



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 1

EO M107.01 – DISCUSS YEAR ONE TRAINING

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-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to year one training and optional training opportunities at the squadron.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified year one training.

IMPORTANCE

Having an overview of the training opportunities available in level one prepares new cadets for the training year. They will be able to see how training fits together and identify areas of interest.

Teaching Point 1**Explain proficiency level one subject areas and performance objectives.**

Time: 15 min

Method: Interactive Lecture

PERFORMANCE OBJECTIVES

The cadet training program is comprised of subject areas which are delivered as performance objectives (POs). There POs in proficiency level one are:

Level 1 PO and Subject Area	Description
100 – Positive Social Relations for Youth	Prepares cadets to interact comfortably within the cadet community, interact positively with others, exercise sound judgement, accept personal responsibility for actions and choices, deal with interpersonal conflict, and see assistance from available resources when needed.
101 – Citizenship	Helps cadets be good citizens by encouraging them to perform simple, individual acts in everyday life that will better the lives of others in the community.
102 – Community Service	Encourage cadets to become more active in their communities through participation in a community service activity.
103 – Leadership	Discuss characteristics of followers, set personal goals and participate in team building activities.
104 – Personal Fitness and Healthy Living	Identify activities that will help achieve a healthy lifestyle and develop a personal activity plan.
105 – Physical Activities	Participate in various physical activities.
106 – Air Rifle Marksmanship	Learn the safe handling procedures and techniques in the firing of the cadet air rifle.
107 – General Cadet Knowledge	Discuss training opportunities, identify and address squadron members, wear the cadet uniform.
108 – Drill and Ceremonial	Perform basic movements at the halt and on the march to participate in squadron parades.
120 – CF Familiarization	Participate in Canadian Forces familiarization activities and identifying the mission and objectives of the CF and the role of the air force in the CF.
121 – Canadian Aviation, Aerospace, Aerodrome Operations and Aircraft Manufacturing and Maintenance Community Familiarization	Participate in Canadian Aviation, Aerospace and Aerodrome Operations and Aircraft Manufacturing and Maintenance Community familiarization activities.
129 – Radio Communication	Communicate using the phonetic alphabet and numbers.

Level 1 PO and Subject Area	Description
130 - Aviation	Identify aircraft as military, civilian and cadet, describe the main components of an airplane and becoming familiar with aviation history.
140 - Aerospace	Become familiar with important events in space history and build a model rocket.
160 – Aerodrome Operations	Construct a model aerodrome to become familiar with major aerodrome components and features of a runway.
170 – Aircraft Manufacturing and Maintenance	Discuss aspects of aircraft manufacturing and maintenance and tour a local aviation maintenance facility.
190 – Aircrew Survival	Participate in an overnight aircrew survival exercise.

CONFIRMATION OF TEACHING POINT 1

QUESTION:

Q1. Name one of the subjects taught in Year One (go around the class until all POs have been listed).

ANTICIPATED ANSWER:

A1. Positive Social Relations for Youth.

Citizenship.

Community service.

Leadership.

Personal fitness and healthy living.

Physical Activity.

Air rifle marksmanship.

General cadet knowledge.

Drill and ceremonial.

CF Familiarization.

Canadian aviation, aerospace, aerodrome operations and aircraft manufacturing and maintenance community familiarization.

Radio Communication.

Aviation.

Aerospace.

Aircraft manufacturing and maintenance.

Aerodrome Operations.

Aircrew Survival.

Teaching Point 2

Discuss squadron optional training.

Time: 10 min

Method: Interactive Lecture

SQUADRON OPTIONAL TRAINING

In addition to the mandatory training, the squadron may also offer extracurricular activities, called optional training. This may include, but is not limited to:

- bands,
- drill teams,
- sports teams,
- interest clubs,
- ground school,
- biathlon,
- marksmanship,
- trips and tours, and
- special events.

Days of training, timings, level of participation and any other important details should be included.



Discuss only optional activities provided by the squadron. Cadets or staff members involved with those specific activities can be invited to give short presentations.

CONFIRMATION OF TEACHING POINT 2

QUESTION:

Q1. Which optional activities are you most interested in?

ANTICIPATED ANSWER:

A1. Will vary by cadet.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. Name five of the subjects taught in Year One.

Q2. Name one optional activity offered by the squadron (go around the class until the main activities are covered).

ANTICIPATED ANSWERS:

A1. Positive Social Relations for Youth.

Citizenship.

Community service.

Leadership.

Personal fitness and healthy living.

Physical Activity.

Air rifle marksmanship.

General cadet knowledge.

Drill and ceremonial.

CF Familiarization.

Canadian aviation, aerospace, aerodrome operations and aircraft manufacturing and maintenance community familiarization.

Radio Communication.

Aviation.

Aerospace.

Aircraft manufacturing and maintenance.

Aerodrome Operations.

Aircrew Survival.

A2. Will vary by squadron.

CONCLUSION

HOMEWORK / READING / PRACTICE

The squadron training calendar will have information on optional activities.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There is a wide variety of training available in level one. Cadets should look for opportunities to become involved in activities that interest them. The more activities cadets get involved in at the unit, the more they will enjoy and benefit from the program.

INSTRUCTOR NOTES / REMARKS

Much of the material in this lesson will be specific to each squadron. The squadron training plan must be reviewed in order to accurately represent the mandatory, complementary and support days.

REFERENCES

A3-029 CATO 51-01 Director Cadets 3. (2006). *Air cadet program outline*. Ottawa, ON: Department of National Defence.



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 2

EO M107.02 – IDENTIFY AIR CADET AND RCAF OFFICER RANKS

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-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, 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.

Have one air cadet rank slip-on for each cadet.

Have one RCAF officer rank slip-on for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 as it allows the instructor to present the information.

An in-class activity was chosen for TPs 2 and 4 as it is a fun and interesting way to measure the cadets' comprehension of the material.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified air cadet and RCAF officer ranks.

IMPORTANCE

It is important that the cadets be able to identify the ranks of both cadets and officers in order to pay proper marks of respect. It is a matter of courtesy to address people by their correct rank.

Teaching Point 1**Identify air cadet ranks.**

Time: 5 min

Method: Interactive Lecture

CADET RANKS

Every cadet in the squadron has a rank. Ranks are an indication of the experience and responsibility of each cadet.

AIR CADET (AC)

Cadets will start at the rank of air cadet upon enrolment.

There is no badge for the rank of Air Cadet.

LEADING AIR CADET (LAC)

Cadets may be recommended for promotion to the rank of Leading Air Cadet upon completion of five months of training.

The Leading Air Cadet badge is a propeller. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



Figure 1 Leading Air Cadet Rank Badge

adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

CORPORAL (CPL)

Cadets may be recommended for promotion to the rank of Corporal after successfully completing Proficiency Level One.

The Corporal rank badge has two chevrons. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



Figure 2 Corporal Rank Badge

adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

FLIGHT CORPORAL (FCPL)

Cadets may be recommended for promotion to the rank of Flight Corporal after completing six months of service at the rank of Corporal and successfully completing Proficiency Level Two.

The Flight Corporal badge has two chevrons and a crown. When worn on the jacket, it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



Figure 3 Flight Corporal Rank Badge

Cadets Canada. (2005). CATO 55-04: Royal Canadian Air Cadet Dress Instructions. In Cadet Administrative and Training Orders Vol. 5). Ottawa. ON

SERGEANT (SGT)

Cadets may be recommended for promotion to the rank of Sergeant after completing six months of service at the rank of Flight Corporal and successfully completing Proficiency Level Three.

The Sergeant rank badge has three chevrons. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



Figure 4 Sergeant Rank Badge

adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

FLIGHT SERGEANT (FSGT)

Cadets may be recommended for promotion to the rank of Flight Sergeant after completing six months of service at the rank of Sergeant and successfully completing Proficiency Level Four.

The Flight Sergeant rank badge has three chevrons and a crown. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



Figure 5 Flight Sergeant Rank Badge

adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

WARRANT OFFICER SECOND CLASS (WOII)

Cadets may be recommended for promotion to the rank of Warrant Officer Second Class after completing six months of service at the substantive rank of Flight Sergeant and being identified as a successful candidate through the merit review board process.

The Warrant Officer Second Class badge is a crown encircled by a wreath. When worn on the jacket it is worn on the lower sleeves, centred midway between the bottom of the cuff and the point of the elbow.



Figure 6 Warrant Officer Second Class Rank Badge

adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html

WARRANT OFFICER FIRST CLASS (WOI)

Warrant Officer First Class is the highest rank a cadet may achieve. Cadets may be recommended for promotion to the rank of Warrant Officer First Class after completing six months of service at the substantive rank of Warrant Officer Second Class and being identified as a successful candidate through the merit review board process.

The Warrant Officer First Class badge is the Canadian Coat of Arms. When worn on the jacket it is worn on the lower sleeves, centred midway between the bottom of the cuff and the point of the elbow.



