

It is recommended that in addition to the Trainers identified in the previous section, Peer Support Staff should be appointed for each course. The Peer Support Staff should be Cadet Leaders or young Divisional Offices. It is recommended that there be 1 peer support person for every 12 participants, with a minimum of 2 Peer Support Staff per course.

The roles and responsibilities of the Peer Support Staff are to:

- assist Cadets who are struggling or who are in need of support.
- act as role models and mentors for the Cadets.
- act as a bridge between the Cadets and Officers.
- run drill sessions.
- assist Officers in conducting sessions when required.
- run icebreakers and games when appropriate to contribute to the social development of the Cadets while on the course.
- listen to the Cadets needs and problems and assist where practical.
- further ensure that the Cadets are aware of their responsibilities and expectations while on the course.
- discourage inappropriate behaviour and actions.
- participate in the overall assessment of Cadets by monitoring their progress throughout the course as well as providing feedback to the Officers during the Cadets practical assessments (i.e. drill, instructional skills and games).

Equipment List

- PowerPoint presentations
- A copy of the Cadet Leadership Course Workbook for each participant
- Computer
- Data projector
- White board/markers
- Cut up biographies (refer to page 12 of Workshop Workbook)
- First aid kit(s)
- First aid kit stock items
- First aid kit list(s)
- Scissors (several pairs)
- Colouring pencils/markers/crayons (particularly red, yellow, green and lots of blue and black)
- Equipment for games

Weekend Session Plan

Friday evening (1.5 hours duration)

- 7.00pm Topic 1: Introduction (25 minutes)
- 7.25pm Topic 2: Get to know you activity (warm-up) (15 minutes)
- 7.40pm Topic 3: Conducting games (part A) (50 minutes)
- 8.30pm Supper

Saturday (7 hours 55 minutes)

- 8.45am Topic 4: Energiser activity (15 minutes)
- 9.00am Topic 5: Positions and epaulette identification (40 minutes)
- 9.40am Topic 6: Effective Communication (50 minutes)
- 10.30am Morning tea (20 minutes)
- 10.50am Topic 7: Teaching Drill techniques (part A) (50 minutes)
- 11.40am Topic 8: Talking to parents/authority figures and representing St John (50 minutes)
- 12.30pm Lunch (60 minutes)
- 1.30pm Topic 9: Working with disability and challenging behaviours (30 minutes)
- 2.00pm Topic 10: Team building, teamwork and managing a group (45 minutes)
- 2.45pm Topic 11: Leadership (45 minutes)
- 3.30pm Afternoon tea (30 minutes)
- 4.00pm Topic 12: Problem solving and conflict resolution (30 minutes)
- 4.30pm Wrap up of day (10 minutes)
- 4.40pm Free time followed by dinner and evening activities

Sunday (4 hours, 50 minutes)

- 9:00am Topic 13: Energiser Activity (15 minutes)
- 9:15am Topic 14: Instructional skills (50 minutes)
- 10:05am Topic 15: Delegation (20 minutes)
- 10:25am Morning tea (25 minutes)
- 10:50am Topic 16: Teaching drill techniques (60 minutes)
- 11.50am Topic 17: Conducting games (30 minutes)
- 12.20pm Lunch (60 minutes)
- 1.20pm Topic 18: Course summary (10 minutes)
- 1.30pm Learning Activity Presentations: Cadets to present part of the Learning Activity from Topic 20 (20 minutes – if time allows)
- 1.50pm Finish

Position Description Cadet Corporal

The promotion to Cadet Corporal is the first step towards leadership and taking on responsibility for a cadet.

The Cadet Corporal is an important role in every division as they provide *leadership* to the division through role modelling and the completion of tasks under direct supervision of the divisional management team. As a member of the team, the Cadet Corporal is responsible for ensuring that the views and ideas of all cadet members are put forward to the rest of the management team, in order that the planning and development of the division meets the needs of its youth members.

As such an important part of the division's management structure the position requires a serious and dedicated person to fulfil its obligations.

With the support of the divisional management team (which may be Divisional Superintendent (DS) or Manager (DM), Officer in Charge (OIC), Second in Charge (2IC), Divisional Officer (DO), Cadet Leader (CL) or Sergeant) the Cadet Corporal's duties could include, but are not limited to:

1. Assist in the day to day running of the division's program.

- Run a planned game session
- Deliver planned instructional (skill session) lessons
- Conduct drill/call parade
- Completing the roll/attendance book
- Prepare the duty books/cards for sign off

2. Provide support to division members

- Explain basic divisional procedures
- Display good role model behaviour
- Support cadets/juniors

3. Contribute to the overall functioning of the division

- Contribute to cadet NCO meetings
- Make presentations/ participate in promotional displays
- Host guests/visitors
- Assist with production of divisional newsletters
- Maintain divisional records (e.g. Address list, duty hours)

4. Maintain divisional resources

- First aid kits (stocking, checking in and out for duties)
- Ensuring cleanliness of meeting venue

5. Carry out other duties considered appropriate

Position Description Cadet Sergeant

The promotion to Cadet Sergeant is a further step up in leadership and carries greater responsibilities than that of a Cadet Corporal.

The Cadet Sergeant is an important role in every division providing *leadership and direction* to the division through role modelling and the completion of tasks with the support of the divisional management team. As a member of the team, the Cadet Sergeant is responsible for ensuring that the views and ideas of all cadet members continue to be raised with the rest of the management team, in order that the planning and development of the division meets the needs of its youth members.

As an important link in the division's management structure the position requires a serious and dedicated person to fulfil its obligations.

With the support of the divisional management team (which may be Divisional Superintendent (DS) or Manager (DM), Officer in Charge (OIC), Second in Charge (2IC), Divisional Officer (DO), or Cadet Leader (CL)) the Cadet Sergeant's duties could include, but are not limited to:

1. Assist in the day to day running of the division's program.

- Plan and run sessions (skill and theory)
- Assisting with preparation and/or running of training modules for cadets/juniors
- Planning and organising fun activities/nights
- Deliver training in drill instructions
- Collecting money/fees (under supervision)

2. Provide support to division members

- Mentor new members (juniors, cadets, and/or corporals)
- Explain more complex divisional procedures
- Facilitate good working relationships in the cadet division
- Basic behaviour management

3. Contribute to the overall functioning of the division

- Be a group leader/facilitator
- Have constructive input into the yearly program planning
- Coordinate cadet NCO meetings
- Make presentations/coordinate and implement promotional displays
- Host parents and guests/visitors
- Write letters on behalf of the division
- Implement and monitor a divisional 'buddy' system
- Assist in the promotion of public duties to cadets

4. Maintain divisional resources

- First aid equipment (reordering and distribution)
- Assist with uniforms (reordering and distribution)
- Care for training equipment (manikins, OHP, whiteboards etc.)

5. Carry out other duties considered appropriate

Topic 1: Introduction

Nominal Duration: 25 minutes

Purpose: To provide participants with an overview of the course.

