

**CHAPTER 7**

**PO 207 – SERVE IN AN AIR CADET SQUADRON**





**ROYAL CANADIAN AIR CADETS**  
**PROFICIENCY LEVEL TWO**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M207.01 – IDENTIFY PROFICIENCY LEVEL TWO TRAINING OPPORTUNITIES**

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Total Time:	30 min
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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Set up stations around the classroom with information from each PO. Place the PO name and number at each of the various stations.

Photocopy the handout located at [Annex A](#) for each cadet. Photocopy [Annexes B, C](#) and [D](#).

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An in-class activity was chosen for TP1 and TP3 as it is an interactive way to provoke thought and to stimulate interest among cadets.

An interactive lecture was chosen for TP2 to introduce Proficiency Level Two training to the cadets and to generate interest in the topics.

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**INTRODUCTION**

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**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson the cadet shall be expected to identify the training they will receive in Proficiency Level Two.

**IMPORTANCE**

It is important for cadets to know what training will be conducted during Proficiency Level Two to give them an overview of what the training year will entail. This lesson will prepare the cadets for the training year and help generate interest in the topics.

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**Teaching Point 1**

**Identify Proficiency Level Two Mandatory Training**

Time: 15 min

Method: In-class Activity

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**OVERVIEW**

The training program is broken into Performance Objectives (POs), which are the overall subjects, and Enabling Objectives (EOs), which are the topics within each PO. Training is conducted as mandatory and complementary components.

**MANDATORY TRAINING**

Mandatory training encompasses the EOs that all squadrons must complete throughout the training year.

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is for the cadets to participate in a gallery walk of information for each PO.

**RESOURCES**

Resources will be IAW with each PO as listed below.

**ACTIVITY LAYOUT**

Classroom will be set up with a station for each PO with information, pictures, videos, and other training aids at each station that will exemplify what the cadet will learn in each PO.

**PO 201 – Citizenship**

Citizenship provides the cadets an opportunity to identify the role of an environmentally conscious Canadian citizen. The cadets will identify the rights and responsibilities of a Canadian citizen and the Government of Canada's *Code of Environmental Stewardship*.



Examples of information/training aids that could be set up at this station include:

- a Pollution Prevention Activity Poster;
- a poster of the rights and responsibilities of Canadian citizens;
- posters of various symbols of Canada (Royal Arms of Canada, National Flag, etc.);
- a poster of the *Code of Environmental Stewardship* (located at [Annex D](#));
- a spill kit; and
- pictures from various citizenship activities in which the squadron has participated.

**Note:**

1. Pollution Prevention Activity Posters can be ordered by contacting Lori.Fryzuk@ec.gc.ca.
2. Posters of various symbols of Canada (The Proclamation of the National Flag of Canada, The Declaration of National Flag of Canada Day, The Royal Arms of Canada, and a poster of the National Flag of Canada) can be ordered by calling 1-866-811-0055.
3. If posters can not be obtained, samples are located at [Annex C](#).

### PO 202 – Community Service

Community Service provides the cadets an opportunity to perform community service. The community service should provide a direct benefit to the community and promote good citizenship.



Examples of information/training aids that could be set up at this station include:

- Pictures from various community service activities in which the squadron has participated; and
- Cadets Caring for Canada posters.

### PO 203 – Leadership

Leadership provides the cadets an opportunity to demonstrate leadership attributes within a peer setting by positively contributing to a group, displaying a positive attitude toward learning, and being accountable for personal actions and choices.




Examples of information/training aids that could be set up at this station include:

- pictures of various famous leaders;
- leadership quotes; and
- pictures of cadets from the squadron participating in leadership activities/taskings.

### PO 204 – Personal Fitness and Healthy Living


Personal Fitness and Healthy Living provides the cadets an opportunity to update their personal physical activity plans (from Proficiency Level One) for the training year. Cadets will participate in the Progressive Aerobic

Cardiovascular Endurance Run (PACER) and will set new short-term and long-term goals for the training year. This PO gives the cadets some of the tools required to make more informed choices in order to follow a healthy lifestyle. This is important as physical fitness is one of the aims of the Cadet Program.

	<p>Examples of information/training aids that could be set up at this station include:</p> <ul style="list-style-type: none"><li>• target heart rate charts;</li><li>• a CD/tape player with the audio recording of the PACER beeps playing; and</li><li>• copies of the PACER Individual Score Sheet.</li></ul>
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**PO 205 – Recreational Sports**

Recreational Sports provides the cadets the opportunity to participate in organized recreational team sports. This is important as physical fitness is one of the aims of the Cadet Program.

	<p>Examples of information/training aids that could be set up at this station include:</p> <ul style="list-style-type: none"><li>• soccer ball,</li><li>• volleyball,</li><li>• floor hockey ball,</li><li>• hockey sticks,</li><li>• frisbees, and</li><li>• pictures of cadets at the squadron participating in recreational sports.</li></ul>
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**PO 206 – Air Rifle Marksmanship**

Air Rifle Marksmanship provides the cadets an opportunity to participate in recreational marksmanship activities.

	<p>A miniature range could be set up at this station, to include:</p> <ul style="list-style-type: none"><li>• a mat,</li><li>• a cadet air rifle,</li><li>• sample targets,</li><li>• a scope,</li><li>• a sling, and</li><li>• safety goggles/glasses.</li></ul>
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**PO 207 – General Cadet Knowledge**

General Cadet Knowledge provide the cadets with the information required to serve as a member of an Air Cadet squadron. Cadets will identify the training opportunities available in Proficiency Level Two, recognize historical aspects related to Air Cadets, recognize the role of the local sponsor, and identify year two summer training opportunities.



Examples of information/training aids that could be set up at this station include:

- a poster of the history of Air Cadets (sample located at [Annex D](#)); and
- information sheets/poster on year two summer training opportunities.

### PO 208 – Drill

Drill provides the cadets an opportunity to execute drill as a member of a squad. The cadets will execute left and right turns on the march, form single file from the halt as a squad in threes, and form single file from the halt as a squad in line.



Examples of information/training aids that could be set up at this station include:

- a copy of A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*;
- pictures of the cadets in the squadron participating in drill; and
- a video of cadets participating in drill.

### PO 230 – Aviation History

Aviation History provides the cadets an opportunity to discuss Canadian aviation history. Cadets will discuss the Battle of Britain, Remembrance Day, the Battle of the Atlantic and D-Day.



Examples of information/training aids that could be set up at this station include:

- pictures of planes that were flown during these events; and
- pictures/video of the squadron participating in these parades.