Figure 7 Warrant Officer First Class Rank Badge

adapted from Rank Badges, retrieved 30 Mar 2006 from http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html



Ranks are also worn as slip-ons on the all-season jacket and the short sleeve shirt. Slip-ons are worn on both shoulders.



Bringing the badges and/or slip-ons into the classroom to hand around for the cadets to look at would add an element of realism to the class.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS:**

- Q1. What is the highest rank a cadet may achieve?
- Q2. Which rank has three chevrons?
- Q3. To what rank is a cadet promoted to upon completion of five months of training?

ANTICIPATED ANSWERS:

- A1. Warrant Officer First Class.
- A2. Sergeant.
- A3. Leading Air Cadet.

Teaching Point 2**Conduct an air cadet ranks activity.**

Time: 5 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is for cadets to become familiar with air cadet ranks.

RESOURCES

- One air cadet rank slip-on per cadet. (There can be more than one cadet with the same rank).
- Tape.

ACTIVITY INSTRUCTIONS

1. Tape one rank to the back of each cadet (the cadet does not get to see the rank that is on their back).
2. Have the cadets walk around and ask other cadets yes or no questions to determine what rank they are wearing. For example, "Do I have two chevrons?" The cadet has to determine from the answers to their questions what rank they are.
3. The cadets can only ask one question to each of the other cadets. They cannot ask the same cadet more than one question to determine what rank they are. This will ensure the cadets are interacting fully with the other members of the class.
4. Once cadets have determined what rank they think they are, have them form a group with any other cadets who are the same rank, if there are any.
5. After 10 minutes, have the cadets split into their rank groups. They will then present what rank they think they are based on the information they received. For example, if a group has determined they have only two chevrons on their back, they would present themselves as the corporal group / individual.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

Teaching Point 3

Identify RCAF officer ranks.

Time: 10 min

Method: Interactive Lecture



The instructor should make the cadets aware that they will not usually encounter senior or general officers at the squadron. However, some larger squadrons may have a major as the commanding officer. More emphasis should be placed on the subordinate and junior officers during the lesson.

SUBORDINATE OFFICER – OFFICER CADET

The officer cadet rank is identified by one thin gold braid.



Figure 8 Officer Cadet Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

JUNIOR OFFICERS

Once an officer is promoted to the rank second lieutenant they become a commissioned member of the Canadian Forces. Receiving a commission means that a person has been recognized by the monarchy (Queen or King) to serve as an officer.

SECOND LIEUTENANT (2LT)

The rank of Second Lieutenant is identified by one thick gold braid.



Figure 9 Second Lieutenant Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

LIEUTENANT (LT)

The rank of Lieutenant is identified by one thick gold braid, with one thin gold braid on top of it.



Figure 10 Lieutenant Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

CAPTAIN (CAPT)

The rank of Captain is identified by two thick gold braids.



Figure 11 Captain Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

SENIOR OFFICERS

MAJOR (MAJ)

The rank of Major is identified by two thick gold braids with one thin gold braid in between.



Figure 12 Major Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

LIEUTENANT COLONEL (LCOL)

The rank of Lieutenant Colonel is identified by three thick gold braids.



Figure 13 Lieutenant Colonel Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

COLONEL (COL)

The rank of Colonel is identified by four thick gold braids.



Figure 14 Colonel Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

GENERAL OFFICERS

General officers are unique in that there are two manners to distinguish their ranks. All four of these ranks will wear one extra thick braid on the sleeve of their dress uniform. To distinguish between the four general ranks, there are differences in their epaulettes. All of the epaulettes will have a crown over a crossed sabre and baton, with the distinguishing feature being the number of maple leaves under the swords.

BRIGADIER GENERAL (BGEN)

The rank of Brigadier General is identified by one maple leaf under the swords.



Figure 15 Brigadier General Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

MAJOR GENERAL (MGEN)

The rank of Major General is identified by two maple leaves under the swords.



Figure 16 Major General Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

LIEUTENANT GENERAL (LGEN)

The rank of Lieutenant General is identified by three maple leaves in a triangular pattern under the swords.



Figure 17 Lieutenant General Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

GENERAL (GEN)

The rank of General is identified by four maple leaves in a diamond pattern under the swords.



Figure 18 General Rank

www.forces.gc.ca/site/Community/insignia/aira_e.asp

CONFIRMATION OF TEACHING POINT 3**QUESTIONS:**

- Q1. What is the lowest rank that an air officer may hold?
- Q2. Which rank has two thick gold braids?
- Q3. How many braids does a Lieutenant wear?

ANTICIPATED ANSWERS:

- A1. Officer Cadet.
- A2. Captain.
- A3. One narrow and one wide braid.

Teaching Point 4

Conduct an RCAF officer ranks activity.

Time: 5 min

Method: In-Class Activity

ACTIVITY – RANK TRADE

OBJECTIVE

The objective of this activity is for cadets to become familiar with the air officer ranks.

RESOURCES

One RCAF officer slip-on per cadet.

ACTIVITY INSTRUCTIONS

1. Distribute one slip-on to each cadet.
2. Have the cadets introduce their rank to another cadet. When both cadets have introduced their ranks, they will trade slip-ons. Repeat so that each cadet has traded with three different cadets.
3. Have the cadets form groups based on the ranks they are holding.
4. Direct the groups to form a line of ranks in ascending order.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

END OF LESSON CONFIRMATION

The cadets' participation in the activities will serve as confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Every member of the squadron has a rank. It is important to be able to recognize cadets and officers by their rank in order to demonstrate the proper respect. Practicing rank recognition and knowing the officers at the squadron is vital for cadets to be able to serve as a member of the squadron. Rank recognition is the first step in knowing and following the chain-of-command.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-149 CATO 13-02 Director Cadets 4. (2009). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

A3-005 QR&O 3.01 Departments of National Defence. (2006). *QR&O 3.01: Ranks and designation of rank*. In Queen's Regulations and Orders for the Canadian Forces (Vol. 1, Ch 3). Ottawa, ON.

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ROYAL CANADIAN AIR CADETS
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SECTION 3

EO M107.03 – OBSERVE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS

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-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient them to the various procedures for addressing NCOs, subordinate officers and commissioned officers and for paying compliments.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have observed rules and procedures for paying compliments.

IMPORTANCE

It is important that the cadets be able to address cadet NCO, subordinate officers, commissioned officers and pay compliments. They will have many opportunities to practice these skills during their time as a cadet.

Teaching Point 1

Explain the procedures for addressing cadet NCOs and subordinate officers.

Time: 10 min

Method: Interactive Lecture

ADDRESSING CADET NCOS AND SUBORDINATE OFFICERS

It is important to pay the correct compliments to the appropriate individuals.

When addressing a cadet NCO or a subordinate officer, the cadet will stand at the position of attention. As cadet NCOs and subordinate officers do not hold a commission from the Queen, they are not saluted. Throughout the conversation, the cadet shall address the NCO or subordinate officer by their rank and surname and remain at the position of attention. When the cadet has completed addressing the NCO or officer, they should dismiss themselves appropriately by turning to the right.



The instructor should demonstrate this process prior to the activity.

ACTIVITY

OBJECTIVE

The objective of the activity is to allow the cadets to practice the procedures for addressing cadet NCOs and subordinate officers.

RESOURCES

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs. Assign one as the cadet NCO or subordinate officer.
2. Have the other cadet approach and address the cadet NCO / subordinate officer.
3. Have the cadet NCO /subordinate officer dismiss the cadet.
4. Have the cadets change roles.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Do cadet NCOs and subordinate officers hold a commission from the Queen?
- Q2. If they do not hold a commission, are they saluted?
- Q3. Name an action the cadet should take while addressing a cadet NCO/subordinate officer.

ANTICIPATED ANSWERS:

- A1. No, they do not hold a commission.
- A2. No, they are not saluted.
- A3. Standing at the position of attention, addressing by rank and surname, and dismissing appropriately.

Teaching Point 2

Explain the procedures for addressing a commissioned officer.

Time: 5 min

Method: Interactive Lecture

ADDRESSING COMMISSIONED OFFICERS

When addressing commissioned officers, the same procedures are followed as when addressing NCOs and subordinate officers except a salute shall be given.

The cadet shall stand at the position of attention after approaching the commissioned officer. The cadet will then give the appropriate salute as outlined in A-DH-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*. Throughout the conversation the cadet shall address the commissioned officer by their rank and surname and always remain at the position of attention unless otherwise directed by the commissioned officer. When the cadet has completed addressing the officer, they should again salute and dismiss themselves appropriately.



The instructor should demonstrate this process prior to the activity.

ACTIVITY

OBJECTIVE

The objective of the activity is to allow the cadets to practice the procedures for addressing commissioned officers.

RESOURCES

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs. Assign one as the commissioned officer.
2. Have the other cadet approach, salute and address the commissioned officer.
3. Have the commissioned officer dismiss the cadet.
4. Have the cadets change roles

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. Are you required to salute commissioned officers? Why?
- Q2. When should the commissioned officer be saluted?

