

CHAPTER 9

**PO 120 – DEMONSTRATE KNOWLEDGE OF THE
ORGANIZATION AND TRADITIONS OF THE CANADIAN FORCES**



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M120.01 – PARTICIPATION IN A DISCUSSION ON THE ROLES OF THE CANADIAN FORCES

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.

If available a guest speaker may deliver this lecture. The speaker should be made aware of the requirements of the period. It is the responsibility of the instructor to ensure any information not covered is provided to the cadets through a question and answer session following the presentation.

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 identify the different elements of the Canadian Forces (CF), and the roles assigned to each.

IMPORTANCE

One of the three aims of the Canadian Cadet Movement (CCM) is to stimulate interest in the CF. This EO is a basic introduction to the history and role of today's CF.

Teaching Point 1**Discuss the History of the CF**

Time: 5 min

Method: Interactive Lecture

THE CANADIAN FORCES INCEPTION

The first small steps to form the Canadian Forces might be considered to be established in 1868 when Canada's Department of Militia and Defence was established with a budget of \$900 000, taking over from provincial or Canadian Militias, which were disbanded by 1869. At the time the intention was to create a militia force to support the British troops in Canada to drive out any invading force. However, in the fall of 1871 the British troops were withdrawn from Canada, leading to Canada taking moderate steps in producing its own forces. The country established two field artillery batteries to protect Quebec City and Kingston. Thus the regular army began its formation. This was expanded in 1883 when the first cavalry school corps (Royal Canadian Dragoons) was established in Quebec City followed by infantry corps (Royal Canadian Regiment) in Fredericton, Saint John and Toronto.

In 1964, Defence Minister Paul Hellyer tabled a white paper in Parliament, which concluded that a unified command structure - one which amalgamated the Navy, Army and Air Forces - would better serve Canadian interests.

The modern Canadian Forces was formed on 1 February 1968 when Bill C243, The Canadian Forces Reorganization Act, became law. At this time the Canadian government merged the Canadian Army, the Royal Canadian Navy and the Royal Canadian Air Force into a unified structure. Canada remains one of the few developed countries in the world to organize its military forces like this. The integration of the Canadian Forces continued in 2005 when the CDS, General R.J. Hillier, announced an initiative to introduce a joint force management structure in the Canadian Forces to make them more "streamlined, integrated and effective."

BRANCHES OF THE CANADIAN FORCES

Land. The land branch of the Canadian Forces consists of three components:

- Regular Force;
- Reserve Force; and
- Canadian Rangers.

Navy. The Canadian Navy first came into being on 4 May 1910 with the passing of the Navy Bill of 1910.

Currently the Canadian Navy consists of three headquarters:

- MARLANT (Maritime Forces Atlantic) – Halifax;
- MARPAC (Maritime Forces Pacific) - Esquimalt; and
- NAVRES (Naval Reserve) – Quebec City.

Air Force. At the outbreak of WWI Canada had no Air Force. In 1914 Canada sent the Canadian Aviation Corps, made up of three personnel and one American built Burgess-Dunne biplane to accompany the First Contingent overseas. This can be considered the first modest attempt at the formation of Canada's Air Force.

Currently the Canadian Air Force consists of thirteen wings spread out across Canada.

MISSION AND OBJECTIVES OF THE CF

The mission of the Department of National Defence and the Canadian Forces is to defend Canada, its interests and its values, while contributing to international peace and security. Under Canadian Defence Policy, the Canadian Forces are called upon to fill three major roles:

1. protecting Canada;
2. defending North America in cooperation with the United States of America; and
3. contributing to peace and international security.



The following is background information that the instructor can pass on to the cadets in regards to Canada's commitments to North America and the world in general.

NORTH AMERICAN AEROSPACE DEFENCE COMMAND (NORAD):

- NORAD is a joint United States and Canadian organization which provides aerospace warning and aerospace control for North America. It was founded on 12 May 1958 under the name North American Air Defence Command.
- NORAD consists of two main parts, corresponding to its mission. Aerospace warning or Integrated Tactical Warning and Attack Assessment (ITW/AA) covers the monitoring of man-made objects in space, and the detection, validation, and warning of attack against North America by aircraft, missiles, or space vehicles. Aerospace control includes providing surveillance and control of Canadian and United States airspace.
- The NORAD agreement between Canada and the United States was last modified and renewed in 2006.

NORTH ATLANTIC TREATY ORGANIZATION (NATO):

- NATO, also called the North Atlantic Alliance, the Atlantic Alliance or the Western Alliance, is an international organization for collective security established in 1949, in support of the North Atlantic Treaty signed in Washington, DC, on 4 April 1949. Its headquarters are located in Brussels, Belgium. Its other official name is the French equivalent, l'Organisation du Traité de l'Atlantique Nord (OTAN) (English and French being the two official languages of the organization).
- The core of NATO is Article V of the North Atlantic Treaty, which states that, "The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all. Consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence recognized by Article 51 of the *Charter of the United Nations*, will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area."
- NATO consists of 26 member countries.
- Its primary function is the stability of the North Atlantic area and to safeguard the freedom of its people based on the principles of democracy, individual liberty and international law.

UNITED NATIONS (UN):

- The UN is an international organization that describes itself as a "global association of governments facilitating cooperation in international law, international security, economic development, and social

equity.” It was founded in 1945 at the signing of the United Nations Charter by 51 countries, replacing the League of Nations which was founded in 1919.

- Peacekeeping operations began in 1948 with the first mission to the Middle East.
- Lester Pearson, prior to being elected as Canadian Prime Minister, was well recognized for his efforts building the framework for the UN and its auxiliary organizations.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Name one of the roles of the CF.
- Q2. Where are the maritime forces located?
- Q3. In what year did the Royal Canadian Air Force originate?