Outcomes: At the conclusion of this topic, participants will be able to:

- describe the course requirements
- describe the assessment requirements
- describe the position descriptions for Cadet Corporal and Cadet Sergeant
- describe the role of a NCO

Resources: Pre-reading

References: N/A

Facilitation Options	Key Points	Suggested Resources
Presentation on safety and essential information	<ul style="list-style-type: none"> • Introduction by Trainer • Introduce Peer Support Officers • House keeping • Emergency exits • Location of toilets 	Information on emergency exits
Course content	<ul style="list-style-type: none"> • Review the program for the weekend • Participants who actively participate and hand in their completed workbook will receive a St John certificate— Cadet NCO Course Certificate • Explain that participants who wish to become a Cadet Sergeant will be required to complete a portfolio of work back in their division 	
Explain the position description and role for a Cadet Corporal	<p>Emphasise the role and responsibility of the Cadet Corporal and Cadet Sergeants position:</p> <ul style="list-style-type: none"> • Assist in the day to day running of the Division • Provide support to Division members and other Cadets • Participating as a member of the division’s leadership team • Contribute to the overall functioning of the Division (e.g. presentations, hosting guests and etc.). • Managing some of the divisional resources • Carrying out any other duties as appropriate <p>Explain the additional responsibilities of a Cadet Sergeant:</p> <ul style="list-style-type: none"> • Plan and run sessions • Mentor new members • Running NCO meetings 	Position descriptions located in Reference Manual pages 88-89
The role of an NCO	NCO’s are senior Cadets who	
Introductions	Ask each participant to introduce themselves and identify something about themselves that no one else would know	

Collect Pre-Course Workbooks	Participants should have completed their Pre-Course Workbooks (includes pre-reading and activities).	
------------------------------	--	--

Topic 2: Get to know you activity

Nominal Duration: 15 minutes

Purpose: To allow participants to get to know one another and energise participants.

Outcomes:

Resources:

References:

Facilitation Options	Key Points	Suggested Resources
Warm up activity	<p>Choose any of the following activities from the Ice Breaker section of the games list (located in the Reference Manual on pages 74-87).</p> <p>You may wish for your Peer Support Officers to facilitate this activity as it is also a great way for the Peer Support Officers to get to know participants.</p>	Reference Manual pages 74-87

Topic 3: Conducting games (part A)

Nominal Duration: 50 minutes

Purpose: To understand the value of games and to develop skills in conducting them

Outcomes: At the conclusion of this topic, participants will be able to:

- Identify the purposes of games
- Conduct games in a responsible and effective manner
- Understand possible safety considerations

Resources: Workshop Workbook

References: St John Ambulance Australia (1995). *Cadet NCO Training Program: Participant Workbook*. St John Ambulance Australia: Canberra.
 St John Ambulance Australia (1995). *Cadet NCO Training Program: Participant Notes*. St John Ambulance Australia: Canberra.

Facilitation Options	Key Points	Suggested Resources
Purposes of Games	<p>Games can be classified according to their primary purpose:</p> <ul style="list-style-type: none"> • icebreaker • energiser • team builder • communication. <p>All games should be fun experiences.</p> <p>Instructor proceeds to conduct a real ‘icebreaker’ game (refer to the appendix in the Workshop Workbook for games list). After the game discuss its value as an icebreaker.</p> <p>Now conduct exercise 1, Types of Games, on page 5 of the Workshop Workbook.</p>	Workshop Workbook page 5, exercise 1 and appendix PowerPoint slide 3
Safety—the fundamental requirement	Discuss safety issues relating to more vigorous games and how safety can be addressed (such as clear space, soft items [e.g. soft balls], protective gear [e.g. helmet, goggles etc.])	PowerPoint slide 4
Problem Games	<p>Games with negative impact on individuals must be avoided. Instructor to discuss participants’ answers to exercise 1, ‘What’s wrong with these games?’, in the Reference Manual (refer to notes on Problem Games on page 45 of the Reference Manual).</p> <p>Answers to Exercise 1: Game 1: ‘Weirdest ears’ is a put down Game 2: Juniors would not have learned about defibrillators, Game 3: Game is too rough</p>	PowerPoint slide 5 Reference Manual, Workshop Workbook, exercise 2

Topic 4: Energiser activity

Nominal Duration: 15 minutes

Purpose: To allow participants to strengthen their relationships and/or energise participants.

Outcomes:

Resources:

References:

Facilitation Options	Key Points	Suggested Resources
Energiser activity	Choose any of the following activities from the Energiser section of the games list (located in the Reference Manual on pages 74-87). You may wish for your Peer Support Officers to facilitate this activity as it is also a great way for the Peer Support Officers to get to know participants.	Reference Manual pages 74-87

Topic 5: Positions and epaulette identification

Nominal Duration: 40 minutes

Purpose: To ensure that participants have the knowledge of the St John structure and badges of rank.

Outcomes: At the conclusion of this topic, participants will be able to:

- describe the structure of St John
- identify badges of rank.

Resources: Pre-Course Workbook page 9, PowerPoint slides 47-58, Workshop Workbook pages 24-25

References: Uniform Handbook (www.stjohn.org.au)

Facilitation Options	Key Points	Suggested Resources						
Ranks and badges	Discuss the epaulettes shown in PowerPoint presentation.	PowerPoint slides 7 - 18						
Create an epaulette activity	<p>This activity is designed to be completed in pairs.</p> <p>Each member creates a description of a Divisional role and then asks the other person to make an epaulette.</p> <p>After all participants have completed their epaulette, ask them to line up by rank.</p> <p>Extension activity: If Cadets wanted a bigger challenge, introduce Regional, State/Territory and/or National ranks and roles. For these you will need to include:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Regional</td> <td>Silver piping on epaulette</td> </tr> <tr> <td>State/Territory</td> <td>Black and silver gorget patches</td> </tr> <tr> <td>National</td> <td>Grey and silver gorget patches</td> </tr> </table>	Regional	Silver piping on epaulette	State/Territory	Black and silver gorget patches	National	Grey and silver gorget patches	Workshop Workbook pages 6-7
Regional	Silver piping on epaulette							
State/Territory	Black and silver gorget patches							
National	Grey and silver gorget patches							

Topic 6: Effective Communication

Nominal Duration: 50 minutes

Purpose: To develop the ability to understand the importance of effective communication for NCOs and what creates barriers to effective communication.

Outcomes: At the conclusion of this topic, participants will be able to:

- discuss the importance of effective communication
- discuss the principles of good communication
- discuss the barriers to effective communication
- discuss non-verbal communication
- discuss the importance of effective listening
- develop the skills for effective listening
- understand the barriers to effective listening.

Resources: Pre-Course Workbook, Role Play Cards, PowerPoint slides

References:

<http://www.communicationcycle.net/>

http://www.brad.ac.uk/developme/developingskills/communication_skills/index.html_02.htm

http://www.dest.gov.au/nwt/hospitality/comm_non.htm

<http://www.ncsu.edu/csleps/leadership/Resource%20-%20EffectiveCommunication.htm>

Geldard, D. & Geldard, K. (2005). *Basic personal counselling: A training manual for counsellors (5th ed.)*. Frenchs Forrest: Prentice Hall.

St John Ambulance NZ (n.d.). *Cadet Leadership 2—Course Trainer’s Handbook*. St John Ambulance New Zealand.