ANTICIPATED ANSWERS:

- A1. Yes. They hold a commission from the Queen (King).
- A2. After the officer has been approached and prior to dismissal.
-

Teaching Point 3

Explain the regulations for paying compliments inside a building.

Time: 5 min

Method: Interactive Lecture

PAYING COMPLIMENTS INSIDE A BUILDING

Salutes are not given inside buildings except when on parade, during ceremonial occasions, or when entering and leaving offices. However, cadets shall turn their head and offer a polite greeting when meeting an officer in a common area. It is not customary to wear headdress inside a building.

ENTERING AN OFFICE

When entering an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- politely ask permission to enter the office.

LEAVING AN OFFICE

When leaving an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- depart.



The instructor should demonstrate this process prior to the activity.



Figure 1 Entering and Leaving an Office

RCAC Level one handbook, Cadets Canada, 1993

ACTIVITY

OBJECTIVE

The objective of this activity is to allow the cadets to practice the procedures for entering and leaving offices.

RESOURCES

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs. Assign one of them as the cadet to enter / leave an office while the other is "in" the office.
2. Have the cadet practice entering / leaving the office.
3. Have the cadets change roles.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

CONFIRMATION OF TEACHING POINT 3

QUESTION:

Q1. Name two times or places where compliments are paid inside a building.

ANTICIPATED ANSWER:

A1. Parade Square, ceremonial occasions, entering and leaving offices.

Teaching Point 4

Explain other occasions to pay compliments.

Time: 5 min

Method: Interactive Lecture

OTHER OCCASIONS TO PAY COMPLIMENTS

It is appropriate for cadets to salute on different occasions.

- When the Canadian or another foreign national anthem is played.
 - When recognizing a commissioned officer who is not in uniform.
 - When the National Flag of Canada is being lowered or raised.
 - When boarding or disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck.
-

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. Does one salute when recognizing a commissioned officer out of uniform?

Q2. Does one pay compliments if the Star Spangled Banner is played?

ANTICIPATED ANSWERS:

A1. Yes, compliments shall be paid.

A2. Yes, compliments are paid for all national anthems.

END OF LESSON CONFIRMATION

The cadets' participation in the activities will serve as confirmation for this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There will be many opportunities to address cadet NCOs, subordinate and commissioned officers and pay compliments inside a building. These acts may feel awkward initially and are part of a disciplined military culture. With practice, they will become natural. These acts of comportment are key ways to demonstrate respect for senior cadets and superiors.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 National Defence. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.

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ROYAL CANADIAN AIR CADETS
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INSTRUCTIONAL GUIDE



SECTION 4

EO M107.04 – STATE THE AIM AND MOTTO OF THE AIR CADET PROGRAM

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-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the aim and motto of the Air Cadet Program.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have stated the aim and motto of the Air Cadet program.

IMPORTANCE

Knowing the aims and motto of the air cadet program are fundamental for any cadet. This information will give cadets a better understanding of how the cadet program can help them develop as a cadet and an individual.

Teaching Point 1**State the mission of the cadet program.**

Time: 5 min

Method: Interactive Lecture

MISSION

The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

CONFIRMATION OF TEACHING POINT 1**QUESTION:**

- Q1. What is the mission of the cadet program?
- Q2. What does the mission mean to you?

ANTICIPATED ANSWER:

- A1. The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.
 - A2. Answers will vary.
-

Teaching Point 2**State the vision of the cadet program.**

Time: 5 min

Method: Interactive Lecture

VISION

The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.

CONFIRMATION OF TEACHING POINT 2**QUESTION:**

- Q1. What is the vision of the cadet program?
- Q2. What does the vision mean to you?

ANTICIPATED ANSWER:

- A1. The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.
- A2. Answers will vary.

Teaching Point 3**Describe the aim of the cadet program.**

Time: 10 min

Method: Interactive Lecture

DEVELOP IN YOUTH THE ATTRIBUTES OF GOOD CITIZENSHIP AND LEADERSHIP

The cadet program aims to assist in the development of cadets as good citizens and leaders.

Through citizenship and community services activities, the cadet develops an appreciation for community membership and involvement within cadet, local, regional, provincial, national, and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

PROMOTE PHYSICAL FITNESS

The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enable them to meet challenges.

STIMULATE THE INTEREST OF YOUTH IN THE SEA, LAND AND AIR ACTIVITIES OF THE CANADIAN FORCES (CF)

The cadet program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the cadet program as a whole from other youth development programs.

CONFIRMATION OF TEACHING POINT 3**QUESTIONS:**

- Q1. What is the aim of the cadet program?
- Q2. How does the cadet program help in developing good citizens and leaders?
- Q3. How does the cadet program promote physical fitness?
- Q4. How does the cadet program stimulate an interest in the sea, land and air activities of the Canadian Forces?

ANTICIPATED ANSWERS:

- A1. Develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the CF.
- A2. Through citizenship and community services activities, the cadet develops an appreciation for community membership and involvement within cadet, local, regional, provincial, national, and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

- A3. The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enable them to meet challenges.
- A4. The cadet program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the cadet program as a whole from other youth development programs.

Teaching Point 4**State the motto of the air cadet program.**

Time: 5 min

Method: Interactive Lecture

MOTTO

The motto of the air cadet program is: To Learn - To Serve - To Advance.

- To Learn - the cadets learn new things throughout the program from qualified people, from various fields of expertise.
 - To Serve – the cadet learns how to serve in the community and within their local squadron.
 - To Advance - the cadet is able to advance through the program by gaining knowledge and then passing their knowledge and experience on to other cadets.
-

CONFIRMATION OF TEACHING POINT 4**QUESTIONS:**

- Q1. What is the motto of the air cadet program?
- Q2. What does 'To Learn' mean?
- Q3. What does 'To Serve' mean?
- Q4. What does 'To Advance' mean?

ANTICIPATED ANSWERS:

- A1. To Learn – To Serve – To Advance.
- A2. The cadet learns new things throughout the program from qualified people, from various fields of expertise.
- A3. The cadet learns how to serve in the community and within their local squadron.
- A4. The cadet is able to advance through the program by gaining knowledge and then passing their knowledge and experience on to other cadets.



Other answers to questions 2 to 4 may arise. Each aspect of the motto can mean something different for each cadet.

END OF LESSON CONFIRMATION

The cadets' responses to questioning after each teaching point will serve as confirmation for this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The aims and motto of the air cadet program provide the cadet with a greater understanding of what it means to be an air cadet, and will foster a sense of pride in belonging to the air cadet program.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-010 CATO 11-03 Director Cadets 3. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

C2-040 The Air Cadet League of Canada. (2006). *Policy 3.1: aim of the Canadian cadet organizations*. Retrieved 25 May, 2006, from http://www.aircadetleague.ca/templates/pdf/refmanual/english/pol_3_1.pdf

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 5

EO M107.05 – WEAR THE AIR CADET UNIFORM

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-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson as it allows the instructor to present the material to the cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have worn the air cadet uniform.

IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and the Canadian Cadet Organization (CCO).

Teaching Point 1**Explain the correct manner in which to wear headdress.**

Time: 5 min

Method: Interactive Lecture



As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

WEDGE

The wedge shall be worn on the right side of the head with the lower point of the front crease in the centre of the forehead and with the front edge of the cap 2.5 cm above the right eyebrow. Two air force buttons must be attached in pre-cut holes at the front.

WEDGE INSIGNIA

The wedge insignia is to be worn on the left side of the wedge with the centre of the badge positioned mid-way between the front and mid-point of the wedge.

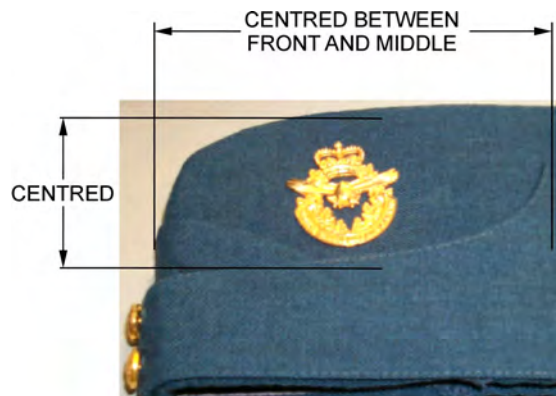


Figure 1 Placement of Wedge Insignia
Royal Canadian Air Cadet Dress Instructions

WIDE BRIMMED TAN SUMMER HAT

The wide brimmed tan summer hat may be worn during summer activities for which the wedge is unsuitable.

TOQUE

The toque may be worn outside when weather conditions dictate.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS:**

- Q1. On what side of the wedge is the insignia worn?
- Q2. Where are the two air force buttons placed on the wedge?
- Q3. When and where can the toque be worn?

