



ROYAL CANADIAN ARMY CADETS

RED STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M207.01 – IDENTIFY RED STAR 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-702/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

A handout of the POs and EOs for Red Star training is located in A-CR-CCP-702/PG-001, Chapter 2, Annex A. Photocopy if required.

Obtain the corps full value contract developed during EO M107.01 (Participate in a Discussion on Year One Training). If a full value contract was not developed, instructors may choose one from Annex A to complete with the cadets as an optional activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to introduce the cadets to year two training and to generate an interest.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the training they will receive in Red Star and evaluate individual and group goals.

IMPORTANCE

It is important for cadets to know what training will be conducted during Red Star to give them an overview of what the training year will entail. Red Star will be an exciting year of new experiences. Providing the cadets with a brief overview of the program may create eagerness to complete training. The updates in the cadet corps full value contract should energize the individual cadets and the entire group for the upcoming training year.

Teaching Point 1**Discuss Red Star Mandatory Training**

Time: 5 min

Method: Interactive Lecture

COMMON TRAINING

There is common training which applies to Sea, Army and Air Cadets. POs for training that is common to all cadets in year two include:

PO Number and Topic	PO Statement
201 Citizenship	Identify the Role of an Environmentally Conscious Canadian Citizen
202 Community Service	Perform Community Service
203 Leadership	Demonstrate Leadership Attributes Within a Peer Setting
204 Personal Fitness and Healthy Living	Update Personal Activity Plan
205 Recreational Sports	Participate in Recreational Sports
206 Marksmanship	Fire the Cadet Air Rifle During Recreational Marksmanship
207 General Cadet Knowledge	Serve in an Army Cadet Corps
208 Drill	Execute Drill as a Member of a Squad
211 Summer Biathlon	Participate in Competitive Summer Biathlon Activities

ARMY CADET TRAINING

There is elemental training which is specific to Army Cadets. POs for training that is specific to Army Cadets in year two include:

PO Number and Topic	PO Statement
220 Canadian Forces Familiarization	Recognize Canadian Forces Peace Support Operations
221 Field Training	Perform the Duties of a Section Member During a Weekend Bivouac Exercise
222 Navigation	Navigate Along a Route Using a Map and Compass
223 Trekking	Hike Along a Route as Part of an Overnight Exercise
224 Wilderness Survival	Identify Immediate Actions to Take When Lost

Expedition is one activity that distinguishes Army Cadets from the other cadet elements. According to CATO 41-05, *Royal Canadian Army Cadet Expedition Program*, expedition is defined as any activity that consists of

dynamic travel of no less than 36 hours in duration, where there is a clear goal associated with the activity. In Red Star training, expedition is supported by PO 221 Field Training, PO 222 Navigation, PO 223 Trekking and PO 224 Wilderness Survival.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is common training?
- Q2. What are the common training POs?
- Q3. What are the Army specific POs?

ANTICIPATED ANSWERS

- A1. Training that applies to Sea, Army and Air Cadets.
- A2. Common training POs include:
- 201 Citizenship;
 - 202 Community Service;
 - 203 Leadership;
 - 204 Personal Fitness and Healthy Living;
 - 205 Recreational Sports;
 - 206 Marksmanship;
 - 207 General Cadet Knowledge;
 - 208 Drill; and
 - 211 Summer Biathlon.
- A3. Army specific POs include:
- 220 CF Familiarization;
 - 221 Field Training;
 - 222 Navigation;
 - 223 Trekking; and
 - 224 Wilderness Survival.

Teaching Point 2

Discuss Red Star Complementary Training

Time: 5 min

Method: Interactive Lecture



This TP will vary by cadet corps. Discuss the complementary training the cadet corps will pursue throughout the Red Star Program. Refer to the corps annual training plan for complementary training opportunities.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What complementary training will be completed in the field?
- Q2. What complementary training is available to Sea, Army and Air Cadets?
- Q3. What complementary training is the most interesting?

ANTICIPATED ANSWERS

- A1. Answers will vary.
- A2. Answers will vary but will be only be from common POs.
- A3. Answers will vary.

Teaching Point 3

Revisit the Cadet Corps Full Value Contract

Time: 15 min

Method: Interactive Lecture



A corps full value contract (FVC) may have been developed in EO M107.01 (Participate in a Discussion on Year One Training). The information below is a refresher of the FVC.

Discuss the existing corps FVC. All cadets should be aware of the corps goals that were developed.

Re-evaluate and update the existing corps FVC. The cadets may agree that some goals need to be changed or that some need to be added or deleted.

If the corps does not have a FVC, the objectives and goals must still be discussed. No time has been allotted to complete a FVC in this lesson; however complementary time may be allocated as required. The instructions for completing a FVC are found at Annex A.

FULL VALUE CONTRACT

The objectives of the FVC are:

- respect integrity;
- respect diversity; and
- respect the individuals and the group to which the cadet belongs.

When instructors and cadets respect one another, it is easier to work together toward the same goal and support everyone in the learning process.

Goals of the FVC

Before establishing a FVC, everyone must be ready to commit to common goals.

Be Here. The FVC asks everyone to make a conscious commitment to be present in **body and mind**, as well as to commit to **full participation** and to accept and demonstrate responsibility for actions. This means that everyone will show interest in supporting each other and actively engaging in the learning process.

Be Safe. In order to stimulate interest, facilitate participation and create an open-minded environment for the group members; everyone must feel safe. It is the instructor's responsibility to ensure that team members feel physically and emotionally safe in order to contribute to their learning process. This responsibility also falls on group members. Behaviours and attitudes must not put other group members at risk. A safe environment will encourage each member to actively participate, ask questions and give answers without fear of being ridiculed.

Set Goals. It is essential that everyone set personal goals. These goals provide the person and the group reference points against which they will make choices about actions and plans. In every learning process, it is imperative to set goals. Once goals are set, group members and individuals will take on the responsibility to reach them. The FVC calls for the members of a group to work collectively toward the attainment of group goals and to support each other in meeting individual goals.

Be Honest. Being honest assumes that everyone is honest with others and with oneself. For example, in a situation of disappointment or anger, the team members must simply acknowledge their feelings in regard to the situation and openly and fairly explain their state of mind. In this situation, everybody will be able to work toward solving the problem. Being honest requires members to be accountable to each other and responsible for their own actions and words.

Let Go and Move On. The FVC requires that group members acknowledge that they will not always agree and that they will have different opinions and ideas. In this instance, members must choose to put aside differences and move forward in order to achieve the goals.

Using a FVC

FVCs can be used differently, but often work on their own. They become team-building tools for the group. One can refer to a FVC after an activity, experience, or situation by asking to the group how they have acted and reacted. Normally, group members will refer to it even before a leader does. Group members must be able to identify by themselves what went well and what did not. They must also be able to identify what they need to improve in order to respect their "contract".

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are the objectives of the FVC?
- Q2. Before letting go and moving on, what must happen?
- Q3. How is the FVC used?

ANTICIPATED ANSWERS

- A1. The objectives of the FVC are:
 - respect integrity;
 - respect diversity; and
 - respect the individuals and the group to which the cadet belongs.
- A2. Members must choose to put aside differences and move forward in order to achieve the goals.
- A3. One can refer to a FVC after an activity, experience, or situation by asking to the group how they have acted and reacted.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What are some of the POs in Red Star that are specific to Army Cadets?
- Q2. What complementary training will the cadet corps participate in?
- Q3. What are the five goals of the FVC?

ANTICIPATED ANSWERS

- A1. PO 221 Field Training, PO 222 Navigation, PO 223 Trekking and PO 224 Wilderness Survival.
- A2. Answers will vary by cadet corps.
- A3. The five goals are:
- be here;
 - be safe;
 - set goals;
 - be honest; and
 - let go and move on.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Cadets should know what can be expected in their training year in order to maintain interest in the program. Before opportunities occur, the cadets should have an idea of the training in which they would like to participate.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- A2-031 CATO 40-01 D Cdts 3. (2003). *Army Cadet Program Outline*. Ottawa, ON: Department of National Defence.
- A2-035 CATO 41-05 D Cdts 4. (2006). *Army Cadet Expedition Program*. Ottawa, ON: Department of National Defence.

C2-038 (ISBN 0787224596) Henton, M. (1996). *Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-long Learners*. Dubuque, IA: Kendall Hunt Publishing.

THIS PAGE INTENTIONALLY LEFT BLANK

ACTIVITY



A Full Value Contract (FVC) can take many forms. Examples of FVCs are located at Annex B.

Time: 30 min

OBJECTIVE

The objective of this activity is to develop a corps FVC which will help create a positive environment for each individual member and the entire group.