ANTICIPATED ANSWERS

- A1. Protect Canada, North American defence and international peacekeeping missions.
- A2. Atlantic (Halifax) and Pacific (Esquimalt).
- A3. 1 April 1924.

Teaching Point 2

Explain the Role of Each Element

Time: 10 min

Method: Interactive Lecture

The CF functions in a joint capacity for many of its international commitments. However, each element has a distinct set of responsibilities:

ARMY

- National Defence;
- Canada/US defence of North America (NORAD);
- contribution to peacekeeping missions;
- civil defence; and
- humanitarian operations including disaster relief;

NAVY

- surveillance and control of Canadian waters;
- support of Army and Air Force operations;
- support to other government departments (fisheries, search and rescue, drug enforcement, environment);
- NATO deployments; and
- humanitarian operations including disaster relief (food and medical relief, and personal and technical aide);

AIR FORCE

- surveillance and control of Canadian airspace;
- world wide airlift of CF personnel and material;
- support operations of the Army and Navy;
- support to other government departments;
- search and rescue; and
- humanitarian operations including disaster relief.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What role is common to all three elements?
- Q2. Which two elements have search and rescue as one of their principal roles?
- Q3. What is meant by humanitarian operations?

ANTICIPATED ANSWERS

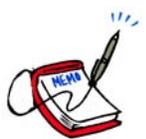
- A1. Protection of Canada.
- A2. Navy and Air Forces.
- A3. Activities such as disaster relief, food and medicine relief, and personal and technical aide.

Teaching Point 3

Identify CF Base Locations

Time: 10 min

Method: Interactive Lecture



The instructor should, at this point, utilize a map of Canada to help identify the different base locations throughout the country. Coloured push pins will prove beneficial.

- Army (green);
- Navy (blue); and
- Air Force (yellow or white).

Note: The choice of colours for the pins is a suggestion only.

LAND FORCES

Canadian Forces Base (CFB) Edmonton (AB). CFB Edmonton is the headquarters of Land Forces Western Area, the highest military authority in western Canada, and a number of brigade groups, including 1 Canadian Mechanized Brigade Group (1 CMBG), the only regular force brigade group in the region.

CFB Borden (Barrie, ON). The mission of CFB Borden is to support several military training establishments and a variety of other military and civilian organizations located on the base. On average, CFB Borden trains 15 000 military personnel annually.

CFB Gagetown (Oromocto, NB). At the beginning of the Cold War, Canadian defence planners recognized the need for providing the Canadian Army with a suitable training facility where brigade and division-sized armoured, infantry, and artillery units could exercise in preparation for their role in defending western Europe under Canada's obligations to the North Atlantic Treaty. CFB Gagetown continues to function as the army's primary training facility, although due to risk of forest fires in recent years, live-fire training has been pushed primarily to the fall-winter-spring seasons. Trivia: Gagetown is often referred to as the only place in the world where one can find "swamps at the top of hills."

CFB Valcartier (Quebec City, QC). CFB Valcartier was originally erected as a military camp in August of 1914 as part of the mobilization of a Canadian Expeditionary Force at the onset of the Great War. Currently CFB Valcartier is home to 5 Canadian Mechanized Brigade Group (5 CMBG), which consists of 5e Régiment d'artillerie légère du Canada (5 RALC), the 12e Régiment blindé du Canada (12 RBC), 5e Régiment du génie de combat (a combat engineering regiment), the three Regular Force battalions of Le Royal 22e Régiment, 5 Service Battalion, and 5 Military Police Platoon. The base also houses 430 Tactical Helicopter Squadron (a communications squadron and other support units). CFB Valcartier is also home to a Defence Research Establishment, which conducts military research for the Canadian Forces.

CFB Petawawa (ON). Founded in 1904 as the Petawawa Military Camp, or Camp Petawawa, the base was created by the Department of Militia and Defence upon the purchase of 22 430 acres (91 km²) of mostly agricultural property from local residents. The first military aircraft flight in Canada took place at Camp Petawawa on 31 July 1909. Between December 1914 and May 1916, Camp Petawawa was used as an internment camp for 750 German and Austrian prisoners of war. The base supports Land Force Command (the Canadian Army) and is home to 2 Canadian Mechanized Brigade Group (2 CMBG) among other units. 4400 military personnel are employed at the base. The base motto is, in the Algonquin language, "*endazhe kinamandowa chimaganishak*". The English translation is "training ground of the warriors".

CFB Shilo (Brandon, MB). Canadian Forces Base/Area Support Unit Shilo has been the site of military activity in the region since 1910. Its mission is to provide support services and limited service support to operations, all supported units as well as visiting formations, units or agencies. CFB/ASU Shilo is home to First Regiment Royal Canadian Horse Artillery (1 RCHA), and Second Battalion Princess Patricia's Canadian Light Infantry (2 PPCLI). Both of these units are part of 1 Canadian Mechanized Brigade Group (1 CMBG). The base is also home to a component of the Western Area Training Centre, 731 Signal Squadron, and 11 CF Health Services Centre, as well as being the "Home Station" of the Royal Canadian Artillery. Other supported units include 26 Field Regiment, RCA Brandon's Reserve Unit and 38 Canadian Brigade Group Headquarters, located in Winnipeg.