### PO 231 – Principles of Flight

Principles of Flight provides the cadets an opportunity to explain the principles of flight by identifying the four forces that act upon an aircraft, describing the production of lift, describing the types of drag, describing the aircraft axis movement and describing aircraft control surfaces.



Examples of information/training aids that could be set up at this station include:

- an example of a wind tunnel;
- models of the Colditz paper glider;
- pictures of aircraft affected by the four forces that act upon an aircraft; and
- a picture of a cross-section of an airfoil.

### PO 232 – Propulsion

Propulsion provides the cadets an opportunity to identify the characteristics of piston-powered aircraft. Cadets will identify types of engines, the components of an internal combustion engine, the four-stroke cycle and the functions of oil.



Examples of information/training aids that could be set up at this station include:

- pictures of the various types of engines; and
- pictures of the various types of planes that use these engines.

### **PO 240 – Aerospace**

Aerospace provides the cadets an opportunity to participate in aerospace activities by simulating communicating in space, surviving in space and inventing a space technology item.



Examples of information/training aids that could be set up at this station include:

- past examples of space technology items created by cadets;
- past examples of ideas from cadets about communicating in space; and
- current pictures and/or information about space technology.

### **PO 260 – Aerodrome Operations**

Aerodrome Operations provides the cadets an opportunity to participate in aerodrome operations activities. Cadets will identify aspects of basic airport operations and air traffic control.



Examples of information/training aids that could be set up at this station include:

- a mock-up of a model aerodrome; and
- lighted wands with instructions about performing marshalling.

### **PO 270 – Aircraft Manufacturing and Maintenance**

Aircraft Manufacturing and Maintenance provides the cadets an opportunity to discuss aircraft fabrication and maintenance. Cadets will discuss avionics, aircraft systems, airframes and employment opportunities.



Examples of information/training aids that could be set up at this station include:

- pictures and/or written information about aircraft systems;
- current employment opportunities in the field;
- a set-up of the online CAMC Interactive Multimedia Learning Tool; and
- a video of the *World's Biggest Airliner: The Airbus A380 – Coming Together*.

### **PO 290 – Aircrew Survival**

Aircrew Survival provides the cadets an opportunity to participate in a field exercise. Cadets will construct, light, maintain and extinguish a signal fire, construct a lean-to-style shelter, construct a simple snare, construct ground-to-air signals, identify hiking techniques and operate a hand-held radio.





Examples of information/training aids that could be set up at this station include:

- pictures of cadets on a field exercise;
- examples of proper footwear;
- a mock-up of a signal fire; and
- a mock-up of ground-to-air signals.

### ACTIVITY INSTRUCTIONS

Explain that cadets will have approximately 10 minutes to walk around the classroom, visiting each station.

### SAFETY

N/A.

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### CONFIRMATION OF TEACHING POINT 1

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

### Teaching Point 2

### Identify Proficiency Level Two Complementary Training Opportunities

Time: 5 min

Method: Interactive Lecture

Complementary training provides squadron staff with a variety of EOs they can choose to instruct. These lessons are used to complement the mandatory training that must be conducted.

#### PO 201 – Citizenship

Complementary training for Citizenship provides the cadets an opportunity to discuss environmental issues relative to Canada; tour a local municipal, provincial, or national political institution; tour a local municipal, provincial, or national environmental facility; participate in a presentation given by an environmental guest speaker; and participate in a presentation given by a government representative.

#### PO 202 – Community Service

Complementary training for Community Service provides the cadets an opportunity to participate in a ceremonial parade and an additional opportunity to perform community service.

#### PO 203 – Leadership

Complementary training for Leadership provides the cadets an opportunity to record entries in a reflective journal, employ problem solving, participate in team-building activities, discuss characteristics of a leader, and participate in a presentation by a leader.

#### PO 204 – Personal Fitness and Healthy Living

Complementary training for Personal Fitness and Healthy Living provides the cadets an opportunity to perform the PACER at the mid-point of the training year and to develop a personal nutrition plan.

**PO 205 – Recreational Sports**

Complementary training for Recreational Sports provides the cadets an opportunity to participate in an organized sports tabloid, participate in an organized intramural sports event, and participate in an orienteering event.

**PO 206 – Air Rifle Marksmanship**

Complementary training for Air Rifle Marksmanship provides the cadets an opportunity to practice holding techniques, to practice aiming techniques, and to practice firing techniques.

**PO 207 – General Cadet Knowledge**

Complementary training for General Cadet Knowledge provides the cadets an opportunity to identify the rank structures of the Royal Canadian Sea and Army Cadets and to visit a local cadet corps or squadron.

**PO 208 – Drill**

Complementary training for Drill provides the cadets an opportunity to practice ceremonial drill as a review and to execute drill with arms.

**PO 211 – Summer Biathlon**

Summer Biathlon provides the cadets an opportunity to participate in summer biathlon activities including running on alternate terrain, firing the cadet air rifle while using a sling and a competitive activity.

**PO 230 – Aviation History**

Complementary training for Aviation History provides the cadets an opportunity discuss Canadian aviation history by participating in a presentation given by a member of the Memory Project Speakers Bureau, discussing significant Canadian historical events relative to aviation and touring a local aviation museum.

**PO 231 – Principles of Flight**

Complementary training for Principles of Flight provides the cadets an opportunity to explain the principles of flight and operate an experimental wing, fly a paper Colditz glider and tour a flight school.

**PO 232 – Propulsion**

Complementary training for Propulsion provides the cadets an opportunity to identify the characteristics of piston-powered aircraft and discuss the characteristics of gas turbine engines, rocket engines and helicopter engines.

**PO 240 – Aerospace**

Complementary training for Aerospace provides the cadets an opportunity to participate in aerospace activities, participate in a non-verbal communication activity, invent a communication system for space, identify parts of a rocket, navigate with a global positioning system (GPS), simulate survival in space and determine direction using constellations during a field exercise.

**PO 260 – Aerodrome Operations**

Complementary training for Aerodrome Operations provides the cadets an opportunity to participate in aerodrome operations activities and tour an aerodrome security facility, an air traffic control (ATC) tower, an aerodrome and perform marshalling.

**PO 270 – Aircraft Manufacturing and Maintenance**

Complementary training for Aircraft Manufacturing and Maintenance provides the cadets an opportunity to discuss aircraft fabrication and maintenance, participate in a presentation given by an employee in the aircraft manufacturing or maintenance industry, identify Canadian Aviation Maintenance Council (CAMC) Interactive Multimedia Learning Tool (IMLT) activities, tour an aircraft manufacturing or maintenance facility and discuss aircraft assembly.