RESOURCES

Depending on the type of FVC that will be constructed, the following resources may be required:

- flipchart paper;
- cardboard;
- markers;
- pens/pencils;
- ruler;
- glue;
- scissors;
- coloured paper; and
- magazines, etc.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Using flipchart paper to record ideas, brainstorm with the cadets by asking what values and qualities the group should adhere to in order to achieve goals.
2. Ensure all cadets have the same understanding of all the values and qualities noted.
3. Using flipchart paper to record ideas, have the cadets brainstorm a list of group behaviours that can help the group achieve goals.
4. Ensure all cadets have the same understanding of all the behaviours noted.
5. As an entire group, have the cadets represent their values and qualities by completing a FVC.

SAFETY

N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

EXAMPLES OF FULL VALUE CONTRACTS

Full Value Contract: The Circle

Draw a wheel. At the centre of the wheel, draw a circle. This circle represents the individuals, the group, and the goals.

Draw rays from this circle. On these rays, write each selected value.

The outer circle symbolizes that the group is one and that all members go toward the same direction. Without the respect of the chosen values by everyone, the group could not make a wheel, and could not walk toward the same goals.

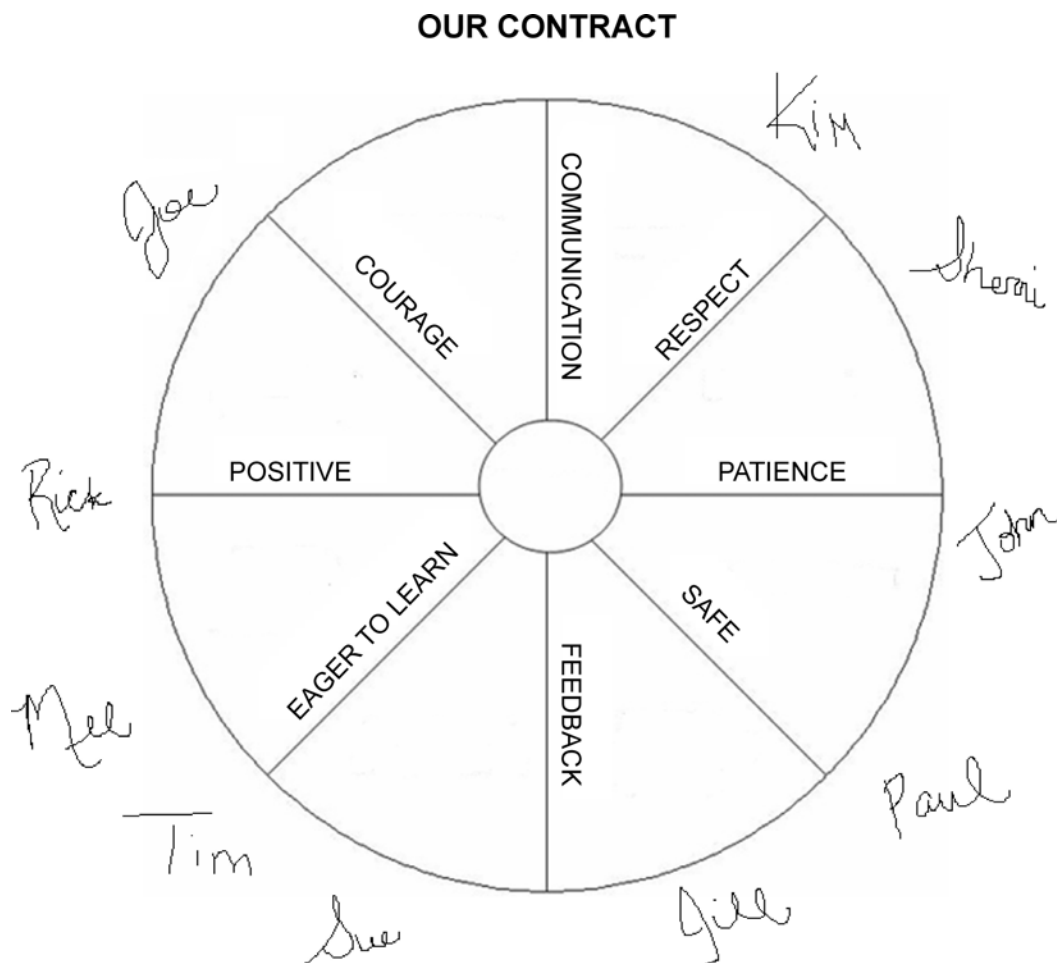


Figure B-1 The Circle

Note. Created by D Cds 3, 2007, Ottawa ON: Department of National Defence

Full Value Contract: The Village

Draw a frame on cardboard or flipchart paper.

Have the cadets think about values, qualities, and behaviours that make them feel safe and respected, both as an individual and in a group setting.

Every cadet must select their most important value, quality, or behaviour.

Have each cadet represent what they chose by drawing or writing it on a piece of paper.

Once completed, have each cadet glue their drawing or writing inside the frame (village) and briefly explain to the others why that choice was made.

Repeat the activity by including something that will prevent the group from reaching their goals and will destroy the running of the village.

Once again, have each cadet explain why they chose their representation. Next, each cadet will glue their drawing or writing outside the village.

Once the process is completed, mention every value selected by the cadets (inside and outside the village) and ask if everyone agrees. The cadets must understand that they are agreeing to respect each person's value, quality or behaviour in order for the cadet corps (village) to run properly and be a place where everyone will feel safe and respected.

After everyone has agreed, everyone (staff and cadets) will sign the village.

Full Value Contract: The Five-Finger Contract

Each finger will represent a value that will help the group members feel secure, respected, and part of the group.

The five fingers on the hand represent the following:

- the little finger = safety,
- the ring finger = commitment,
- the middle finger = respect of others,
- the index finger = taking responsibilities, and
- the thumb = agreement to work toward the group's goals.

On a piece of cardboard or flipchart paper, write the representations of the fingers. Discuss the elements with the group so that all cadets have a clear understanding. Each cadet must agree that these five elements are important for group members to feel secure, respected, and part of the group.

Each cadet will draw his/her hand on a sheet of paper and write inside each finger the element associated with each.

Each cadet will sign their hand and glue it on bristol board or flipchart paper. The set of the group's hands represents everyone's commitment to each other.



Figure B-2 The Five Finger Contract

Note. Created by D Cdts 3, 2007, Ottawa ON: Department of National Defence

Full Value Contract: The Being

Draw the outline of a cadet's body on a two pieces of flipchart paper, taped together.

Inside the outline, have the cadets draw or write the behaviours, qualities or values that will make the environment safe and a place where everyone is respected.

Outside the outline, have the cadets draw or write the behaviours, qualities or values that will prevent the environment from being safe and a place where everyone is respected.

Cadets must agree on the meaning of each word and explain their choices.

When completed, have all cadets sign the being.

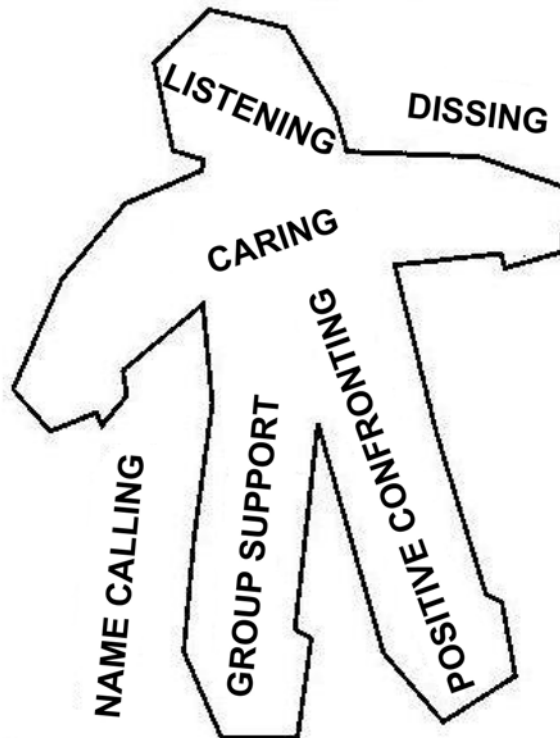


Figure B-3 The Being

Henton, M., Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-long Learners, Kendall Hunt Publishing (p. 74)

Full Value Contract: The Chain of Hands

Have the cadets write a list of words and sentences that describe how they would like to be treated and how they will treat the other group members in order to feel safe and respected.

From this list, have the cadets select the 10 most important for the group.

On a sheet of flipchart paper (two may be required), have the cadets draw their hands around the sheet. Write the 10 selected words or sentences in the middle of the sheet.

Everyone must sign his or her own hand.