CFB Wainwright (AB). CFB Wainwright is home to the Land Force Western Area Training Centre and Canadian Manoeuvre Training Centre. It is the primary training location for the Army units from Western Canada (from Thunder Bay to Victoria). It was an internment camp in early 1945 for German Prisoners of War (POWs) and, at its peak, housed almost 1100 German officers, soldiers and civilians as prisoners. Camp Wainwright's role is as an integral military training centre for military courses, and both Canadian and foreign units, who all conduct field training at CFB/ASU Wainwright year round, taking advantage of the extensive 620 square kilometre training area and live-fire practice facilities. CFB/ASU Wainwright is home to several distinct units, the most established being the Land Force Western Area Training Centre (LFWATC), and the newest being the Canadian Manoeuvre Training Centre (CMTC). The Base is supported by a 742 Signal Squadron Detachment, a Field Ambulance Detachment, a Dental Detachment, and a Garrison Military Police Company detachment. Approximately 900 military personnel work on the base. The transient military population averages over 1000 soldiers at any given time, and in the summer it grows significantly, when hundreds of Reserve Force soldiers undertake basic, specialist and leadership training. A significant development at Camp Wainwright is the creation of CMTC, a national training unit whose primary purpose will be to prepare Canadian soldiers for missions overseas. The new centre will use extremely sophisticated laser and satellite technology to simulate the effects of battle with realism and specially constructed training sites, including four entire "villages," to recreate the foreign environments in which the soldiers may find themselves.

MARITIME FORCES

CFB Halifax (NS). CFB Halifax is Canada's east coast navy base and home port to the Atlantic fleet. It is presently the largest Canadian Forces Base in terms of the number of posted personnel and is formed from an amalgamation of military properties situated around the strategic Halifax Harbour in Nova Scotia. Some of the units located at CFB Halifax include: MARLANT Headquarters, Canadian Forces Maritime Warfare Centre (CFMWC), Canadian Forces Naval Operations School (CFNOS), Canadian Forces Naval Engineering School (CFNES), Fleet Maintenance Facility – Cape Scott (FMFCS), and the naval reserve division HMCS Scotian.

CFB Esquimalt (BC). CFB Esquimalt is Canada's west coast navy base and home port to the Pacific fleet. It is located on Vancouver Island in the municipality of Esquimalt, just west of Victoria. Some of the units located at CFB Esquimalt include: MARPAC Headquarters, Naval Officer Training Centre – Venture (NOTC Venture), Canadian Forces Fleet School Esquimalt (CFFSE), Canadian Forces Maritime Experimental and Test Range (CFMETR), Fleet Maintenance Facility – Cape Breton (FMFCB), Fleet Dive Unit (Pacific), and the Naval Reserve division HMCS Naden.

CFB Greenwood (NS). Today CFB Greenwood remains Canada's largest operational air force base on the Atlantic Coast, based on numbers of aircraft and personnel. The following aircraft types are permanently stationed at the base; CP-140 Aurora, anti-submarine warfare/long-range maritime patrol, CP-140A Arcturus, long-range maritime/Arctic patrol, CH-149 Cormorant, air-sea search and rescue, CC-130 Hercules, air-sea search and rescue, transport.

CFB Shearwater (NS). CFB Shearwater is the birthplace and primary base for naval aviation in Canada, and plays host to 12 Wing (12 Wing Shearwater) which was formerly organized as Maritime Air Group, Canadian Armed Forces. The current ship-borne helicopter used by Canada's Navy is the CH-124 Sea King. Though the Sea Kings deploy aboard HMC ships, the units operating them are part of the “Air Force”. CFB Shearwater is also home to the Fleet Dive Unit (Atlantic).

AIR FORCES

1 Wing Kingston (ON). Home of the Griffon helicopter, 1 Wing supports the Canadian Army by airlifting troops and equipment anywhere in the world. Its six tactical helicopter and training squadrons are spread out across the country.

3 Wing Bagotville (QC). 3 Wing Bagotville, home of the CF-18, is one of only two fighter bases in Canada. Located in Quebec's Saguenay region, it carries out air defence, combat support and search and rescue missions.

4 Wing Cold Lake (AB). 4 Wing Cold Lake hosts Canada's world-class tactical fighter force training and deploys and supports fighter aircraft at a moments notice to fulfill the domestic and international roles of Canada's Air Force.

5 Wing Goose Bay (NL). Goose Bay has been used as a strategic airfield, ferry base, an air defence radar site and, for the past 21 years, the home of Allied Tactical Flying Training in Canada. 5 Wing Goose Bay supports the following flying operations: low-level training for the German Air Force (GAF) (http://www.airforce.forces.ca/5wing/squadron/gaftsg_e.asp) and the Italian Air Force. It also serves as a Canadian Deployed Operating Base (DOB) of CF-18s operationally committed to NORAD. This Goose Bay Allied Military Training In Canada (GAMTIC) Program, which 5 Wing Goose Bay supports by acting as an on-site “agent” for the various Allies, is a unique and evolving role of the CF.

8 Wing Trenton (ON). From delivering supplies to the high Arctic (CFS Alert) to airlifting troops and equipment world-wide, 8 Wing is the heart of Canada's air mobility forces. It is also responsible for search and rescue in central Canada and home to the famous Skyhawks with the Canadian Parachute Centre.

9 Wing Gander (NL). When a call for help comes in, Search and Rescue (SAR) crews at 9 Wing Gander are ready to head out in any direction from their base in Canada's most easterly province, Newfoundland. The Wing is home to 103 Search and Rescue Squadron, providing full time SAR services to Newfoundland and Labrador.

12 Wing Shearwater (NS). Shearwater is home to the maritime helicopter community. Personnel and aircraft are deployed around the world primarily as part of Helicopter Air Detachments (HelAirDets) that deploy with Navy ships on the east and west coast. While deployed personnel become part of the ship's crew and the helicopter acts as an extension of the ship, extending its sensor and weapons delivery capability.

14 Wing Greenwood (NS). Nestled in the heart of Nova Scotia's beautiful Annapolis Valley rests 14 Wing Greenwood, the largest air base on the east coast. Aurora crews conduct sovereignty and surveillance missions over the Atlantic Ocean routinely, while search and rescue capabilities are maintained 365 days of the year.

15 Wing Moose Jaw (SK). We are the home of Canada's military jet training. 15 Wing is home to the NATO Flying Training in Canada Program which involves the training of pilots from around the world.