**PO 290 – Aircrew Survival**

Complementary training for Aircrew Survival provides the cadets an opportunity to participate in a field exercise, participate in a presentation given by a member of a survival organization, discuss skinning and cooking a small animal, construct a snow cave, collect drinking water using a solar still and participate in a hike.

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**CONFIRMATION OF TEACHING POINT 2**


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**QUESTIONS**

- Q1. As part of the Citizenship PO, what are the EOs (topics) that may be taught?
- Q2. What EOs are encompassed under complementary training for Personal Fitness and Healthy Living?
- Q3. In Air Rifle Marksmanship, what EOs may be taught?

**ANTICIPATED ANSWERS**

- A1. Complementary EOs for Citizenship include:
- Discuss Environmental Issues Relative to Canada;
  - Tour a Local Municipal, Provincial, or National Political Institution;
  - Tour a Local Municipal, Provincial, or National Environmental Facility;
  - Participate in a Presentation Given by an Environmental Guest Speaker; and
  - Participate in a Presentation Given by a Government Representative.
- A2. Complementary EOs for Personal Fitness and Healthy Living include:
- Perform the PACER; and
  - Develop a Personal Nutrition Plan.
- A3. Complementary EOs for Air Rifle Marksmanship include:
- Practice Holding Techniques;
  - Practice Aiming Techniques; and
  - Practice Firing Techniques.

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**Teaching Point 3**

**Conduct an Activity on Proficiency Level Two Training Opportunities**

Time: 5 min

Method: In-class Activity

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to familiarize the cadets with the POs conducted in Proficiency Level Two training.

**RESOURCES**

- Labels of POs located at [Annex B](#),
- Labels of PO statements located at [Annex B](#), and
- Tape.

**ACTIVITY LAYOUT**

N/A.

**ACTIVITY INSTRUCTIONS**

- Place the labels face down on desks throughout the classroom.
- Have a cadet stand up and read out their label.
- The cadet who thinks they have the corresponding PO or PO statement should stand up.
- The remainder of the cadets will confirm if it is correct.
- Corresponding POs and PO statements will be taped to a flipchart/whiteboard/wall.
- Continue until all POs are complete.

**SAFETY**

N/A.

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**CONFIRMATION OF TEACHING POINT 3**

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

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**END OF LESSON CONFIRMATION**

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The cadets' participation in the activity in TP3 will serve as the confirmation of this lesson.

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

Being aware of the topics to be covered during Proficiency Level Two training will help generate interest in the training year. Being aware of the opportunities available throughout the training year may help motivate you in you specific areas of interest.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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- A0-010 D Cdts 2. (2006). CATO 11-03: *Cadet Program Mandate*. Vol. 1, Administration (pp. 1/5 to 5/5). Ottawa, ON: Department of National Defence.
- A0-045 Cadets Canada. (2007). *About Cadets – History*. Retrieved 19 February 2007, from [http://www.cadets.ca/about-nous/histo\\_e.asp](http://www.cadets.ca/about-nous/histo_e.asp).
- C0-081 Citizenship and Immigration Canada. *Rights and Responsibilities of Canadian Citizenship*. Retrieved 4 April 2007, from <http://www.cic.gc.ca/english/citizen/rights-fs.html>.

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**ROYAL CANADIAN AIR CADETS**  
**PROFICIENCY LEVEL TWO**  
**INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M207.02 – RECOGNIZE HISTORICAL ASPECTS OF THE ROYAL CANADIAN AIR CADETS (RCAC)**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Photocopy the information sheets located at [Annexes E, F and G](#) ensuring there is one copy per cadet at each learning station.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An in-class activity was chosen for TP1 as it is an interactive way to present the content and stimulate interest among cadets.

A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the history of the Air Cadet Program.

**INTRODUCTION**

**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson the cadet shall have participated in a discussion on the history of the Royal Canadian Air Cadets including significant events in the Air Cadet Program and the Air Cadet League and changes in the Air Cadet uniform.

**IMPORTANCE**

It is important for cadets to know the rich history of the Royal Canadian Air Cadets. By recognizing historical events, cadets may develop an appreciation for history and for the organizations involved in shaping the Air Cadet Program into what it is today.

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**Teaching Point 1**

**Introduce Historical Aspects of the Air Cadet Program**

Time: 15 min

Method: In-class Activity

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Information about the historical aspects of the Air Cadet Program needed for this activity are located at [Annexes E, F and G](#).

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**ACTIVITY**

Time: 15 min

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**OBJECTIVE**

The objective of this activity is to gain knowledge of some of the historical aspects of the Air Cadet Program.

**RESOURCES**

- Significant events in the Air Cadet Program located at [Annex E](#),
- Changes to the Air Cadet uniform located at [Annex F](#), and
- Significant dates in the Air Cadet League located at [Annex G](#).

**ACTIVITY LAYOUT**

Three learning stations will be set up and clearly marked for each of the historical aspects and will include:

- significant events in the Air Cadet Program,
- changes to the Air Cadet uniform,
- significant dates in the Air Cadet League,
- pens/pencils, and
- paper.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into three groups and place each group at one of the learning stations.
2. Cadets will have 5 minutes at each station to take notes from the information provided.
3. After five minutes, the groups will rotate clockwise to the next station, where they will take notes.
4. Rotate the groups through the remaining stations.

**SAFETY**

N/A.

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**CONFIRMATION OF TEACHING POINT 1**

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



**Teaching Point 2****Discuss Historical Aspects of the RCAC**

Time: 10 min

Method: Group Discussion

**BACKGROUND KNOWLEDGE**

The point of the group discussion is to draw the historical aspects of the Air Cadet Program from the group using the tips for answering/facilitating discussion and the suggested questions provided.

**GROUP DISCUSSION****TIPS FOR ANSWERING/FACILITATING DISCUSSION**

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

**SUGGESTED QUESTIONS**

- Q1. What interesting things did you learn that you did not know before the lesson?
- Q2. Why did you find this information interesting?
- Q3. Why do you think it is important to know information on the history of the Air Cadet Program?
- Q4. Why do you think it is important to know information on the history of the Air Cadet League?



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



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

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### CONFIRMATION OF TEACHING POINT 2

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

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### END OF LESSON CONFIRMATION

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

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### CONCLUSION

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### HOMEWORK/READING/PRACTICE

N/A.

