

CHAPTER 7

PO 107 – SERVE IN AN ARMY CADET CORPS



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M107.01 – PARTICIPATE IN A DISCUSSION ON YEAR ONE TRAINING

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of the lesson the cadet shall be expected to be familiar with the Performance Objectives (POs) associated with the Green Star Program and be familiar with the corps optional training opportunities.

IMPORTANCE

Having an overview of the training opportunities provided to Green Star Cadets prepares new cadets for the training year, allowing them to understand how training fits together and identify areas they are particularly interested in. This overview should excite and energize cadets for the coming year.

Teaching Point 1**Discuss the Content and Format of Year One Training**

Time: 6 min

Method: Interactive Lecture

COMMON TRAINING

There is common cadet training which applies to Sea, Army and Air Cadets. POs for these common cadet subjects are as follows:

PO Number and Topic	PO Statement
101 Citizenship	Participate in Citizenship Activities
102 Community Service	Perform Community Service
103 Leadership	Participate in Team Building Activities
104 Personal Fitness and Healthy Living	Develop a Personal Activity Plan
105 Recreational Sports	Participate in Various Sporting Activities in Pursuit of Living a Healthy Lifestyle
106 Marksmanship	Fire the Cadet Air Rifle
107 General Cadet Knowledge	Serve in a Corps/Squadron
108 Drill	Participate in an Annual Ceremonial Review Parade
CHAP	Participate in the Cadet Harassment and Abuse Prevention Program

ARMY CADET TRAINING

The expedition is one activity that distinguishes Army Cadets from the other cadet elements. For Army Cadets, 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.” Expedition training in Green Star is supported by the following POs:

PO Number and Topic	PO Statement
121 Field Training	Participate as a Member of a Group During an Overnight Bivouac Exercise
122 Navigation	Identify Location Using a Map
123 Trekking	Participate in a Day Hike

Another PO Army Cadets will participate in is PO 120, Canadian Forces (CF) familiarization, where they will learn about the organization and traditions of the CF. This PO provides cadets with the knowledge and opportunity to effectively interact with members of the CF, while promoting an interest therein.

Teaching Point 2**Discuss Available Optional Training at the Corps**

Time: 4 min

Method: Interactive Lecture

OPTIONAL TRAINING AT THE CORPS

Optional training offered at the cadet corps will vary, depending on a number of factors. Some of these opportunities are dependent on the availability and qualification of staff, and resources of the corps. The corps may offer such activities as:

- cultural education/travel;
- music (military band, and pipes and drums);
- summer and winter biathlon;
- first aid;
- drill teams; and
- other optional training that the unit and sponsor choose to pursue.



The instructor shall present any information to cadets about the activities that the corps participates in regularly.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. What are some of the optional training activities that your corps participates in?
- Q2. What activities would you like to participate in? (The instructor will go around the room, and each cadet will reveal what activity(ies) they are most interested in.)

ANTICIPATED ANSWERS

- A1. Answers will vary. Answers will include, but are not limited to, cultural education/travel, music, summer and winter biathlon, first aid, drill teams and anything else that an individual corps may choose to participate in.
- A2. Answers will vary by cadet.

Teaching Point 3**Corps Full Value Contract**

Time: 15 min

Method: Activity

The instructor can introduce the Full Value Contract (FVC) by asking cadets if they have any previous experience developing an FVC at school or elsewhere.

The instructor explains that the Cadet Movement now uses FVCs in order to develop team spirit and the commitment of everyone in the group.

The objectives of this contract are:

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

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

The instructor explains that before establishing a full value contract, everyone must be ready to commit to the following:

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 one's action. This means that everyone will show interest to support one another and to actively engage 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 (platoon cmdr) job to ensure that team members feel **physically and emotionally safe** in order to contribute to their learning process. This responsibility also falls to the group members. By his behaviour, attitude, and participation, cadets must not put at risk the other group members. A safe environment will encourage each member to actively participate, ask questions and give answers without the fear of being ridiculed.

Set Goals. In reference to the second lesson on goal setting, the instructor reminds cadets that it is essential that everyone set personal goals. These goals provide to themselves and the group the reference points against which they will make choices about actions and plans. In every learning process, it is imperative to set goals, because once set, the group members and the individual 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 but with one self. For example, given a situation, instead to act out their 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 towards solving the problem. Being honest requires the 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, that they will have different opinions and ideas, and will choose to put aside their differences and move forward in order to achieve the goals.



Instructors should present cadets with the corps full value contract. Where one does not exist, the activity below may be conducted during optional time to develop one.

ACTIVITY

Time: Optional

OBJECTIVE

With the establishment of a Full Value Contract (FVC), the cadet will learn how to create a positive environment for his/her own development as well as the one of the team members.

RESOURCES

- Flipcharts and paper.

ACTIVITY LAYOUT

Values. At this time, everyone should know everyone else (EO M103.03 [Chapter 3, Section 3]) and have set personal and group goals (EO M103.02 [Chapter 3, Section 2]).

By brainstorming, ask cadets the **values** and **qualities** the group should adhere to in order to achieve their goals.

Write the values and qualities mentioned on the board or flipchart paper. Once everyone had the chance to talk, ask a few to explain some of the values in order to verify that they all have the same understanding.

Selection of the Values. Once the brainstorming is done, ask the group to discuss the listed values and qualities and to **select** the ones the group should select in order to achieve their goals.

It is possible that the group will select all the listed values and qualities.

Ask a few to explain some of the values in order to verify that they all have the same understanding.

Representation of the FVC. Ask them to **represent** their values/qualities on cardboard or flipchart paper.

Give them pens, markers, rulers, glue, scissors, magazines, etc. Their representation can take the form of a drawing, or a sketch. The importance is that all selected values/qualities be represented and that their drawing characterizes the group.

Then, ask them to explain their representation. Once again, you must ensure that everyone has the same understanding. Finally, have them sign their representation. This will help accentuate their feeling of belonging and of responsibility towards the group and themselves.

How to use the FVC. To your astonishment, the FVC will work on its own. The FVC can be used differently. It becomes a good feedback and cohesion tool for the group.

In concrete terms, you can refer to it after an activity, experience, or situation by asking to the group how they have reacted and acted.

Normally, the group members will refer to it even before you do so. Group members must be able to identify by themselves what went well and not. They must also be able to identify what they need to improve in order to respect their "contract".

Make sure to establish the preliminary conditions before establishing the FVC.

SAFETY

The instructor will supervise cadets during the activity.

INSTRUCTOR GUIDELINES

Establishing a FVC

Before establishing a FVC with a group, it is suggested that everyone gets to know the others and be able to exchange. We recommend to first select activities that will encourage everyone to get to know each other and will facilitate exchanges.

Secondly, it is recommended to discuss with the group about the basic notions just covered (be here, be safe, set goals, be honest, let go and move on).

Thirdly and in reference to the second leadership lesson on setting goals, ask cadets to get their list of goals out and to refer to them while establishing the FVC.

Once this is set and understood by all, you can establish the FVC.

Examples of Full Value Contracts

The full value contract can take many forms. Below, you will find an example of a contract that was tested with cadets.

In order to ensure the activity will run smoothly and bring results, you must choose the way you are most at ease with and have confidence you can conduct the lesson. It is for this reason that more than one method is explained.

a. The Circle (done using the process listed above) (See diagram below)

A group draws a wheel. At the centre of the wheel, they draw a circle. This circle represented the individuals, the group, and the goals. Rays came from this circle. On these rays were written each selected values. The outer circle symbolizes that the group is one and that all members go towards the same direction. The group members specified that without the respect of the chosen values by everyone, the group couldn't make one, and couldn't walk towards the same goals.



Figure 7-1-1 Our Contract

b. The Village

Before starting, the instructor must prepare, by drawing on a cardboard or flipchart paper, a frame representing the inside of a village as well as the exterior of it.

Every cadet must choose one value, behaviour, or quality, they find is the most important in order to feel safe and respected as a member of the group and that will help the group work together.

Then, the cadet must represent what she or he has chosen by drawing or writing on a piece of paper.

After this, everyone will have to glue the drawings inside the village and explain to the others why she or he made that choice.

Next, cadets must repeat the activity but this time with something that will prevent the group from reaching their goals and will destroy the village's running.

They will once again glue their representation and explain why, this time, the drawing goes outside the village.

Once the process is completed, the instructor mentions every value selected by the cadets (inside and outside the village) and asks if everyone agrees and will respect them in order to have the village run properly and be a place where everyone will feel safe and respected.

When everyone agrees, in turn, everybody (staff and cadets) will sign the village.

c. **The Five-finger Contract**

Each finger represents a value that will help group members feel secured, respected, and belong to the group.

- Little finger: Safety.
- Ring finger: Commitment.
- Middle finger: Respect of others.
- Index finger: Taking responsibilities.
- Thumb: Agreement to work towards the group's goals.

Write and discuss each element so that everyone agrees and understands their meaning for the group.

Each cadet can draw his or her hand on a sheet of paper and write inside each finger the element associated with each. They must sign their hand and glue it on a cardboard. The set of hands represents everyone's commitment.

d. **The Being**

Draw the outline of someone's body on a huge sheet of paper.

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

Outside the outline, cadets will draw or write the behaviours and qualities that will enable the environment to feel secure and respectful.

Cadets must agree on the meaning each word has for them and explain their choices.

Everyone must sign the being.

e. **The Chain of Hands**

Have 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.

It is important that everyone understands the meaning of each word or sentence selected.

On a huge sheet of paper, have cadets draw their hands around the sheet and write the 10 selected words or sentences in the middle of the sheet.

Everyone must sign his or her own hand.

f. **What do I need? What can I give?**

Give two pieces of paper of different colours to each cadet.

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

Once they have found it, they must write the most important item they need on one piece of paper.

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

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

Give them time to think and write.

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

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

At this point, ask cadets if they need more explanations, and then have everyone sign.

SAFETY

N/A.