16 Wing Borden (ON). 16 Wing is the largest training wing in the Canadian Forces. It is composed of a headquarters and three schools: the Canadian Forces School of Aerospace Technology and Engineering (CFSATE), the Air Command Academy (ACA), and the Canadian Forces School of Aerospace Control Operations (CFSACO). Both CFSATE and ACA are in Borden while CFSACO is located in Cornwall, Ontario.

17 Wing Winnipeg (MB). For Canadian airforce personnel, all roads will lead to 17 Wing Winnipeg. The Wing is comprised of three squadrons and six schools. It also provides support to the Central Flying School. All combined, 17 Wing turns out what are considered some of the best pilots, air navigators and multi-skilled personnel in the world.

19 Wing Comox (BC). Based on Vancouver Island, 19 Wing's Aurora crews keep watch over the Pacific Ocean while its search and rescue teams regularly locate downed Aircraft in some of Canada's roughest terrain.

22 Wing North Bay (ON). 22 Wing provides surveillance, identification, control, and warning for the aerospace defence of Canada and North America. This surveillance and identification of all air traffic approaching North America (some 200 000 flights per year) is accomplished using radar information received via satellite from the North Warning System across the Canadian Arctic, coastal radars on the east and west coasts of Canada, and airborne warning and control system aircraft.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. In what province would you find CFB Borden: Alberta or Ontario?
- Q2. What type of aircraft are found at CFB Bagotville and CFB Cold Lake?
- Q3. Aside from CFB Trenton, what base in Canada houses a search and rescue unit?

ANTICIPATED ANSWERS

- A1. Ontario.
- A2. CF-18 Fighters.
- A3. CFB Gander.



The instructor should point out regional cadet training centres that are located at bases to highlight the way the CF assists the Cadet Program, including:

- CFB Borden/Blackdown Army CSTC;
- CFB Gagetown/Argonaut Army CSTC; and
- CFB Valcartier/Valcartier Army CSTC.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What year did unification of the CF occur?
- Q2. What are the three roles of the CF?
- Q3. Are humanitarian missions a role of the elements?

ANTICIPATED ANSWERS

- A1. 1968.
- A2. Protection of Canada, defence of North America, and peace and international security.
- A3. Yes.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadets now have general knowledge of the CF, its roles, and location of its bases. This material will allow the cadets the opportunity to interact with CF members more effectively when visiting military facilities.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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ROYAL CANADIAN ARMY CADETS

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SECTION 2

EO M120.02 – DESCRIBE THE HISTORY AND TRADITIONS OF THE AFFILIATED UNIT

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.

If available a guest speaker may deliver this lecture. The speaker should be made aware of the requirements of the period. It is the responsibility of the instructor to ensure any information not covered is provided to the cadets through a question and answer session following the presentation.

This lesson could be delivered at the affiliated unit during a visit.

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 understand the affiliation with, and traditions of, the affiliated unit.

IMPORTANCE

The material presented in this lesson will provide the cadets with historical and current information on the affiliated unit. This information may allow the cadets to develop a sense of pride in the unit, the Canadian Forces (CF), and our nation's proud Army tradition. One of the aims of the Army Cadet Program is to promote an interest in the CF, and history is one of the cornerstones thereof.

Teaching Point 1**Discuss the History of the Affiliated Unit**

Time: 15 min

Method: Interactive Lecture

LOCATION OF THE AFFILIATED UNIT

The instructor will describe the location of:

- The affiliated unit, to include:
 - unit commanding officer;
 - full address (mailing); and
 - parade area and offices.
- The affiliated unit's sub-units, to include:
 - sub-unit's commanding officer; and
 - parade area and offices.
- Any other cadet corps sharing this affiliation, to include:
 - unit officer commanding ; and
 - parade area and offices.

FOUNDING OF THE UNIT

The instructor will describe the present day unit, to include:

- actual date of inception;
- type of unit during inception;
- current description of unit; and
- cadet corps affiliation (date).

AWARDS AND ACCOUTREMENTS

The instructor will describe any special achievements of the affiliated unit, to include:

- battle honours (if any);
- colours;
- special accoutrements; and
- trophies, awards.



The instructor should attempt to obtain as much reference material as is available from the affiliated unit library to substantiate the teaching points.

Check the reference section of this guide for additional information.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. In what year was our affiliated unit founded?
- Q2. Who is its current commanding officer?
- Q3. What other cadet corps are affiliated with with unit?

ANTICIPATED ANSWERS

- A1. (State the year of inception of the unit).
- A2. (State the name of the current commanding officer).
- A3. (List any other cadet corps that may be affiliated).

Teaching Point 2

Discuss the Roles and Responsibilities of the Affiliated Unit

Time: 10 min

Method: Interactive Lecture

Affiliate – Is defined as, attached or connected to a larger organization, or to associate with a society or organization.

AFFILIATED UNIT

A cadet unit obtains its affiliation with a unit of the Regular Force or the Reserve Force through a request from the appropriate region commander to the Chief of the Defence Staff. Once affiliated, the cadet unit may follow regimental traditions and share history. Each cadet is entitled to wear the shoulder title and cap badge of the affiliated unit.

Affiliated units are expected to support their affiliated cadet corps'. They are encouraged to provide any assistance possible in helping in the training and general performance of the cadet corps. The affiliated unit does not assume any financial responsibility for the cadet unit.

The unit with which a cadet corps is affiliated may:

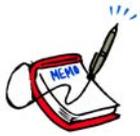
- appoint a liaison officer to serve the cadet corps; and
- provide such assistance as may be practical to enable the cadet corps to conduct training.



Affiliation usually takes place during the cadet units' inception; however, affiliation can be created or changed throughout the duration of a unit.