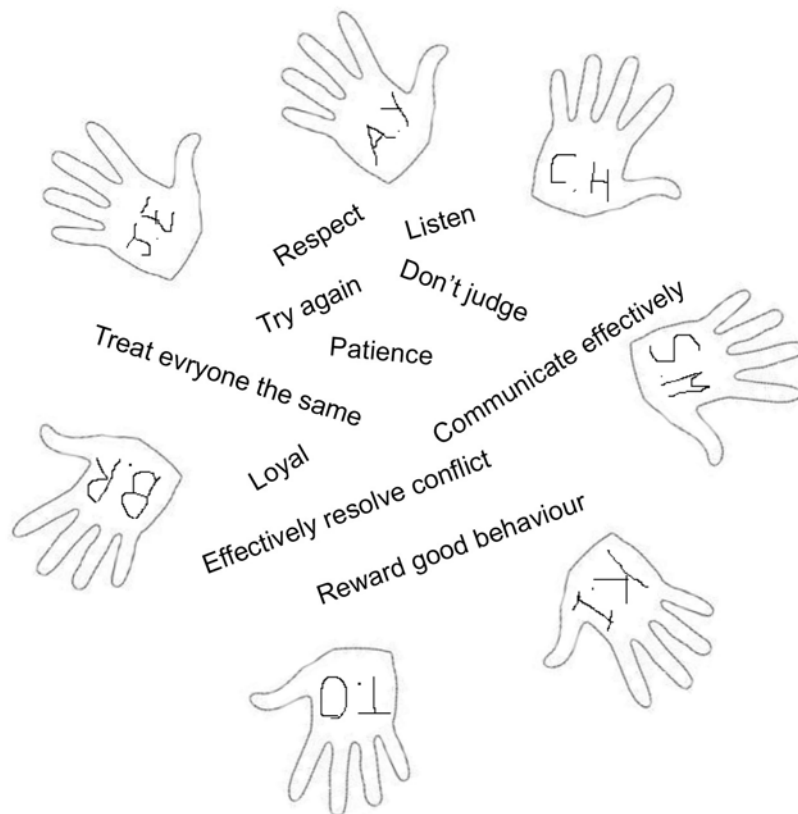


Figure B-4 The Chain of Hands

Note. Created by D Cdts 3, 2007, Ottawa ON: Department of National Defence.

Full Value Contract: What do I need? What can I give?

Give two pieces of different coloured paper to each cadet.

Ask them to think about what they need in order to feel secure and respected in the group.

Have the cadets write the most important item they need on one of the pieces of paper.

Now, ask them to think about what they could provide to the group in order to have other team members feel safe and respected in the group.

On the remaining piece of paper, they must write the most important one.

When done writing on both pieces of paper, have the cadets present what they wrote to the group.

Once everyone has explained what they need and what they can provide, glue those pieces of papers on cardboard or flipchart paper, making sure that both categories are split up.

Ask the cadets if they need more explanations and then have everyone sign.



ROYAL CANADIAN ARMY CADETS

RED STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M207.02 – RECOGNIZE THE HISTORY OF THE ROYAL CANADIAN ARMY CADETS (RCAC)

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-702/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Photocopy the handout of significant events located at Annex A for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the history of the RCAC and to present basic material.

A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the history of the RCAC.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have recognized the history of the RCAC.

IMPORTANCE

It is important to know the historical events of the RCAC. The significant events outlined contributed greatly to the Canadian Cadet Movement. By discussing significant historical events, cadets may develop an appreciation for history and for the organizations involved in shaping the Army Cadet Program into what it is today.

Teaching Point 1**Significant Events of the Army Cadet Program**

Time: 15 min

Method: Interactive Lecture



Using the handout located at Annex A, introduce the significant historical events.

RCAC HISTORY**The Formation of Drill Associations**

Motivated by the American Civil War and the threat of the Fenian Raids, Canada's first school cadet units were formed between 1861 and 1865, several years before Confederation. These early cadet units were called "drill associations". In those days drill was not a parade square exercise but the method of manoeuvring troops in battle. These early drill associations could have included members ranging in age from 13 to 60, so it might be argued that they were not really cadet corps but auxiliary militia companies.

The distinction between high school cadets and adult militiamen became clear in 1879 when the Militia General Order 18 authorized the formation of 74 "Associations for Drill in Educational Institutions," for young men over 14 years of age who were "upon no account to be employed in active service." The cadets provided their own uniforms. The cadets in the photograph below imported their uniforms from Scotland at such great expense that only one youth per family could afford to belong.



Figure 1 Cadet Corps from 1890

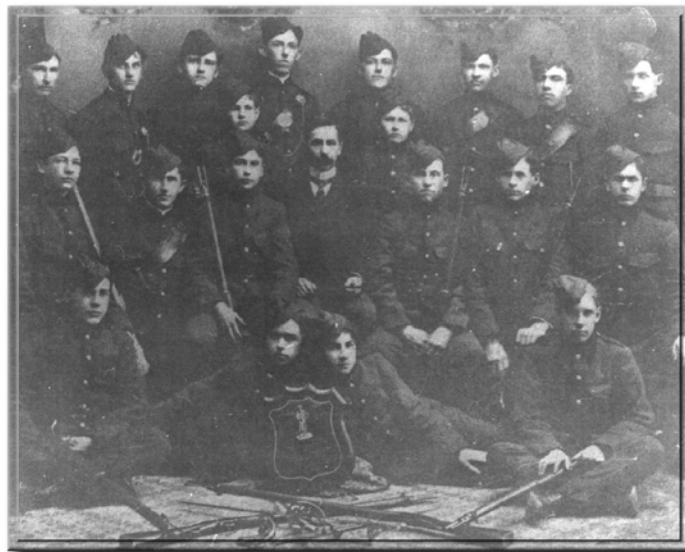
A-CR-CCP-121/PT-001 (p. 2-20)

The 74 drill associations authorized in 1879 included 34 in Ontario, 24 in Quebec, 13 in the Maritime Provinces, 2 in Manitoba, and 1 in British Columbia. Canada's oldest continually serving cadet corps is No. 2 Bishop's College School Cadet Corps in Lennoxville, Quebec, which was formed by the authority of Militia General Orders on December 6, 1861.

By 1887, the drill associations had detailed regulations governing their formation and activities. Arms and other equipment were issued to those schools that agreed to provide military training to boys over the age of 12.

The school supplied accommodations and instructors and kept attendance records. Members supplied their own uniforms. This increased support was motivated in part by the campaign against the North-West Rebellion of 1885.

The term “Cadet Corps” appeared for the first time in Ontario in 1898, along with a provision that corps instructors would be members of the school teaching staff, instead of an instructor from the local militia unit. Militia General Orders 60 and 61, of 1899, first authorized cadet corps to be attached to militia units, limiting membership to young men 14–19 years old.



#10 MOUNT FOREST HIGH SCHOOL CADET CORPS - 1902

Figure 2 Cadet Corps from 1902

A-CR-CCP-121/PT-001 (p. 2-21)

The First Commissioned Officers

In 1904, the current numbering system was established to identify cadet corps in their sequence of formation. In 1908, a cadre of commissioned officers was formed which was comprised of school teachers whom the Department of Militia and Defence trained and paid to conduct drill and physical training in participating schools. This officer cadre was called the Cadet Services of Canada. It was a component of the Canadian Army and the forerunner of the current Cadet Instructor Cadre (CIC). This arrangement between the Federal Government and local school boards contributed significantly to the development of physical education programs in Canadian schools.

The Contributions from Lord Strathcona

In 1910, Lord Strathcona (Sir Donald Alexander Smith), the Canadian High Commissioner to Britain, deposited in trust with the Dominion Government \$500 000, bearing an annual interest at 4 percent, to develop citizenship and patriotism in school cadets through physical training, rifle shooting, and military drill. Nearly a century later, the Strathcona Trust is still providing equipment for cadet training. About \$50 000 is distributed each year to Strathcona Trust committees across Canada.

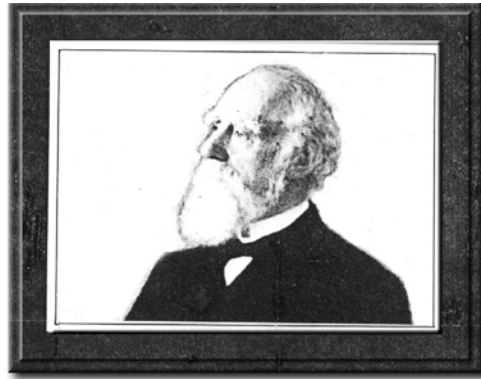


Figure 3 Sir Donald Alexander Smith, Lord Strathcona

A-CR-CCP-121/PT-001 (p. 2-22)



Figure 4 Lord Strathcona Medal

Note. From "Lord Strathcona Trust Fund Medal", 2007, Army Cadet League of Canada (Ontario). Copyright 2007 by the Army Cadet League of Canada (Ontario). Retrieved 16 April 2007, from <http://www.cyberbeach.net/army/badges/lordst~1.jpg>

The Impact of World War I (WWI)

The Army Cadet organization flourished during the beginning of the 20th century. Some 40 000 former Army Cadets served in Canada's forces during WWI, and by the end of the war there were about 64 000 cadets enrolled in Army Cadet corps across Canada.