<http://www.teachingenglish.org.uk/activities/active-listening-activities>

<http://www.leadonline.info/Newsletter/october2010-barriers.html>

<http://www.state.gov/m/a/os/65759.htm>

Facilitation Options	Key Points	Suggested Resources
Overview of effective communication	<p>Ask the group what makes communication effective? Write the groups ideas on a white-board or butchers paper.</p> <p>Give overview of the importance of communication, with emphasis on the following:</p> <ul style="list-style-type: none"> • Communication is the key to successful leadership • Confidence in communication is essential for it to be effective • It is about a message being sent by a sender, and the way the message is <i>received</i> (by the receiver—this can be one 	White-board; butchers paper

<p>Activity on barriers to effective communication</p>	<p>person or a group of people)</p> <p>Give participants each 3 post-it notes.</p> <p>Ask them to write down 3 barriers they can think of to effective communication. Then ask the participants to stick the post-it notes on the white board. Get the group to take a look at each other's responses.</p> <p>Discuss the barriers in the group. Ensure barriers such as the below are discussed:</p> <ul style="list-style-type: none"> • use of jargon • language • ineffective listening • message is too brief • dislike of the person sending the message 	<p>Post-it notes Pens</p>
<p>The Communication Cycle</p>	<p>There can be a breakdown at any stage of communication that can result in an ineffective outcome. Using the communication cycle can help avoid communication debacles (refer to slide 20).</p> <p>Show slide 20 with diagram. Then move on to explaining each area of the Communication Cycle.</p> <p>Aiming: Display slide 21. Encoding: Display slide 22. Transmitting: Display slide 23. Receiving: Display slide 24. Decoding: Display slide 25. Responding: Display slide 26.</p> <p>Also show the Cadets the quotes on slide 27. Ask them to comment on the quotes and if they resonate with their beliefs about communication.</p>	<p>PowerPoint slides 20</p>
<p>Role play activity</p>	<p>The Cadets will have read the section on non-verbal behaviour in their workbook. Remind them of the signs of non-verbal behaviour:</p> <ul style="list-style-type: none"> • eye contact • facial expressions • physical closeness/proximity • gestures • body language/posture <p>Ask the Cadets to pair off. One person in a pair will select to be the actor and the other will be the observer. The actor will select a role from role play cards (found in the appendix—you will need to have cut these out):</p> <ul style="list-style-type: none"> • upset cadet • angry cadet • bored cadet • cadet that is feeling uncomfortable <p>The actor will use non-verbal cues only (no talking) to help</p>	

	express the character's feelings. The observer will guess what emotion the actor's character is playing.	
Where's the pot of gold!	<p>Pre-prepare an instruction of no more than 20 words. The aim is for the Cadets to use effective listening skills to find your pot of gold (or whatever object you choose).</p> <p>For example:</p> <p><i>To find the pot of gold go outside, turn left, walk up the hill, find the largest tree and look under its branches.</i></p> <p>Send the entire group of Cadets out of the room. Tell them that they will be asked to come back into the room individually and given a set of instructions they must pass on.</p> <p>Call in the first Cadet and read out the instruction carefully and clearly. The instruction is not repeated by you.</p> <p>Call in the second Cadet, and ask the first Cadet to repeat the instruction to the second Cadet. The second Cadet then reads the instruction to the third, and so on. This continues until the last Cadet has repeated the instruction.</p> <p>Read back the original instruction to the group. How did they go? Did the final Cadet get a clear message? Discuss with the group.</p> <p>The object of the game is to demonstrate the importance of listening carefully and how garbled messages can become when people are not told directly (i.e. when people hear second hand, or third or fourth hand and so on).</p>	
Listen for lies!	<p>Divide the group into two teams, A and B. Ask one student at a time to come to the front of the group and read aloud a passage that you have chosen (i.e. story in a newspaper article). Then ask them to read it aloud again, but make some random changes. Each time a lie (or change) is discovered, a group must stand up and identify what it is (the whole group must be standing!). The first team to stand up and identify the lie gets a point.</p> <p>The purpose of the game is to encourage the group to listen carefully and remember important details.</p>	
Listening questionnaire	<p>Discuss the results of the Listening questionnaire (refer to page 14 of the Pre-Course Workbook). Cadets should have completed this as part of their pre-workshop learning.</p> <p>What can the Cadets do to improve their listening? Hold a group brainstorm.</p>	Butchers paper/ whiteboard & markers

Topic 7: Teaching drill techniques (part A)

Nominal Duration: 50 minutes

Purpose: To identify the purposes of Drill in the Cadet Division and to practice commands for basic drill movements

Outcomes: At the conclusion of this topic, participants will be able to:

- Identify the purpose and advantages of drill training
- Demonstrate an ability to put drill commands into effect.

Resources: Workshop Workbook

References: Nil

Facilitation Options	Key Points	Suggested Resources
Advantages of Drill including Dos and Don'ts	<p>Ask the group to brainstorm some of the good aspects (advantages) of doing drill in Cadets. They can check their list against the Workbook Notes below.</p> <p>Discuss or elicit the Do's and Don'ts of Drill—particularly in the modern Australian setting.</p>	<p>Reference Manual pages 47-50</p> <p>PowerPoint slides 29-30.</p>
Practical Session—Basic Movements	<p>Practise the following (remembering to use <u>cautionary</u> and <u>executing</u> commands):</p> <ul style="list-style-type: none"> • Fall in • Right Dress • Stand at attention • Stand at ease • Stand easy • Open Order • Left turn (stationary) • Right turn (stationary) • Quick march • Left turn (marching) • Right turn (marching) • Halt <p>Ask the group to devise cautionary and executing commands. An answer sheet is provided overleaf (it is a good idea to print this out to hand out on the day as a reminder).</p>	<p>Reference Manual pages 49-50</p>

Examples of Cautionary and Executing Commands

Drill Movement	Cautionary	Executing (Sharp but no barking)
Fall in	"Squad will move on parade....Fall"	"In!"
Right Dress	"Squad will check their formation.....Right"	"Dress!"
Stand at attention	"Squad ...atten"	"Shun!"
Stand at ease	"Squad will stand at ease. Stand at"	"Ease!"
Open Order	"Squad will open order. Open Order"	"March"
Left turn	"Squad will move to the left. Left"	"Turn!"
Mark time	"Squad will mark time. Mark"	"Time!"
Quick march	"By the right, quick"	"March!"
Left wheel	"Squad will change direction. Left"	"Wheel!"
Halt	"Squad will come to a halt. Squad"	"Halt!"

Topic 8: Talking to parents/authority figures and representing St John

Nominal Duration: 50 minutes

Purpose: To develop an ability to appropriately represent St John Ambulance in oral conversations with parents and authority figures. To ensure that participants have the knowledge and skills to represent St John when hosting guests

Outcomes: At the conclusion of this topic, participants will be able to:

- Appreciate the importance of representing the organisation in a positive and image-enhancing manner
- Conduct a conversation with a parent or authority figure in a positive manner
- host guests and visitors
- explain why NCOs get involved in promotional displays
- explain the role of NCOs in promotional displays
- explain how to make presentations to promote St John.