LIAISON OFFICER

The affiliated unit with which a cadet corps is affiliated normally appoints a liaison officer. The appointed liaison officer is responsible to coordinate with affiliated cadet units and provide assistance where possible.



Keep in mind it is in the best interests of the cadet unit to seek out assistance from the affiliated unit. Most regular or reserve units will not seek out cadets units; however, they are often more than happy to assist the corps when approached.

RESPONSIBILITIES OF THE UNIT

The affiliated unit depending on resources may have much to offer. Depending on request and availability of resources the affiliated unit may be able to provide such items to include:

- facilities (place to parade);
- training equipment (as required);
- personnel (if available);
- supplies;
- transportation;
- C7 training for senior cadets; and
- participation in affiliated unit activities.



While an affiliated unit may choose to provide facilities, equipment, supplies, or transportation to their cadet units, this is officially a responsibility of the Army Cadet League.



QR Cadets 2.25 and 2.26 lists the responsibilities of the affiliated unit.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Who is the affiliated unit liaison officer?
- Q2. What services does your affiliated unit provide?
- Q3. Is the affiliated unit obligated to offer financial assistance to cadet corps?

ANTICIPATED ANSWERS

- A1. (Name of officer).
- A2. A place to parade, training equipment and personnel.
- A3. No.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What are some of the honours that the affiliated unit has had bestowed upon them?
- Q2. Who is the commanding officer of the affiliated unit?
- Q3. What accoutrements of your cadet uniform are associated with the affiliated unit?

ANTICIPATED ANSWERS

- A1. (List any honours or awards that the affiliated unit has received).
- A2. (Name the current commanding officer of the affiliated unit).
- A3. (Accoutrements may include such items as; berets [colour], shoulder flashes, etc.).

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadet now has a better understanding of the relationship between the affiliated unit and the cadet corps. They also will see the importance of being part of a historic and proud unit, which may promote a future interest in the CF.

INSTRUCTOR NOTES/REMARKS

This lesson is best presented by a member of the affiliated unit or combined with a tour of the affiliated unit under EO C120.01 (Section 3).

REFERENCES

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SECTION 3

EO C120.01 – PARTICIPATE IN CANADIAN FORCES FAMILIARIZATION

Total Time:

90 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.

If available a guest speaker may deliver this lecture. The speaker should be made aware of the requirements of the period. It is the responsibility of the instructor to ensure any information not covered is provided to the cadets through a question and answer session following the presentation.

The instructor may select one of the four activities listed in this guide.

This lesson could be delivered at various sites during a visit, given proper planning and approval.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

OBJECTIVES

The cadet shall participate in an activity to assist them in gaining a better understanding of the Canadian Forces (CF).

IMPORTANCE

It is one of the principle aims of the Canadian Cadet Movement (CCM) to promote interest in the CF. The activities outlined in this Instructional Guide are an excellent way to stimulate an interest on the part of the cadets through direct interaction with the CF community.

ACTIVITY 1

Time: 90 min

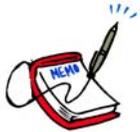
OBJECTIVE

Participate in a tour of the affiliated unit.

RESOURCES

N/A.

ACTIVITY LAYOUT



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity. These will be thorough and site specific.

- Briefing given to cadets on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadets debrief.

SAFETY

- Strict adherence to all established boundaries throughout the tour.
- A “buddy” system will be established, ensuring cadets are never left alone.
- Any safety guidelines presented at the site are to be strictly adhered to.

INSTRUCTOR GUIDELINES



QR (Cadets) 2.25 and 2.26 list the responsibilities of the affiliated unit.



The instructor or guest speaker shall ensure that the following lesson objectives are covered:

- introduction to the history of the affiliated unit;
- description of the role the unit plays in the CF;
- description of the support the unit provides;
- tour of unit facilities;
- tour of military vehicles/equipment; and/or
- introduction to the unit commanding officer or honorary colonel.

REFLECTION

GROUP DISCUSSION

Time: 15 min



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

DISCUSSION QUESTIONS

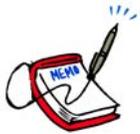


TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- 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. What did you learn about affiliated units and the CF?
- Q2. What interested you the most/least?
- Q3. How did this tour help you understand the CF?



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

ACTIVITY 2

Time: 90 min

OBJECTIVE

Participate in a tour of a CF base.

RESOURCES

N/A.

ACTIVITY LAYOUT

- Briefing given to cadets on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadets debrief.

SAFETY

- Strict adherence to all established boundaries throughout the tour.
- A “buddy” system will be established, ensuring cadets are never left alone.
- Any safety guidelines presented at the site are to be strictly adhered to.



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity. These will be thorough and site specific.

INSTRUCTOR GUIDELINES



The instructor or guest speaker shall ensure that the following lesson objectives are covered:

- introduction to the history of the base;
- description of the role the base plays in the CF;
- description of the units supported by the base;
- tour of base/facilities;
- tour of military vehicles/equipment; and/or
- introduction to the base command staff or school/unit commandant/commanding officer.

REFLECTION

GROUP DISCUSSION

Time: 15 min

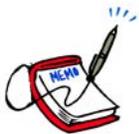
DISCUSSION QUESTIONS



- 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. What did you find most interesting?
- Q2. What did you learn about military bases?
- Q3. How did this tour help you understand the CF?



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

ACTIVITY 3

Time: 90 min

OBJECTIVE

Participate in a presentation by a member of the CF.

RESOURCES

N/A.

ACTIVITY LAYOUT

- Briefing given to cadets on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadets debrief.

SAFETY

- Strict adherence to all established boundaries throughout the tour.
- A “buddy” system will be established, ensuring cadets are never left alone.
- Any safety guidelines presented at the site are to be strictly adhered to.



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity. These will be thorough and site specific.