### METHOD OF EVALUATION

N/A.

### CLOSING STATEMENT

As members of the Royal Canadian Air Cadets, this basic knowledge of the rich history of the Air Cadet Program will forever be a part of the cadet's experience. Understanding this history may lead to increased enthusiasm and greater esprit de corps for the cadets.

### INSTRUCTOR NOTES/REMARKS

After the introduction, the class shall be divided into three groups. Each group will begin at a separate learning station. Each group will rotate to a new learning station after approximately five minutes.

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### REFERENCES

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- A0-045 Cadets Canada. (2007). *About Cadets – History*. Retrieved 19 February 2007, from [http://www.cadets.ca/about-nous/histo\\_e.asp](http://www.cadets.ca/about-nous/histo_e.asp).
- A3-032 *Today's Air Force, General Information, Traditions (2006)*. Retrieved 11 October 2006, from [http://www.airforce.forces.gc.ca/today4\\_e.asp](http://www.airforce.forces.gc.ca/today4_e.asp).
- C3-077 Air Cadet League. (2007). *General – History*. Retrieved 19 February 2007, from [http://www.aircadetleague.com/General/history\\_e.html](http://www.aircadetleague.com/General/history_e.html).



**ROYAL CANADIAN AIR CADETS**  
**PROFICIENCY LEVEL TWO**  
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**SECTION 3**

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

Total Time: 30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

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

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

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

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

**INTRODUCTION**

**REVIEW**

N/A.

**OBJECTIVES**

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

**IMPORTANCE**

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

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

Time: 5 min

Method: Interactive Lecture

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Provincial/territorial branches of the Air Cadet League may refer to the sponsoring committee as a different term (e.g. support committee). Discuss the difference between a sponsor and sponsoring committee.

**SPONSOR VS. SPONSORING COMMITTEE**

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

**Sponsoring Committee/Branch.** A working support committee that is a member of and supervised by the league and is comprised of persons who are approved, registered and screened in accordance with league policy to complete the functions required to support the squadron.

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**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS**

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

**ANTICIPATED ANSWERS**

- A1. With respect to a cadet squadron, the organization or persons accepted by or on behalf of the Chief of Defence Staff to undertake jointly with the CF and the supervisory sponsor, responsibility for the organization and administration of the cadet squadron.
- A2. A working support committee that is a member of and supervised by the league and is comprised of persons who are approved, registered and screened in accordance with league policy to complete the functions required to support the squadron.
- A3. Sponsoring committees are normally comprised of representative(s) of the sponsor, parents, and other civilians from the community.

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**Teaching Point 2****Describe the Local Sponsoring Body**

Time: 10 min

Method: Interactive Lecture

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Name the sponsoring body for the squadron. Identify positions and members of the sponsoring body.

## LOCAL SPONSORING BODY

Air Cadet squadron sponsors are usually community organizations or social clubs. In some cases, more than one organization sponsors a squadron. A sponsoring committee is formed to represent the sponsor(s) on a day-to-day basis.

Sponsoring committees are normally comprised of representative(s) of the sponsor, parents, and other civilians from the community. They are sometimes called parents' committees or civilian committees; however, not every parents' committee is a sponsoring committee.

Some examples of a local sponsoring body may include:

**The Royal Canadian Legion (RCL).** The RCL is the largest veterans-based community service organization in the country and contributes millions of dollars and voluntary hours to help Canadians, particularly veterans, seniors, and youth.

**The Air Force Association of Canada (AFAC).** The AFAC is a national not-for-profit aerospace and community service organization composed of aviation-minded citizens. Individual wings of the AFAC actively sponsor and support cadets and other community activities.

**Lions Clubs.** The Lions Clubs are internationally based and are the world's largest service club organization.

**A Rotary Club.** A rotary club's main objective is to encourage and foster the ideal of service as a basis of worthy enterprise.

**A Parents' Committee.** An Air Cadet squadron may also have a separate parents' committee to assist the sponsoring committee. A parents committee is usually made up of parents of current or former cadets from the squadron. These parents join to raise extra funds for the squadrons' activities.

## POSITIONS IN THE LOCAL SPONSORING BODY

The following is a list of positions within the sponsoring committee and the basic responsibilities corresponding to these positions. These positions may vary or terms may change from sponsor to sponsor.

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

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

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

## SECONDARY SPONSORS

Some corps have a secondary sponsor that may assist in duties such as fundraising for the corps. Secondary sponsors usually consist of organizations such as, but not limited to: a parents' committee, a RCL, a Lions Club, or a Rotary Club.



A parents' committee is usually made up of parents of current or former cadets from the squadron. These parents join to raise extra funds for the squadrons' activities.

The RCL is the largest veterans-based community service organization in the country and contributes millions of dollars and voluntary hours to help Canadians, particularly veterans, seniors, and youth.

Lions Clubs are internationally based and are the world's largest service club organization.

A rotary club's main objective is to encourage and foster the ideal of service as a basis of worthy enterprise.

---

## CONFIRMATION OF TEACHING POINT 2

---

### QUESTIONS

- Q1. Name the sponsoring body of the Air Cadet squadron.
- Q2. Identify three positions within the sponsoring body.
- Q3. What is the primary role of the Chairperson?

### ANTICIPATED ANSWERS

- A1. Answers will vary.
- A2. Three positions within the sponsoring body are:
- chairperson,
  - secretary, and
  - treasurer.
- A3. The chairperson is the senior official in the sponsoring body and is responsible for all activities/functions.

---

### Teaching Point 3

### Explain the Role and Responsibilities of the Sponsoring Committee

Time: 10 min

Method: Interactive Lecture

---



Discuss the role and responsibilities using squadron-specific examples.

### ROLE OF THE SPONSOR

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

## RESPONSIBILITIES OF THE SPONSOR

### Fundraising

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

### Recruiting Cadets

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

### Attracting Officers to the Squadron

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

### Screening Volunteers

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

### Providing Adequate Office and Training Facilities

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

### Participating in Senior Cadet Rank Appointments

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

### Participating in Selections for CSTC/Exchanges

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

### Participating in Selections for Honours and Awards

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



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

---

## CONFIRMATION OF TEACHING POINT 3

---

### QUESTIONS

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

### **ANTICIPATED ANSWERS**

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

---

### **END OF LESSON CONFIRMATION**

---

### **QUESTIONS**

- Q1. What is a sponsor?
- Q2. What positions constitute the sponsoring committee?
- Q3. Who is responsible for screening volunteers?