Resources: Pre-Workshop Workbook

References: Nil

Facilitation Options	Key Points	Suggested Resources
Participants to role play to one another in pairs	<p>Conduct part A of the activity <i>Communicating with Parents/Authority Figures</i> below.</p> <p>Ensure that you have printed out the Evaluation Sheet for the activity and provided each Cadet with a copy.</p>	Evaluation Sheet Powerpoint slide 32
A randomly selected role play presented to whole group	<p>Conduct part B of the activity <i>Communicating with Parents/Authority Figures</i> below.</p> <p>Randomly select one of the role plays conducted in the previous step and ask the two trainees to act it out in front of the whole group.</p>	Evaluation Sheet
Discussion around the importance of processes in hosting a guest or visitor	<p>Talk about:</p> <ul style="list-style-type: none"> • having an appropriate written invitation • how to welcome a guest • ways to introduce appropriate people • appropriate seating arrangements • the importance of being polite • engaging the guest/visitor in conversation • thanking your guests/visitors • how to farewell guests/visitors appropriately 	
Individual activity—	Each participant is to research a speaker (there are several to choose from on pages 8-10 of the Workshop Workbook). The	Workshop Workbook

<p>introducing and thanking a guest speaker</p>	<p>participants are tasked with:</p> <ol style="list-style-type: none"> 1. introducing the guest speaker appropriately 2. thanking the guest speaker. <p>Participants can make some notes on the page provided in the workbook.</p> <p>Feel free to add in your own guest speaker cards, particularly if there are guests/speakers from your state/territory that are of interest. Be sure to include a good gender balance!</p>	<p>pages 8-10</p>
---	--	-------------------

Activity–Communicating with Parents or Authority Figures

- A. Divide into pairs and conduct two little instances of communication with a ‘parent’ or ‘authority figure’. Select any two of the scenarios (below) at random. In the first scenario one of the Cadets is the NCO and the other is the parent or authority figure. In the second scenario the Cadets swap roles. After each role play, the person who was the parent or authority figure completes the Scenario Evaluation Sheet.

- B. One of the pairs who completed the role plays in Part A will now be asked to replay either one of the role plays before the whole group. Every other member will be asked to complete a Scenario Evaluation Sheet.

Scenarios for Random Selection



<p>Your Superintendent has asked you to meet and greet the State Officer of Cadets when she parks her car at the Division. You are expected to engage in conversation as you walk with her (50 metres) to the Training Room.</p>	<p>It's ANZAC Day and you approach the March Marshal to find out where the Cadet Division should fit in to the march (which includes war veterans, Scouts and two bands). The Marshal was not expecting the St John Cadets to turn up and is surprised that they want to march and lay a wreath at the appropriate time during the ceremony.</p>
<p>You are on duty and an adult member has asked you to find out from the Race Officials the designated location for the St John First Aid Unit. The Unit needs to serve the general public and the athletes as required.</p>	<p>A parent asks you about the proficiency badges in the cadet curriculum. He knows nothing about the Cadet proficiency badge system and wonders how his son will handle the Camping Badge.</p>
<p>A parent with a 10 year old son approaches you during a public duty. The boy wants to join Cadets and both he and the parent want to know what they should do next.</p>	<p>The Mayor is about to inspect the Cadet Parade at the Division's end of year function. She pauses to chat with you to ask what she should do when she inspects each line of Cadets on parade.</p>
<p>A parent of a prospective Cadet (one who wants to join) asks you some questions about the Cadet Movement. She was never aware that St John runs a Cadet program and would like to learn about the main features.</p>	<p>A Cadet has injured her ankle on a farm camp. You are asked to wait at the farm gate for the parents to arrive to pick up their daughter. They are anxious to hear what has happened to their daughter.</p>

[page left intentionally blank]

Topic 8: Talking to parents/authority figures and representing St John

Scenario Evaluation Sheet –Communicating with Parents or Authority Figure (to be used for Part A of the Activity)

The evidence for each of the following was: (please tick)					
Listening skills	Weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong
Clear Communication	Weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong
Encouraging dialogue	Weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong
Summarising	Weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong
(Referring to an Officer if needed)	Weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong

Scenario Evaluation Sheet–Communicating with Parents or Authority Figure (to be used for Part B of the Activity)

The evidence for each of the following was: (please tick)					
Listening skills	Weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong
Clear Communication	Weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong
Encouraging dialogue	Weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong
Summarising	Weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong
(Referring to an Officer if needed)	Weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong

Topic 9: Working with disability and challenging behaviours

Nominal Duration: 30 minutes

Purpose: To develop an ability to recognise learning difficulties and to develop alternative strategies to more suitably meet the needs of the learner. To identify and manage challenging behaviours.

Outcomes: At the conclusion of this topic, participants will be able to:

- Identify a number of disabilities
- Develop learning strategies which will meet the needs of the learner with a disability
- identify challenging behaviours
- describe strategies to manage a range of challenging behaviours (ranging from petty to more serious)
- correct less serious instances of challenging behaviours.

Resources: Pre-Workshop Information book, Workshop Workbook, Powerpoint slide??

References: Nil

Facilitation Options	Key Points	Suggested Resources
Discuss main types of Learning Difficulties	<p>Hold an open discussion to draw on the participants' experiences of learning difficulties (i.e. it may have been in the division, at school, a sibling etc.). Some participants may have had no experience with this subject at all. Examples of disabilities might be difficulty with literacy or numeracy, hearing impairment, vision impairment, difficulty with concentration, autism, Asperger's, colour blindness, physical disability(s), chronic illness, or mental illness. During the discussion these various difficulties can be classified into major headings: Educational/Intelligence, Physical/Medical and Psychological/Emotional</p> <p>Show PowerPoint slide 34</p>	PowerPoint Slides 34-36
Participants to complete worksheet	<p>The worksheet provides a table with a scenario and then the columns:</p> <ul style="list-style-type: none"> • How might the trainer find out about the disability? • How could the training be adapted to suit the learner? <p>The trainer may choose individual, pair or small group participation for this exercise.</p> <p>Show PowerPoint slide 34 and 35</p>	Workshop Workbook page 11
Discuss the answers developed by	<p>Ask the participants to share the answers they have provided to each question on the worksheet as a group discussion.</p>	Workshop Workbook page 11

participants if time allows.		
Forming an appropriate response to challenging behaviour	<p>The key is to meet the poor behaviour at the right level of response. There is a wide range of responses ranging from those fit for petty behaviours through to the more serious. (A corrective glance, a glance and a short word, a three-liner (see your notes in the Pre-Course Workbook), withdraw the learner, note/phone to parent/guardian, suspension [with a re-entry agreement], expulsion). It is important to note that it is not the role of the NCO to make a call or write a note to a parent/guardian, this is the job of Officers.</p> <p>Exercise 2 on page 13 of the Workshop Workbook asks participants to suggest an appropriate response for a number of behaviours. This can be done in small groups or pairs.</p>	Workshop Workbook exercise 2, page 12 PowerPoint slide 36

Topic 10: Team building, teamwork and managing a group

- Nominal Duration:** 45 minutes
- Purpose:** Provide participants with the skills and knowledge to build and manage a team and foster teamwork.
- Outcomes:** At the conclusion of this topic, learners will be able to:
- Describe the difference between a group and a team
 - Describe the term - teamwork
 - Describe the steps and strategies to form an effective team
 - Understanding the 'negatives' to team building
 - Outline ways that group work can be utilised in the NCOs division
 - Describe ways to work with a problematic subgroup
 - Understand the importance of group cohesion.
- Resources:** Pre-Workshop Workbook, Whiteboard, markers, prize (small chocolates)
- References:** *Lessons from Geese*, Adapted from *The Leadership File* by John MacBeath. Toseland, R. W. (2005). *An introduction to group work practice, 5/e*. Allyn & Bacon: Boston.