The 1928 Regulations for the Cadet Services of Canada directed Army Cadet leaders to "...impart mental, moral, and physical training to their Cadets and [seek] to develop in them principles of patriotism and good citizenship." It went on to recommend about cadet training, "The exercises need not be of too rigid a military pattern. Discipline, individual and collective, is essential, and drill of an elementary character is to be encouraged, but gymnastic exercises, physical drill, signalling, scouting, swimming, despatch riding, bridge building, map reading, and all forms of training that tend to produce physical fitness, mental and bodily alertness, individuality, self-reliance, and resourcefulness in emergencies are to be regarded as of not less value than military drill pure and simple."

The Impact of World War II (WWII)

When WWII began, public interest in cadet training was revived and cadet corps were formed in many high schools. It is estimated that nearly 124 000 former Army Cadets served in Canada's forces during WWII, with more than 19 000 receiving commissions and over 2700 awarded decorations.

After WWII, the summer camp philosophy changed to incorporate the lessons learned from 1940-1945, that primarily being the evolution of technology and its various uses in the Canadian Army. Now the Army Cadet summer camps became much more than the traditional 10-day camps, they began to include trades training: Infantry Basic Training, Signals, Special Engineering Equipment, Driver and Mechanic, and Fire Control Equipment. They were determined from all the trades that had been important during war time, however this time with a threat implied – Canada would not be caught unprepared.

Given the Title “Royal”

In 1942, in recognition of the significant contribution of former cadets to the war effort, His Majesty King George VI conferred the title “Royal” on the Royal Canadian Army Cadets and accepted the appointment of “Colonel-in-Chief” of the Royal Canadian Army Cadets. His Royal Highness Prince Philip, Duke of Edinburgh, presently holds this appointment.

Next Reorganization of Cadet Training

In 1944, “RCAC Training Programme” listed Fundamentals, Health and Physical Education, Drill and Command, Small Arms Training, Knots, Fieldcraft, Signalling, Band, First Aid, Woodcraft, Use of Maps, Organized Sports, I.C. (Internal Combustion) Engines, Weapon Training, and Instruction as authorized training subjects. Corps were assessed at their annual inspection and rated as to their efficiency (ability to show cadets were trained in all subjects). The corps would then receive funding based on their annual inspection score.

After World War II, quotas were imposed reducing Canada’s total cadet force to about 75 000 members. Many of the “closed” corps, those whose membership was restricted to the students in one particular school, were disbanded or withered away after their school made membership voluntary. Some of them became “open” corps, training in militia armouries, Legion halls or acquiring their own buildings. The Korean War stimulated growth among these “open” corps in the 1950s and 1960s.

The Introduction of the RCAC Crest

In 1956, Her Majesty Queen Elizabeth authorized a new design for the RCAC crest, including the motto “ACER ACERPORI” which means “As the maple, so the sapling”.



Figure 5 Royal Canadian Army Cadet Crest

Note. From History & Heritage Committee, Army Cadet League of Canada, 2007, Army Cadet History. Copyright 1995-2007 by the Army Cadet League of Canada. Retrieved 16 April 2007, from http://www.armycadethistory.com/Main_page.htm

The Unification of the Canadian Forces (CF)

During the period of 1964-1966, the CF underwent a complete reorganization. This ended with the unification of the CF on February 1, 1968. It consisted of a merger of the Canadian Navy, Army and Air Force into one unified structure.

At this time, the Cadet Services of Canada became the Cadet Instructors List (CIL), and the Directorate of Cadets (D Cdts) was formed at National Defence Headquarters (NDHQ). D Cdts was established in Ottawa to set policy and coordinate the activities of the Sea, Army and Air Cadets.

The Inclusion of Girls

Girls have participated unofficially in cadet training almost from the beginning. There were always a few cadet corps that paraded a female platoon or company in some form of uniform. These unofficial female cadets could never lawfully be trained, issued uniforms or equipment, fed, transported or allowed to attend summer training. The problem was solved on July 30, 1975 when Parliament passed Bill C-16, amending the relevant legislation by changing the word “boys” to “persons”, thereby permitting females to become members of the RCAC.

The New Uniform

In 1977, a new uniform (dark green to match the colours of the CF Army uniforms) was issued to Army Cadets, replacing the wool tunics, pants and putties (waterproof cloths that were wrapped around the lower leg).



By the early 1950s, the cadets began to wear the new battle dress tunics, almost identical to the regular force and reserve uniforms. The difference between the 1942 pattern and the 1950 pattern was the tunic being shorter in the 1950 pattern and the waist belt being replaced by a smaller belt at the bottom of the tunic.



Figure 6 1942 Pattern Uniform

Note. From History & Heritage Committee Army Cadet League of Canada, 2007, Accoutrements, Shoulder Flashes, Hat Badges and Uniforms. Copyright 1995-2007 by the Army Cadet League of Canada. Retrieved 23 April 2007, from <http://www.armycadethistory.com/Uniforms.htm>



Figure 7 1950 Pattern Uniform

Note. From History & Heritage Committee, Army Cadet League of Canada, 2007, Accoutrements, Shoulder Flashes, Hat Badges and Uniforms. Copyright 1995-2007 by the Army Cadet League of Canada. Retrieved 23 April 2007, from <http://www.armycadethistory.com/Uniforms.htm>

The Presentation of the Army Cadet Banners

On August 20, 1985, at the National Army Cadet Camp in Banff, Alberta, His Royal Highness Prince Philip, Colonel-in-Chief, presented the Royal Canadian Army Cadet Banner, the Royal Canadian Army Cadet Pipe Banner and the Royal Canadian Army Cadet Trumpet Banner.



Figure 8 The Royal Canadian Army Cadet Banner

Note. From Department of National Defence, 2007, *Symbols of the Royal Canadian Army Cadets*. Retrieved 16 April 2007, from http://www.cadets.ca/armcad/resources-ressources/symbols/army_flags/army_flags.htm



Figure 9 The Royal Canadian Army Cadet Trumpet Banner

Note. From Department of National Defence, 2007, *Symbols of the Royal Canadian Army Cadets*. Retrieved 16 April 2007, from http://www.cadets.ca/armcad/resources-ressources/symbols/army_flags/army_flags.htm



Figure 10 The Royal Canadian Army Cadet Pipe Banner

Note. From Department of National Defence, 2007, *Symbols of the Royal Canadian Army Cadets*. Retrieved 16 April 2007, from http://www.cadets.ca/armcad/resources-ressources/symbols/army_flags/army_flags.htm

The Change of Enrolment Age

In 1987, the enrolment age was returned to 12 years old.

The Cadet Instructor Cadre (CIC)

The Cadet Instructors List (CIL) became the Cadet Instructor Cadre (CIC) on 20 July 1994, which allowed the use of a bilingual format for both the title and the acronym.

The 125th Anniversary

2004 marked the 125th anniversary of the Royal Canadian Army Cadets. Canada Post honoured the Army Cadets with a commemorative stamp, which was unveiled in Ottawa on March 26, 2004.



Figure 11 Army Cadet Stamp Issued by Canada Post

Note. From History & Heritage Committee, Army Cadet League of Canada, 2007, Army Cadet History. Copyright 1995-2007 by the Army Cadet League of Canada. Retrieved 16 April 2007, from http://www.armycadethistory.com/Main_page.htm

The Updates to Modern Form

In 1999, the Army Cadet Program was updated and “adventure and challenge” were the principle elements.

In September 2008, the Army Cadet Program was updated. The key objectives for this update were improving management and administration, connecting the three elements, and incorporating current professional practices from the fields of education and youth development. The expedition program was entrenched in the Army Cadet Program as the primary mechanism of program delivery.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. In what year did Lord Strathcona develop a \$500 000 trust for Army Cadets?
- Q2. What bill allowed females to become members of Army Cadets?
- Q3. When, where, and by whom was the RCAC Banner presented?