ANTICIPATED ANSWERS:

- A1. Left side.
- A2. In pre-cut holes on the front of the wedge.
- A3. Outside when weather conditions dictate.

Teaching Point 2

Explain the correct manner to wear and care for clothing articles on the upper body.

Time: 10 min

Method: Interactive Lecture



As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

SHORT SLEEVE SHIRT

The short sleeve shirt may be worn with or without the tie. It can also be worn with or without the jacket. It shall be kept clean and pressed. The only crease is to be down the centre of each sleeve starting at the centre of each epaulette. The shirt shall be tucked into the pants and the top button shall remain open when not wearing the tie.

NECKTIE

The necktie shall be knotted neatly using a Windsor or four in hand knot and shall be kept tight. Plain gold colour tie clips or pins may be used. When the jacket is removed the tie shall not be tucked into the shirt except for safety reasons.



WINDSOR KNOT

Figure 2 Method for Tying a Windsor Knot

Royal Canadian Air Cadet Dress Instructions



FOUR-IN-HAND KNOT

Figure 3 Method for Tying a Four in Hand Knot

Royal Canadian Air Cadet Dress Instructions



The instructor can briefly show the class the two methods for tying the tie. This information is also found in the handbook for reference purposes when the cadets are practicing on their own time.

DARK BLUE COTTON T-SHIRT

The dark blue cotton t-shirt may be worn with the appropriate orders of dress. It shall be wrinkle free at all times.

TURTLENECK SWEATER

The turtleneck sweater may be worn with or without the jacket but the jacket must be worn when proceeding to and from the squadron's location. Sleeves shall not be rolled or taken up.

JACKET AND JACKET BELT

The cadet jacket with cloth belt shall be worn fully buttoned with the exception of the top button. Jackets may be removed in buildings and offices when authorized. The jacket shall be kept clean and pressed. The sleeves of the jacket shall be roll pressed with no creases. The jacket belt shall be worn so as the excess of the belt, once attached, is on the left side of the buckle. The buckle shall be adjusted so that the excess of the belt on the left side is not more than 8 cm.

ALL-SEASON JACKET

The all-season jacket may be worn year round when weather conditions dictate. The liner and the exterior jacket may be worn separately or as a set. Rank slip-ons shall be worn on both.

RANK SLIP-ONS

Rank slip-ons shall be worn on both shoulders with the short-sleeve shirt, the all-season jacket, with the CF flying suit at the flying site for authorized cadets and with CF combat clothing during squadron survival exercises when authorized by the squadron CO.

GREY SPORTS T-SHIRT

The grey sports t-shirt shall be worn as directed by the squadron or CSTC CO.

BLACK GLOVES AND MITTS

Plain black civilian pattern gloves and mitts may be worn with the overcoat, parka, or all-season jacket when weather conditions dictate.

NAMETAG

The nametag shall be made of blue and white laminated plastic plate 6.3 cm in length and 1.2 cm in height. It shall be inscribed with white lettering 0.6 cm high and shall indicate only the surname of the cadet. The nametag is worn over the right breast pocket and should be detachable.

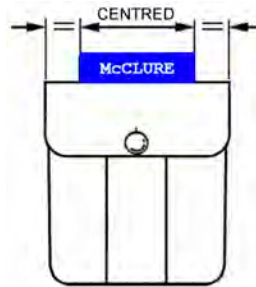


Figure 4 Right Breast Pocket with Nametag
Royal Canadian Air Cadet Dress Instructions

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What are the two methods for tying the tie?
- Q2. Where are the creases in the short sleeve shirt placed?
- Q3. How are the sleeves of the jacket pressed?

ANTICIPATED ANSWERS:

- A1. Windsor and four in hand knots.
- A2. The only crease to be in the shirt is to be down the centre of each sleeve starting at the centre of each epaulette.
- A3. The sleeves of the jacket shall be roll pressed with no creases.

Teaching Point 3

Explain the correct manner to wear and care for the trousers and shorts.

Time: 5 min

Method: Interactive Lecture



As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

TROUSERS

The trousers shall be steam pressed without starch so as to have creases down the centre of each leg in the front and the back. Creases shall extend from the top of the leg to the bottom and shall not be sewn or glued.

BLACK BELT

The black belt shall be worn with the trousers such that the buckle is centred and the ends are “brass on brass”. Brass on brass is when the end of the belt meets the brass buckle, and when the belt is done up, there is no black showing between the two pieces of brass. The belt may need to be adjusted in order for this to occur.

GREY SPORTS SHORTS

The grey sports shorts shall be worn as directed by the squadron or CSTC CO.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. Where are the creases in the trousers placed?
- Q2. How is the buckle on the belt worn?

ANTICIPATED ANSWERS:

- A1. The trousers are pressed to have creases down the centre of each leg in the front and the back. Creases shall extend from the top of the leg to the bottom.
- A2. Centred with the ends brass on brass.

Teaching Point 4

Explain the correct manner to wear and care for footwear.

Time: 10 min

Method: Interactive Lecture



As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

BOOTS

Black ankle boots are to be laced horizontally from side to side.



Figure 5 Method of Lacing Boots

Royal Canadian Air Cadet Dress Instructions

When the boots are tied, the ends of the laces are to be tucked inside the boot. Boots shall not be modified with any type of metal cleats, hobnails or other metal attachments to the heel or sole. No varnish other than shoe polish will be used to shine the boots.

CARE OF THE BOOTS

The black ankle boots should be cleaned and polished on a regular basis. General guidelines for polishing the boots include:

1. The welts of the boot are to be cleaned with an old toothbrush and black boot polish.
2. Use a polish cloth wrapped around the index finger.
3. Apply a moderate amount of polish to the cloth.
4. Apply the polish in a circular motion to the area being polished.
5. Start with large circles to cover the area with polish.
6. Use smaller circles as the polish gets worked into the boot.
7. Continue to work in a circular motion until circles formed by the polish are no longer visible.
8. The whole boot is to be polished, not just the toe.

RUNNING SHOES

Running shoes shall be worn as directed by the squadron or CSTC CO.

GREY WOOL SOCKS

Grey wool socks shall be worn with boots and running shoes. If a cadet suffers from a recognized allergy to wool the cadet may wear grey or black cotton or nylon socks.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. When should grey wool socks be worn?
Q2. How should the black ankle boots be laced?

ANTICIPATED ANSWERS:

- A1. Grey socks shall be worn at all times with boots and issued running shoes unless the cadet suffers from a recognized allergy to wool.
A2. The black ankle boots should be laced horizontally from side to side.

Teaching Point 5

Explain the placement of level one air cadet badges.

Time: 10 min

Method: Interactive Lecture

SQUADRON SHOULDER BADGES

Squadron shoulder badges are to be worn on both sleeves of the jacket only. The top of the badge is to be 2 cm below the upper shoulder seam.



Figure 6 Squadron Shoulder Flash
Royal Canadian Air Cadet Dress Instructions

RANK BADGES

The LAC rank badges are to be worn centered on both sleeves of the jacket, mid-way between the elbow and the upper shoulder seam.



Figure 7 LAC Rank Badge
Royal Canadian Air Cadet Dress Instructions



When cadets have been promoted to the rank of Corporal, they may need assistance / guidance in sewing their rank badges onto their uniform. Their Level Officer / Flight Commander can assist.



All badges are to be sewn onto the jacket neatly and with thread that blends in with the colour of the badge and the uniform.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS:

- Q1. What uniform part are the squadron shoulder flashes worn on?
- Q2. How far down the sleeve is the squadron shoulder flash worn?
- Q3. Where are the LAC badges worn on the uniform?

ANTICIPATED ANSWERS:

- A1. Only on the jacket.
- A2. 2 cm.
- A3. LAC rank badges are to be worn centered on both sleeves, mid-way between the elbow and the upper shoulder seam.

Teaching Point 6

Explain personal appearance while in uniform.

Time: 10 min

Method: Interactive Lecture

GENERAL APPEARANCE

Cadets in uniform shall be well groomed with footwear cleaned and shone. Uniforms shall be clean and properly pressed at all times. In particular, buttons, fasteners and zippers shall be kept closed. Pockets shall not bulge. Items such as glasses, sun-glasses, glasses cases, pens, pencils, key-rings or paper shall not visibly extend or protrude from pockets or be suspended from waist belts or pockets. Headsets from a radio receiver, tape / CD player or other personal entertainment device shall not be worn.

HAIRSTYLES

Hair shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the wedge. Style and colour shall not be bizarre, exaggerated or of unusual appearance. Unusual colours such as green, bright red, orange, purple, etc. are not permitted.

MALE HAIRSTYLES

Male cadets' hair shall be taper trimmed at the back, sides, and above the ears to blend with the hairstyle. It shall be no more than 15 cm in length. When the hair is groomed and wedge is removed, no hair shall touch the ears or fall below the top of the eyebrows.



