



Board/Authority Authorized Course: RCMP Youth Academy Studies 12

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number: School District #79
Developed by: Sheryl Lindquist modified by Larry Mattin	Date Developed: Feb 10 th , 2019
School Name: Cowichan Open School	Principal's Name: Larry Mattin
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: RCMP Youth Academy Studies	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 95
Course Category: Protective Services	Course Code: YPSS-2A

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

This course is designed as a career simulation where students who successfully complete each phase of the selection process will attend the Academy and experience a variety of activities that a police cadet would experience but in a capsulated format. In this way students gain an understanding of policing and related career fields. The course is set up to place students in a RCMP Training Academy environment. Students will receive instruction and lectures in law, police tactics, social skills, physical training, self-defense and a variety of other topics. They will be involved in many role-playing scenarios where they will take on the role of a police officer. They will be required to work in a team and partake in all of the planned activities. This is a physically demanding course with fitness prerequisites.

Goals and Rationale:**Rationale:**

RCMP Youth Academy Studies is designed for students to explore policing and related career fields by participating in a simulation of RCMP Depot training. Through the knowledge, skills and understandings provided during this experience, students will develop core competencies in critical thinking skills as they pertain to investigative procedures, social responsibility, the Canadian Criminal Code, and communication skills that directly relate to the collection of information, exchange of data and use of digital media.

This course has cross-curricular elements. Policing is a multi-dimension career and requires both academic and athletic ability. Students will engage in daily physical training and monitor improvements in their athletic ability over the duration of the course. Although the majority of the course will be taught in the core content areas of Protective Services and Law, this program will also teach students about societal expectations for citizens. Protective Services will include instructional programs that describe the principles and procedures for providing police, fire and other safety services. The component on Law will include instructional programs that describe the principles and procedures in the form of legislation, decision-making, regulations and orders developed and enforced by institutions of government in order to maintain social order.

Policing is heavily reliant on teamwork and collaboration and this course will emulate these focus areas. Leadership is expected and taught as an integral part of the training. Students will demonstrate these skills throughout the course with mentoring from a variety of RCMP members working in various specialty areas such as dog handling, flight, drugs, ERT, traffic etc.

Goals:

- Develop an understanding of the many aspects of policing and leadership
- Develop a basic knowledge of the Criminal Code of Canada as it pertains to police sciences and a Canadian citizen
- Develop a knowledge of skills and fitness prerequisites required during a physically demanding career such as policing
- Develop the knowledge to demonstrate effective techniques to manage policing related incidents
- Gain insight into related careers in policing such as First Nations policing, justice, and victim services.

Indigenous Worldviews and Perspectives:

The RCMP strategic priority #4: <http://www.rcmp-grc.gc.ca/prior/index-eng.htm#ac>

- working collaboratively with the communities to ensure enhanced and optimized service delivery by developing relevant and culturally competent police services
- demonstrating value for service through the development, management and evaluation of the detachment performance plan created in collaboration with the local Indigenous communities
- maintaining and strengthening partnerships with Indigenous communities, our policing and government partners, stakeholders and with Indigenous organizations

Declaration of First Peoples Principles of Learning:

- RCMP Youth Academy Studies supports the development of the self and the community
- Learning is reflective, experiential and relational and involves learning from RCMP member mentors throughout the course
- Learning involves recognizing the consequences of one's actions

Declaration of Indigenous Worldviews and perspectives:

The First Peoples Principles of Learning are inherent in the aspects included in RCMP Academy Youth Studies specifically connectedness relationships; specifically:

- Community involvement process and protocols – RCMP member training in understanding different perspectives in diversity
- Community engagement – youth strategies for northern and local communities
- Local focus – RCMP members connecting with elders in northern and local communities
- Leadership – highlighting Indigenous individuals in the RCMP in a variety of settings

BIG IDEAS

Learning involves recognizing the consequences of one’s actions;
Policing and law enforcement protect the rights of Canadians

Commitment to ensure physical and mental readiness for police duties

Defensive tactics to manage policing-related incidents

Special **support units** within the RCMP

RCMP and related **occupational pathways**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Police Sciences</p> <ul style="list-style-type: none"> • Develop rudimentary interview skills and strategies to assist in mock investigations • Gather relevant pieces of information from variety of sources • Recognize elder supports for youth in communities • Analyze statements taken from witness <p>Cadet training</p> <ul style="list-style-type: none"> • Perform a set of exercises at a specific fitness level daily • Demonstrate competency in performing routine tasks • Develop a sense of pride in self <ul style="list-style-type: none"> ○ Exploration of one’s identity ○ Learning is holistic and reflexive, reflective, experiential... • Work collaboratively during drill <p>Police Defensive Tactics</p> <ul style="list-style-type: none"> • Participate in training scenarios using tactical defensive strategies • Practice take downs and physical restraints <p>RCMP Support Units</p> <ul style="list-style-type: none"> • Explain how technology is used in a variety of specialized support units • Describe how aircraft enhance police officer’s field of vision • Explain when service dogs are required • Demonstrate TAC gear usage <p>Careers in Policing</p> <ul style="list-style-type: none"> • Understand career choices, lifestyles and training requirements • Explain the recruiting process 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Criminal Code of Canada and laws that govern policing • Powers of Arrest • Preparation of notes in a police notebook • Polygraph technology • RCMP hierarchy (Chain of Command) • Incident Management and Intervention Model (IMIM) • Clients, Acquiring and Analyzing information, Partnerships, Response, Assessment Model (CAPRA) <ul style="list-style-type: none"> ○ Learning is relational, focused on connectedness, on reciprocal relationships, and sense of place. • Physical Abilities Requirement Evaluation (PARE) • RCMP Code of Conduct • Etiquette and proper protocol in formal setting • Dress protocol and “kit” • Ground control and methods of enforcement • Defensive strategies and police officer safety • Policing interventions and public safety • Search and Rescue • TAC • Emergency Response Team (ERT) • Leadership, teamwork, collaboration • Different educational pathways for policing related careers • First Nations Policing (FNP)