ANTICIPATED ANSWERS

- A1. The trust was developed in 1910.
- A2. Bill C-16 allowed females to become members of Army Cadets.
- A3. The RCAC Banner was presented on August 20, 1985, at the National Army Cadet Camp in Banff, Alberta, by His Royal Highness Prince Philip.

Teaching Point 2

Significant Events for the Army Cadet League of Canada

Time: 5 min

Method: Interactive Lecture



Using corps-specific examples when possible, discuss the Army Cadet League of Canada.

History of the Army Cadet League of Canada

The unification of Canada's armed forces caused some fundamental changes to the Army Cadet organization. Prior to this, the Cadet Services of Canada (CS of C) represented the movement at Army headquarters on behalf of the sponsors, communities and cadet leadership. The CS of C, a sub-component of the Army Reserve with membership on the Canadian Defence Association, had considerable influence in cadet matters.

The Army Cadet League of Canada was formed on April 1, 1971, to give the Army Cadets a civilian voice that was comparable to that of the Navy League of Canada and the Air Cadet League of Canada. Pressure was applied to the Army to conform to this structure and assist with a civilian voice. The Army Cadet League began to work with the Department of National Defence (DND) to assist in the administration of the Army Cadet movement.

The Army Cadet League of Canada is a civilian non-profit organization, committed to supporting Army Cadets by working in partnership with local communities and the CF. They assist in the development of policies and methods for achieving the aims and objectives of the CCM in general, and the RCAC in particular. They are a registered charitable organization and are supported by donations and a grant from DND. They also hold fundraising events to provide financial assistance when possible.

There is a national office, located in Ottawa, Ontario as well as branch offices located in each province and three in the northern region. There is a small cadre of full-time staff members at the national office, however most members are volunteers.

The Objectives of the Army Cadet League

The objectives of the Army Cadet League are to carry out the following tasks:

1. Encourage and promote public interest in and support for the Royal Canadian Army Cadets.
2. Facilitate and recommend the formation of Army Cadet corps.
3. Assist in the recruitment of cadet instructors and participate in the recruitment of cadets.
4. Provide and supervise local sponsors.
5. Ensure that the Army Cadet Program is adventure-oriented, challenging, consistent with their aims and relevant to present society.

6. Collect, receive, hold and invest funds and property from contributions, gifts, grants, subscriptions or legacies, and use such funds, subject to the donor's direction, for the benefit of the RCAC.
7. Protect the overall interests of the Army Cadet League of Canada.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Why was the Army Cadet League of Canada formed?
- Q2. How does the League provide financial aid?
- Q3. What is the relationship between the League and the public?

ANTICIPATED ANSWERS

- A1. The unification of Canada's armed forces caused major changes to the Army Cadet Organization. The Air and Sea Cadets were represented by their respective leagues and consequently, pressure was applied to the Army to conform to this structure and assist with a civilian voice.
- A2. The Army Cadet League is supported by donations and a grant from DND. They may also hold fundraising events in order to provide financial assistance when possible.
- A3. The Army Cadet League is responsible for encouraging and promoting public interest in and support for the Royal Canadian Army Cadets.

Teaching Point 3

Reflect on the History of the RCAC

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw aspects of the history of the RCAC from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Using the information presented throughout this lesson, conduct a group discussion with the cadets.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. What events were interesting?
- Q2. What events have a direct impact on the training received today?
- Q3. What would be different if Bill C-16 was not passed? How would cadet corps be affected?
- Q4. How does the league assist the cadet corps?



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



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

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the discussion of the history of the RCAC will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Knowing the past develops an appreciation and a sense of pride of the people and events that contributed to what exists today. Learning history is an important aspect of being an Army Cadet.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-036 A-CR-CCP-121/PT-001 D Cdts 3. (2000). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.

A0-045 Cadets Canada. (2007). *About Cadets – History*. Retrieved 19 February 2007, from http://www.cadets.ca/about-nous/histo_e.asp.

C2-063 Army Cadet League of Canada. (2007). *Army Cadet League of Canada*. Retrieved 9 March 2007, from <http://www.armycadetleague.ca>.

SUMMARY OF SIGNIFICANT EVENTS

Date	Event
1861	Formation of drill associations began.
1879	Distinction between high school cadets and adult militiamen became clear with Militia General Order 18.
1887	The drill associations had detailed regulations governing their formation and activities.
1898	The term “Cadet Corps” appeared for the first time.
1898	A condition that corps instructors must be a member of the school teaching staff, instead of an instructor from the local militia unit, was adopted.
1899	Militia General Orders 60 and 61 authorized cadet corps to be attached to militia units.
1904	The current numbering system was established to identify corps in the sequence of their formation.
1908	The first cadre of commissioned officers called the Cadet Services of Canada was formed. This cadre consisted of school teachers.
1910	Lord Strathcona deposited \$500 000 in a trust to develop citizenship and patriotism in school cadets through physical training, rifle shooting, and military drill.
1928	“Regulations for the Cadet Services of Canada” directed Army Cadet leaders to develop patriotism and good citizenship in their cadets.
1942	His Majesty King George VI conferred the title “Royal” on the Royal Canadian Army Cadets.
1956	Her Majesty Queen Elizabeth authorized a new design for the RCAC crest, including the motto “ACER ACERPORI”, “As the maple, so the sapling”.
01-Feb-68	Unification of the Canadian Armed Forces. The Cadet Services of Canada became the Cadet Instructors List (CIL) and the Directorate of Cadets (D Cdts) was formed at National Defence Headquarters (NDHQ).
01-Apr-71	The Army Cadet League of Canada was formed.
30-Jul-75	Parliament passed Bill C-16 which amended legislation by changing the word “boys” to “persons”, thereby permitting females to become members of the RCAC.
1977	The dark green uniform was adopted.

Date	Event
20-Aug-85	His Royal Highness Prince Philip presented the Royal Canadian Army Cadet Banner, the Royal Canadian Army Cadet Pipe Banner and the Royal Canadian Army Cadet Trumpet Banner at the National Army Cadet Camp in Banff, Alberta.
1987	The enrolment age was returned to 12 years old.
1994	The Cadet Instructors List (CIL) became the Cadet Instructor Cadre (CIC), which allowed the use of a bilingual format for both the title and the acronym.
1999	The Army Cadet Program was updated with emphasis on “adventure and challenge”.
2009	The Army Cadet Program was updated to its modern form.



ROYAL CANADIAN ARMY CADETS

RED STAR

INSTRUCTIONAL GUIDE



SECTION 3

EO M207.03 – RECOGNIZE THE ROLE AND RESPONSIBILITIES OF THE LOCAL SPONSOR

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-702/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Become familiar with the cadet corps local sponsor and sponsoring committee. Be prepared to give examples of what the sponsor does for the cadet corps.

Contact members of the local sponsor and invite them to participate in this EO.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the role and responsibilities of the local sponsor and to present basic material.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall recognize the role and responsibilities of the local sponsor.

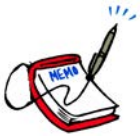
IMPORTANCE

It is important for cadets to know the support structure of their cadet corps. Every cadet corps across Canada has a local sponsor who provides assistance to help complete training. For a cadet corps to run effectively, it needs a variety of support structures. A dependable and reliable sponsor is key to the success of a cadet corps and each cadet should be aware of their importance.

Teaching Point 1**Define Sponsor and Sponsoring Committee**

Time: 15 min

Method: Interactive Lecture



Provincial/territorial branches of the Army Cadet League may refer to the sponsoring committee as a different term (e.g. support committee). Ensure the cadets know who the cadet corps sponsor and sponsoring committee are.

Discuss the difference between a sponsor and a sponsoring committee.

SPONSOR VERSUS SPONSORING COMMITTEE

Sponsor. With respect to a cadet corps, the organization or persons accepted by or on behalf of the Chief of Defence Staff to undertake jointly with the Canadian Forces and the supervisory sponsor (the Army Cadet League), responsibility for the organization and administration of the cadet corps.

Sponsoring Committee. A working support committee that is a member of and supervised by the league and is comprised of persons who are approved, registered and screened in accordance with league policy to complete the functions required to support the corps. Sponsoring committees are normally comprised of representative(s) of the sponsor, parents, and other acceptable civilian parties from the community. They are sometimes called parents' committees or civilian committees; however, not every parents' committee is a sponsoring committee.



A cadet corps is required to have a sponsor. Sponsoring committees complement the support offered by the local sponsor. If there is no sponsoring committee, the league expects the sponsor to either form one or assume the responsibilities.

The sponsoring committee may be a large part of the cadet corps. There have been cases where the sponsoring committee has contributed more than the sponsor, so they applied to become the sponsor.



The following is a general structure of positions within the sponsor and the basic responsibilities corresponding to the positions. These positions may vary or terms may change from sponsor to sponsor.