INSTRUCTIONAL GUIDELINES

Cadet units may present a previously developed FVC or may develop one with the group of cadets.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What POs are you most interested in? (Go around the room and have the cadets state what PO they are most interested in and why.)

Q2. What is a PO that all three elements of cadets (Sea, Army and Air) will train in?

ANTICIPATED ANSWERS

A1. Answers will vary by cadet.

A2. Any of the following: Citizenship, community service, leadership, personal fitness and healthy living, recreational sports, marksmanship, general cadet knowledge and drill. All cadets will also participate in the CHAP Program.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What are some POs in which only Army Cadets will train?

Q2. What are some of the optional training activities in which your corps participates?

ANTICIPATED ANSWERS

- A1. Any of the following: PO 121 Field Training, PO 122 Navigation and PO 123 Trekking.
- A2. Answers will vary by cadet corps but may include any of the following: Cultural, education, travel, music, summer and winter biathlon, first aid, drill teams and anything else that an individual corps may choose to participate in.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important for a first year cadet to know what training they will be participating in to help build interest and entice the cadet to continue in the Canadian Cadet Program. First year cadets should also know what activities and opportunities are available to them through their cadet corps.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A2-031 D Cds. (2003). CATO 41-01, *Royal Canadian Army Cadet Training*. In Cadet Administrative and Training Orders (Vol. 4, 8 pages). Ottawa, ON.
- 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.
- C2-039 (ISBN 0825199905) Frank, L.S. (2001). *The Caring Classroom: Using Adventure to Create Community in the Classroom and Beyond*. Dubuque, IA: Kendall Hunt Publishing.

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ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M107.02 – IDENTIFY ARMY CADET RANKS AND OFFICER RANKS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required. Where possible, the instructor should attempt to obtain actual rank badges to show the cadets.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to correctly identify the rank structure of the Royal Canadian Army Cadets (RCAC), as well as the ranks of Canadian Forces (CF) Army officers.

IMPORTANCE

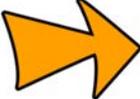
Being familiar with the ranks of the Army Cadets and officers of the CF will help cadets understand the relationship between cadet ranks and officers at the corps. It will also aid them in interacting effectively with CF members when visiting other CF facilities or bases.

Teaching Point 1

Explain the Structure and Rank Insignia of the RCAC

Time: 12 min

Method: Interactive Lecture

 It is interesting to note that Army Cadets have the same rank titles and insignia as Non-Commissioned Members (NCMs) in the Canadian Army. Once Army Cadets understand the structure of their own NCMs, they will be able to properly identify those in the Army NCM structure.

CADET RANKS NON-COMMISSIONED MEMBERS (NCMS)

Rank is a system of grading seniority and command within military organizations. The gold arrows are referred to as “chevrons”. The more chevrons used, the higher the seniority of the individual.

These chevrons are worn on the upper arm, on the right sleeve of the cadet tunic.



Figure 7-2-1 Non-commissioned Members: Pte – Cpl – MCpl – Sgt

The “Tudor” crown represents the rank of Warrant Officer (WO).

The “Tudor” crown surrounded by a laurel wreath represents the rank of Master Warrant Officer (MWO).

The Canadian Coat of Arms represents the rank of Chief Warrant Officer (CWO).

These ranks are worn low on the sleeve of the right arm of the cadet tunic.



Figure 7-2-2 Non-commissioned Members: WO – MWO – CWO



Cadet corps affiliated with Engineer Regiments utilize the term “**sapper**” to designate a Pte.

Cadet corps affiliated with Armoured Regiments utilize the term “**trooper**” to designate Pte.

Cadet corps affiliated with the Guard Regiments utilize the term “**guardsman**” to designate Pte.

In cadet corps affiliated with Artillery Regiments, the following terms are used:

- “**Gunner**” designates private;
- “**Bombardier**” designates corporal; and
- “**Master Bombardier**” designates master corporal.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Which is more senior, the rank of MCpl or Cpl?
- Q2. Describe the MWO rank badge.
- Q3. What other names may be utilized to denote the rank of Pte?

ANTICIPATED ANSWERS

- A1. MCpl.
- A2. Tudor crown surround by a laurel wreath.
- A3. Gunner, guardsman, trooper, sapper or private.

Teaching Point 2

Explain the Officer Structure and Rank Insignia of the Army Element of the CF

Time: 13 min

Method: Interactive Lecture

COMMISSIONED OFFICERS RANKS

Officers of the CF wear their ranks low on the sleeve of the tunic. The rank insignia consists of a series of wide and narrow gold bars. Officers also wear slip-ons or shoulder boards (Navy) on the epaulettes on their shoulders when wearing shirts, sweaters and jackets. When in field clothing, CADPAT, the rank is worn in the centre of the chest.

SUBORDINATE AND JUNIOR OFFICERS

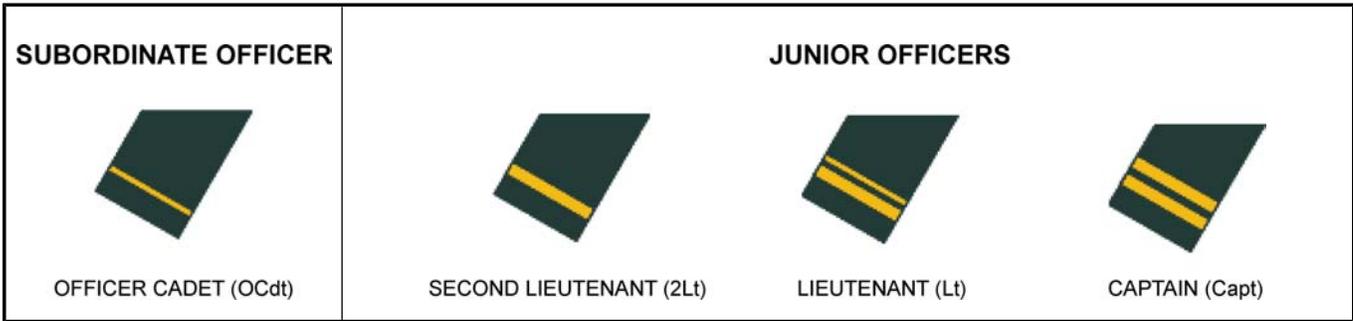


Figure 7-2-3 Subordinate and Junior Officers

SENIOR OFFICERS



Figure 7-2-4 Senior Officers

GENERAL OFFICERS

General officers wear a wide gold band on the sleeve of the tunic. On their shoulders, they sport slip-ons or shoulder boards with a “Tudor” crown above a crossed sabre and baton that, in turn, has maple leaves below it. The more maple leaves the higher the rank.



Figure 7-2-5 General Officers

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the senior officer ranks?
- Q2. How many maple leaves are found on the rank of MGen?
- Q3. What rank is assigned the status of subordinate officer?

ANTICIPATED ANSWERS

- A1. Maj, LCol and Col.
 A2. Two.
 A3. OCdt.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is the most senior rank in the cadet NCM structure?
 Q2. What rank has three chevrons with a maple leaf?
 Q3. How would you identify the rank of Colonel?

ANTICIPATED ANSWERS

- A1. CWO.
 A2. Sgt.
 A3. It has four bars on the lower sleeve.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadet, by identifying the ranks of the RCAC and the officers of the CF, will be able to interact more effectively with the different members of each organization.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON: The Department of National Defence.
- A0-009 A-AA-100-000/AA-003 Canadian Forces. (2006). *QR&O, Chapter 3, Section 1, Ranks and Designations of Ranks*. Ottawa, ON: The Department of National Defence.
- A2-030 D Cdts. (2005). CATO 40-03, *Army Cadet Ranks and Cadet Corps Establishment*. In *Cadet Administrative and Training Orders (Vol. 4, 5 pages)*. Ottawa, ON.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

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

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor is required to:

- review the lesson content, and become familiar with the material;
- assign handbook reading to cadets that relates to this EO; and
- prepare a suitable classroom area.

PRE-LESSON ASSIGNMENT

Prior to the lesson, the cadet shall have read the handbook material related to this EO. The material covers origins of saluting and supplementary information on appropriate occasions to pay compliments.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to know when and where to pay compliments.

IMPORTANCE

Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps/squadron and the Cadet Summer Training Centre.

Teaching Point 1

Explain the Procedures for Addressing Cadet NCOs and Subordinate Officers

Time: 7 min

Method: Activity/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 moving on to the activity.

ACTIVITY

Time: 3 min

OBJECTIVE

To allow cadets to practice the procedures for addressing cadet NCOs and subordinate officers.

RESOURCES

Role-play area.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the NCO or subordinate officer.
- Have cadets practice the procedures for addressing cadet NCOs and subordinate officers, including:
 - approaching the NCO/subordinate officer and standing at the position of attention;
 - addressing the NCO/subordinate officer by their rank and surname; and
 - dismissal.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

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**

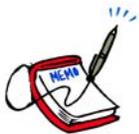
Time: 5 min

Method: Activity/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-PD-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 moving on to the activity.

ACTIVITY

Time: 3 min

OBJECTIVE

To allow cadets to practice the procedures for addressing commissioned officers.

RESOURCES

Role-play area.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the commissioned officer.
- Have cadets practice the procedures for addressing commissioned officers, including:
 - approaching the commissioned officer and standing at the position of attention;
 - saluting;
 - addressing the commissioned officer by their rank and surname;
 - saluting prior to dismissal; and
 - dismissal.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

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.
- A2. After the officer has been approached and prior to dismissal.

Teaching Point 3

Explain Regulations for Paying Compliments Inside a Building

Time: 9 min

Method: Activity/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 moving on to the activity.



RCAC Level One Handbook, Cadets Canada, 1993

Figure 7-3-1 Entering and Leaving an Office

ACTIVITY

Time: 5 min

OBJECTIVE

To allow cadets to practice the procedures for entering and leaving offices.

RESOURCES

Role-play area.

ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.

- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the office occupant.
- Have cadets practice the procedures for entering and leaving offices, including:
 - Entering:
 - stand at the position of attention in the doorway when entering;
 - salute if wearing headdress and the office occupant holds a commission; and
 - politely ask permission to enter the office.
 - Leaving:
 - stand at the position of attention in the doorway when leaving the office;
 - salute if wearing headdress and the office occupant holds a commission; and
 - depart.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Ensure there is sufficient area to conduct the role-play activity.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

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

ANTICIPATED ANSWERS

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

Teaching Point 4

Explain Other Occasions To Pay Compliments

Time: 4 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

This lesson will be confirmed by verbal questioning.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO. Instructors will confirm cadets' comprehension of the material during parade nights and other activities at the corps/squadron.

CLOSING STATEMENT

The cadets have learned how to address cadet NCOs, subordinate and commissioned officers; how to pay compliments inside a building; and other occasions on which to salute. Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps/squadron and at the cadet summer training centre.

INSTRUCTOR NOTES/REMARKS

N/A.

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 ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 4

EO M107.04 – STATE THE AIMS AND THE MOTTO OF THE ARMY CADET PROGRAM

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stored are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare puzzles for the end of lesson confirmation.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of the lesson the cadet shall be expected to be familiar with the mission and vision of the Cadet Program, and state the aims and motto of the Army Cadet Program.

IMPORTANCE

Knowing the aims and the motto of the Army Cadet Program are fundamental for any cadet. This information will give a better understanding of how the Cadet Program can help them develop both as a cadet and an individual.

Teaching Point 1

State the Mission of the Cadet Program

Time: 4 min

Method: Interactive Lecture



Conduct the brainstorming activity before stating the mission.



According to the Canadian Oxford Dictionary (2001), mission can be defined as a journey with a purpose. The mission of the Cadet Program details **what** the Cadet Program hopes to achieve through its training and **how it hopes to do so**.

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of the activity is for the cadets to brainstorm ideas about what they think the Cadet Program mission is.

RESOURCES

- Flipchart paper.
- Flipchart markers.

ACTIVITY LAYOUT

- Separate the class into two groups.
- Give each group a piece of flipchart paper and a marker.
- Direct each group to brainstorm ideas about what they think the mission (or objective) of the Cadet Program is.
- Give the groups two minutes to complete this activity.
- After the two minutes, have each group present their ideas.
- Finish the activity by outlining the definition as written in this teaching point.

SAFETY

Instructor(s) will supervise cadets during the activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will monitor the cadets' progress and ensure all members of the class are participating.
- The instructor will answer any questions the cadets may have.

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**QUESTIONS**

Q1. What is the mission of the Cadet Program?

ANTICIPATED ANSWERS

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.

Teaching Point 2**State the Vision of the Cadet Program**

Time: 4 min

Method: Interactive Lecture



Conduct the brainstorming activity before stating the vision.



According to the Canadian Oxford Dictionary (2001), vision can be defined as the act or faculty of seeing. The vision of the Cadet Program states what it sees the Cadet Program **being**, and **how** it hopes to get there.

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of this activity is for the cadets to brainstorm ideas about what they think the Cadet Program vision is.

RESOURCES

- Flipchart paper.
- Flipchart markers.

ACTIVITY LAYOUT

- Separate the class into two groups.
- Give each group a piece of paper and a marker.

- Direct each group to brainstorm ideas about what they think the vision of the Cadet Program is.
- Give the groups two minutes to complete this activity.
- After the two minutes, have each group present their ideas.
- Finish the activity by outlining the definition as written in this teaching point.

SAFETY

The instructor will supervise the cadets' during the activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will monitor the cadets progress and ensure all members of the class are participating.
- The instructor will answer any questions the cadets may have.

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

QUESTIONS

Q1. What is the vision of the Cadet Program?

ANTICIPATED ANSWERS

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.

Teaching Point 3

Describe the Three Aims of the Cadet Program

Time: 7 min

Method: Interactive Lecture



The aims of the Cadet Program are to:

- 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 Canadian Forces (CF).

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 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 are the three aims of the Cadet Program?
- Q2. How does the Cadet Program promote physical fitness?
- Q3. 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. 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.
- A3. 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 Army Cadet Program**

Time: 3 min

Method: Interactive Lecture

MOTTO

The motto of the Army Cadet Program is, "*Acer Acerpori*." *Acer Acerpori* is a latin term which means "as the maple, so the sapling."



The maple leaf is a traditional symbol of Canada, and the crown signifies allegiance to Her Majesty the Queen. The motto ACER ACERORI is Latin. "ACER" is the maple tree. "ACERPORI" is literally a "little boy maple"- a sapling. The ending "I" on "ACERPORI" means "come from". Literally the motto means "from the little boy maple comes the maple." We translate it "As the maple, so the sapling."

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What is the motto of the Army Cadet Program?
- Q2. What does "*Acer Acerpori*" mean?

ANTICIPATED ANSWERS

- A1. *Acer Acerpori*.
- A2. "As the maple, so the sapling."

END OF LESSON CONFIRMATION

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to confirm the teaching points of the lesson. Cadets will be required to assemble puzzles of the mission, vision, aims and motto of the Army Cadet Program.

RESOURCES

- Puzzles contained at Annex B.
- Envelopes.

ACTIVITY LAYOUT

- Using the puzzles in Annex B, cut each puzzle and place each into a separate envelope.
- Separate the class into four groups.
- Give each group an envelope with a puzzle in it.

- Direct each group to piece together the puzzle in the envelope.
- When the puzzles are complete, have a member of each group read out what their puzzle says.
- Finish the activity by confirming each puzzle again.

SAFETY

- The instructor shall supervise the cadets during the activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will supervise the cadets' progress and ensure all members of the class are participating.
- The instructor will answer any questions the cadets may have.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The aims, mission, vision and motto of the Army Cadet Program provide the cadet with a greater understanding of what it means to be an Army Cadet. The tenets of aim and motto will contribute to the development of a sense of pride in belonging to the Army Cadet Program.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-010 Cdts. (1999). CATO 11-03, *Cadet Program Mandate*. In *Cadet Administrative and Training Orders* (Vol. 1). Ottawa, ON.
- C2-040 The Army Cadet League of Canada. (2006). *Policy 3.1: Aim of the Canadian Cadet Organizations*. Retrieved 25 May 2006, from http://www.armycadetleague.ca/templates/pdf/refmanual/english/pol_3_1.pdf.

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ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 5

EO M107.05 – WEAR THE ARMY CADET UNIFORM

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

The complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required. Instructors are encouraged to obtain from local resources, polish, a toothbrush for boot welts, and a soft cloth for demonstration of proper boot shining technique.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture and demonstration methods. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration method provides the instructor the opportunity to introduce the subject matter, and demonstrate and explain procedures. This method appeals to auditory and visual learning styles.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to properly wear the Army Cadet uniform to the standard set forth in CATO 46-01, *Royal Canadian Army Cadets Dress Instructions*.

IMPORTANCE

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

Teaching Point 1

Explain General Rules and Responsibilities for the Cadet Uniform

Time: 5 min

Method: Interactive Lecture

OCCASIONS TO WEAR THE UNIFORM

The Army Cadet uniform must be worn when:

- Attending training or proceeding to or from a place of training unless the corps CO gives directives to the contrary.
- Proceeding to or from a CSTC.
- Attending ceremonies or functions at which the wearing of the uniform is appropriate and authorized by the CO of the corps or CSTC.

RESPONSIBILITY FOR THE ARMY CADET UNIFORM

When given an Army Cadet uniform:

- all cadets are responsible for its care, cleaning, custody and return at the end of cadet service;
- replacement of worn uniform parts shall be at public expense where reasonable care has been taken with the uniform;
- issued uniform parts shall not be altered or modified to obtain a reasonable fit; and
- badges shall be sewn on the uniform neatly using thread that blends with the badge and uniform. Badges shall not be glued.

GENERAL APPEARANCE OF THE UNIFORM

In caring for the cadet uniform, the cadet shall:

- ensure it is free from lint and dirt;
- polish metal pieces where applicable;
- ensure the badges are properly affixed to the uniform using thread that blends with the badge and uniform;
- clip any loose threads that may appear; and
- perform any routine maintenance that may be required to keep the uniform sharp and in good repair.

CONFIRMATION OF TEACHING POINT 1

QUESTION

- Q1. Do cadets have to wear their uniform when proceeding to and from a CSTC?
- Q2. Are cadets responsible for paying for their uniforms?
- Q3. True or false: Badges shall be sewn on the uniform neatly using threads that blend with the badge and uniform.

ANTICIPATED ANSWERS

- A1. Yes.
A2. No.
A3. True.

Teaching Point 2**Identify the Correct Manner in Which to Wear Army Cadet
Headdress**

Time: 5 min

Method: Demonstration/Interactive Lecture

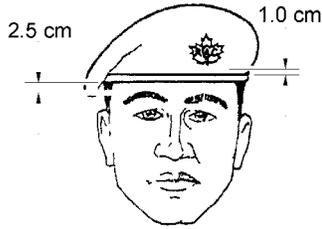


Instructors are to explain and demonstrate how to wear each item of clothing.

BERET

The Army Cadet beret shall be worn as follows:

- the beret is placed evenly on the head with the sweat-band 2.5 cm above the eyebrows;
- the badge is centred over the left eye;
- the crown of the beret is pulled downward to the right and rear; and
- drawstrings are tacked inside the gap of the sweat-band.



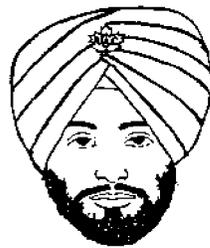
Royal Canadian Army Cadet Dress Instructions

Figure 7-5-1 Wearing the Beret



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-2 Side View of Beret



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-3 Turban

BERET INSIGNIA

Insignia shall be worn on the beret centred on the built-in back plate with the base of the badge 1 cm above the band. For highland dress, the badge can be centred on the built-in back plate of the left side of the Glengarry, Balmoral or Caubeen.



The turban is worn in a low, Sikh conventional manner, with the final winding right over left on the forehead. The cap badge is worn centred on the front of the turban. More information on Sikh order of dress is located in CATO 46-01, Annex C.