Big Ideas – Elaborations

- **Policing:** an organized civil force for maintaining order, preventing and detecting crime, and enforcing the laws.
- **Defensive tactics:** a component of the Cadet Training Program designed to provide cadets with safe and effective techniques to manage policing-related incidents within the context of the RCMP Incident Management Intervention Model
- **Support units:** specialized units in identification, forensic lab, police dog, dive teams, etc. within the RCMP
- **Occupational pathways** – include Fire, Ambulance, Conservation, Corrections, and Coast Guard.

Curricular Competencies – Elaborations

- **RCMP Code of Conduct:** This *Code of Conduct* sets out responsibilities, consistent with section 37 of the Royal Canadian Mounted Police Act, that reinforce the high standard of conduct expected of members of the Force.
- **pride in self:** This component of the Cadet Training Program is designed to develop a sense of pride in self through professional deportment. Cadets are taught how to care for and maintain their kit and proper turn out in uniform and mufti (civilian clothes).
- **defensive strategies:** are designed to provide cadets with safe and effective techniques to manage policing-related incidents

Content – Elaborations

- **Criminal Code of Canada** and the laws that govern policing
- **Powers of Arrest:** is a mandate given by a central authority (RCMP) that allows an individual to remove a criminal's (or suspected criminal's) liberty.
- **police notebook:** pocket notebook or PNB is used by police officers to officially record details and incidents while on patrol
- **Chain of Command:** Hierarchical structure of organization in the RCMP
- **IMIM:** The Incident Management /Intervention Model is a visual aid that helps the officer picture an event and explain why the officer used the intervention methods he or she did.
- **CAPRA:** The CAPRA Model is an operational application of the RCMP's vision and mission. It combines the RCMP's commitment to communities and clients, problem solving in partnership and continuous learning.
- **PARE:** Physical Abilities Requirement Evaluation is a standard fitness testing that the RCMP members and cadets must pass
- **Kit:** all items needed for “dress” uniform, equipment belt, weapons etc.
- **Search and Rescue:** is the search for and provision of aid to people who are in distress or imminent danger
- **ERT:** Emergency response team - is a group of highly-trained RCMP members capable of employing specialized weapons, equipment, and tactics to resolve extremely high-risk situations.
- **TAC:** tactical team
- **First Nations Policing:** Police officers provide enhanced services devoted to the *policing* needs of *First Nations* communities, including strategic priorities in indigenous territories.

Recommended Instructional Components:

Direct instruction	Brainstorming
Indirect instruction	Logbook note taking
Mentoring	Collaborative event planning
Interactive training simulations	Self-assessment
Scenarios	Peer-assessment
Group work	Mock Trial
Instructor centered instruction to learner centered instruction	

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Triangulation of assessment strategies are widely used to assess curricular competencies; specifically: Observation, Conversation and Product assessment of the following:

- Journaling (Notebook evaluation)
- Peer Assessment
- Self-assessment
- Performance assessment - demonstration of acquired skills.

Learning Resources:

- Royal Canadian Mounted Police web site: Cadet Training Program brief overview <http://www.rcmp-grc.gc.ca/depot/ctp-pfc/index-eng.htm#aps-spa>.
- Lower Mainland Youth Academy Operational Manual (June, 2006)
- RCMP guest speakers and instructors from a wide variety of sections
- RCMP civilian employees
- Training handouts, props and samples
- Guest instructors will provide demonstration equipment like polygraphs, Tasers, ERT equipment, TAC equipment, personal protective gear, dive team gear and an assortment of other career related equipment.

Additional Information:

Facility Requirements

- This program requires the group to take over a section of a school.
- The gym, cafeteria, hallways, bathrooms, locker rooms, and classrooms are utilized to simulate Depot.

Classroom equipment

- Overhead and multimedia projectors with a projection screen.
- Whiteboard with marking pens and erasers.
- Fitness equipment.

Miscellaneous Equipment

- Floor mats
- High visibility vest
- A car to use the “jaws of life” for the extraction demonstration
- Physical Abilities Requirement Evaluation (P.A.R.E.) equipment
- Cleaning supplies for the bathrooms
- Personal equipment, radio, baton, belt, mock gun.