Chairperson. The chairperson is the senior official in the sponsoring body and is responsible for all activities/functions. All members must keep chairperson informed of their activities and he/she in turn must keep the corps informed of activities within the sponsor.

Secretary. The secretary is responsible for maintaining all of the records and correspondence. During committee and general meetings, the secretary is responsible for recording the minutes.

Treasurer. The treasurer is responsible for maintaining all financial records and transactions. All expenditures should be recorded for purposes of budgeting and financial reporting.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

- Q1. What is a sponsor?
- Q2. Who normally comprises a sponsoring committee?
- Q3. Who is the cadet corps sponsor?

ANTICIPATED ANSWERS

- A1. With respect to a cadet corps, the organization or persons accepted by or on behalf of the Chief of Defence Staff to undertake jointly with the Canadian Forces and the supervisory sponsor (The Army Cadet League), responsibility for the organization and administration of the cadet corps.
- A2. Sponsoring committees are normally comprised of representative(s) of the sponsor, parents, and other acceptable civilian parties from the community.
- A3. Answers will vary.

Teaching Point 2**Discuss the History of the sponsoring Committee**

Time: 5 min

Method: Interactive Lecture

HISTORY OF THE SPONSORING COMMITTEE

As stated in Issue 11 of *Cadence: The Leadership Magazine of the Canadian Cadet Movement*, prior to the formation of The Army Cadet League of Canada on April 1, 1971, cadet corps were sponsored by Militia or Regular Force units affiliated with each corps. These regimental units wanted to provide youth with a unique opportunity to develop interdependence and personal character. The approach taken was firmly based on that unit's own history and traditions.

Cadet corps relied on their regiment for support and leadership. Parent involvement was unwanted and financial aid was infrequent.

With budget restrictions to the Canadian Forces, support became less available from the affiliated unit. In order to save corps, parents across Canada became involved by raising money and providing support.

When The Army Cadet League of Canada formed, a main area of concern was support to the cadet corps. The league set out to form structured sponsoring committees at each corps to add to the support that the local sponsor provided. These committees were community-based, consisting of parents, league members, members of military associations and volunteers. Originally, many commanding officers opposed these committees, but now appreciate the assistance. Today, these committees are a major source of support.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. When was the Army Cadet League of Canada formed?
- Q2. Prior to the formation of The Army Cadet League of Canada, who sponsored cadet corps?
- Q3. Who were the main people that helped to form the first sponsoring committees?

ANTICIPATED ANSWERS

- A1. The Army Cadet League was formed on April 1, 1971.
- A2. Prior to The Army Cadet League of Canada, Militia or Regular Force units affiliated with each corps sponsored cadet corps.
- A3. Parents, league members, members of military associations and volunteers were the main sources of support in forming these committees.

Teaching Point 3

Explain the Role and Responsibilities of the Local Sponsor

Time: 5 min

Method: Group Discussion



Discuss the role and responsibilities using corps-specific examples.

ROLE OF THE SPONSOR

It is the role of the sponsor to ensure responsibilities are met in accordance with the *Memorandum of Understanding*, for the proper and efficient delivery of the Cadet Program within Canada.

RESPONSIBILITIES OF THE SPONSOR

Fundraising

It is the responsibility of the sponsor to organize fundraising activities in consultation with the corps commanding officer (CO). Annual reports are to be produced by the sponsor when required by law.

Recruiting Cadets

It is the responsibility of the sponsor to organize local community campaigns to attract cadets to become members of the corps.

Attracting Officers to the Corps

It is the responsibility of the sponsor to conduct local campaigns to attract potential candidates within the community to become members of the Cadet Instructors Cadre (CIC) and civilian instructors (CIs). This is based on the needs confirmed by the CO of the corps.

Screening Volunteers

It is the responsibility of the sponsor to identify and conduct the screening process of potential volunteers. The sponsor is responsible for completing the process and providing these results to the league.

Providing Adequate Office and Training Facilities

The sponsor is responsible for providing adequate office and training facilities, where they are not provided by DND. This is to include insurance requirements, as necessary.

Participating in Senior Cadet Rank Appointments

The sponsor is responsible to assist with the selection process for senior cadets.

Participating in Selections for CSTC/Exchanges

The sponsor is responsible for cooperating with the corps CO to promote summer courses and exchanges and to participate in the selection process accordingly, in accordance with the league and DND agreements and responsibilities.

Participating in Selections for Honours and Awards

The sponsor is responsible for participating in the joint selection process for honours and awards from the league and in initiating the selection process for league-specific awards.



The sponsor plays an important role in developing and maintaining positive community relationships with businesses, municipal government, local service clubs, and the affiliated unit.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What role does the sponsor play in fundraising?
- Q2. Who is responsible for recruiting CIC officers, CIs, and cadets to the corps?
- Q3. Who is responsible for providing office and training facilities?

ANTICIPATED ANSWERS

- A1. It is the responsibility of the sponsor to organize fundraising activities in consultation with the corps CO.
- A2. The sponsor.
- A3. The sponsor.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is a sponsor?
- Q2. What support does the sponsor provide the corps?
- Q3. How does the sponsor assist the CO?

ANTICIPATED ANSWERS

- A1. With respect to a cadet corps, the organization or persons accepted by or on behalf of the Chief of Defence Staff to undertake jointly with the Canadian Forces and the supervisory sponsor (the Army Cadet League), responsibility for the organization and administration of the cadet corps.
- A2. Answers will vary.
- A3. Answers will vary.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The sponsor of a cadet corps has a role and many responsibilities to fulfill, most importantly support and financial aid. Though they are not always seen, a dependable and reliable sponsor is key to the success of a cadet corps and each cadet should recognize their importance.

INSTRUCTOR NOTES/REMARKS

This lesson may be delivered by a member of the local sponsor.

REFERENCES

A0-040 2005-113124 D Cdts. (2005). *Memorandum of Understanding Between the DND and the Leagues*. Ottawa, ON: Department of National Defence.

A0-046 Scott, M (Ed.). (2003). Clarifying Civilian Roles in Cadet Corps and Squadrons. *Cadence: The Leadership Magazine of the Canadian Cadet Movement*, Issue 11, 30-32.

C2-063 Army Cadet League of Canada. (2007). *Army Cadet League of Canada*. Retrieved 9 March 2007, from <http://www.armycadetleague.ca>.



ROYAL CANADIAN ARMY CADETS

RED STAR

INSTRUCTIONAL GUIDE



SECTION 4

EO M207.04 – IDENTIFY YEAR TWO CSTC 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-702/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year two CSTC training opportunities.

An interactive lecture was chosen for TP2 to orient the cadets to year two CSTC training opportunities and to generate interest.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify year two CSTC training opportunities.

IMPORTANCE

It is important for cadets to identify year two CSTC training opportunities available to them because they must decide if and for which course they would like to apply.

Teaching Point 1**Discuss the Specialty Areas for Year Two CSTC Training**

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Write the specialty areas on a whiteboard/flipchart and discuss the activities associated within each area. Cadets may already know which area they would like to pursue and may already have a general idea of the activities.

LEADERSHIP/DRILL AND CEREMONIAL

Cadets will develop the knowledge and skills required to improve leadership abilities in a peer and small group (3–6 pers) setting. Activities include:

- leadership;
- confidence building;
- public speaking;
- problem solving; and
- ceremonial drill.

FITNESS AND SPORTS

Cadets will improve individual fitness and sport knowledge and skills. Activities include:

- rules and regulations of sports; and
- personal fitness.

MUSIC**Military Band**

Cadets will develop music knowledge and skills. Activities include:

- music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band; and
- developing individual music skills.

Pipe and Drum

Cadets will develop music knowledge and skills. Activities include:

- music theory;
- playing an instrument as part of an ensemble;

- playing an instrument as part of a pipe and drum band; and
- developing individual music skills.

MARKSMANSHIP

Cadets will develop the knowledge and skills required to improve marksmanship abilities. Activities include:

- two-position shooting (standing and prone);
- recreational marksmanship;
- course level marksmanship competition; and
- biathlon.

EXPEDITION

Cadets will develop expedition knowledge and skills in a field setting. Activities include:

- adventure training activities;
- field training;
- trekking;
- navigation; and
- wilderness survival.

GROUP DISCUSSION




TIPS FOR ANSWERING/FACILITATING DISCUSSION


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

SUGGESTED QUESTIONS:

- Q1. Which summer training activities interest you?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What specialty area are you interested in pursuing? Why?



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



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

CONFIRMATION OF TEACHING POINT 1


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

Teaching Point 2

Time: 15 min

Describe Year Two CSTC Courses

Method: Interactive Lecture



A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

COMMON COURSES

Basic Fitness and Sports. The aim of this course is to improve the cadets' knowledge and skills in individual fitness and sports.