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-4 RCAC Insignia for Beret

Royal Canadian Army Cadet Dress Instructions Care of the beret includes:

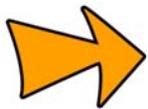
- ensuring that it is free from lint and dirt;
- polishing the badge when required; and
- washing the leather sweat-band when required.

WIDE BRIMMED TAN SUMMER HAT

The wide brimmed tan summer hat may be worn during summer activities for which the beret is not suitable.

TOQUE

The toque may be worn outside when weather conditions dictate.



Berets can be green, scarlet, black or maroon based on what the affiliated unit wears, and provided that the CO of the affiliated unit has given permission for it to be worn.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Over which eye is the beret centred?
- Q2. How far is the insignia hat badge worn above the band on the beret?
- Q3. What are some things that a cadet must do to care for their beret?

ANTICIPATED ANSWERS

- A1. The beret is centred over the left eye.
- A2. 1 cm above the band.
- A3. Any of the following:
- Ensuring that it is free from lint and dirt;
 - Polishing the badge when required; and
 - Washing the leather sweat band when required.

Teaching Point 3

Identify the Correct Manner in Which to Wear Clothing on the Upper Body

Time: 12 min

Method: Demonstration/Interactive Lecture



The instructor will explain and demonstrate how to wear each item of clothing.

INSIGNIA

Insignia, Shoulder Title RCAC or Insignia, Affiliated Unit. Shall be worn on both sleeves of the cadet jacket



Royal Canadian Army Cadet Dress Instructions

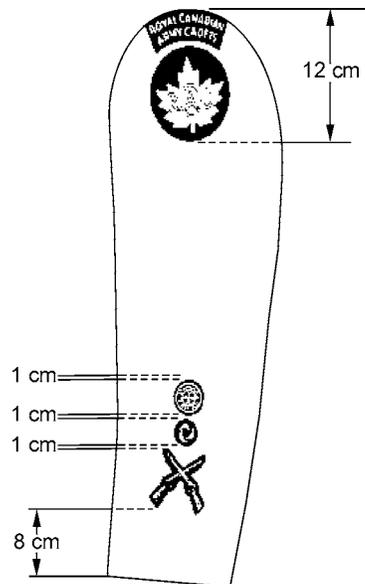
Figure 7-5-5 RCAC Shoulder Insignia

Insignia, Cadet, Maple Leaf. Shall be worn on both sleeves of all authorized cadet uniform jackets, except the combat uniform jacket worn by staff cadets at a CSTC. Must be worn on the left breast of the all-season jacket.



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-6 Insignia, Maple Leaf



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-7 Placement on Jacket

Cadet Slip-on. Shall be worn with the short sleeve orders of dress and overcoats at cadet corps and by staff cadets on all orders of dress at CSTC.

Cadet Armlet. May be worn (at the discretion of the CO) by staff cadets holding training appointments at a CSTC. The armlet shall contain the RCAC shoulder title badge and the appropriate acting rank badge.



Approval must be given by the CO of the affiliated unit for cadet corps to wear the insignia of the affiliated unit.

SHIRTS

Shirt, Cadet, Short Sleeve. May be worn with tie, ascot or open neck, with or without jacket. Rank slip-ons shall be worn with the short sleeve shirt.

Undershirt. The olive green cotton T-shirt may be worn with the appropriate orders of dress.

Grey Sports T-shirt. Shall be worn tucked inside the sports shorts during physical activities.

White Undershirt. Cotton shirt which may be worn with any order of dress. The undershirt shall not be visible at the neck opening.

SWEATER AND JACKETS

Sweater, Turtleneck, Long Sleeve. Sweaters may be worn with or without the jacket, but the jacket shall be worn when going to and from the corps location. Sleeves shall not be rolled or pushed up the arm.

Uniform Jacket. The jacket shall be worn fully buttoned except the top button. Sleeves shall be rolled pressed with no creases. Jackets may be removed in buildings and offices when authorized.

Jacket Belt. Shall be worn so as the excess of the belt, once attached, is on the same side as the buttonhole flap. The buckle shall be adjusted so that the excess of the belt is not more than 8 cm.

All-season Jacket. May be worn year round when weather conditions dictate. RCAC crest must be worn on the left breast of the all-season jacket. The liner and the exterior jacket may be worn separately or as a set. Rank slip-ons shall be worn on both. Medals, ribbons and sashes may be worn on the all-season jacket for outdoor parades.

ACCESSORIES

Necktie. Shall be knotted neatly using a Windsor or four-in-hand knot and shall be kept tight. When the jacket is removed, the tie shall not be tucked into the shirt, unless for safety reasons.



Royal Canadian Army Cadet Dress Instructions

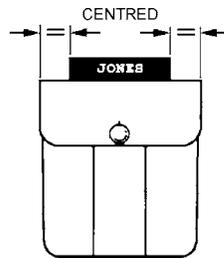
Figure 7-5-8 Windsor Knot



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-9 Four-in-Hand Knot

Nametag. Can be obtained locally. The standard cadet name tag shall be detachable, made of black and white laminated plastic plate 6.3 cm in length and 1.2 cm in height, inscribed with white lettering 0.6 cm high, and shall indicate the surname of the cadet only.



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-10 Right Breast Pocket

Sash. Cadet CWO's, MWO's, WO's and Sgt's are authorized to wear a sash, provided it respects the affiliated unit's dress regulations. Army sashes are crimson or scarlet depending on the rank. The sash is a parade accessory that can be worn at the local unit. The sash is only authorized at CSTC's or when on exchanges on the authority of the CO.

Black Wool Gloves. May be worn when weather dictates, or shall be worn when ordered.

Black Mitts. Plain black civilian pattern mitts may be worn with the overcoat, parka or all-season jacket during winter dress periods and when weather conditions dictate.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. True or false: Shoulder insignia are worn on both sleeves.
- Q2. Can any cadet wear the insignia of their affiliated unit when they want?
- Q3. The nametag is centred over which breast pocket?

ANTICIPATED ANSWERS

- A1. True.
- A2. No, cadets (the Cadet Corps) must have permission from the CO of the affiliated unit to wear insignia of that affiliated unit.
- A3. The right breast pocket.

Teaching Point 4**Identify the Correct Manner in Which to Wear Clothing on the Lower Body**

Time: 8 min

Method: Demonstration/Interactive Lecture



The instructor will explain and demonstrate how to wear each item of clothing

TROUSERS/BELT/SHORTS

Trousers. Will be pressed without starch so as to have creases down the centre of each leg. Creases shall extend from the top of the leg to the bottom. The length of the trousers should extend to the third eyelet of the ankle boot.

Trousers/Slacks Belt. The trousers/slacks shall be worn with a black belt. The CO may authorize the RCAC belt buckle.

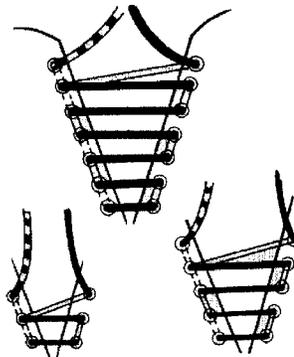
Grey Sport Shorts. Shall be worn at the waist, and must not allow for the underwear to be visible.

FOOTWEAR

Grey Wool Socks. Shall be worn with boots and running shoes. If a cadet suffers from a recognized allergy to wool, grey or black cotton or nylon socks may be worn.

Running Shoes. Shall be worn as directed by the cadet corps or the CSTC CO.

Boots. Shall be laced across horizontally from side to side. Boots shall not be modified by any type of metal cleats, hobnails or other metal attachments to the heel or sole. No varnish other than shoe polish can be used to shine the boots.



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-11 Lacing of Boots

Boots should be cared for by:

- cleaning the welts with an old toothbrush and black boot polish;
- using a soft cloth wrapped around the index finger, ensuring it is flat against the pad of the finger without any wrinkles;

- dampening the end of the cloth and applying a moderate amount of black boot polish;
- applying the polish to the boot in a steady, light circular motion, starting with larger circles to cover the area of the boot and using smaller circles, continuously working the polish into the boot;
- continuing to rub polish with a circular motion until the circles can no longer be seen; and
- breathing on the boot often to help work the polish into the boot.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. How long should trousers be?
- Q2. Must all cadets wear grey wool socks?
- Q3. How are ankle boots laced?

ANTICIPATED ANSWERS

- A1. Trousers should go down to the third eyelet on the boot.
- A2. Yes, unless they have a recognized allergy to wool.
- A3. They are laced horizontally from side to side.

Teaching Point 5

Explain and Demonstrate Aspects of Personal Appearance

Time: 12 min

Method: Demonstration/Interactive Lecture

GENERAL

Cadets in uniform shall be well groomed with footwear cleaned and shined. The uniform shall be clean and properly pressed at all times. In particular, buttons, fasteners and zippers shall be kept closed. Pockets shall not be bulged; items such as glasses, sunglasses, glasses cases, pens, pencils, key-rings or paper shall not be visibly extended nor protrude from pockets or be suspended from waist belts or pockets.

HAIRSTYLES

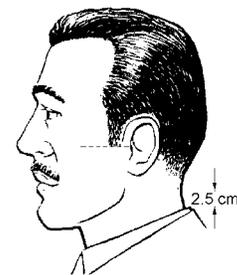
Hair on the head shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the beret. In particular, style and colour shall not be bizarre, bleached, exaggerated or unusual in appearance. Unusual colours such as green, bright red, orange, purple, etc., are not permitted. Hair must be secured or styled back to reveal the face and any accessories used to secure or control hairstyles shall be as unobtrusive as possible. Hair ornaments shall not be worn, except for female cadets conservative barrettes, which are to blend with the hair colour.

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 and sufficiently short that, when the hair is groomed and beret is removed, no hair shall touch the ears or fall below the top of the eyebrows.