INSTRUCTOR GUIDELINES



The instructor or guest speaker shall ensure that the following lesson objectives are covered:

- reasons why the member decided to enrol in the CF;
- description of the unit the member belongs to, to include its role in the CF;
- description of the member’s trade and details about the trade;
- description of any CF operations the member has been involved in; and
- significant memories the member has of experiences while serving.

REFLECTION

GROUP DISCUSSION

Time: 15 min

DISCUSSION QUESTIONS



- 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. What was most interesting about the visit?
- Q2. What did you learn about being a soldier?
- Q3. How did this presentation help you understand the CF?



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

ACTIVITY 4

Time: 90 min

OBJECTIVE

- Identify personal equipment of the Canadian Army.

RESOURCES

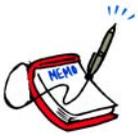
- It is important to liaise with the presenter well in advance, to ensure any presentation aids required are on hand and prepared for use.

ACTIVITY LAYOUT

- Briefing given to cadets on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadets debrief.

SAFETY

- Strict adherence to all established boundaries throughout the tour.
- A “buddy” system will be established, ensuring cadets are never left alone.
- Any safety guidelines presented at the site are to be strictly adhered to.



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity. These will be thorough and site specific.

INSTRUCTOR GUIDELINES



The instructor or guest speaker shall ensure that the following lesson objectives are covered:

- combat jacket;
- combat hat;
- lightweight thermal underwear;
- temperate gloves;
- wet weather boots;
- ECW parka;
- winter gloves;
- bib overalls;
- fleece top and bottom;
- combat pants (lined);
- combat jacket (lined);
- toque;
- mukluks;
- scarf;
- multi-tool;
- tactical vest;
- small pack system;
- rucksack;
- light assault radio;
- combat net radio (HF);
- air/ground radio;
- night vision goggles (NVG);
- ballistic eyewear/visor; and
- fragmentation vest.

CONFIRMATION OF LESSON OBJECTIVES



The lesson confirmation will have greater interest if the instructor allows the cadets to don the clothing and examine the equipment. Oral questioning concerning items detailed could also be useful, but would not have as great an impact.

END OF LESSON CONFIRMATION

N/A.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

As promoting an interest in the CF is one of the aims of the CCM, these hands-on activities were developed to let the cadets' see, hear, touch, and smell how a member of the CF works and lives.

INSTRUCTOR NOTES/REMARKS

The success of a visit or tour is often a reflection of the preparation put into the activity. Ensure you plan this EO well in advance. Up to a maximum of nine periods may be allocated to this EO.

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- A2-011 Department of National Defence. (2003). *Clothe the Soldier: Items and Clothing*. Retrieved 25 May 2006, from http://www.army.forces.gc.ca/chief_land_staff/clothe_the_soldier/hab/2/2_e.asp.
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- C2-028 (ISBN 0-9688562-0-9) Gregory, M. (2005). *Compendium of Canadian Regiments: A Civilian's Perspective*. Ottawa ON: Michael Gregory.



ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 4

EO C120.02 – IDENTIFY CURRENT AND PAST UNIFORMS OF THE ARMY

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.

If available a guest speaker may deliver this lecture. The speaker should be made aware of the requirements of the period. It is the responsibility of the instructor to ensure any information not covered is provided to the cadets through a question and answer session following the presentation.

Where possible, examples of a variety of uniforms should be presented. This may be achieved through cooperation with a local military museum, affiliated unit, fort or re-enactment group.

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 identify uniforms utilized throughout the history of the Army in Canada.

IMPORTANCE

Knowledge of army uniforms during different time periods will allow the cadets to better understand the dress of the Army and to interact appropriately with members of the army in various situations.

Teaching Point 1**Discuss the History of the Uniform**

Time: 30 min

Method: Interactive Lecture

ORIGINS

Uniforms were introduced during the days of chivalry. Armour obscured the combatants, which could have resulted in friend fighting friend. Knights therefore adopted symbols and colours, which they displayed on their shields. Each family was identified in this manner.

HISTORY OF THE BRITISH UNIFORM

Red was the uniform colour adopted by the first permanent regiment of the British Army in 1645. One military legend suggests that red was used to mask bloodstains. In actual fact, red was adopted as their national colour. French soldiers tended to wear blue, Russians wore green, and the British wore red.

It was not until the late 1880s that a khaki uniform was formally adopted by the British Army, when they realized that drab uniforms provided better camouflage.

The colour of dress for the Navy was also red until King George II, in 1748, had it changed to dark blue. The reason this colour was changed was to distinguish naval officers from army officers.

Bearskin caps, awarded to grenadier regiments in recognition of their victories on various campaigns, were adopted to make the grenadiers look like giants.



www.cmgh.gc.ca

Figure 9-4-1 British Independent Companies – 1698-1717



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Figure 9-4-2 Reserve Militia Companies – 1752



www.cmgh.gc.ca

Figure 9-4-3 Gunner
Newfoundland and Nova Scotia



www.cmgh.gc.ca

Figure 9-4-4 Grenadier Guard – 1850



The bearskin cap is actually bear fur, which is culled under the terms agreed upon by the Canadian Government. An average of 150 pelts a year are sent to the British Army.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. In what year did the khaki uniform first make its appearance?
- Q2. Why were colours and symbols utilized?
- Q3. In what year did the British Army adopt the colour red for its uniforms?

ANTICIPATED ANSWERS

- A1. 1880.
- A2. To identify friend from foe.
- A3. 1645.

Teaching Point 2

Time: 30 min

Discuss Past Uniforms

Method: Interactive Lecture

KHAKI DRILL 1900-1949

Khaki is defined as a dull brownish yellow coloured twilled cotton or wool used in military uniforms. Canada developed its own khaki drill pattern after the First World War and, in the Second World War, this style of uniform was worn by Canadians serving in Jamaica and Hong Kong.