Military Band – Basic Musician. The aim of this course is to introduce fundamental music knowledge and skills, and for the cadet to achieve a basic music level.

Pipe Band – Basic Pipe Band Musician. The aim of this course is to introduce fundamental music knowledge and skills, and for the cadet to achieve a basic music level.

ELEMENTAL COURSES

Basic Leadership. The aim of this course is to build on the knowledge and skills required for an emerging leader to complete a leadership assignment in a peer and small group setting and to provide course cadets with the opportunities to build self-confidence.

Basic Marksman. The aim of this course is to develop cadets' marksmanship knowledge and skills, allowing them to participate in a local marksmanship competition.

Basic Expedition. The aim of this course is to develop specialists with skills and subject matter knowledge required to successfully participate in a basic level expedition.



The only pre-requisite for a year two CSTC course is the successful completion of the Red Star training program.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What courses are available for second year cadets?
- Q2. What music level are cadets expected to achieve after completion of a year two music course?
- Q3. What are two topics covered on the Basic Expedition Course.

ANTICIPATED ANSWERS

- A1. Courses include:
- basic fitness and sports;
 - basic military band musician;
 - basic pipe band musician;
 - basic marksman;
 - basic leadership; and
 - basic expedition.
- A2. The cadet is expected to achieve a basic music level.
- A3. Topics include adventure training activities, field training, trekking, navigation and wilderness survival.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Summer training is a fun and exciting aspect of the Cadet Program. Training is offered in speciality areas that may not be accessible at the corps. Summer training centres are also a place to meet cadets and make new friends from different corps across Canada. It is important to be familiar with the summer training courses offered so cadets may apply for the course that interests them the most.

INSTRUCTOR NOTES/REMARKS

This EO should be conducted prior to the summer training application deadline of the applicable cadet detachment/region.

It is strongly recommended that the summer training application forms (CF 51) be completed during a training session after this EO has been conducted.

Corps may choose to devote two additional complementary training periods to expand this to a session that includes a parent information seminar.

REFERENCES

A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.

A2-027 CATO 42-01 D Cdts 4. (2005). *Summer Training Directive – Royal Canadian Army Cadets*. Ottawa, ON: Department of National Defence.

A2-031 CATO 40-01 D Cdts. (2003). *Army Cadet Program Outline*. Ottawa, ON: Department of National Defence.



ROYAL CANADIAN ARMY CADETS

RED STAR

INSTRUCTIONAL GUIDE



SECTION 5

EO C207.01 – IDENTIFY THE RANK STRUCTURE OF THE ROYAL CANADIAN SEA AND AIR CADETS

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-702/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Copy the handout of ranks located at Annex A for each cadet.

Decide which activity will be completed in TP2 and gather all required materials.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to the Sea and Air Cadet rank structure, to generate interest and to present basic material.

An in-class activity was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the rank structure of the Royal Canadian Sea and Air Cadets.

IMPORTANCE

It is important for cadets to identify the rank structure of the Sea and Air Cadets to better understand the structure of other elements. Knowing the rank structure and insignia will help cadets address other cadets and gain an appreciation for the differences and similarities between Sea, Army and Air Cadets.

Teaching Point 1

Identify the Sea and Air Cadet Rank Structure

Time: 10 min

Method: Interactive Lecture

BACKGROUND KNOWLEDGE



Both Sea and Air Cadet ranks have chevrons and crowns, just like Army Cadets. Sea Cadets also have an anchor and Air Cadets have a propeller on some of their insignia.

Distribute handouts of the cadet rank insignia at Annex A and briefly introduce the cadets to Sea and Air Cadet ranks.

CADET RANK INSIGNIA





ARMY CADET RANKS	SEA CADET RANKS	AIR CADET RANKS
CADET (NO BADGE)	ORDINARY SEAMAN (OS) (NO BADGE)	AIR CADET (AC) (NO BADGE)
PRIVATE (Pte) 	ABLE SEAMAN (AB) 	LEADING AIR CADET (LAC) 
CORPORAL (Cpl) 	LEADING SEAMAN (LS) 	CORPORAL (Cpl) 
MASTER CORPORAL (MCpl) 	MASTER SEAMAN (MS) 	FLIGHT CORPORAL (FCpl) 
SERGEANT (Sgt) 	PETTY OFFICER SECOND CLASS (PO2) 	SERGEANT (Sgt) 
WARRANT OFFICER (WO) 	PETTY OFFICER FIRST CLASS (PO1) 	FLIGHT SERGEANT (FSgt) 
MASTER WARRANT OFFICER (MWO) 	CHIEF PETTY OFFICER SECOND CLASS (CPO2) 	WARRANT OFFICER SECOND CLASS (WO2) 
CHIEF WARRANT OFFICER (CWO) 	CHIEF PETTY OFFICER FIRST CLASS (CPO1) 	WARRANT OFFICER FIRST CLASS (WO1) 

Figure 1 Cadet Ranks

Note. Created by D Cds 3, 2007, Ottawa ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What does the rank insignia for a leading seaman look like?
- Q2. What rank has two chevrons, an anchor and a crown?
- Q3. What does the rank insignia for a petty officer first class look like?
- Q4. What does the rank insignia for sergeant look like?
- Q5. What is the highest rank an Air Cadet can obtain?

ANTICIPATED ANSWERS

- A1. Two chevrons and an anchor.
- A2. Master Seaman.
- A3. A crown.
- A4. Three chevrons.
- A5. Warrant Officer First Class (WO1).

Teaching Point 2

Conduct an Activity to Familiarize Cadets With the Sea and Air Cadet Rank Structure

Time: 15 min

Method: In-Class Activity



Conduct only one of the following activities.

ACTIVITY

OBJECTIVE

The objective of this twister activity is to become familiar with Sea and Air Cadet ranks.

RESOURCES

- Sea and Air Cadet rank insignia located at Annex B;
- Actions located at Annex C;
- Tape; and
- Two bags, hats or containers.

ACTIVITY LAYOUT

The floor of ranks must be set up and the bag of actions for the cadets to take must be ready.

To set up the floor of ranks for this twister activity:

1. make two copies of the insignia located at Annex B; and
2. tape the ranks on the floor in a four by seven rectangle, ensuring that the same ranks are not placed together.

To make the bags of actions:

1. make a copy of the actions located at Annex C;
2. cut out the actions;
3. divide the actions into two groups – body parts and ranks;
4. fold the pieces of paper; and
5. place the names of body parts in one bag and the ranks in the other.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of 3–6 cadets.
2. Decide the amount of time each group may have to complete the activity. For example, if there are two groups, each group will have approximately five minutes. If there are three groups, each group will have approximately three to four minutes.
3. If possible, assign two or three cadets to assist in judging.
4. Have the first group place themselves around the floor of ranks.
5. Pick a body part and a rank (action) out of each bag, hat or container and read them aloud (e.g. left hand – able seaman).
6. Have the cadets carry out the action (e.g. put their left hand on an able seaman rank).
7. Replace the paper into the appropriate bag, hat or container.
8. Pick another action, read aloud and have the cadets complete it.
9. If any portion of the cadet's body touches the floor or if they do not complete the proper movement, they are eliminated and must leave the rank floor.
10. Once all the cadets have been eliminated from the first group, start the second group, following the same steps.
11. Continue until all cadets have had a chance to participate in the activity.



If any cadet does not want to participate in this activity, he or she can be a judge.

Have extra tape available in case the ranks slip around on the floor.

SAFETY

- Cadets shall remove their shoes prior to completing this activity.
- This activity shall be stopped immediately if there is any horseplay.

ACTIVITY

OBJECTIVE

The objective of this activity is to become familiar with Sea and Air Cadet ranks.

RESOURCES

- Paper copies of each rank insignia (use as many ranks as the number of cadets in the class. If there are more than fourteen cadets, there can be more than one cadet with the same rank). Ranks are located at Annex B, and
- Tape.

ACTIVITY LAYOUT

Cut out ranks, ensuring there is one for each cadet.

ACTIVITY INSTRUCTIONS

1. Tape a rank to the back of each cadet (the cadet does not get to see the rank that is on their back). Cadets should not talk while this is being done.
2. Have the cadets walk around and ask other cadets yes/no questions to determine what rank they are wearing. For example, the cadet may ask "Do I have two chevrons?" The cadet has to determine from the answers what rank they are. Cadets may not ask any questions that have specific rank names, such as "Am I a Leading Seaman?"
3. There can only be one question asked to each of the other cadets to determine what rank they are. Cadets will move from cadet to cadet until they have determined the rank they are.
4. Once cadets have determined what rank they are, they will gather with any other cadets who are the same rank, if there are any.
5. After three minutes, have the cadets present what rank they think they are based on the information they have received. For example, if a group has determined they have an Air Cadet rank with only two chevrons, they would present themselves as an Air Cadet corporal.