Figure 8 Taper Trimmed Haircut – Conventional
Royal Canadian Air Cadet Dress Instructions

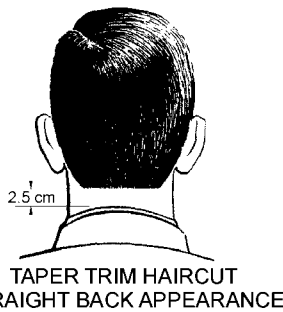


Figure 9 Taper Trimmed Haircut – Straight Back Appearance
Royal Canadian Air Cadet Dress Instructions

SIDEBURNS

Sideburns shall not extend below a line horizontally bisecting the ear. They shall be squared off horizontally at the bottom edge and taper trimmed to conform to the overall hairstyle.

MOUSTACHES

When moustaches are worn, the unshaven portion of the face shall not extend outwards beyond the corners of the mouth. Moustaches shall be kept neatly trimmed, not be greater than 2 cm (3/4 in.) in bulk, not extend below the corners of the mouth, and not protrude beyond the width of the mouth.



Figure 10 Moustache
Canadian Forces Dress Instructions

FEMALE HAIRSTYLES

Female cadets' hair shall not extend below the lower edge of the shirt collar.

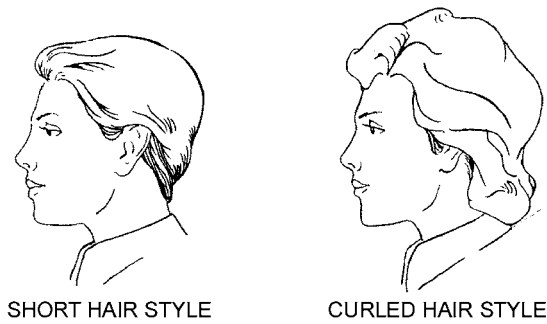
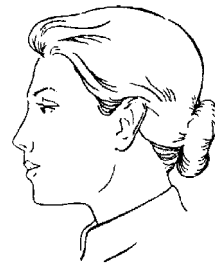


Figure 11 Female Short Hairstyles

Royal Canadian Air Cadet Dress Instructions

Hair may be worn in a bun at the back of the head.



STRAIGHT HAIR STYLE WITH BUN

Figure 12 Hair Styled in Bun

Royal Canadian Air Cadet Dress Instructions

Braids shall be styled conservatively and tied tightly. They shall be secured at the end by a knot or a small unadorned fastener. A single braid shall be worn in the centre of the back. Double braids shall be worn behind the shoulders. When gathered behind the head and braided hair shall be a maximum length that does not extend below the top of the armpit.



Figure 13 Single Braid

Royal Canadian Air Cadet Dress Instructions



Figure 14 Double Braids

Royal Canadian Air Cadet Dress Instructions

MAKE-UP

Female cadets are authorized to wear a minimal amount of make-up. When wearing the uniform, make-up shall be applied conservatively. This precludes the use of false eyelashes, heavy eyeliner, brightly coloured eye shadow or lipstick, coloured nail polish, and excessive facial make-up.

JEWELLERY

The only jewellery that may be worn in uniform shall be a wristwatch, a medical alert bracelet and a maximum of two rings, which are not of a costume jewellery nature.

Female cadets in uniform may wear a single pair of plain gold stud, silver stud or white pearl earrings in pierced ears. The single stud earring (worn in the centre of each earlobe) shall be spherical in shape and not exceed 0.6 cm in diameter. Male cadets are not authorized to wear an earring or earrings.



Figure 15 Stud Earring Centred in Earlobe

Royal Canadian Air Cadet Dress Instructions

TATTOOS AND PIERCINGS

Cadets shall not acquire visible tattoos that could be deemed to be offensive or otherwise reflect discredit on the Canadian Cadet Movement. Cadets in uniform shall not wear visible body piercing adornments (tongue included). Covering the unauthorized piercing with an adhesive bandage is not acceptable.

ACCESSORIES

Civilian pattern backpacks shall be of conservative appearance. They may either be carried in the left hand or worn suspended from both shoulders and square on the back.

Female cadets are permitted to carry a purse. The purse is to be held in the left hand or suspended over the left forearm. When the purse is carried as a shoulder bag, the strap shall be suspended from the left shoulder with the top of the purse not higher than waist level. It shall not be carried as a handbag.

EYEGASSES / SUNGLASSES

Eyeglasses and sunglasses shall be conservative in design and colour. Sunglasses with photo chromic or mirrored lenses are not authorized for wear. Cadets, who normally wear eyeglasses, may wear either conventionally framed prescription sunglasses or conservatively styled clip-on sunglasses when conditions and circumstances dictate. Other cadets may wear conservatively styled sunglasses, which do not detract from the overall appearance of the uniform when conditions and circumstances dictate. Sunglasses shall not be worn on parade unless authorized by the CSTC or Squadron CO in special circumstances.

CARRYING OF ARTICLES

If any article is being carried, such as a briefcase, it is to be carried in the left hand. If an article is being carried while marching, the left arm is not swung.

CIVILIAN CLOTHING

Other than those specific items listed in the CATO, civilian clothing shall not be worn with the cadet uniform unless authorized by the CSTC or squadron CO in special circumstances. This includes, but is not limited to, civilian jackets and hats.

GENERAL DEPARTMENT

Chewing gum, slouching, sauntering, placing hands in pockets, smoking, eating on the street, walking hand in hand and similar deportment that detracts from a proud and orderly appearance in the eyes of the public is unacceptable for cadets. Physical displays of affection between uniformed cadets shall be avoided.

CONFIRMATION OF TEACHING POINT 6**QUESTIONS:**

- Q1. In what hand should articles be held?
- Q2. What is the policy on tattoos and piercings?
- Q3. What deportment is unacceptable for cadets?
- Q4. What jewellery is authorized for wear while in uniform?

ANTICIPATED ANSWERS:

- A1. Left hand.
 - A2. Cadets shall not acquire visible tattoos that could be deemed to be offensive or otherwise reflect discredit on the Canadian Cadet Movement. Cadets in uniform shall not wear visible body piercing adornments (tongue included). Covering the unauthorized piercing with an adhesive bandage is not acceptable.
 - A3. Chewing gum, slouching, sauntering, placing hands in pockets, smoking, eating on the street, walking hand in hand and similar deportment which detracts from a proud and orderly appearance in the eyes of the public is unacceptable for cadets.
 - A4. The only jewellery that may be worn in uniform shall be a wristwatch, a medical alert bracelet and a maximum of two rings, which are not of a costume jewellery nature. Female cadets in uniform may wear a single pair of plain gold, silver stud or white pearl earrings in pierced ears.
-

END OF LESSON CONFIRMATION

The cadets' responses to instructor questioning throughout the lesson will serve as confirmation of the lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be expected to properly wear the air cadet uniform on an ongoing basis in accordance with the Royal Canadian Air Cadet Dress Instructions. Cadets will be expected to maintain an acceptable standard of personal dress and deportment.

CLOSING STATEMENT

The air cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance, and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the cadets' requirement to properly care for and maintain their uniforms at all times. Cadets should learn from the beginning how to properly maintain their uniforms and wear them properly.

This lesson should be delivered at the beginning of the training year before the cadets are expected to wear their uniforms.

REFERENCES

A3-006 Cadets Canada. (2005). CATO 55-04: *Royal Canadian Air Cadet Dress Instructions*. In *Cadet Administrative and Training Orders* (Vol. 5). Ottawa, ON.

A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON.



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 6

EO M107.06 – DISCUSS SUMMER TRAINING OPPORTUNITIES

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-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to General Training and generate an interest in future summer training opportunities.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have discussed summer training opportunities.

IMPORTANCE

It is important for the cadets to understand the training opportunities available to them during the year one summer so they are aware of what qualifications they are eligible to attend. It is also important to know what opportunities are available in future summers in order to start thinking about what qualifications they may wish to complete in the future.

Teaching Point 1**Discuss General Training (GT).**

Time: 15 min

Method: Interactive Lecture

AIM

The GT is two-weeks in duration. The aim of GT is to familiarize qualified level one cadet with life at the cadet summer training centre, introduce cadets to all summer training program areas, and further develop the fundamentals of air cadet training.

LOCATIONS

GT is conducted at various summer training centres across the country including:

- Whitehorse, YT
- Albert Head, BC.
- Penhold, AB.
- Trenton, ON
- Bagotville, QC.
- Greenwood, NS.



Figure 1 Map of Summer Training Centres Across Canada

www.theodora.com/maps

GT is comprised of the following training subjects and performance objectives:

Common Training (this is training that is common also to Sea and Army Cadets attending their respective GT at CSTC):

- Leadership - PO S103 Participate as a Member of a Team.
- Fitness and Sports - PO S105 Participate in Physical Activities.

- Air Rifle Marksmanship - PO S106 Participate in Recreational Marksmanship Using the Cadet Air Rifle.
- General Cadet Knowledge - PO S107 Adapt to the CSTC Environment.