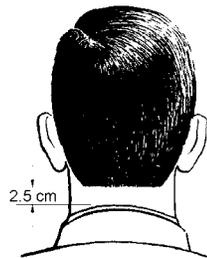
Royal Canadian Army Cadet Dress Instructions

Figure 7-5-12 Back View of Hair



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-13 Side View of Hair



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-14 Measurement of Hair

Sideburns. Sideburns shall not extend below a line horizontally bisecting the ear, and 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 should be kept neatly trimmed, not greater than 2 cm in bulk, not to extend below the corners of the mouth and not protrude beyond the width of the mouth.

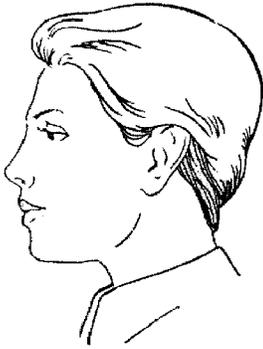


Royal Canadian Army Cadet Dress Instructions

Figure 7-5-15 Measurement of Moustache

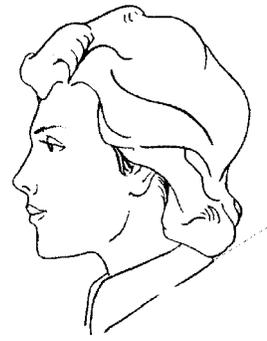
Beards. Beards shall not be worn except for those cadets who are adherents of the Sikh religion, or cadets with recognized medical problems preventing them from shaving. In the latter case, a note from a medical practitioner is required.

Female Hairstyles. Hair shall not extend below the edge of the shirt collar. Exaggerated styles, including those with excessive fullness or extreme height, are not authorized.



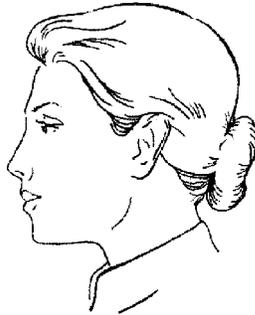
Royal Canadian Army Cadet Dress Instructions

Figure 7-5-16 Short Hairstyle



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-17 Curled Hairstyle



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-18 Straight Hair Worn Back in Bun

Braids. Shall be styled conservatively and tied tightly, 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. Hair shall be a maximum length, when gathered behind the head and braided, which does not extend below the top of the armpit.



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-19 One Braid



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-20 Two Braids

Multiple braids and/or cornrows shall be directed to the back of the head, pulled tight to the head and secured at the end by a knot or a small-unadorned fastener. Multiple braids extending below the edge of the collar are to be gathered in a bun. Hairpieces and extensions are not permitted.



Royal Canadian Army Cadet Dress Instructions
Figure 7-5-21 Back View of Cornrows



Royal Canadian Army Cadet Dress Instructions
Figure 7-5-22 Side View of Cornrows



Royal Canadian Army Cadet Dress Instructions
Figure 7-5-23 Beret and Cornrows

MAKE-UP

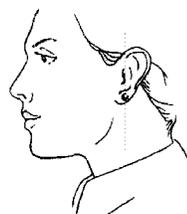
Females are permitted to wear a minimal amount of make-up. When wearing the uniform, make-up shall be applied conservatively. There are to be no false eyelashes, heavy eyeliner, brightly coloured eye shadow or lipstick, coloured nail polish or excessive facial make-up.

JEWELLERY

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

Female cadets in uniform may wear a single pair of plain gold, 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.

Only a single earring or healing device, worn in the centre of each earlobe, may be worn at a time.



Royal Canadian Army Cadet Dress Instructions
Figure 7-5-24 Placement of Earrings

TATTOOS AND BODY PIERCING

Cadets shall not acquire visible tattoos that could be deemed as offensive or otherwise reflect discredit on the CCO. Cadets in uniform shall not wear visible body piercing adornments (tongue included). Use of an adhesive bandage for the purpose of covering a piercing is **not** authorized.

UNDERGARMENTS

Undergarments including brassieres for female cadets, shall be worn under all numbered orders of dress and shall be of an appropriate colour so as not to be visible through uniform items of clothing. Males shall also wear an undergarment under the highland order of dress.

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 day unless authorized by the cadet corps or CSTC CO in special circumstances.

OTHER

Civilian Clothing. Civilian clothing, other than those specific items listed in CATO 46-01 shall not be worn with the cadet uniform unless authorized by the cadet corps or CSTC CO in special circumstances. This includes but is not limited to civilian jackets and hats.

Backpacks. Civilian pattern backpacks of conservative appearance may either be carried in the left hand or worn suspended from both shoulders and square on the back. No item will be suspended from the backpack and straps and straps shall not be left loose.

Purse. (Female cadets only) The purse must be black and conservative in nature, and 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. The purse shall not be carried as a shoulder bag with the strap shortened to handbag length.

Carrying of Articles. If any one article is carried, such as a briefcase, umbrella or raincoat, it shall be carried in the left hand. If an article is carried when marching, the left arm is not swung.



Chewing gum, slouching, sauntering, placing hands in pockets, smoking or 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 in uniform.

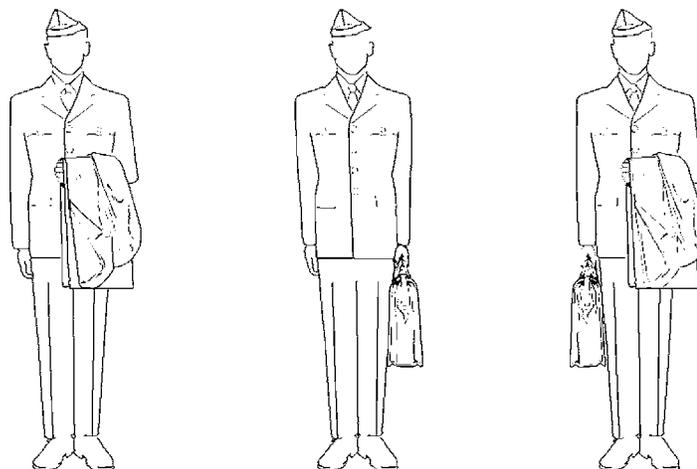
Teaching Point 6

Explain Orders of Dress

Time: 8 min

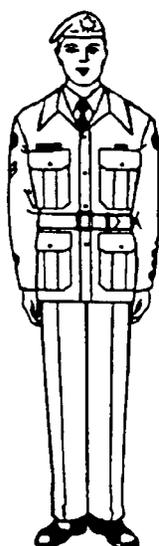
Method: Interactive Lecture

Although there are many orders of dress for the Army Cadet uniform, cadets should be aware of the orders they will be asked to wear most often.



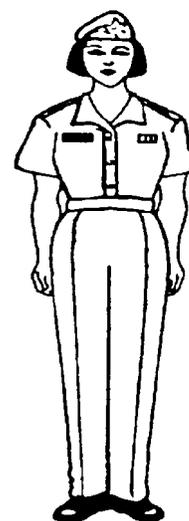
A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial

Figure 7-5-25 The Carrying of Articles



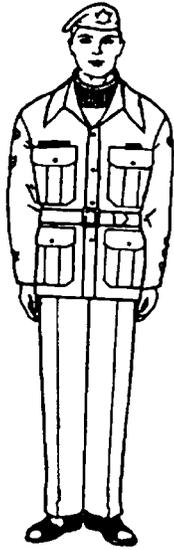
Royal Canadian Army Cadet Dress Instructions

Figure 7-5-26 C-2 Duty Dress



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-27 C-2A Duty Dress



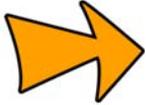
Royal Canadian Army Cadet Dress Instructions

Figure 7-5-28 C-3 Duty Dress



Royal Canadian Army Cadet Dress Instructions

Figure 7-5-29 PT



Instructors are responsible to explain other orders of dress that are worn by the cadet corps, as authorized by the CO of the affiliated unit. One method to do this is by introducing the class to various cadets dressed in the forms of dress to be illustrated. The cadet can then describe how the uniform is worn.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

- Q1. What are some things that cadets are not allowed to do with their hair?
- Q2. Are male cadets permitted to wear earrings?
- Q3. Cadets are not authorized to have tattoos that are what?

ANTICIPATED ANSWERS

- A1. Cadets are not to bleach their hair or dye it colours such as bright red, purple, green or orange.
- A2. No, male cadets are not permitted to wear an earring or earrings.
- A3. Offensive in nature or otherwise reflect discredit to CCO.

END OF LESSON CONFIRMATION

OPTIONAL ACTIVITY

Time: 10 min (If time permits)

OBJECTIVE

- The objective of the activity is to have the cadets properly identify various parts of the uniform and demonstrate the proper wearing and care of the piece.

RESOURCES

- Uniform pieces presented in lesson.
- Grocery bag or hat to put slips of paper in.
- Slips of paper with uniform pieces written on them (written out parts are found in Annex C).

ACTIVITY LAYOUT

- Cut out and place the pieces of paper with the uniform parts written on them in a grocery bag or hat.
- One at a time, each cadet will chose a slip of paper and find that part of the uniform.
- After finding the uniform part, the cadet will show the class how to properly wear and care for that piece.
- Repeat these steps until each cadet has chosen a piece. If there are more cadets than pieces of uniform, put the pieces back in the bag and start again.

SAFETY

- This shall be a supervised activity.

INSTRUCTOR GUIDELINES

- During the activity the instructor will supervise the cadets as they present each piece of the uniform and make corrections as required.
-

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

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

CLOSING STATEMENT

The Army 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 while both sensitive to the multicultural makeup of Canadian society.

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

- A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.
- A2-028 D Cdts. (2005). CATO 46-01, *Army Cadet Dress Instructions*. In *Cadet Administrative and Training Orders* (Vol. 4, 27 pages). Ottawa, ON.
- C2-039 Apparel Search. (2005). *Berets in the Military: Canada*. Retrieved 25 May 2006, from http://www.apparelsearch.com/definitions/headwear_hats/beret_definitions.htm.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 6

EO M107.06 – PARTICIPATE IN A DISCUSSION OF YEAR ONE SUMMER TRAINING OPPORTUNITIES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

By the end of the lesson the cadets shall be expected to be familiar with the opportunities available to them for summer training in year one, and shall be introduced to the various summer training streams of the Army Cadet Program.