### **ANTICIPATED ANSWERS**

- A1. With respect to a cadet squadron, a sponsor is the organization or persons accepted by or on behalf of the CDS to undertake jointly with the CF and the supervisory sponsor, responsibility for the organization and administration of that cadet squadron.
- A2. Three positions within the sponsoring body are:
- chairperson,
  - secretary, and
  - treasurer.
- A3. The sponsor.

---

### **CONCLUSION**

---

### **HOMEWORK/READING/PRACTICE**

N/A.

### **METHOD OF EVALUATION**

N/A.

### **CLOSING STATEMENT**

The Air Cadet League and the local sponsor works collaboratively with the DND to ensure that Air Cadet squadrons have what they require to run the program efficiently. The sponsor of a cadet squadron has a role and responsibilities to fulfill, most importantly support and financial aid. Though they are not always seen, a dependable and reliable sponsor is key to the success of a cadet squadron and each cadet should recognize their importance.

### **INSTRUCTOR NOTES/REMARKS**

This EO may be delivered by a member of the local sponsoring body.

The guest speaker shall be briefed on the TPs prior to the lesson.



---

**REFERENCES**

---

- A0-040 2005-113124 *Memorandum of Understanding Between the DND and the Leagues (2005)*. Ottawa, ON. Department of National Defence.
- A0-046 Scott, M. (Ed.). (2003). Clarifying Civilian Roles in Cadet Corps and Squadrons. *Cadence: The Leadership Magazine of the Canadian Cadet Movement*, Issue 11, pp. 30-32.

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**ROYAL CANADIAN AIR CADETS**  
**PROFICIENCY LEVEL TWO**  
**INSTRUCTIONAL GUIDE**



**SECTION 4**

**EO M207.04 – IDENTIFY YEAR TWO CSTC TRAINING OPPORTUNITIES**

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Total Time:	30 min
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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Read CATO 54-20, *Summer Training Directive – Royal Canadian Air Cadets* and its annexes.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

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

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

---

**INTRODUCTION**

---

**REVIEW**

N/A.

**OBJECTIVES**

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

**IMPORTANCE**

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

---

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

Time: 10 min

Method: Group Discussion

---

---

**BACKGROUND KNOWLEDGE**

---



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

**FITNESS AND SPORTS**

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

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

**MUSIC****Military Musician**

Cadets will develop music knowledge and skills. Activities include:

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

**Pipe and Drum Musician**

Cadets will develop music knowledge and skills. Activities include:

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

**MARKSMANSHIP**

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

- acting as a range assistant, and
- carrying our basic marksmanship coaching duties.

**LEADERSHIP**

Cadets will develop the knowledge and skills required to improve leadership abilities in a peer and small group setting. Activities include:

- leadership,
- public speaking,
- problem solving, and
- ceremonial drill.

**AVIATION**

Cadets will develop the knowledge and skills required to improve their understanding of the fundamentals of aviation. Activities will include aspects of:

- meteorology,
- aero engines,
- air navigation, and
- airmanship.

**AVIATION TECHNOLOGY**

Cadets will develop knowledge and skills required to improve their understanding of the fundamentals of aviation technology. Activities will include aspects of aircraft:

- fabrication,
- construction, and
- maintenance.

**AEROSPACE**

Cadets will develop knowledge and skills required to improve their understanding of the fundamentals of aerospace science. Activities will include aspects of:

- theoretical and practical principles of space science, and
- principles of project management.

**AIRCREW SURVIVAL**

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

- fire construction,
- shelter construction,
- signal construction, and
- food and water collection.



Write the specialty areas on a whiteboard/flipchart. Explain the activities that are conducted within each area.

## GROUP DISCUSSION



### TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

### SUGGESTED QUESTIONS

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



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



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

---

## CONFIRMATION OF TEACHING POINT 1

---

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

---

### Teaching Point 2

### Describe Year Two CSTC Courses

Time: 15 min

Method: Interactive Lecture

---



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

### COMMON COURSES

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

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

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

### ELEMENTAL COURSES

**Basic Leadership.** The aim of this course is to build on the knowledge and skills required for an emerging leader to complete a leadership assignment in a peer and small group setting. This course also allows cadets to develop knowledge and skills in drill and ceremonial.

**Basic Aviation.** The aim of the Basic Aviation course is to provide the cadets with the fundamentals of aviation including civilian, military and Air Cadet aviation opportunities, aviation history and basic airmanship.

**Basic Aerospace.** The aim of the Basic Aerospace course is to provide the cadets with the fundamentals of aerospace to include theoretical and practical principles of aerospace science and the principles of project management.

**Basic Aviation Technology.** The aim of the Basic Aviation Technology course is to provide the cadets with the fundamentals of aviation technologies to include aircraft fabrication, construction and maintenance. Cadets are given ample opportunity for the practical application of theoretical and practical skills.

**Basic Survival.** The aim of the Basic Survival course is to allow cadets to apply the basic survival pattern including fire construction, shelter construction, signal construction and food and water collection. Cadets are given ample opportunity for the practical application of theoretical and practical skills.

### PREREQUISITES FOR ATTENDING A YEAR TWO CSTC COURSE

The cadet must:

- be undergoing Proficiency Level Two training by the application deadline;
- successfully complete Proficiency Level Two by June 30 of the year the cadet wishes to attend the CSTC;
- be physically fit;

- complete a CF 51 including the medical portion;
- have parental consent; and
- be recommended by the squadron Commanding Officer.



Cadets do NOT have to complete General Training (GT) to apply for their first three-week course.

---

## CONFIRMATION OF TEACHING POINT 2

---

### QUESTIONS

- Q1. How many three-week courses can cadets choose from in year two?
- Q2. What are the two music courses available in year two?
- Q3. What are the prerequisites to attend a year two CSTC course?

### ANTICIPATED ANSWERS

- A1. Eight.
- A2. Basic Military Band Musician and Basic Pipe and Drum Musician.
- A3. The prerequisites for attending a year two CSTC course are:

The cadet must:

- be undergoing Proficiency Level Two training by the application deadline;
- successfully complete Proficiency Level Two by June 30 of the year you wish to attend the CSTC;
- be physically fit;
- complete a CF-51 including the medical portion;
- have parental consent; and
- be recommended by the squadron Commanding Officer.

---

## END OF LESSON CONFIRMATION

---

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

---

## CONCLUSION

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### HOMEWORK/READING/PRACTICE

N/A.

### METHOD OF EVALUATION

N/A.