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Figure 9-4-5 Canadian Infantry Hong Kong – 1941



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Figure 9-4-6 Canadian Infantry (Italy) – 1943

SERVICE DRESS 1907-1940

Service dress was the first true battle dress adopted by Canada in 1907. This was a separate pattern from the British service dress adopted after the Boer war.



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Figure 9-4-7 Canadian Expeditionary Force – 1915-1916



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Figure 9-4-8 Canadian Expeditionary Force – 1917



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Figure 9-4-9 Lord Strathcona's Horse – 1918

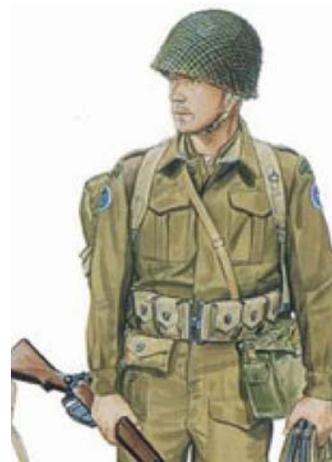
BATTLE DRESS 1939-1970

Battle dress is defined as a military uniform worn into combat, and was the basis of the initial Canadian uniform. Battle dress was patterned after the British Battle Dress (BD) adopted in 1939, and was made of wool. A new pattern of BD was introduced in 1949, and was worn throughout the Korean War and into the 1960's. Militia units used BD as a dress uniform until the early 1970's.



www.cmgh.gc.ca

Figure 9-4-10 Canadian Battle Dress



www.cmgh.gc.ca

Figure 9-4-11 Alaska – 1943



www.cmgh.gc.ca

Figure 9-4-12 Normandy – 1944

BUSH DRESS 1950-1960

Bush dress was a series of dark green cotton uniforms, worn primarily as a field uniform until it was replaced by the combat dress in the 1960s.



http://en.wikipedia.org/wiki/Uniforms_of_the_Canadian_Forces

Figure 9-4-13 Bush Dress

WORK DRESS 1970'S - 1980'S

This style of uniform consisted of:

- green zippered “rifle green” work jacket;
- rifle green trousers;
- “lagoon green” shirt; and
- beret or ball cap.

NO. 4 BASE DRESS 1980-1990'S

Known as "Garrison Dress", this style consisted of:

- disruptive pattern jacket;
- work trousers;
- dress shirt or work shirt;
- optional sweater; and
- black jump boots.

COMBATS 1960-2000

The olive drab combats became the universal battle dress in the 1960's. The Canadian pattern had angled pockets (tunic), designed to take magazines from the FNC1A1 rifle.



www.cmgh.gc.ca

Figure 9-4-14 Combat Tunic – 1960-2000



www.cmgh.gc.ca

Figure 9-4-15 Korea – 1953



www.cmgh.gc.ca

Figure 9-4-16 Cyprus – 1975



During the Second World War the Canadians wore different coloured shoulder flashes on their battle dress to identify which division they were with:

- red: 1st infantry division;
- royal blue: 2nd infantry division;
- grey: 3rd infantry division;
- dark green: 4th armoured;
- maroon: 5th armoured;
- black: independent brigades; and
- orange: troops.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What material was used in the construction of the battle dress uniform of 1939?
- Q2. Why were the pockets on the tunic of combats angled?
- Q3. What year was the first battle dress introduced?

ANTICIPATED ANSWERS

- A1. Wool.
- A2. To handle magazines from the FNC1A1 rifle.
- A3. 1907.

Teaching Point 3

Time: 30 min

Discuss Current Uniforms

Method: Interactive Lecture

DEU'S 1968 – PRESENT

In full, this style is known as the distinct environmental uniform. It consists of:

- dark green tunic (rifle green);
- dark green trousers (rifle green);
- dark green tie (rifle green);
- light green short/long sleeve shirt; and
- beret.

BERETS

Type of Unit	Corresponding Beret Colour
• Army	rifle green
• Armoured	black
• Airborne	maroon
• Military Police	red
• Navy	black
• Air Force	postman blue
• Search & Rescue (technicians)	orange
• Special Operations Regiment	tan
• United Nations	U.N. blue

CANADIAN DISRUPTIVE PATTERN (CADPAT) 2000 – PRESENT

Temperate Woodland Pattern	Arid Regions Pattern
light green	light brown
dark green	dark brown
black	tan
brown	

MESS DRESS

Mess dress first appeared in the British Army in 1845. It was intended to provide a comfortable and inexpensive alternative to the stiff and elaborate dress uniforms worn by officers for evening social functions, such as regimental dinners or balls. Designs vary between units; however, jackets are usually scarlet, trousers and skirts are dark blue with red striping, waistcoats black, and shirts white, with black bow ties for the males.



http://en.wikipedia.org/wiki/mess_dress

Figure 9-4-17 Variations on Mess Dress



Note: The individual member must purchase mess kits. The CF does not supply them.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What colour is the DEU uniform?
- Q2. When is mess dress utilized?
- Q3. What does CADPAT stand for?

ANTICIPATED ANSWERS

- A1. Dark green (rifle green), with a light green shirt.
- A2. Special occasions such as regimental dinners and balls.
- A3. Canadian disruptive pattern.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What colour is the Army mess dress?
- Q2. What was the original colour of naval uniforms?
- Q3. What is the color of Army DEU called?

ANTICIPATED ANSWERS

- A1. Scarlet tunic, dark blue trousers or skirt with scarlet stripe.
- A2. Red.

A3. Rifle green.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Many varied groups utilize uniforms around the country (e.g. companies, sports teams, emergency services). The CF is no exception; they hope to make these people easily identifiable at a glance and to instil pride in their organization. Cadets will be able to identify the various uniforms of the Canadian Forces at a glance, and use this ability to better interact with CF members.