IMPORTANCE

It is important for the cadets to understand the training opportunities available to them during the summer so they are aware of what courses they are eligible to attend. It is important for the cadets to know what training opportunities are available to them for future summers in order to plan their progression effectively.

Teaching Point 1**Discuss the Basic Army Cadet Course**

Time: 15 min

Method: Interactive Lecture

AIM

The aim of the basic course is to introduce Army Cadets to the CSTC environment and to expose them to specialty training courses.

LOCATIONS

www.theodora.com/maps

Figure 7-6-1 Map of Summer Training Centres Across Canada

The ACBC is conducted at five Cadet Summer Training Centres (CSTC) throughout Canada. Cadets will most likely travel to the CSTC within their region, unless there are extenuating circumstances. The ACBC is conducted at:

- CSTC Argonaut, Gagetown, New Brunswick – Atlantic Region;
- CSTC Blackdown, Borden, Ontario – Central Region;
- Centre d'Instruction d'Été des Cadets (CIEC) Valcartier, Quebec – Eastern Region;
- CSTC Vernon, British Columbia – Prairie and Pacific Region; and
- CSTC Whitehorse, Yukon – Northern Region.



The location of the CSTC the cadet will attend should be stressed. Photos and additional information should be presented as available.

REQUIREMENTS OF THE COURSE

Cadets must participate in certain performance requirements during the ACBC. These requirements include:

- introduction to expedition;
- introduction to marksmanship;
- introduction to music;
- introduction to ceremony;
- introduction to sports and fitness;
- CF familiarization;
- communications; and
- adventure training.

ADDITIONAL TRAINING OPPORTUNITIES PROVIDED DURING THE COURSE

The ACBC offers additional opportunities which are common to all CSTC Program courses, such as:

- weekly parades;
- life skills;
- recreation sports;
- swimming; and
- a graduation parade.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How long is the ACBC?
- Q2. Where is the CSTC that you will be attending?
- Q3. What are examples of activities that are common to all CSTC Program courses?

ANTICIPATED ANSWERS

- A1. The ACBC is two weeks in duration.
- A2. Answers will vary based on region:
- CSTC Argonaut, Gagetown, New Brunswick – Atlantic Region;
 - CSTC Blackdown, Borden, Ontario – Central Region;
 - Centre d'Instruction d'Été des Cadets (CIEC) Valcartier, Québec – Eastern Region;
 - CSTC Vernon, British Columbia – Prairie and Pacific Region; and
 - CSTC Whitehorse, Yukon – Northern Region.
- A3. Any of the following: weekly parades; life skills; recreation sports; swimming; and a graduation parade.

Teaching Point 2**Introduce the Summer Training Series of Courses**

Time: 10 min

Method: Interactive Lecture

SUMMER TRAINING STREAMS

Summer training can be looked at like choosing a path. Though cadets are not limited to staying on one path of training, it is an option that allows them to progress in an area of their interest.

All Green Star Cadets will complete the BAC course before moving into the various series of courses of training. The various series of courses available to cadets, upon completion of the ACBC are:

Ceremonial Courses

- Army Cadet Introduction to Leadership;
- Army Cadet Leadership Instructor Course; and
- Army Cadet Advanced Ceremonial Drill Course;

Expedition Courses

- Army Cadet Introduction to Expedition;
- Army Cadet Expedition Instructor Course;
- Army Cadet Leadership and Challenge Course; and
- Army Cadet Senior Expeditions (Outward Bound Wales, Outward Bound Scotland, Maple Leaf);

Target Rifle Marksmanship Courses

- Army Cadet Introduction to Rifle Marksmanship Course;
- Army Cadet Target Rifle Marksmanship Course;
- Army Cadet Advanced Target Rifle Marksmanship Course; and
- National Army Cadet Target Rifle Marksmanship Team;

Military Band Courses

- Basic Military Band Musician Course;
- Junior Military Band Musician Course (Year 3/4); and
- Intermediate Military Band Musician Course (Year 4/5);

Pipes and Drums

- Basic Pipe Band Musician Course;
- Junior Pipe Band Musician Course (Year 3/4); and
- Intermediate Pipe Band Musician Course;

Air Rifle Instructor Course. Air Rifle Marksmanship Instructor Course (Year 3/4);

Fitness and Sports

- Introduction to Fitness and Sports Course; and
- Fitness and Sports Instructor Course;

Other Courses and Exchanges

- Basic Parachutist (Year 5/6);
- Army Cadet Exchanges (Year 5/6); and

Staff Employment Opportunities. (Year 4+).

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are two of the series of summer training courses a cadet can choose?
- Q2. Can cadets apply to a CSTC Program course that is outside of their current series of courses?
- Q3. If cadets join the program when they are older, do they still have to attend the Army Cadet Basic Course in their first summer at camp?

ANTICIPATED ANSWERS

- A1. Any of the following:
- generalist training;
 - expedition training;
 - target rifle marksmanship;
 - air rifle coach;
 - music – Which Includes Military Band And Pipes And Drums; and
 - fitness and sports.
- A2. Yes.
- A3. No, they can apply for a year two or possibly a year three course.

END OF LESSON CONFIRMATION

Instructors may ask the following questions:

QUESTIONS

- Q1. How long is the ACBC?
- Q2. What are two of the series of summer training courses a cadet can choose?

ANTICIPATED ANSWERS

- A1. The ACBC is two weeks in duration.

A2. Any of the following:

- leadership training;
- expedition training;
- target rifle marksmanship;
- air rifle coach;
- music – which includes military band and pipes and drums; and
- fitness and sports.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Many cadets will have the opportunity to attend summer training centres after completing the green star program at the corps. It is important for them to know what options are available to them 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

N/A.

REFERENCES

- A2-027 D Cdts. (2005). CATO 42-01, *Summer Training Directive Royal Canadian Army Cadets*. In *Cadet Administrative and Training Orders (Vol. 4)*. Ottawa: ON.
- A2-029 A-CR-CCP-500/PT-001 DCdts 3-2. (2004). *Basic Army Cadet Course Training Plan*. Ottawa ON: National Defence.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 7

EO C107.01 – MAINTAIN THE ARMY CADET UNIFORM

Total Time:

90 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- ensure ironing boards, irons, pressing cloth, boot polish, boot cloths, old toothbrushes, lint brushes, and any other items that may be needed are available for this lesson;
- ensure a copy of CATO 46-01, *Army Cadet Dress Regulations*, is available for reference purposes during this lesson; and
- inform the cadets that they are to bring the parts of their uniforms with them for this lesson.

PRE-LESSON ASSIGNMENT

Prior to the lesson the cadet shall gather all uniform parts to bring with them for this lesson.

APPROACH

This lesson will be presented using the interactive lecture method for TP1, and the demonstration and performance method for the remainder. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners. The demonstration and performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

REVIEW

The pertinent review for this lesson, from EO M107.05 (Section 5), will include:

QUESTIONS

- Q1. Do cadets have to wear their uniform when proceeding to and from a CSTC?
- Q2. Over which eye is the beret centred?

Q3. The nametag is centred over which breast pocket?

ANTICIPATED ANSWERS

- A1. Yes.
- A2. The left eye.
- A3. The right pocket.

OBJECTIVES

By the end of this lesson the cadet shall be expected to properly maintain the Army Cadet uniform.

IMPORTANCE

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

Teaching Point 1

Identify Tips for Ironing the Uniform

Time: 2 min

Method: Interactive Lecture

TIPS FOR IRONING THE UNIFORM

There are several points to keep in mind when ironing the uniform:

- Before plugging in the iron, ensure the surface is clean.
- Check the temperature of the iron so that it is not so hot that it may burn the material.
- Ensure the article of the uniform is clean.
- Have a spray bottle of water or can of spray starch handy for creases.
- A damp pressing cloth could be used to prevent parts of the uniform from burning or becoming shiny. Some examples of what can be used as a pressing cloth include:
 - thin towel;
 - pillow case;
 - soft cotton cloth; or
 - paper bag.



Extreme care must be taken when using an iron.

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?

Q3. What should you do before plugging in the iron?

ANTICIPATED ANSWERS

- A1. To prevent uniform parts from becoming shiny.
 A2. Thin towel, pillow case, soft cotton cloth and paper bag.
 A3. Ensure the surface is clean.

Teaching Point 2

Demonstrate the Correct Method of Care for the Trousers

Time: 4 min

Method: Demonstration

TROUSERS

The trousers/slacks shall must be clean and free from lint at all times. The trousers will present well pressed 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. A well pressed trouser can be 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 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.



The length of the trousers should extend to the third eyelet of the ankle boot.

Teaching Point 3

Demonstrate the Correct Method to Care for the Short Sleeve Shirt

Time: 4 min

Method: Demonstration

SHORT SLEEVE SHIRT

The linden green short sleeve shirt shall be clean and pressed in that:

- the sleeves shall have creases down the centre of the sleeve, centred on the epaulette of the shirt, to the bottom;
- the front and back panels shall be pressed flat without creases;
- the collar shall be pressed flat; and
- the entire shirt shall be free from wrinkles.

Teaching Point 4**Demonstrate the Correct Method for Care of the Tunic**

Time: 4 min

Method: Demonstration

TUNIC

The tunic shall be clean and pressed in that:

- the sleeves shall be pressed flat with no creases;
- the front panels and the pockets shall be pressed flat;
- the back panel shall be pressed flat without creases; and
- the collar shall be pressed flat.