## CLOSING STATEMENT

Summer training is a fun and exciting aspect of the Cadet Program. Summer training centres are also a place to meet cadets and make new friends from different squadrons across Canada. It is important to be familiar with the summer training courses offered so cadets may apply for the course that interests them most.

## INSTRUCTOR NOTES/REMARKS

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

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

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

---

## REFERENCES

---

- A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- A0-033 CATO 14-21 D Cdts 3. (2004). *Music Training and Education With the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.
- A3-003 CATO 54-20 D Cdts 3. (2000). *Summer Training Directive – Royal Canadian Air Cadets*. Ottawa, ON: Department of National Defence.
- A3-029 CATO 51-01 D Cdts 3. (2006). *Air Cadet Program Outline*. Ottawa, ON: Department of National Defence.

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**ROYAL CANADIAN AIR CADETS**  
**PROFICIENCY LEVEL TWO**  
**INSTRUCTIONAL GUIDE**



**SECTION 5**

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

---

Total Time: 30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Photocopy the handout of ranks located at [Annex H](#) for each cadet.

Photocopy annexes for chosen activities.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

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

A game was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest among cadets.

---

**INTRODUCTION**

---

**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson cadets shall identify the rank structure of the Royal Canadian Sea and Army Cadets.

**IMPORTANCE**

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

---

**Teaching Point 1**

**Identify Sea and Army Cadet Rank Structure**

Time: 10 min

Method: Interactive Lecture


---



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

Distribute handouts of the cadet rank insignia located at [Annex H](#) and briefly introduce the cadets to Sea and Army Cadet ranks.

## CADET RANK INSIGNIA

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

*D Cdts 3, 2007, Ottawa ON: Department of National Defence*

Figure 7-5-1 Cadet Ranks

---

## CONFIRMATION OF TEACHING POINT 1

---

### QUESTIONS

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

### ANTICIPATED ANSWERS

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

---

### Teaching Point 2

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

Time: 15 min

Method: In-class Activity

---



Conduct only one of the following activities.

---

### ACTIVITY

---

#### OBJECTIVE

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

#### RESOURCES

- Sea and Army Cadet rank insignia located at [Annex I](#),
- Actions located at [Annex J](#),
- Tape, and
- Two bags, hats or containers.

#### ACTIVITY LAYOUT

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

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

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

To make the bags of actions:

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

### ACTIVITY INSTRUCTIONS

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



If any cadet does not want to participate in this activity, he or she can be a judge. Have extra tape available in case the ranks slip around on the floor.

### SAFETY

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

---

## ACTIVITY

---

### OBJECTIVE

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

### RESOURCES

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

### ACTIVITY LAYOUT

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

### ACTIVITY INSTRUCTIONS

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

### SAFETY

N/A.

---

## ACTIVITY

---

### OBJECTIVE

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

### RESOURCES

Matching cards of Sea and Army Cadet rank insignia located at [Annex K](#).

### ACTIVITY LAYOUT

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



**ACTIVITY INSTRUCTIONS**

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

**SAFETY**

N/A.

---

**CONFIRMATION OF TEACHING POINT 2**


---

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

---



---

**END OF LESSON CONFIRMATION**


---

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

---



---

**CONCLUSION**


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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

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

**INSTRUCTOR NOTES/REMARKS**

N/A.

---

**REFERENCES**


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- |        |  |
|--------|--|
| A0-001 | A-AD-265-000/AG-001 DHH 3-2. (2001). <i>Canadian Forces Dress Instructions</i> . Ottawa, ON: The Department of National Defence.         |
| A1-003 | A-CR-005-001/AG-001 D Cdts 4. (Draft). <i>Royal Canadian Sea Cadets Dress Instructions</i> . Ottawa, ON: Department of National Defence. |
| A2-030 | CATO 40-03 D Cdts 4. (2005). <i>Army Cadet Ranks and Cadet Corps</i> . Ottawa, ON: Department of National Defence.                       |

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**ROYAL CANADIAN AIR CADETS**  
**PROFICIENCY LEVEL TWO**  
**INSTRUCTIONAL GUIDE**



**SECTION 6**

**EO C207.03 – DESCRIBE THE AFFILIATED UNIT**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Invite a member of the affiliated unit to participate in this lesson.

**PRE-LESSON ASSIGNMENT**

N/A.

**APPROACH**

An interactive lecture was chosen for TP1 to orient the cadets to the history of the affiliated unit and to generate interest.

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

**INTRODUCTION**

**REVIEW**

N/A.

**OBJECTIVES**

By the end of this lesson the cadet shall be expected to describe the affiliated unit.

**IMPORTANCE**

It is important for cadets to describe the affiliated unit, as it will help to develop a good rapport, working relationship, and understanding between the squadron and its affiliated unit.

---

**Teaching Point 1**

**Describe the Affiliated Unit**

Time: 15 min

Method: Interactive Lecture

---



This TP may be conducted by a member of the affiliated unit.

Describe the affiliated unit, to include:

- size;
- location;
- role within the CF;
- formation date;
- the building(s) it occupies;
- traditions;
- previous and future deployments;
- special awards/medals awarded to members;
- role in relation to the squadron; and
- other interesting facts.

---

**CONFIRMATION OF TEACHING POINT 1**

---

**QUESTIONS**

- Q1. How many members are in the affiliated unit?
- Q2. What was the formation date of the affiliated unit?
- Q3. What awards/medals have been awarded to members of the affiliated unit?

**ANTICIPATED ANSWERS**

- A1. Answer will vary by unit.
- A2. Answer will vary by unit.
- A3. Answer will vary by unit.

---

**Teaching Point 2****Conduct an Activity on the Affiliated Unit**

Time: 10 min

Method: In-class Activity

---

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to describe the affiliated unit.

**RESOURCES**

- Paper/construction paper/bristol board.
- Pencils/pens.
- Coloured pencils/markers.

**ACTIVITY LAYOUT**

N/A.

**ACTIVITY INSTRUCTIONS**

Have the cadets create a poster (individually or in groups) that portrays a minimum of five of the characteristics of the affiliated unit covered in TP1.

**SAFETY**

N/A.

---

**CONFIRMATION OF TEACHING POINT 2**

---

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

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

The affiliated unit is a frontline connection to the CF, and may provide supplementary support to the squadron (e.g. equipment, personnel, and facilities). Having knowledge of the affiliated unit will help to develop a good rapport, working relationship, and understanding between the squadron and the affiliated unit.

**INSTRUCTOR NOTES/REMARKS**

The instructor for this lesson may be a member of the squadron or the affiliated unit.