INSTRUCTOR NOTES/REMARKS

This lesson is designed to be an interactive part of a tour or guest speaker presentation. Where this will be instructed at the parade location, with limited training aids, the lesson shall be limited to 30 minutes delivered.

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ROYAL CANADIAN ARMY CADETS

GREEN STAR

INSTRUCTIONAL GUIDE



SECTION 5

EO C120.03 – PARTICIPATE IN A DISCUSSION OF A SOLDIER'S EXPERIENCE

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; and
- consult the CF Website, and the affiliated unit, to obtain contact information for a suitable deployed member.

This activity is three periods, divided over two sessions. The first session will consist of one period (1 period x 30 minutes) based on requirements. After a suitable period of time, a second session of two periods (2 periods x 30 minutes) will be conducted to review replies received, and to allow cadets to read their replies to the group.



The instructor shall ensure that cadets are supervised at all times when computers are being utilized.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

REVIEW

N/A.

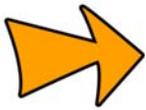
OBJECTIVES

As a member of a team, the cadet will contact a member of the CF who is on deployment. This may be done utilizing various types of communication, such as letters or cards, emails and or video/DVD (optional). By the end of this lesson the cadet shall be expected to contact a deployed member using one of the three communications methods listed previously.

IMPORTANCE

This will introduce the cadet to the importance of team building and communication. It will also allow them the experience of personally boosting the morale of a CF member currently on operations.

Background Knowledge



It is the duty of the instructor to verify all current operations before proceeding. Assistance is available from the local cadet detachment if required.

ACTIVITY 1

Time: 30 min

OBJECTIVE

- Write a letter, send a card or send an email to a deployed member.

RESOURCES

- Writing paper.
- Envelopes.
- Pens.
- Computer.
- Any other additional pps (pencils, pens, stationary) required.

ACTIVITY LAYOUT

- The cadets shall be briefed on the activity prior to starting the letter or email. The instructor shall provide the cadets with some background on current deployment missions. Cadets will then prepare a group list of three questions they would like to ask the deployed soldier.
- Individually, cadets will prepare letters or emails. Some of the basic information required shall include the cadet's name and rank, their cadet unit, and include the three questions decided upon by the group.
- All cadets are to be monitored to ensure that they do not provide personal information in the letters or emails. Letters will be forwarded to the instructor for review of content and then sent on to the soldier(s).
- Whether electronic or posted mail, the cadet should include the following information:
 - addressee's rank;
 - full name; and

- unit address if known.
- After a suitable period of time, a second session of 60 min will be conducted to review replies received, and to allow cadets to read their replies to the group.
- Cadets will then be led in a group discussion to debrief the activity.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on the following guidelines pertaining to the activity.

- Try to select a member from the affiliated unit, or who was a past cadet.
Note: If this is not possible any member may be selected.
- The instructor shall monitor the session ensuring that every cadet is fully participating.
- Ensure that all the necessary information is included.
- Ensure that proper grammar is utilized.
- Ensure that no personal contact information for cadets (e.g. address, phone number) is released outside the cadet organization.

ACTIVITY 2

Time: 30 min

OBJECTIVE

- Create a video or photo journal for a deployed soldier(s). **(Optional)**

RESOURCES

- Supervision (CIC Officer/CI).
- Computer.
- Camcorder.
- Tape(s)/disc(s).

ACTIVITY LAYOUT

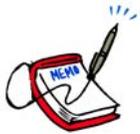
- The procedure for this activity is basically the same, the difference being that it should be conducted as a group activity (three to four persons).
- The cadets shall be briefed on the activity prior to beginning. The instructor shall provide the cadets with some background on current deployment missions. Cadets will then prepare a group list of three questions they would like to ask the deployed soldier.

- As a group, cadets will prepare a PowerPoint presentation or a photo journal of the unit. Basic information required shall include information on the cadets, their cadet unit, and include the three questions decided upon.
- All cadets are to be monitored to ensure that they do not provide personal information in the presentations. Finished products shall be forwarded to the instructor and then sent to the soldier(s).
- After a suitable period of time, a second session of 60 minutes will be conducted to review replies received, and to allow cadets to view their replies as a group.
- Cadets will then be led in a group discussion to debrief the activity.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on the guidelines pertaining to the activity.

- To be completed if the unit possesses the resources to make a tape or disc.
- Ensure that this activity is performed at the corps where it is properly supervised.
- The instructor shall monitor the session ensuring that every cadet is participating.
- The PowerPoint slide show should not have any more than 15 to 20 slides.
- A video, if selected, should have a duration of no more than 30 minutes.
- Ensure that no personal contact information for cadets (e.g. address, phone number) be released outside of the cadet organization.
- Unit CO to review all content prior to sending.

REFLECTION

Time: 15 min

GROUP DISCUSSION



Instructor 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.

QUESTIONS

- Q1. What did you learn about the role of the CF?
- Q2. Did anything surprise you about what the soldiers said in their replies?
- Q3. How did you feel about this activity?



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

CONCLUSION

REVIEW

N/A.

MAIN TEACHING POINTS

N/A.

HOMEWORK/READING/PRACTICE

Certain parts of this lesson can be assigned as a homework assignment, but the instructor must ensure that strict rules be followed pertaining to any communications outside the unit.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The cadets now have a general overview of what a deployed soldier experiences as a mission member in the performance of their duties to the country.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-005 Assistant Deputy Minister (Public Affairs). (2006). *Morale by Message Board*. Retrieved 25 May 2006, from http://www.forces.gc.ca/site/community/messageboard/index_e.asp.
- A0-006 Assistant Deputy Minister (Public Affairs). (2006). *Addresses for Overseas Operations*. Retrieved 25 May 2006, from http://www.forces.gc.ca/site/community/messageboard/addresses_e.asp.