Teaching Point 5**Demonstrate General Guidelines for Maintaining the Boots**

Time: 4 min

Method: Demonstration and Performance

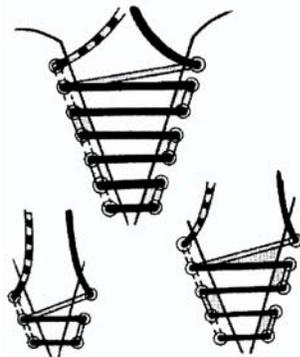
BOOTS

The entire boot, to include the sides, heel and toe shall be polished using black shoe polish and a soft polishing cloth. The tongue, welts and outer edge of the sole shall be blackened. Boots shall not be modified with any type of metal cleats, hobnails or other metal attachments to heel or sole, and shall be laced across horizontally from side to side in accordance with Figure 7-7-1.



Cadets shall not, while polishing:

- apply any heat source to the boot e.g. “burn shine”,
- melt polish,
- use floor polish,
- use oxblood coloured polish, or
- use liquid polish.



CATO 46-01 Army Cadet Dress Instructions

Figure 7-7-1 Boot Lacing

Teaching Point 6**Demonstrate the Correct Method of Care for the Beret**

Time: 2 min

Method: Demonstration and Performance

BERET WASHING

To clean and care for the beret:

- it is washed with mild detergent in cold water, wringing out excess water; and
- remove lint with a lint brush.

BERET FORMING

The beret, while damp, shall be formed in that:

- the beret is correctly positioned on the head as per CATO 46-01;
- the crown is pulled from the left down the right side and to the rear;
- the edge of the right side shall not cover the ear; and
- it is left to air dry as formed.



Never put your beret into a clothes dryer. Because it is made of wool, the beret will shrink.



Cadets may be required to attach the brass/cloth cap badge to the beret. When attaching a cap brass to a new beret, a small slit - not to exceed the width of the backing post – shall be cut into the fabric of the beret, centred on the cardboard backing. In the event that a cadet is required to perform such a procedure, the instructor shall demonstrate the proper method for attaching the brass. Cloth cap badges will be affixed to the beret, centred on the cardboard backing, and sewn on with thread that will blend with the badge.

CONFIRMATION OF TEACHING POINT 6**QUESTIONS**

- Q1. What temperature water is used to wash a beret?
- Q2. How is a beret to be dried?
- Q3. Demonstrate the proper method for forming the beret.

ANTICIPATED ANSWERS

- A1. Cold water.
- A2. Air dried.
- A3. The instructor shall observe the demonstration noting if:
- the beret is correctly positioned on the head as per CATO 46-01;
 - the crown is pulled from the left down the right side and to the rear; and

- the edge of the right side shall not cover the ear.

Teaching Point 7
Demonstrate the Correct Method for Wearing the Hair

Time: 2 min

Method: Demonstration

HAIR

Hair on the head shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the beret (bulk is the distance that the mass of hair extends from the skin, when groomed, as opposed to the length of hair). Style and colour shall not be bizarre, bleached, exaggerated or unusual in appearance. Unusual colours such as green, bright red, orange, purple, etc. are not permitted. Hair must be secured or styled back to reveal the face and any accessories used to secure or control hairstyles shall be as unobtrusive as possible. Hair ornaments shall not be worn, except for female cadet's conservative barrettes, which blend with the hair colour.

MALE HAIR

- Hair is to be taper trimmed at the back, sides, and above the ears to blend with the hairstyle; be no more than 15 cm (6 in.) in length and sufficiently short that, when the hair is groomed and beret is removed, no hair shall touch the ears or fall below the top of the eyebrows; be no more than 4 cm (1-1/2 in.) in bulk at the top of the head, gradually decreasing to blend with the taper trimmed sides and back; and be kept free from the neck to a distance of 2.5 cm (1 in.) above the shirt collar. Taper trimmed square back styles and shaving of all the hair on the head are permitted.
- Sideburns shall not extend below a line horizontally bisecting the ear, and shall be squared off horizontally at the bottom edge and taper trimmed to conform to the overall hairstyle.
- When moustaches are worn alone, 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.
- Beards shall not be worn except for those cadets who are adherents of the Sikh religion or cadets experiencing recognized medical problems preventing them from shaving. In the latter case, a note from a medical practitioner is required.

The following additional details apply to female cadets:

- hair shall not extend below the lower edge of the shirt collar (see exception below);
- exaggerated styles, including those with excessive fullness or extreme height, are not authorized;
- braids, if worn, shall be styled conservatively and tied tightly, 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;
- hair shall be a maximum length when gathered behind the head and braided which does not extend below the top of the armpit; and
- multiple braids and/or cornrows shall be directed toward the back of the head, pulled tight to the head and secured at the end by a knot or a small unadorned fastener. Multiple braids extending below the lower edge of the collar are to be gathered in a bun.



Exception. With the permission of the corps CO, a 60-day transition period may be granted to a female cadet to grow her hair longer for re-styling, during which time hair may extend below the lower edge of the shirt collar. Hairpieces and extensions are not permitted.

Teaching Point 8

Supervise and Advise Cadets as They Practice Maintaining the Uniform

Time: 31 min

Method: Performance

ACTIVITY – “MAN YOUR STATIONS”

Time: 31 min

OBJECTIVE

The objective of this activity is to have the cadets demonstrate care and maintenance of the Army Cadet uniform.

RESOURCES

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

ACTIVITY LAYOUT

- Divide class into five groups.
- Groups will be assigned a station to start at:
 - Station 1: Maintain the trousers;
 - Station 2: Maintain the short sleeve shirt;
 - Station 3: Maintain the jacket;

- Station 4: Maintain the boots; and
- Station 5: Correct wear of the hair.
- Each group will rotate through each of the stations for a specified amount of time, approximately five minutes at each.
- The cadets are to maintain the parts of the uniform at each station, with the assistance of senior cadets or officers, if they are available.

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.
- If cadets do not have uniform parts, ensure extra parts are available for the cadets to use.

END OF LESSON CONFIRMATION

The end of lesson confirmation consists of the instructor inspecting the cadets' uniforms to ensure they meet the standards that have been outlined.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this lesson. Cadets will be assessed on a continuous basis on their ability to maintain and care for the Army Cadet uniform.

CLOSING STATEMENT

The Army 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 care for and maintain their uniforms at all times. Cadets should learn from the beginning how to maintain their uniforms and wear them properly.

Instructors may wish to coordinate with the Training Officer to allocate time from opening or closing parades in order to allow more time for uniform maintenance.

REFERENCES

- A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON: National Defence.
- A2-028 D Cdts. (2005). CATO 46-01, *Army Cadet Dress Instructions*. In *Cadet Administrative and Training Orders* (Vol. 4, 27 pages). Ottawa, ON.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 8

EO C107.02 – PARTICIPATE IN A TOUR OF THE CADET CORPS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content and become familiar with the material;
- coordinate tour with all corps departments;
- review corps protocols for offices, parade square, classrooms, break areas, out of bounds areas and saluting zones;
- arrange for one tour guide for every four cadets (can be senior cadets, officers, civilian instructors, or volunteers that are familiar with the corps facilities);
- prepare maps (one for every four cadets) of the corps facilities with numbered points of interest (see example in Annex E);
- prepare corps passports (one for each cadet). See example in Annex F; and
- set up sticker stations at each point of interest.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

The pertinent review for this lesson will include:

- officer ranks (TP2 of EO M107.02 [Section 2]); and
- regulations for paying compliments inside a building (TP3 of EO M107.03 [Section 3]).

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- identify the location of:
 - the parade square;
 - classrooms;
 - break areas;
 - canteen;
 - washrooms;
 - communication areas;
 - Commanding Officer's (CO's) office;
 - administration office;
 - training office;
 - supply office; and
 - out of bounds areas; and
- observe appropriate protocols associated with each location.

IMPORTANCE

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

BACKGROUND KNOWLEDGE



This information is representative only. Information presented must be tailored to be specific to the corps. Individual corps 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 corps holds parades and other ceremonial events. Appropriate corps 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 corps 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 corps 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 corps. 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 corps 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 corps. The CO is responsible for the training and administration of the cadets, civilian instructors and officers working with the corps. 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 corps 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 corps 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 Os. 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 Os. 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 corps.

RESOURCES

- Corps maps with numbered points of interest, if available (an example map is provided in Annex E).
- Corps passports.
- Stickers.

ACTIVITY LAYOUT

1. Divide the cadets into groups of four and assign each group a tour guide. Each cadet will receive a passport, found in Annex F, to be completed during the tour.



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

2. Give each group a map and assign a starting point of interest. Starting points should be separated by one point if possible, to avoid more than one group at any one point during the tour.
3. Each group shall progress through the tour by visiting the points of interest. Tour guides will present the appropriate information at each point. Only one to two minutes should be necessary at each stop.
4. Each cadet shall answer the questions for each point of interest on their corps passports. The tour guide will check the answers at each point and award stickers to complete the passport.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Brief the tour guides on activity layout and their role.
- Circulate throughout the corps 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

GROUP DISCUSSION

Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS**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 corps facilities are located?
- Q2. How do you feel now that you know where everything is located?
- Q3. What other information about the corps facilities would help you feel more comfortable at cadets?

CONCLUSION**HOMEWORK/READING/PRACTICE**

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

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

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

N/A.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 9

EO C107.03 – PARTICIPATE IN AN ACTIVITY ON THE HISTORY OF THE CADET CORPS

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- familiarize themselves with the history of their corps ensuring that the information they have researched covers all of the objectives of the lesson;
- obtain any memorabilia that would support the lessons content (e.g. historical documents photos, videos, awards, etc.); and
- set up learning stations in the classroom, and have cards prepared (see activity section below).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with:

- the formation of their corps;

- significant corps developments since inception; and
- awards and accomplishments of the corps.

IMPORTANCE

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

BACKGROUND KNOWLEDGE

CORPS FORMATION

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

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

CORPS DEVELOPMENTS

Corps 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, corps 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 corps (such as a drill team, band, first aid team, marksmanship team, etc.);
- participation in exchanges; and
- corps trips to various locations.

Other important developments in the history of a corps include:

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

CORPS AWARDS AND ACCOMPLISHMENTS

There are a number of ways that a corps 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 corps.

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

Outside of awards, there are a number of other cadet accomplishments that make up a fundamental part of the corps 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 corps.