Facilitation Options	Key Points	Suggested Resources
Describe a 'group'	<p>Groups can be seen as a collection of individual responsibilities. Teams are collectively responsible for the project or goal.</p> <ul style="list-style-type: none"> • In a group each member is responsible for only their own individual contributions. He or she achieves outcomes or makes their contribution to the organisation in (relative) isolation. (e.g. cadets attending public duties as individuals) • Individuals need not have any concern about what other members of the group achieve. • Group members are likely to develop an individual relationship with the group leader. Relationships between group leader and different individuals may vary considerably in their tone and quality. • One individual may need to be managed differently (e.g. assistance with reading or has behavioural issues and needs constant attention). Other group members may not be aware of this ... and if they were, it is likely to be of little consequence to them. • Within a group there is not the interconnectedness and shared responsibility you see between team members. Each member of a group can say 'I did my best, it is not my fault that others did not pull their weight.' 	Whiteboard and markers
Describe a 'team'	<ul style="list-style-type: none"> • In a team, such as a sports team, all the players know they are interconnected. They understand that it is the quality of 	

	<p>their collective performance that determines the final result: success or failure (e.g. marching as a squad at an ANZAC parade).</p> <ul style="list-style-type: none"> • In an effective team, each member knows that they are dependent on the other members for achieving the final result. This means team members have an interest in helping each other where they can (e.g. if each member of a division helped clean up we would be able to leave earlier). • If forceful treatment is meted out to one member of a team, it is likely to have consequences for the team as a whole. This is especially the case if such treatment is perceived as unwarranted or unfair. • Positive or negative, the consequences of team leadership decisions may be magnified by the relationships between team members <p>Discussion point: Do the participants think that the members of a division are a team or a group? (If you have time, you might like to split the participants into two groups and hold a debate).</p> <p>The correct answer is that a division is a group (that may however at times function as a team!).</p>	
<p>What is 'teamwork'?</p> <p>Brainstorm some ideas of what teamwork means to the participants</p>	<p>Teamwork is an integral part of leadership and is essential to the success of any operation.</p> <p>Teamwork = cooperation by all members working to a set of rules.</p> <p>Teamwork is creating a work culture that values collaboration.</p> <p>In a teamwork environment, people understand and believe that thinking, planning, decisions and actions are better when done cooperatively.</p> <p>T – Together E – Everyone A – Achieves M – More</p>	<p>Whiteboard and markers</p>
<p>Discuss team building and the steps and strategies involved to achieve an effective team</p>	<p>Teambuilding involves understanding, human relations and leadership in all aspects. The leader must know the ability and problems of every member of the team.</p> <p>What attributes or characteristics do the members of the team possess that would benefit or hinder?</p> <p>Steps and strategies:</p> <ul style="list-style-type: none"> • Teams must have a common purpose or aim • Delegation of responsibilities 	

	<ul style="list-style-type: none"> • Involvement of team in all aspects • Use 'ice breakers' or 'getting to know you' exercises regularly • Planning—it is not a 'one man job' reserved for the leader. Use team and individual skills in planning sessions • Knowing each member's capabilities • Effective communication • Attentive listening by all members • Training—give them the skills to complete their tasks • Being flexible • Allow for contingencies—what is Plan B? • Ongoing encouragement • Welcome diversity • Hold regular discussions or debriefs—what went wrong, what could be improved? • Meet socially (e.g. go to the movies, bowling) <p>Can the participants think of any other teambuilding steps or strategies?</p>	
What could hinder or undermine teamwork and teambuilding?	<p>Ask the Cadets to brainstorm what could hinder or undermine teamwork and teambuilding. Possible answer may include:</p> <ul style="list-style-type: none"> • Negativity towards the goals of the group • Team members not involved in some form of decision making • Poor leadership or management • Lack of communication • Motivation & morale are low • Personal issues—some members don't like other members • Members lack skills to perform their allotted tasks • Limited resources • External pressures—homework, family problems, peers outside of this team • No rewards or praise for a 'job well done'—a simple 'thank you' can be all that is needed. 	Whiteboard/ butchers paper and markers
Completion of 'Geese' task	<p>Ask the Cadets to complete the Geese task. This can be done individually or in small groups.</p> <p>Activity answers are contained overleaf.</p>	Workshop Workbook, page 13
Utilising group work activity	<p>Time trial!</p> <p>In groups of three or four, each group has 3 minutes to come up with as many ways of using group work in their division that they can think of. The group with the most answers wins a prize!</p> <p>Ask the group members to stand up in front of the whole group and talk about their ideas.</p>	Butchers paper, whiteboard, markers, prizes (i.e. small chocolates, St John merchandise)

Dealing with problematic subgroups	Ask the Cadets to retrieve their answers on ways of dealing with problematic subgroups from page 18 of the Pre-Course Workbook. Ask the Cadets to each read out their ideas and then discuss each of the ideas in the larger group.	Cadets answers from page 18 of Pre-Course Workbook.
Group cohesion activity	<p>Ask the Cadets to retrieve their answers from page 18 of the Pre-Course Workbook. Choose one end of the room to be 'Agree' and one end to be 'Disagree'. Ask each Cadet to read out <i>one</i> answer for the things they find <i>enjoyable</i> about their group at a time. The rest of the group will walk to the side of the room depending on whether or not they agree or disagree with the statement. Now do the same for the things they find <i>not so enjoyable</i> about the group.</p> <p>The aim is to highlight the similarities and differences that people have regarding the things about a group they enjoy and don't enjoy. The moral to the story being that every group is different and made up of different personalities. Cadets need to work hard to find a recipe that works well for their particular group. And this involves getting to know your members, talking through problems and being innovative in their approach!</p>	Cadets answers from page 18 of Pre-Course workbook.

Lessons from Geese Activity Answers

When geese fly in a “V” formation, they can fly 71% further than from flying alone.

Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of another.

When the lead goose gets tired, it falls back into formation, while another goose comes to the point position.

Lesson: It pays to take turns going the hard tasks and sharing leadership. As with geese, people are interdependent on each other's skills, capabilities, and unique arrangements of gifts, talents, and resources.

The geese flying at the back honk to encourage speed

Lesson: We need to make sure our honking is encouraging. In groups where there is encouragement, the production is greater. The power of encouragement (to stand by one's heart or core values and encourage the heart and core of others) is the quality of honking we seek.

If a goose gets sick or shot down, two other geese drop out of the flock to protect it. They stay with the goose until it either dies or is able to fly again and form their own “V” or catch up with their own flock.

Lesson: If we had as much sense as geese, we will stand by each other in difficult times as well as when we are strong.

Topic 11: Leadership

Nominal Duration: 45 minutes

Purpose: Cadets will be able to identify good leadership qualities in themselves and others, and also name their leadership style and identify the leadership style of others.

Outcomes: At the conclusion of this topic, learners will be able to understand:

- the qualities of effective leaders
- different leadership styles.

Resources: Butchers paper, markers, PowerPoint slides

References: Dargatzis, C. & Miller, P. (2010). *Leadership: Understanding its global impact*. Title University Press: Prahran.