Elemental Training (this is training unique to Air Cadets attending GT):

- Citizenship - PO S101 Participate in Citizenship Activities.
- Drill - PO S108 Participate in a Drill Competition.
- Music Performance - PO S114 Participate in Music Familiarization.
- Aviation - PO S130 Participate in Aviation Activities.
- Aerospace - PO S140 Participate in Aerospace Activities.
- Aerodrome Operations - PO S160 Participate in Aerodrome Operations Activities.
- Aircraft Manufacturing and Maintenance - PO S170 Tour an Aircraft Manufacturing Maintenance Facility.
- Aircrew Survival - PO S190 Participate in an Aircrew Survival Exercise.

CONFIRMATION OF TEACHING POINT 1

QUESTION:

- Q1. How long is GT?
- Q2. Name one location of GT.
- Q3. What are two performance objectives of GT?

ANTICIPATED ANSWERS:

- A1. GT is 2 weeks in duration.
- A2. GT is conducted in Whitehorse, YT, Albert Head, BC, Penhold, AB, Trenton, ON, Bagotville, QC, and Greenwood, NS.
- A3.
- PO S101 Participate in Citizenship Activities.
 - PO S103 Participate as a Member of a Team.
 - PO S105 Participate in Physical Activities.
 - PO S106 Participate in Recreational Marksmanship Using the Cadet Air Rifle.
 - PO S107 Adapt to the CSTC Environment.
 - PO S108 Participate in a Drill Competition.
 - PO S114 Participate in Music Familiarization.
 - PO S130 Participate in Aviation Activities.
 - PO S140 Participate in Aerospace Activities.
 - PO S160 Participate in Aerodrome Operations Activities.

- PO S170 Tour an Aircraft Manufacturing Maintenance Facility.
- PO S190 Participate in an Aircrew Exercise.

Teaching Point 2

Introduce the summer training program areas.

Time: 10 min

Method: Interactive Lecture

AVIATION

Aviation summer training opportunities include:

- Basic Aviation – three weeks. This qualification can be taken starting in the summer of year two.
- Advanced Aviation – three weeks. This qualification can be taken starting in the summer of year three.
- Glider Pilot Scholarship - six weeks. This qualification can be taken starting in the summer of year three.
- Power Pilot Scholarship – seven weeks. This qualification can be taken starting in the summer of year four.

LEADERSHIP

Leadership summer training opportunities include:

- Basic Leadership – three weeks. This qualification can be taken starting in the summer of year two.
- Leadership and Ceremonial Instructor – six weeks. This qualification can be taken starting in the summer of year three.

AIRCREW SURVIVAL

Aircrew Survival summer training opportunities include:

- Basic Survival – three weeks. This qualification can be taken starting in the summer of year two.
- Survival Instructor – six weeks. This qualification can be taken starting in the summer of year three.

AVIATION TECHNOLOGY AND AEROSPACE

Aviation Technology and Aerospace summer training opportunities include:

- Basic Aviation Technology and Aerospace – three weeks. This qualification can be taken starting in the summer of year two.
- Advanced Aerospace – six weeks. This qualification can be taken starting in the summer of year three.
- Advanced Aviation Technology – Airport Operations – six weeks. This qualification can be taken starting in the summer of year three.
- Advanced Aviation Technology – Aircraft Maintenance – six weeks. This qualification can be taken starting in the summer of year three.

FITNESS AND SPORTS

Fitness and Sports summer training opportunities include:

- Basic Fitness and Sports – three weeks. This qualification can be taken starting in the summer of year two.
- Fitness and Sports Instructor – six weeks. This qualification can be taken starting in the summer of year three.

AIR RIFLE MARKSMANSHIP

Air Rifle Marksmanship has one summer training opportunity:

- Air Rifle Marksmanship Instructor – six weeks. This qualification can be taken starting in the summer of year three.

MILITARY BAND

Military Band summer training opportunities include:

- Military Band Basic Musician – three weeks. This qualification can be taken starting in the summer of year two.
- Military Band Intermediate Musician – six weeks. This qualification can be taken starting in the summer of year three.
- Military Band Advanced Musician – six weeks. This qualification can be taken starting in the summer of year three.

PIPE BAND

Pipe Band summer training opportunities include:

- Pipe Band Basic Musician – three weeks. This qualification can be taken starting in the summer of year two.
- Pipe Band Intermediate Musician – six weeks. This qualification can be taken starting in the summer of year three.
- Pipe Band Advanced Musician – six weeks. This qualification can be taken starting in the summer of year three.

TRIPS AND EXCHANGES

The Trips and Exchanges summer opportunities include:

- Oshkosh Trip – three weeks. This trip can be taken starting in the summer of year four.
- International Air Cadet Exchange – three weeks. This exchange can be taken starting in the summer of year five.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS:**

- Q1. What qualifications are available starting in the summer of year two?
- Q2. What are three of the summer training program areas?

ANTICIPATED ANSWERS:

- A1. Basic Aviation, Basic Leadership, Basic Survival, Basic Aviation Technology and Aerospace, Basic Fitness and Sports, Military Band Basic Musician and Pipe Band Basic Musician.
- A2. Aviation, leadership, aircrew survival, aviation technology and aerospace, fitness and sports, air rifle marksmanship, military band, pipe band, and trips and exchanges.

CONCLUSION

HOMEWORK/READING/PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Many cadets will have the opportunity to attend summer training centres after completing Proficiency Level One. It is important for them to know what options are available for their first summer. It is also important for them to gain a basic understanding of opportunities available to them in the future.

INSTRUCTOR NOTES/REMARKS

Nil.

REFERENCES

A0-096 CATO 11-04 Director Cadets 2. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A3-029 CATO 51-01 Director Cadets 3. (2006). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

A3-061 CATO 54-27 Director Cadets 4. (2007). *Power pilot scholarship program*. Ottawa: ON: Department of National Defence.

A3-192 CATO 54-26 Director Cadets 4. (2007). *Glider Pilot Scholarship Program*. Ottawa, ON: Department of National Defence.

C0-043 *Quick Maps*. (2006). Retrieved 10 Apr 06, from www.theodora.com/maps



ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 7

EO C107.01 – MAINTAIN THE AIR CADET UNIFORM

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-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, 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.

Set up the training areas required for the demonstration.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 as it allows the instructor to present the material.

A demonstration was chosen for TPs 2 – 6 as a practical way for the instructor to demonstrate the skills and care in maintaining the air cadet uniform.

An-class activity was chosen for TP 7 to allow the cadets to practice the skills under supervision in a safe and controlled environment.

INTRODUCTION

REVIEW

Review for this lesson is EO M107.05 (Wear the Air Cadet Uniform).

OBJECTIVES

By the end of this lesson the cadet shall have maintained the Air Cadet uniform.

IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the Canadian Cadet Organization (CCO).

Teaching Point 1**Explain the pressing cloth.**

Time: 5 min

Method: Interactive Lecture

THE PRESSING CLOTH

There are several points to keep in mind when ironing the uniform. A pressing cloth should always be used to prevent the parts of the uniform from becoming shiny.

Some examples of what can be used as a pressing cloth include:

- thin towel,
- pillow case,
- soft cotton cloth, and
- paper bag.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS:**

- Q1. What is the purpose of using a pressing cloth?
- Q2. What are some items that can be used as a pressing cloth?

ANTICIPATED ANSWERS:

- A1. To prevent uniform parts from becoming shiny.
- A2. Thin towel, pillowcase, soft cotton cloth and paper bag.

Teaching Point 2**Demonstrate the correct method of care for the trousers.**

Time: 5 min

Method: Demonstration

TROUSERS

The instructor shall demonstrate the correct method of care for the trousers to include:

- ensuring trousers are well pressed and free of dirt and lint at all times; and
- pressing the trousers, IAW the standard outlined in M107.05 (Wear the Air Cadet Uniform), which is achieved by:
 - lining the pant leg up by the seams to ensure the creases are properly positioned at the centre of the front and back of the leg;
 - laying the pant leg flat on the ironing board;
 - spraying the pants with water from a water bottle;
 - placing a pressing cloth over the pant leg;

- ironing the pants until a sharp crease extends down the centre of each leg in the front and back, from the top of the leg to the bottom; and
- ironing on the same crease each time in order to avoid double creases.

Teaching Point 3**Demonstrate the correct method of care for the short sleeve shirt.**

Time: 5 min

Method: Demonstration

SHORT SLEEVE SHIRT

The instructor shall demonstrate the correct method of care for the short sleeve shirt to include:

- ensuring the short sleeve shirt is clean; and
- pressing the short sleeve shirt, IAW the standard outlined in M107.05 (Wear the Air Cadet Uniform), which is achieved by:
 - pressing the entire short sleeve shirt to ensure it is free of wrinkles by laying it flat on the ironing board;
 - pressing the sleeves flat with the top of the sleeve laid flat to ensure a sharp crease is formed down the centre of each sleeve starting at the centre of each epaulette. There should only be one crease in each sleeve; and
 - the collar may be starched to prevent it from becoming limp.