If the affiliated unit has access to promotional materials, these may be used as references and/or training/learning aids.

Topics found in TP1 may differ for each affiliated unit. The instructor should determine interesting facts of the affiliated unit prior to the lesson.

The posters created during this lesson may be used in a display at the annual ceremonial review.

---

**REFERENCES**

---

N/A.

**PROFICIENCY LEVEL TWO POs AND EOs**

<b>PO 201 – Citizenship</b>	
Identify the Role of an Environmentally Conscious Canadian Citizen	
M201.01	Discuss the Rights and Responsibilities of a Canadian Citizen
M201.02	Discuss the Principles of Environmental Stewardship
C201.01	Discuss Environmental Issues Relative to Canada
C201.02	Tour a Local Municipal, Provincial, or National Political Institution
C201.03	Tour a Local Municipal, Provincial, or National Environmental Facility
C201.04	Participate in a Presentation Given by an Environmental Guest Speaker
C201.05	Participate in a Presentation Given by a Government Representative
<b>PO 202 – Community Service</b>	
Perform Community Service	
M202.01	Perform Community Service
C102.01	Participate in a Ceremonial Parade
C102.02	Perform Community Service
<b>PO 203 – Leadership</b>	
Demonstrate Leadership Attributes within a Peer Setting	
M203.01	Discuss Leadership within a Peer Setting
M203.02	Discuss Principles of Leadership
M203.03	Discuss Effective Communication in a Peer Setting
M203.04	Demonstrate Positive Group Dynamics
M203.05	Discuss Influence Behaviours
M203.06	Employ Problem Solving
M203.07	Discuss Personal Integrity as a Quality of Leadership
M203.08	Participate in Team-Building Activities
C203.01	Record Entries in a Reflective Journal
C203.02	Employ Problem Solving
C203.03	Discuss Characteristics of a Leader
C203.04	Participate in a Presentation Given by a Leader

C203.05	Participate in Trust-Building Activities
C203.06	Participate in Problem-Solving Activities
<b>PO 204 – Personal Fitness and Healthy Living</b> Update Personal Activity Plan	
M204.01	Perform the PACER
M204.02	Identify Healthy Food Choices
M204.03	Identify Benefits of a Healthy Lifestyle
M204.04	Update Personal Activity Plan
M204.05	Perform the PACER
C204.01	Perform the PACER
C204.02	Develop a Personal Nutrition Plan
<b>PO 205 – Recreational Sports</b> Participate in Recreational Sports	
M205.01	Participate in Organized Recreational Team Sports
C105.01	Participate in a Sports Tabloid
C105.02	Participate in an Organized Intra-mural Sports Event
C105.03	Participate in an Orienteering Event
<b>PO 206 – Air Rifle Marksmanship</b> Participate in Recreational Air Rifle Marksmanship	
M206.01	Participate in Recreational Air Rifle Marksmanship
C206.01	Practice Holding Techniques
C206.02	Practice Aiming Techniques
C206.03	Practice Firing Techniques
<b>PO 207 – General Cadet Knowledge</b> Serve in an Air Cadet Squadron	
M207.01	Identify Proficiency Level Two Training Opportunities
M207.02	Recognize Historical Aspects of the RCAC
M207.03	Recognize the Role and Responsibilities of the Local Sponsor
M207.04	Identify Year Two CSTC Training Opportunities
C207.01	Identify the Rank Structure of the Royal Canadian Sea and Army Cadets



C207.02	Visit a Local Cadet Corps or Squadron
C207.03	Describe the Affiliated Unit
C207.04	Tour the Affiliated Unit
<b>PO 208 – Drill</b> Execute Drill as a Member of a Squad	
M208.01	Execute Left and Right Turns on the March
M208.02	Form Single File from the Halt
C208.01	Practice Ceremonial Drill as a Review
C208.02	Execute Drill With Arms
<b>PO 211 – Summer Biathlon</b> Participate in Recreational Summer Biathlon Activities	
C211.01	Identify Civilian Biathlon Opportunities
C211.02	Run on Alternating Terrain
C211.03	Fire the Cadet Air Rifle Using a Sling Following Physical Activity
C211.04	Participate in a Competitive Summer Biathlon Activity
<b>PO 230 – Aviation History</b> Participate in a Discussion on Canadian Aviation History	
M230.01	Discuss Aircraft Flown During WWI and WWII
M230.02	Discuss Significant Events in 20th Century Canadian Military History
C230.01	Participate in a Presentation Given by a Member of the Memory Project Speakers Bureau
C230.02	Tour a Local Aviation Museum
C230.03	Discuss Significant Canadian Historical Events Relative to Aviation
<b>PO 231 – Principles of Flight</b> Explain Principles of Flight	
M231.01	Identify the Four Forces That Act Upon an Aircraft
M231.02	Describe the Production of Lift by an Aircraft Wing
M231.03	Describe the Types of Drag That Act Upon an Aircraft
M231.04	Describe the Axial Movements of an Aircraft
M231.05	Describe Aircraft Control Surfaces
C231.01	Operate an Experimental Wing

C231.02	Fly a Paper Colditz Glider
C231.03	Tour a Flight School
C231.04	Participate in a Presentation Given by a Guest Speaker from the Local Aviation Community
C231.05	Tour a Flight Simulator
C231.06	Tour a Local Air Show
<b>PO 232 – Propulsion</b> Identify Characteristics of Piston-Powered Aircraft	
M232.01	Identify Types of Aircraft Engines
M232.02	Identify Components of Internal Combustion Engines
M232.03	Explain the Cycles of a Four-Stroke Piston-Powered Engine
M232.04	Recognize the Functions of Oil in a Four-Stroke Piston-Powered Engine
C232.01	Identify Characteristics of Gas Turbine Engines
C232.02	Identify Characteristics of Rocket Engines
C232.03	Identify Characteristics of Helicopter Engines
<b>PO 240 – Aerospace</b> Participate in Aerospace Activities	
M240.01	Explore Current Advancements in Aerospace Technology
M240.02	Invent a Space Technology Item
M240.03	Participate in a Space Survival Scenario
C240.01	Participate in a Non-verbal Communication Activity
C240.02	Invent a Communication System for Space
C240.03	Identify Parts of a Rocket
C240.04	Navigate with a Global Positioning System (GPS)
C240.05	Simulate Survival in Space
C240.06	Determine Direction Using Constellations on a Field Exercise
<b>PO – 260 Aerodrome Operations</b> Participate in Aerodrome Operations Activities	
M260.01	Explain Aspects of Air Traffic Control (ATC)
M260.02	Identify Aspects of Basic Aerodrome Operations