Facilitation Options	Key Points	Suggested Resources
Qualities of an effective leader	<p>Ask for a volunteer from the group to lie down on the butchers paper. Trace around their body with a marker (if it is a large group, you might need to split the Cadets into two or more groups—everyone needs the space to write on ‘the body’).</p> <p>Giving each Cadet a marker, ask them to write down what qualities they think a good leader should have within the body. Ask them to think about the qualities of great leaders that they know and/or admire—i.e. athletes, politicians, divisional leaders, leaders at school for example.</p> <p>Next, ask the group work out what the ‘common’ qualities were (i.e. were written more than once). Write the common qualities in the area outside of the ‘body’. Ask the group why the ‘common’ responses were important.</p> <p>Now go through some of the qualities of great leaders on PowerPoint slide 38. Ask the Cadets to decide why they think each point is important:</p> <ul style="list-style-type: none"> • can make decisions • be very organised • achievement focused • self-confidence • the ability to communicate well • enthusiasm and optimism • self-awareness • trustworthy and integrity • the ability to see the long term • the ability to give and receive feedback. 	Butchers paper, markers, PowerPoint slide 38

<p>Leadership styles</p>	<p>The Cadets will have completed the pre-reading on leadership styles. Refresh their memories of the qualities of effective leaders with PowerPoint slide 38.</p> <p>Remind the group what Lewin's 3 styles of leadership are using PowerPoint slides 39-41:</p> <ol style="list-style-type: none"> 1. Authoritarian 2. Participative 3. Delegative <p>Ask the Cadets to complete the leadership questionnaire on page 9 of the Workshop Workbook. Remind them to be as honest as possible. Once they have completed the questionnaire, ask them to discuss in pairs whether or not the result they got was what they expected.</p> <p>Ask the participants to consider if their result is different to the category they first thought they would mostly fit into?</p>	<p>PowerPoint slides 38-41, Leadership Questionnaire in Workshop Workbook page 14</p>
<p>Scenario work</p>	<p>Take the below scenario and ask for six volunteers from the group to act it out using the 3 leadership styles (two volunteers for each style):</p> <p>Authoritarian Participative Delegative</p> <p><i>Scenario</i> <i>You are an NCO and are at a divisional camp. You are in charge of a younger group of Cadets (ages 12-13) and the group is asked to come up with a play to present to some special guests later that evening. You have around 2 hours to come up with the play and have it presentation ready. The group is pretty keen to participate but they have also had a long day and are tired.</i></p> <p>Once they have done this ask the group to debate which style or styles best fits the situation:</p> <p><i>Answer:</i> <i>Because there is a short amount of time, the leader is likely to opt into an Authoritarian style in order to direct the groups actions and achieve the task. However, the Leader would also most likely also adopt a Participative approach that allows for the creativity, ideas and input of the group.</i></p>	

Topic 12: Problem solving and conflict resolution

Nominal Duration: 30 minutes

Purpose: To identify true owners of problems which can arise in a division and to develop strategies for the solution of such problems.

Outcomes: At the conclusion of this topic, learners will be able to:

- develop useful strategies in bringing a problem towards a satisfactory solution.
- develop good conflict resolution strategies

Resources: Workshop Workbook, Pre-Course Workbook, PowerPoint slides 44-46, butchers paper and pens

References:

Facilitation Options	Key Points	Suggested Resources
Who should deal?	<p>The Responsibility Map—smaller, simpler problems can be addressed by NCOs. Larger, complex issues need to be referred to Divisional Officer(s)/Managers.</p> <p>Ask the Cadets to read through the text about the Responsibility Map. Once they have read the text, ask them to break into pairs or small groups and allocate the four problems to either a Cadet NCO to handle, or an Officer.</p>	Workshop Workbook page 17. PowerPoint slide 43
Developing useful strategies in bringing a problem toward a resolution	<p>Remind Cadets of the strategies for solving the problem:</p> <ol style="list-style-type: none"> 1. Encourage party(s) to own the problem 2. Identify the underlying issue(s) 3. Identify a relevant overriding principle 4. Be prepared to 'umpire' a solution if Step 1 fails. <p>Go through the Flowchart on page 65 of the Reference Manual. Make sure the Cadets fully understand how the flowchart works.</p>	PowerPoint slide 44, Reference Manual page 62-65
Conflict resolution exercise	<p>Ask the Cadets to get into small groups and write down a positive memory of a conflict that they were involved with that was resolved. Ask them to record the reasons that the experience was a good one.</p> <p>Then as a class ask each group to report back on the reasons they remembered these conflicts as a positive experience. Write them down on a whiteboard/butchers paper. This should remind Cadets that conflict is neither a positive nor a negative thing, compromise can always be found.</p>	

Topic 13: Team building/energiser activity

Nominal Duration: 15 minutes

Purpose: To allow participants to strengthen their relationships and/or energise participants.

Outcomes:

Resources:

References:

Facilitation Options	Key Points	Suggested Resources
Energiser activity	Choose any of the following activities from the Energiser section of the games list (located in the Reference Manual on pages 74-87). You may wish for your Peer Support Officers to facilitate this activity as it is also a great way for the Peer Support Officers to get to know participants.	Pre-Course Workbook pages 74-87.

Topic 14: Instructional skills

Nominal Duration: 50 minutes

Purpose: To understand the importance of creating an effective lesson plan and the principles for effective teaching.

Outcomes: At the conclusion of this topic, participants will be able to:

- prepare an Instructional Lesson Plan
- prepare a learning activity (which is to be part of the lesson to be taught in home Division)
- deliver an instructional lesson (in their home Division).

Resources: Pre-Workshop Workbook, Workshop Workbook, PowerPoint slides

References:

Facilitation Options	Key Points	Suggested Resources
Some fundamental principles	<p>Discuss the importance of the following principles:</p> <ul style="list-style-type: none"> • respect for students (assures professional behaviour and disallows bad practice) • being prepared (a good lesson plan) • engagement • flexibility <p>These principles are highlighted in the reading in the Reference Manual (pages 39-41). Ask the participants to explain how each principle will bring about effective instruction.</p>	Reference Manual pages 39-41
Preparing an instructional lesson plan	In small groups ask the Cadets to prepare a ten minute lesson on 'How to wardrobe your uniform items' (or choose any other simple practical-skills topic). This lesson will not be delivered. Small group work is suggested so that learners can assist one another with the planning process. Cadets can write out their lesson plan in the template provided on page 21 of the Workshop Workbook. Discuss the lesson plans in the broader group once the Cadets have finished.	Workshop Workbook page 19
Preparing a Learning Activity	<p>Time will be allocated in the course for cadets to prepare just one learning activity which is intended to be included as part of the lesson to be taught back in their home Division. There may also be time for them to practice their presentations at the end of the course dependant on time constraints. Refer to exercise 2, page 20 of the Workshop Workbook.</p> <p>If the Cadets get stuck for topic ideas, use the list below to make suggestions.</p>	Workshop Workbook exercise 2, page 20
Reflection	Discuss the importance of receiving feedback and self-reflection with respect to teaching a lesson. Highlight that it is important for the Cadets to receive feedback after they deliver their lesson in their home Division:	