SAFETY

N/A.

ACTIVITY

OBJECTIVE

The objective of this matching activity is to become familiar with Sea and Air Cadet ranks.

RESOURCES

Matching cards of Sea and Air Cadet rank insignia located at Annex D.

ACTIVITY LAYOUT

Cut out one set of matching cards of Sea and Air Cadet ranks for each group of cadets.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of two or three.
2. Distribute a set of matching cards of Sea and Air Cadet ranks to each group.
3. Have the cadets match the title to the badge for each rank.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' participation in the in-class activity in TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Being able to identify the ranks of the Sea and Air Cadets will make it easier to understand the ranks worn on their uniforms. Cadets may gain an appreciation for the differences and similarities between Sea, Army and Air Cadets.

INSTRUCTOR NOTES/REMARKS

N/A.






















REFERENCES

A1-003 A-CR-005-001/AG-001 D Cdts 3. (Draft). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.

A3-004 CATO 51-02 D Cdts 4. (2007). *Air Cadet Promotions*. Ottawa, ON: Department of National Defence.

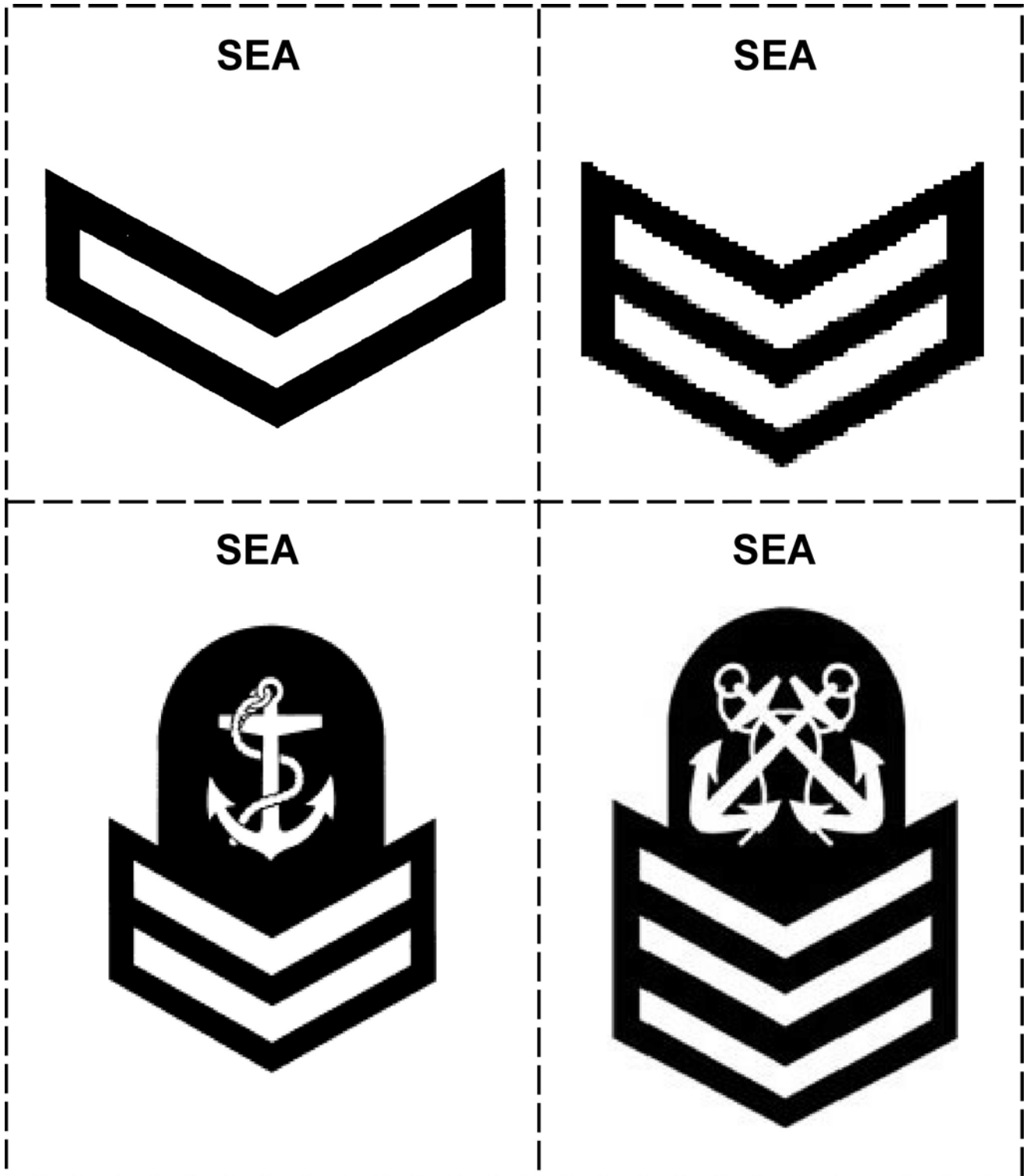
THIS PAGE INTENTIONALLY LEFT BLANK

CADET RANKS

ARMY CADET RANKS	SEA CADET RANKS	AIR CADET RANKS
CADET (NO BADGE)	ORDINARY SEAMAN (OS) (NO BADGE)	AIR CADET (AC) (NO BADGE)
PRIVATE (Pte) 	ABLE SEAMAN (AB) 	LEADING AIR CADET (LAC) 
CORPORAL (Cpl) 	LEADING SEAMAN (LS) 	CORPORAL (Cpl) 
MASTER CORPORAL (MCpl) 	MASTER SEAMAN (MS) 	FLIGHT CORPORAL (FCpl) 
SERGEANT (Sgt) 	PETTY OFFICER SECOND CLASS (PO2) 	SERGEANT (Sgt) 
WARRANT OFFICER (WO) 	PETTY OFFICER FIRST CLASS (PO1) 	FLIGHT SERGEANT (FSgt) 
MASTER WARRANT OFFICER (MWO) 	CHIEF PETTY OFFICER SECOND CLASS (CPO2) 	WARRANT OFFICER SECOND CLASS (WO2) 
CHIEF WARRANT OFFICER (CWO) 	CHIEF PETTY OFFICER FIRST CLASS (CPO1) 	WARRANT OFFICER FIRST CLASS (WO1) 

THIS PAGE INTENTIONALLY LEFT BLANK

INSIGNIA



SEA



SEA



SEA



AIR



AIR



AIR



AIR



AIR



AIR



AIR







ACTIONS






LEFT HAND	CHIEF PETTY OFFICER SECOND CLASS
RIGHT HAND	CHIEF PETTY OFFICER FIRST CLASS
LEFT FOOT	LEADING AIR CADET
RIGHT FOOT	CORPORAL
ABLE SEAMAN	FLIGHT CORPORAL
LEADING SEAMAN	SERGEANT
MASTER SEAMAN	FLIGHT SERGEANT
PETTY OFFICER SECOND CLASS	WARRANT OFFICER SECOND CLASS
PETTY OFFICER FIRST CLASS	WARRANT OFFICER FIRST CLASS

THIS PAGE INTENTIONALLY LEFT BLANK

MEMORY MATCH CARDS

AIR CADET (AC)	AIR CADET (AC)
LEADING AIR CADET (LAC)	
CORPORAL (Cpl)	
FLIGHT CORPORAL (FCpl)	
SERGEANT (Sgt)	

<p>FLIGHT SERGEANT (FSgt)</p>	
<p>WARRANT OFFICER SECOND CLASS (WO2)</p>	
<p>WARRANT OFFICER SECOND CLASS (WO1)</p>	
<p>ORDINARY SEAMAN (OS)</p>	<p>(NO INSIGNA)</p>
<p>ABLE SEAMAN (AB)</p>	

<p>LEADING SEAMAN (LS)</p>	
<p>MASTER SEAMAN (MS)</p>	
<p>PETTY OFFICER SECOND CLASS (PO2)</p>	
<p>PETTY OFFICER FIRST CLASS (PO1)</p>	
<p>CHIEF PETTY OFFICER SECOND CLASS (CPO2)</p>	

**CHIEF PETTY OFFICER FIRST CLASS
(CPO1)**





**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 6

EO C207.02 – VISIT A LOCAL CADET CORPS OR SQUADRON

Total Time:

90 min

No instructional guide is provided for this EO.

THIS PAGE INTENTIONALLY LEFT BLANK