RESOURCES

- Corps photographs.
- Corps video.
- Corps awards.
- Flipchart paper.
- Flipchart markers.
- Construction paper.
- Three tables.
- Bristol board.

ACTIVITY LAYOUT

Before the activity:

- Prepare learning stations based on three topic areas:
 - corps formation;
 - corps developments; and
 - corps accomplishments.
- Identify each station by a colour.
- Ensure each learning station is dynamic by using photos, newspaper clippings, video clips; timelines, memorabilia, summaries on Bristol board or other items.
- Prepare four cadet research cards for each learning station.
- Each research card will be a different colour to correspond to the learning station of the same colour.
- These cards will have a key word written on them to indicate what the cadet is to research.

During the activity, the cadets will be:

- divided into groups of four with a maximum of six groups. If there are more than 16 cadets, make the groups larger. There can be more than one group at a learning station at a time;
- given several research cards that correspond to each of the three learning stations;
- given eight minutes to research information; and
- given seven minutes to prepare their researched information on flipchart paper.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

During the activity the instructor shall ensure the cadets are collecting their information, and moving between learning stations in a timely manner.

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 corps to be familiar with how it was formed?
- Q2. Why are memorial awards important to the history of a corps?
- Q3. Why is it important for cadets to understand the history of the corps' involvement within their community?
- Q4. What role do activities such as drill team, band, first aid, etc. play in developing a corps?

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing to ensure that all teaching points have been covered. The instructor must also take this opportunity to explain how the cadet will apply this knowledge in the future.

MAIN TEACHING POINTS

- TP1. Discuss the formation of the corps.
- TP2. Discuss significant corps developments since its inception.
- TP3. Discuss awards and accomplishments of the corps.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Being familiar with the history of the corps 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 corps and allow them to pass this information on to others.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

N/A.

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RANKS OF THE CANADIAN ARMY

NON-COMMISSIONED MEMBERS			
			
PRIVATE (Pte)	CORPORAL (Cpl)	MASTER CORPORAL (MCpl)	SERGEANT (Sgt)
			
WARRANT OFFICER (WO)	MASTER WARRANT OFFICER (MWO)	CHIEF WARRANT OFFICER (CWO)	
SUBORDINATE AND JUNIOR OFFICERS			
SUBORDINATE OFFICER	JUNIOR OFFICERS		
			
OFFICER CADET (OCdt)	SECOND LIEUTENANT (2Lt)	LIEUTENANT (Lt)	CAPTAIN (Capt)
SENIOR OFFICERS			
			
MAJOR (Maj)	LIEUTENANT-COLONEL (LCol)	COLONEL (Col)	
GENERAL OFFICERS			
			
BRIGADIER-GENERAL (BGen)	MAJOR-GENERAL (MGen)	LIEUTENANT-GENERAL (LGen)	GENERAL (Gen)

Figure 7A-1 Ranks of the Canadian Army

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PUZZLES

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.

**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.**

**DEVELOP IN YOUTH THE
ATTRIBUTES OF GOOD
CITIZENSHIP AND LEADERSHIP.**

PROMOTE PHYSICAL FITNESS.

**STIMULATE THE INTEREST OF
YOUTH IN THE SEA, LAND AND
AIR ACTIVITIES OF THE
CANADIAN FORCES.**

**ACER
ACERPORI**

“AS THE MAPLE, SO THE SAPLING”

UNIFORM PIECES

Beret	Green Cotton T-shirt	Black Gloves and Mitts	Running Shoes
Cap Badge	Turtleneck Sweater	Name Tag	Grey Wool Socks
Wide-brimmed Tan Summer Hat	Jacket and Jacket Belt	Trousers	Corps Shoulder Badge
Toque	All-season Jacket	Black Belt	Pte Rank Badge
Short Sleeve Shirt	Rank Slip-ons	Grey Sports Shorts	
Necktie	Grey Sports T-shirt	Boots	

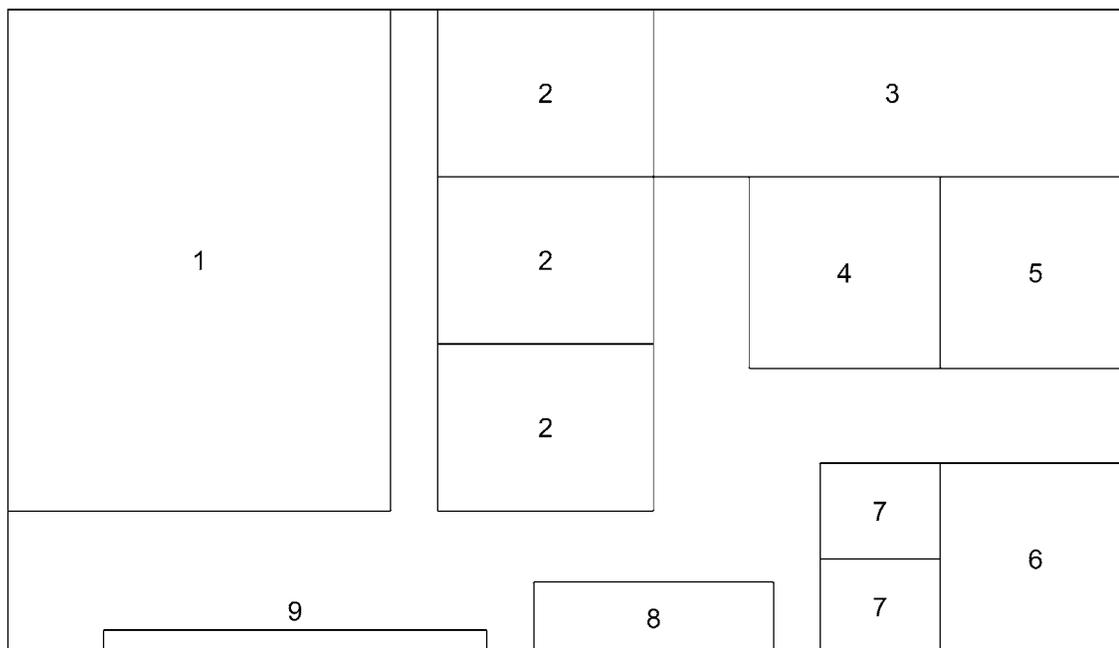
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ARMY CADET (AC) CSTC PROGRAM

Developmental Period	DP 1		DP 2		DP 3	
	12/13	13/14	14/15	15/16	16/17	17 +
Typical Age	1	2	3	4	5	6 +
Program Year	Green	Red	Silver	Gold	Master Cadet	--
Star Level	2 Weeks	3 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Course Duration						
Ceremonial		AC Introduction to Leadership	AC Leadership Instructor Course	AC Advanced Ceremonial Drill Course		
Expedition		AC Introduction to Expedition Course	AC Expedition Instructor Course	AC Leadership and Challenge Course		AC Senior Expeditions (OBW/OBS/Maple Leaf)
Target Rifle Marksmanship		AC Introduction to Rifle Marksmanship Course	AC Target Rifle Marksmanship Course	AC Advanced Target Rifle Marksmanship Course (7 Weeks)		National Army Cadet Target Rifle Marksmanship Team
Air Rifle Instructor			Air Rifle Marksmanship Instructor Course			
Fitness and Sports	AC Basic Course	Introduction to Fitness and Sports Course	Fitness and Sports Instructor Course			
Military Band		Basic Military Band Musician Course (Level B+)	Junior Military Band Musician Course (Level 1 – 2+)	Intermediate Military Band Musician Course (Level 3 – 4+)		
Pipes and Drums		Basic Pipe Band Musician Course (Level B+)	Junior Pipe Band Musician Course (Level 1 – 2+)	Intermediate Pipe Band Musician Course (Level 3 – 4+)		
Exchanges					AC Exchanges (ICE/FRG/USA)	
Basic Parachutist					Basic Parachutist Course	
Staff Cadet					Staff Cadet (7 Weeks)	

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EXAMPLE MAP



POINTS OF INTEREST:

1. Parade Square
2. Classrooms
3. Supply Office/Stores
4. Administration Office
5. Training Office
6. Commanding Officer's Office
7. Washrooms
8. Canteen
9. Communications Area

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CORPS PASSPORT

<p>THE PARADE SQUARE</p> <p>What are the rules for the parade square?</p> <p><i>Sticker</i></p>	<p>CLASSROOMS</p> <p>What rooms are used for classroom training?</p> <p><i>Sticker</i></p>
<p>BREAK AREAS</p> <p>Where is the break area?</p> <p><i>Sticker</i></p>	<p>CANTEEN</p> <p>When is the canteen available?</p> <p><i>Sticker</i></p>
<p>WASHROOMS</p> <p>Where are the washrooms located?</p> <p><i>Sticker</i></p>	<p>COMMUNICATION AREAS</p> <p>Where do cadets sign up for activities?</p> <p>Who is allowed to post information?</p> <p><i>Sticker</i></p>

<p>COMMANDING OFFICER'S OFFICE</p> <p>What is the Commanding Officer's name?</p> <p><i>Sticker</i></p>	<p>ADMINISTRATION OFFICE</p> <p>What is the Administration Officer's name?</p> <p>Who else works in Administration?</p> <p><i>Sticker</i></p>
<p>TRAINING OFFICE</p> <p>What is the Training Officer's name?</p> <p>Who else works in Training?</p> <p><i>Sticker</i></p>	<p>SUPPLY OFFICE</p> <p>What is the Supply Officer's name?</p> <p>Who else works in Supply?</p> <p><i>Sticker</i></p>
<p>OUT OF BOUNDS AREAS</p> <p>Which areas are out of bounds to cadets?</p> <p><i>Sticker</i></p>	

MEMORIAL AWARDS

(Green Construction Paper)

Corps/Squadron Formation

CHARTER

(Red Construction Paper)

Corps/Squadron Developments

HEART AND STROKE FOUNDATION CAMPAIGN

(Blue Construction Paper)

Corps/Squadron Accomplishments

LCOLSHEA CITIZENSHIP AWARD

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