	<p>Soon after delivering their lesson in their home Division, the Cadets will receive valuable feedback from your Observer(s). Make sure the Cadets take the opportunity to discuss their lesson with the Observer(s). Cadets should write down the main lessons they have learned from the experience. Common areas for improvement are:</p> <ul style="list-style-type: none"> • Pace (you may have been too fast or too slow). • Speech—volume may have been too soft. • Participant questions—it is common that not enough questions are asked during the lesson and during the lesson summary at the end. • Class furniture format (commonly not sufficiently friendly/engaging). • Lesson Plan—some veer off the plan unnecessarily, some end up ignoring it, some use it ‘slavishly’ (not prepared to tweak the plan as required). • Speech—there may have been too many ‘ums and ahs’, ‘Oks’ etc. • Respect—some might use ‘put downs’ or sarcasm. • Student questions—instructor may not have listened sufficiently to the actual question. <p>Back in the home Division, the Observer(s) will provide written and oral evaluation. Both the Observer and ‘instructor’ should have a copy of the Lesson Plan during the delivery of the lesson.</p> <p>Conclude with PowerPoint slide 44.</p>	
<p>Suggested topics for observed lessons (to be handed out randomly):</p> <ul style="list-style-type: none"> • hygienic sneezing and coughing • setting a table for a three course meal • avoiding sun exposure when no sun screen available • using cards to make a card building • blowing bubbles • writing a limerick • making a doughnut or ring bandage • running a Chinese Whispers exercise. <p>Alternatively, Cadets may choose a short topic which is first related and which will fit into the local division’s training program.</p>		

Topic 15: Delegation

Nominal Duration: 20 minutes

Purpose: To appreciate the advantages of delegating tasks within a team and to develop an ability to delegate appropriate tasks to other cadets

Outcomes: At the conclusion of this topic, participants will be able to:

- identify the advantages of delegating tasks
- explore opportunities for delegating tasks within the Division
- develop strategies to delegate appropriately and to appropriately supervise the process.

Resources: White board & markers, PowerPoint slides 48 - 49, Workshop Workbook

References:

Facilitation Options	Key Points	Suggested Resources
Discuss the advantages and disadvantages of delegation	<p>Go through PowerPoint slide 46.</p> <p>Ask the Cadets to brainstorm what they think the advantages and disadvantages of delegation can be.</p> <p>After the brainstorm, go through PowerPoint slide 48.</p> <p>Advantages:</p> <ul style="list-style-type: none"> • shares the tasks within a team (relieving the leader) • empowers and develops members of the team • allows the team to achieve more <p>Disadvantages:</p> <ul style="list-style-type: none"> • delegation will fall apart if the delegation is inappropriate (e.g. too much is expected of the delegee) • not properly monitored • if it is unclear (including limits of responsibility). 	Whiteboard & markers, PowerPoint slides 46-47
Discuss when delegation can 'go wrong'	<p>Discussion should centre upon:</p> <ul style="list-style-type: none"> • inappropriate delegation (e.g. the lazy leader passing it all across to others) • poor monitoring—leaving the delegee unsupported in the process • poor instructions. 	Whiteboard & markers
What are some real opportunities for delegation of tasks within your Division?	<p>Ask the Cadets to refer to the Position Description of a Cadet NCO (Corporal) in the appendix on page 22 of the Workshop Workbook in order to discover opportunities for appropriate delegation.</p> <p>Jot down the Cadets ideas on the whiteboard. Ask them if there is anything else they can think of that might be delegated in their Division that isn't in the Position Description.</p>	Workshop Workbook page 22, whiteboard & markers

<p>Role play the delegation process (including initial taking and monitoring of progress)</p>	<p>Ask for some volunteers for a role play. Choose any of the opportunities discussed above and role play the delegation with particular attention to:</p> <ul style="list-style-type: none"> • the initial tasking • monitoring during the task. <p>Ask the whole group to provide their feedback about what could be made clearer or improved. The feedback should be constructive, for example:</p> <p><i>'Louise, I thought that you provided a really good instruction to the task being delegated. It might have been helpful to outline how exactly you intended to monitor the Cadet's progress with the task'.</i></p>	
---	---	--

Topic 16: Teaching drill techniques (part B)

Nominal Duration: 60 minutes

Purpose: To demonstrate the fun nature of drill within a learning context.

Outcomes: At the conclusion of this topic, participants will be able to:

- demonstrate an ability to put drill commands into effect.

Resources: Reference Manual pages 47-50

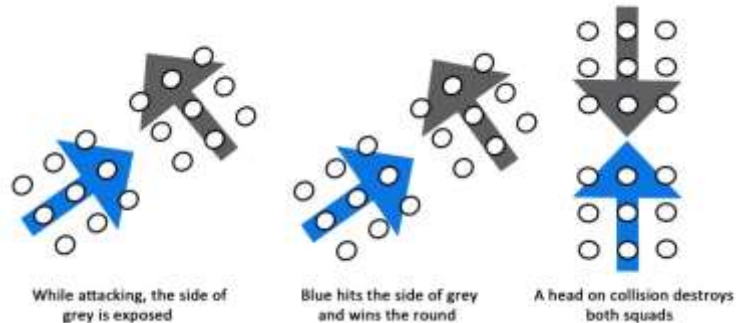
References: St John Ambulance New Zealand (2006). *NCO Leadership: Youth Training sergeant workbook*. St John Ambulance New Zealand: Wellington.

Facilitation Options	Key Points	Suggested Resources
Re-cap of basic movements	<ul style="list-style-type: none"> • Fall in • Right Dress • Stand at attention • Stand at ease • Stand easy • Open Order • Left turn (stationary) • Right turn (stationary) • Quick march • Left turn (marching) • Right turn (marching) • Halt 	Reference Manual pages 47-50
Squad Wars	<p>This is an epic drill battle of eliminating the inferior team through strategy and wit. Try to give as many Cadets as possible a turn at being 'Commander'.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Speaking with enough clarity for their squad to understand commands. • Command manoeuvres correctly under pressure. <p>What you will need:</p> <ul style="list-style-type: none"> • A large area appropriate for performing drill manoeuvres (the battlefield). • Each squad must have a 2 to 3 syllable name (decided by the team members). • Squads of around 8-9 (9 is ideal), plus a Commander • The squads should form a square (i.e. 3 x 3 Cadets if possible). <p>Rules:</p> <ul style="list-style-type: none"> • Once the war begins, squads must continue to march until the battle is won. • The squad Commander stays off the battle field unless the 	

area is so large or there are so many teams it become impossible to command. In this case they may join their squad.

- No double-time marching.
- To destroy another squad, the attacking squad must hit the opposing squad on the side (i.e. Cadets are side-on to the attacking party who is head on).
- In the event of a head on collision, both squads are destroyed.
- If a squad is hit in the side while performing a colliding manoeuvre, they are destroyed.
- Contact between squads does not mean physical violence. If a Squad makes contact with another, they are to 'tag' the other members of the squad.

Example:



Hints:

- About turns can get squads out of danger.
- To keep a squad in position, mark time.