Teaching Point 4**Demonstrate the correct method of care for the jacket.**

Time: 5 min

Method: Demonstration

JACKET

The instructor shall demonstrate the correct method of care for the jacket to include:

- ensuring the jacket is clean; and
- pressing the jacket, IAW the standard outlined in M107.05 (Wear the Air Cadet Uniform), which is achieved by:
 - pressing the front and back of the jacket to ensure it is free of wrinkles;
 - ensuring the pockets on the front of the jacket are pressed flat; and
 - ensuring the sleeves of the jacket are roll pressed so they are free of creases by ironing the sleeves in sections but not ironing the edges.

Teaching Point 5**Demonstrate general guidelines for care of the boots.**

Time: 5 min

Method: Demonstration

BOOTS

The instructor shall demonstrate caring for the boots to include:

- polishing, IAW the general guidelines outlined in M107.05 (Wear the Air Cadet Uniform), which is achieved by:
 - cleaning the welts of the boot with an old toothbrush and black boot polish;
 - using a polish cloth wrapped around the index finger;
 - applying a moderate amount of polish to the cloth;
 - applying the polish in a circular motion to the area being polished;
 - starting with large circles to cover the area with polish;
 - using smaller circles as the polish gets worked into the boot;
 - continuing to work in a circular motion until circles formed by the polish are no longer visible; and
 - the whole boot is to be polished, not just the toe.
- lacing the boots, which is achieved by:
 - lacing them straight across;
 - tucking the laces inside the boots; and
 - boots should not be tied too tightly.

Teaching Point 6**Demonstrate the correct method for wearing the hair.**

Time: 5 min

Method: Demonstration

HAIRSTYLES

The instructor shall demonstrate hairstyles IAW M107.05 (Wear the Air Cadet Uniform), which is achieved by ensuring:

- hair is neatly groomed and conservatively styled;
- the wearing of the wedge is not precluded by the length, bulk and style of the hair;
- the style and colour is not bizarre, exaggerated or of unusual appearance;
- the hair is secured or styled back to reveal the face. Any accessories used to secure or control hairstyles shall be unobtrusive;
- that male cadets' hair is taper trimmed at the back, sides and above the ears to blend with the hairstyle;
- the hair is not touching the ears or falling below the top of the eyebrows when the wedge is removed;
- that sideburns are not extending below a line horizontally bisecting the ear, are not squared off horizontally at the bottom edge, and are taper trimmed to conform to the overall hairstyle;

- that female cadets' hair is not extending below the lower edge of the shirt collar;
- that braids are styled conservatively, tied tightly, and secured at the end by a knot or a small unadorned fastener;
- a single braid is worn in the centre of the back; and
- that double braids are worn behind the shoulders.



Further information on acceptable hairstyles can be found in M107.05 (Wear the Air Cadet Uniform).

Teaching Point 7

Supervise and advise cadets as they practise maintaining the uniform.

Time: 25 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets practise maintaining the uniform.

RESOURCES

- Uniform pieces presented in the lesson.
- Irons.
- Ironing boards/tables.
- Pressing cloths.
- Water bottle.
- Black boot polish.
- Soft boot cloth.
- Old tooth brush.
- Hair elastics.
- Hair nets.
- Bobby pins.
- Hairspray.
- Scissors.
- Assistants if available.

ACTIVITY LAYOUT

Set up five activity stations:

- Station One: Maintain the trousers
- Station Two: Maintain the short sleeve shirt
- Station Three: Maintain the jacket
- Station Four: Maintain the boots
- Station Five: Correct wear of the hair

ACTIVITY INSTRUCTIONS

1. Divide the cadets into five groups.
2. Assign one group to each station.
3. Use assistant instructors at each station to explain to the cadets the steps required at the station. Have the assistant instructors assist, guide and supervise the cadets at each station.
4. After every five minutes, have the groups rotate stations until all groups have been to all stations.

SAFETY

Cadets must be carefully supervised while using hot irons.

INSTRUCTOR GUIDELINES

- During the activity supervise and praise the cadets as they maintain each part of the uniform.
- Assistant instructors should be made available to help supervise at the stations.
- If only the instructor is available they are to rotate around the stations to supervise all cadets.
- Signal timings for station rotations.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The air cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

INSTRUCTOR NOTES/REMARKS

This EO should be conducted once the cadets have been issued their uniform.

This EO should be conducted after M107.05 (Wear the Air Cadet Uniform) has been delivered.

Assistant instructors will be required for this lesson.

REFERENCES

A3-006 Cadets Canada. (2005). CATO 55-04: *Royal Canadian Air Cadet Dress Instructions*. In *Cadet Administrative and Training Orders (Vol. 5)*. Ottawa, ON.

A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON.

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ROYAL CANADIAN AIR CADETS
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INSTRUCTIONAL GUIDE



SECTION 8

EO C107.02 – IDENTIFY THE RCAF NCM RANK STRUCTURE OF THE CF

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-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, 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.

Have one RCAF NCM rank slip-on for each cadet. If slip-ons are unavailable, use the images from: <http://www.forces.gc.ca/site/acf-apfc/Insig/air-eng.asp> to make paper slip-ons for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 as a way to present the information to the cadets.

An in-class activity was chosen for TP 2 as it is a fun way to confirm the cadets' comprehension of the material.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the RCAF NCM rank structure of the CF.

IMPORTANCE

It is important for cadets to be able to identify RCAF NCMs by their rank.

Teaching Point 1

Describe the RCAF NCM rank structure.

Time: 10 min

Method: Interactive Lecture

RCAF FORCE NCM RANK STRUTURE

The RCAF NCM rank structure is:

Private recruit (Pte recruit) - The private recruit rank has no rank badge.



Figure 1 Private Recruit Rank

www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Private (Pte) – The private rank consists of one chevron.



Figure 2 Private Rank

www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Corporal (Cpl) – The corporal rank consists of two chevrons.



Figure 3 Corporal Rank

www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Master Corporal (MCpl) – The master corporal rank consists of two chevrons with a maple leaf on top.



Figure 4 Master Corporal Rank

www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Sergeant (Sgt) – The sergeant rank consists of three chevrons with a maple leaf on top.



Figure 5 Sergeant Rank

www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Warrant officer (WO) – The warrant officer rank consists of a Tudor crown.



Figure 6 Warrant Officer Rank

www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Master warrant officer (MWO) – The master warrant officer rank consists of a Tudor crown surrounded by a wreath.



Figure 7 Master Warrant Officer Rank

www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned

Chief warrant officer (CWO) – The chief warrant officer rank consists of the Canadian Coat of Arms.



Figure 8 Chief Warrant Officer Rank

www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned



The cadets should be able to identify the ranks from the badges or from pictures of the badges. The cadets should also be able to put the ranks in their proper sequence.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Which rank comes after Master Corporal?
- Q2. Which rank is identified by the Canadian Coat of Arms?
- Q3. How many chevrons identify the Corporal rank?

ANTICIPATED ANSWERS:

- A1. Sergeant.
- A2. Chief warrant officer.
- A3. 2.

Teaching Point 2

Conduct an RCAF NCM rank structure identity activity.

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to become familiar with the RCAF NCM rank structure.

RESOURCES

- One RCAF NCM slip-on for each cadet. If slip-ons are not available, make paper copies for each cadet (use as many ranks as the number of cadets in the class; if there are more than eight cadets there can be more than one cadet with the same rank).
- Tape.

ACTIVITY INSTRUCTIONS

1. Tape one rank to the back of each cadet (the cadet does not get to see the rank that is on their back).
2. Have the cadets walk around and ask other cadets yes or no questions to determine what rank they are wearing. For example, "Do I have two chevrons?" The cadet has to determine from the answers to their questions what rank they are.
3. The cadets can only ask one question to each of the other cadets. They cannot ask the same cadet more than one question to determine what rank they are. This will ensure the cadets are interacting fully with the other members of the class.
4. Once cadets have determined what rank they think they are, have them form a group with any other cadets who are the same rank, if there are any.
5. After 10 minutes, have the cadets split into their rank groups. They will then present what rank they think they are based on the information they received. For example, if a group has determined they have only two chevrons on their back, they would present themselves as the corporal group / individual.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

Nil.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Cadets should be able to identify RCAF NCM ranks.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A3-008 Department of National Defence. Retrieved 6 April 2006, from www.forces.gc.ca/site/Community/insignia/aira_e.asp#commisioned

A3-005 QR&O 3.01 Department of National Defence. (2006). *QR&O 3.01: Ranks and designations of rank*. In Queen's Regulations and Orders for the Canadian Forces (Vol. 1, Ch 3), Ottawa, ON.

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**ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL ONE
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SECTION 9

EO C107.03 – TOUR THE SQUADRON

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-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way for cadets to learn about the facilities of their cadet squadron in a safe and controlled environment.