Topic 17: Conducting games (part B)

Nominal Duration: 30 minutes

Purpose: To understand the value of games and to develop skills in conducting them

Outcomes: At the conclusion of this topic, participants will be able to:

- Identify the purposes of games
- Conduct games in a responsible and effective manner

Resources: Workshop Workbook

References:

Facilitation Options	Key Points	Suggested Resources
Conducting a Game based on group preparation	Divide the class into small groups with each group given the responsibility to prepare and conduct a game. Evaluate the success of the game (Exercise 2).	Workshop Workbook, exercise 2, page 5

Topic 18: Course summary

Nominal Duration: 10 minutes

Purpose: To review the Position Descriptions (PD) of NCOs and tie together their learning from the course with respect to these PDs.

Outcomes: At the conclusion of this topic, participants will be able to describe:

- how the course content related to the PD for Cadet NCO
- the requirements for completing the Cadet Sergeant program.

Resources: Workshop Workbook pages 27-28

References: Position Description—Cadet NCO (Corporal); Position Description—Cadet NCO (Sergeant)

Facilitation Options	Key Points	Suggested Resources
Review of the position description Cadet Corporal	Ask Cadets to nominate 3 things they would do in their first Divisional meeting as a Cadet Corporal.	Workshop Workbook page 22
Describe what might be the requirements for completing the Cadet Sergeant program	Describe what might be expected in completing the Cadet Sergeant program. Discuss using the position description on page 28 of the Workshop Workbook.	Workshop Workbook page 23
Wrap-up	Ask the Cadets to each describe something that they enjoyed about this course.	

Learning Activity Presentations

Nominal Duration: 20 minutes (if time allows)

Purpose: Deliver part of an instructional lesson

Outcomes: At the conclusion of this topic, participants will be able to:

- deliver an instructional lesson.

Facilitation Options	Key Points	Suggested Resources
Deliver Learning Activity	Time will be allocated in the course for cadets to prepare just one learning activity which is intended to be included as part of the lesson to be taught back in their home Division. There may also be time for them to practice their presentations at the end of the course dependant on time constraints.	
Feedback	<p>You may want to make some notes on areas for improvement so that cadets can they can work on their presentations before they present to their division around the following points:</p> <ul style="list-style-type: none"> • Pace (you may have been too fast or too slow). • Speech–volume may have been too soft. • Participant questions–it is common that not enough questions are asked during the lesson and during the lesson summary at the end. • Class furniture format (commonly not sufficiently friendly/engaging). • Lesson Plan–some veer off the plan unnecessarily, some end up ignoring it, some use it ‘slavishly’ (not prepared to tweak the plan as required). • Speech–there may have been too many ‘ums and ahs’, ‘Oks’ etc. • Respect–some might use ‘put downs’ or sarcasm. • Student questions–instructor may not have listened sufficiently to the actual question. 	

Assessment

Assessment Strategies

To successfully complete this course, participants must satisfactorily participate in all aspects of the course and successfully complete the Pre-Course and Workshop Workbooks. The workbooks contain a wide range of exercises related to the topics of the course. The Workshop Workbook can be completed during the weekend workshop. The Pre-Course Workbook is designed to be completed prior to attending the workshop.

This course has been designed to contribute to the attainment of the St John Youth Development Skills and Attributes. The way this is done is described in the next section.

St John Youth Development Skills and Attributes

This program has been developed to contribute to the St John Youth Development skill and attributes. This table identifies which topic covers the St John Youth Development skills and attributes.

Topic No.	Topic Title	Skills and Attributes Developed
1	Topic 1: Introduction	Collecting, analysing and organising information, Leadership, a sense of responsibility.
2	Topic 2: Get to know you activity	Leadership, planning and organising information, working with others in teams, solving problems, managing risk, determination.
3	Topic 3: Conducting games (part A)	Leadership, working with others in teams, solving problems, leadership, a sense of responsibility.
4	Topic 4: Energiser activity	Leadership, planning and organising information, working with others in teams, solving problems, managing risk, determination.
5	Topic 5: Positions and epaulette identification	Working with others in teams, solving problems, a sense of service, a sense of responsibility, leadership.
6	Topic 6: Effective Communication	Collecting, analysing and organising information, communicating ideas and information, solving problems, working with others in teams, a sense of responsibility.
7	Topic 7: Teaching drill techniques (part A)	Working with others in teams, solving problems, a sense of service, a sense of responsibility, leadership, determination, resilience.
8	Topic 8: Talking to parents/authority figures & Representing St John	Working with others in teams, a sense of service, a sense of responsibility, collecting, analysing and organising information, solving problems, a sense of service, an ethical outlook.
9	Topic 9: Working with disability and challenging behaviour	Working with others in teams, a sense of service, communicating ideas and information, a sense of responsibility, an ethical outlook.
10	Topic 10: Team building, teamwork and managing a group	Working with others in teams, leadership, using initiative and change, resilience, a sense of responsibility.
11	Topic 11: Leadership	Communicating ideas and information, planning and organising activities, working with others in teams, solving problems, leadership, a sense of

		responsibility.
12	Topic 12: Problem solving and conflict resolution	Collecting, analysing and organising information, solving problems, working with others in teams, resilience, a sense of service, a sense of responsibility.
13	Topic 13: Energiser activity	Leadership, planning and organising information, working with others in teams, solving problems, managing risk, determination.
14	Topic 14: Instructional skills	Communicating ideas and information, planning and organising activities, using technology, working with others in teams, solving problems, leadership, a sense of responsibility.
15	Topic 15: Delegation	Collecting, analysing and organising information, solving problems, working with others in teams, resilience, a sense of service, a sense of responsibility.
16	Topic 16: Teaching Drill Techniques (part B)	Working with others in teams, solving problems, a sense of service, a sense of responsibility, leadership, determination, resilience.
17	Topic 17: Conducting games (part B)	Leadership, working with others in teams, solving problems, leadership, a sense of responsibility.
18	Topic 18: Course Summary	Leadership, a sense of service, a sense of responsibility.

Reasonable Adjustment

As an Australian Registered Training Organisation, St John Ambulance Australia must provide reasonable adjustment to assessment for participants who have a disability. Further, it is a requirement of the Disability Discrimination Act that such adjustment is provided.

The following are provided as examples of reasonable adjustment that may be relevant to this program. This is only provided as a guide to trainers and is not prescriptive as reasonable adjustment must be based on individual needs and abilities.

Some participants, particularly those with poor literacy skills, may need to complete the exercises by oral assessment rather than written assessment.

Appendix 1

Role Play Cards



Upset Cadet

Pretend you are an upset/sad cadet. Your non-verbal cues are:

- Arms crossed over your chest
- A lack of eye contact
- You are frowning and your mouth is turned down
- Your body is kind of hunched in to itself (like you are trying to shrink away from the world)



Angry Cadet

Pretend you are an angry cadet. Your non-verbal cues are:

- Alternating between clenched fists and hands on your hips
- Staring directly at your partner (without looking away)
- You are frowning and your mouth is turned down. You might even bare your teeth!
- You are standing way too close to your partner
- You might wave your arms around (to make yourself look bigger) or shake your fist at your partner



Bored Cadet

Pretend you are a bored cadet. Your non-verbal cues are:

- Yawning
- Looking away from your partner (you might even roll your eyes!)
- Looking around the room
- You might turn your body slightly away from your partner



Uncomfortable Cadet

Pretend you are an uncomfortable cadet. Your non-verbal cues are:

- Step away from your partner if they get too close
- Chew your nails
- Look away regularly
- Cross your arms over your chest