INTRODUCTION

REVIEW

The review for this lesson is from EO M107.03 (Identify Air Cadet Ranks and RCAF Officer Ranks) and EO M107.03 (Observe Rules and Procedures for the Paying of Compliments).

OBJECTIVES

By the end of this lesson the cadet shall have toured the squadron.

IMPORTANCE

Being familiar with the location of all the squadron facilities can aid the cadets in following instructions, finding information and participating in squadron activities.

BACKGROUND KNOWLEDGE



This information is representative only. Information presented must be tailored to be specific to the squadron. Individual squadrons may have information that will vary from the information given in this guide.

PARADE SQUARE

The parade square is where cadets have parades. It is where inspections and drill classes usually take place and where the squadron holds parades and other ceremonial events. Appropriate squadron protocols should be followed regarding the parade square.

CLASSROOMS

Classrooms are the areas where cadets participate in most of their training. The classroom space must be respected, especially in facilities that are shared with other groups. Anything that does not belong to the squadron should be left alone. Protocol for entering and leaving the classroom should be followed.

BREAK AREAS

Break areas are where the cadets should be when not tasked. The squadron guidelines for the use of the area should be discussed.

CANTEEN

The canteen is a store for snacks and other items. The money raised through the canteen may be used to benefit the squadron. Hours of operation, personnel responsible and how the money is used should be discussed.

WASHROOMS

The location of the facilities should be pointed out.

COMMUNICATIONS AREAS

Communications areas could include bulletin boards, activity sign-up sheets, and the location of the standing orders and routine orders. The standing orders contain squadron policies. The routine orders contain information on duties, events, activities and personnel changes. Authorization to post information should be discussed.

COMMANDING OFFICER'S OFFICE

If the CO is available, they should introduce themselves and state briefly what they do. If the CO is not available, the tour guide will provide this information. The CO is at the top of the chain of command within the squadron. The CO is responsible for the training and administration of the cadets, civilian instructors and officers working with the squadron. Cadets will normally only visit the CO's office at the CO's request, or if directed by another officer. Protocol for entering and leaving an office should be reviewed.

ADMINISTRATION OFFICE

If the administration staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The administration officer (Admin O) is responsible for handling the administrative duties. They are responsible for ensuring forms such as cadet enrolments and summer training applications are completed in full and returned in a timely fashion. They could also be responsible for ensuring attendance is taken for all squadron activities. Other administrative staff

may include assistant administration officers. Cadets may need to go to the administration office to complete paperwork, report absences or to pick up forms. Protocol for entering and leaving an office should be reviewed.

TRAINING OFFICE

If the training staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The training officer (Trg O) is responsible for the coordination and implementation of the squadron training program. They are responsible to ensure that training is planned in a logical fashion, instructors are prepared for classes and training materials are readily available for classes. They are also responsible for any administrative forms that are directly related to training, such as training records. Other training staff could include an assistant Trg O, standards officer and level Trg O's. Cadets will normally only visit the training office if the training officer has requested them, or they have been directed by another staff member or cadet NCO. Protocol for entering and leaving an office should be reviewed if applicable.

SUPPLY OFFICE

If the supply staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The supply officer (Sup O) is responsible for ordering uniform parts, issuing uniforms parts as necessary and distributing other equipment. They are responsible for all administrative forms that are directly related to supply. Other supply staff could include assistant Sup O's. Cadets will normally visit the supply office to receive their uniform and to exchange items that no longer fit or have become damaged. Appointments may be necessary. If the supply section has specific hours when it is open to cadets, these hours should be stated. Protocol for entering and leaving an office should be reviewed, if applicable.

OUT OF BOUNDS AREAS

Any areas that are out of bounds to cadets should be pointed out. The consequences for violating this policy should be explained.

ACTIVITY

Time: 20 min

OBJECTIVE

This activity is designed to familiarize the cadet with the facilities and staff of their squadron.

RESOURCES

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of four and assign each group a tour guide.



Group size may be adjusted based on the number of available tour guides and the number of cadets in the class.

2. Have each group start their tour at a different location.
3. Have each group visit each area of the squadron on the tour. Tour guides will present the appropriate information at each point.

SAFETY

Nil.

INSTRUCTOR GUIDELINES

- Brief the tour guides on activity layout and their role.
- Circulate throughout the squadron facilities to watch for bottlenecks and move groups along as necessary.
- Answer questions.
- Ensure protocols are being observed.

REFLECTION

Time: 5 min

Method: Group Discussion



TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS:

- Q1. Why is it important to know where all of the squadron facilities are located?
- Q2. How do you feel now that you know where everything is located?
- Q3. What other information about the squadron facilities would help you feel more comfortable at cadets?

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Knowing the location of all the squadron facilities will assist cadets in following instructions, finding information and participating effectively in squadron activities.

INSTRUCTOR NOTES / REMARKS

Additional instructors can be used a tour guides.

REFERENCES

Nil.

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SECTION 10

EO C107.04 – PARTICIPATE IN AN ACTIVITY ABOUT THE HISTORY OF THE SQUADRON

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-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, 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 the squadron history and prepare the necessary items for the activity. Obtain any memorabilia (e.g. historical documents, photos, videos, awards, etc) that would enhance the lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about the history of the squadron.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participate in an activity about the history of the squadron.

IMPORTANCE

The history of a squadron is a source of pride for those within it. Understanding the history of the squadron allows the cadet to see what has shaped the unit since its inception and recognize its progress.

BACKGROUND KNOWLEDGE

SQUADRON FORMATION

There are a number of events that are historically important during the creation of a squadron. These include:

- the charter date for the squadron;
- the initial composition of the squadron, staff and cadets; and
- the first sponsor of the squadron.

SQUADRON DEVELOPMENTS

Squadrons participate in a number of community service events. Some events may happen annually, while others may occur only during special occasions. These events include, but are not limited to:

- ceremonial parades,
- fundraising events for charities, and
- civic events.

Also, squadron personnel are involved in a number of activities within their unit, which are an important part of the unit's history. These activities may include, but are not limited to:

- formation of various activities within the squadron (such as a drill team, band, first aid team, marksmanship team, etc.),
- participation in exchanges, and
- squadron trips to various locations.

Other important developments in the history of a squadron include:

- the development of a squadron crest, and
- the affiliation of a squadron with a Canadian Forces (CF) military unit.

SQUADRON AWARDS AND ACCOMPLISHMENTS

There are a number of ways that a squadron can be recognized. The recognition may come from winning a competition, or for demonstrating excellence in a particular area. These awards can be won on provincial, regional, national, and in some circumstances, international levels.

Many opportunities exist for cadets to win awards at all levels of the Canadian Cadet Organization (CCO). Cadets winning such awards reflect well upon the squadron.

Memorial awards are awards that are left in memory of someone that has made significant contributions to the local squadron or the CCO. Memorial awards that may be given are an important source of historical information within the squadron.

Outside of awards, there are a number of other cadet accomplishments that make up a fundamental part of the squadron history. They include, but are not limited to:

- civilian careers of former cadets, and
- military careers of former cadets.

ACTIVITY

Time: 40 min

OBJECTIVE

The objective of this activity is to familiarize the cadets with the history of their squadron.

RESOURCES

- Squadron photographs.
- Squadron videos.
- Squadron awards.
- Flip chart paper.
- Flip chart markers.
- Construction paper.
- Three tables.
- Bristol board.

ACTIVITY LAYOUT

Before the activity:

- Prepare learning stations based on three topic areas:
 - squadron formation;
 - squadron developments; and
 - squadron accomplishments.
- Ensure each learning station is dynamic by using photos, newspaper clippings, video clips; timelines, memorabilia, summaries on Bristol board or other items.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups. Place one group at each learning station.
2. Have the cadets interact with the material at each station. Be present to answer questions.
3. Have the cadets rotate to the remaining two stations.

SAFETY

Nil.

REFLECTION

Time: 10 min

Method: Group Discussion

GROUP DISCUSSION



Once the activity is completed, the instructor shall have the groups come up to present their information to the class. The instructor shall call up groups with respect to the topic order listed in background information. The instructor should ensure they highlight any missed information after each topic has been presented.

DISCUSSION QUESTIONS



- During this stage the instructor should quickly pose some questions to the class to confirm their understanding of the knowledge presented in the lesson.
- Some of the questions below may not have been directly answered through the learning station. It is the responsibility of the instructor to create a brief discussion around these questions, emphasizing important points brought forth by the cadets.

SUGGESTED QUESTIONS:

- Q1. Why is it important for members of the squadron to be familiar with how it was formed?
- Q2. Why are memorial awards important to the history of a squadron?
- Q3. Why is it important for cadets to understand the history of the corps'/squadrons' involvement within their community?

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being familiar with the history of the squadron will give cadets a reason to take pride in being a part of it. Having a good understanding of this information can give cadets more of an appreciation of the squadron and allow them to pass this information on to others.