C260.01	Tour an Aerodrome Security Facility
C260.02	Tour an Air Traffic Control (ATC) Tower
C260.03	Participate in a Presentation Given by an Employee of an Aerodrome
C260.04	Perform Marshalling
C260.05	Tour an Aerodrome
<b>PO – 270 Aircraft Manufacturing and Maintenance</b> Participate in a Discussion on Aircraft Fabrication and Maintenance	
M270.01	Identify Aspects of Aircraft Manufacturing
M270.02	Identify Requirements for Aircraft Maintenance
M270.03	Discuss Education and Employment Opportunities in Aircraft Manufacturing and Maintenance
C270.01	Participate in a Presentation Given by an Employee in the Aircraft Manufacturing or Maintenance Industry
C270.02	Identify Canadian Aviation Maintenance Council (CAMC) Interactive Multimedia Learning Tool (IMLT) Activities
C270.03	Tour an Aircraft Manufacturing or Maintenance Facility
C270.04	Watch World’s Biggest Airliner: The Airbus A380 - Coming Together
<b>PO – 290 Aircrew Survival</b> Participate in a Field Exercise	
M290.01	Construct, Light, Maintain, and Extinguish a Signal Fire
M290.02	Construct a Lean-to-Style Shelter
M290.03	Construct a Simple Snare
M290.04	Construct Ground-to-Air Signals
M290.05	Identify Hiking Techniques
M290.06	Operate a Hand-Held Radio
C290.01	Participate in a Presentation Given by a Member of a Survival Organization
C290.02	Participate in a Discussion on Skinning and Cooking a Small Animal
C290.03	Construct a Snow Cave
C290.04	Collect Drinking Water Using a Solar Still
C290.05	Participate in a Hike

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LABELS OF POs

PO 201 Citizenship	PO 206 Air Rifle Marksmanship	PO 231 Principles of Flight
PO 202 Community Service	PO 207 General Cadet Knowledge	PO 232 Propulsion
PO 203 Leadership	PO 208 Drill	PO 240 Aerospace
PO 204 Personal Fitness and Healthy Living	PO 211 Summer Biathlon	PO 260 Aerodrome Operations
PO 205 Recreational Sports	PO 230 Aviation History	PO 270 Aircraft Manufacturing and Maintenance

<p>PO 290 Aircrew Survival</p>		
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Identify the Role of an Environmentally Conscious Canadian Citizen	Participate in Recreational Air Rifle Marksmanship	Explain Principles of Flight
Perform Community Service	Serve in an Air Cadet Squadron	Identify Characteristics of Piston-Powered Aircraft
Demonstrate Leadership Attributes within a Peer Setting	Execute Drill as a Member of a Squad	Participate in Aerospace Activities
Update Personal Activity Plan	Participate in Recreational Summer Biathlon Activities	Participate in Aerodrome Operations Activities
Participate in Recreational Sports	Participate in a Discussion on Canadian Aviation	Participate in a Discussion on Aircraft Fabrication and Maintenance

<p>Participate in a Field Exercise</p>		
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POSTERS OF VARIOUS SYMBOLS OF CANADA

# CANADIAN CITIZENSHIP

<b>RIGHTS AND FREEDOMS</b>	<b>RESPONSIBILITIES</b>
Legal Rights	Understand and Obey Canada's Laws
Equality Rights	Express Opinions Freely While Respecting the Rights and Freedoms of Others
Mobility Rights	Help Others in the Community
Aboriginal Peoples' Rights	Care for and Protect our Heritage and Environment
Freedom of Thought	Eliminate Discrimination and Injustice
Freedom of Speech	Vote in Elections (municipal, provincial and federal)
Freedom of Religion	Support Canada's Ideals in Building the Country
The Right to Peaceful Assembly	
The Right to Legal Rights	
The Right to Apply for a Passport	
The Right to Run in Elections	
The Right to Vote in Elections	

# THE ROYAL ARMS OF CANADA



Canadian Heritage – Ceremonial and Canadian Symbols and Promotion. Retrieved  
4 April 2007, from [http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/arm2\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/arm2_e.cfm)

Figure 7C-1 The Royal Arms of Canada

# THE NATIONAL FLAG



*Canadian Heritage – Ceremonial and Canadian Symbols and Promotion.  
Retrieved 4 April 2007, from [http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/dfl\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/dfl_e.cfm)*

Figure 7C-2 The National Flag

# CODE OF ENVIRONMENTAL STEWARDSHIP

The Government of Canada fully supports the principle of sustainable development.

To reflect this commitment in all aspects of its operation and activities, from facilities and real property management to procurement and waste management, the Government commits:

- to integrate environmental concerns with operational, financial, safety, health, economic development and other relevant concerns in decision-making;
- to meet or exceed the letter and spirit of federal environmental laws and, where appropriate, to be compatible with provincial and international standards;
- to improve the level of awareness throughout the public service of the environmental and health benefits and risks of operational decisions and to encourage and recognize employee actions;
- to apply environmentally responsible management practices to hazardous substances used in operations, including biological products, specifically with regard to the acquisition, handling, storage, safety in use, transportation and disposal of such substances;
- to ensure that environmental considerations are integrated into government purchasing policies and practices; and
- to seek cost-effective ways of reducing the input of raw materials, toxic substances, energy, water and other resources, and of reducing the generation of waste and noise.

# HISTORY OF THE ROYAL CANADIAN AIR CADETS

- The Air Cadet League of Canada was formed in 1940, and raised its first squadrons in 1941.
- In 1942, in recognition of the significant contribution of former cadets to the war effort, His Majesty King George VI conferred the title royal to the Cadet Program, creating the Royal Canadian Air Cadets.
- In 1968, the Army, Navy and Air Force were unified into the Canadian Armed Forces. At that time the Canadian Forces and the cadet movement adopted a single green uniform. The first issue of the green Air Cadet uniform was worn in 1976. This uniform remained in use for almost 20 years. In 1994, the Air Cadet uniform changed back to the traditional Air Force blue style, which is still worn today.
- Following the unification of the Canadian Forces (CF) in 1968, a directorate of cadets was established in Ottawa to set policy and coordinate activities between the three elements of the Cadet Program, and Air Cadet officers became commissioned members of the CF.
- On July 30, 1975, parliament amended the relevant legislation by changing the word boys to persons, therefore permitting girls to become members of the Royal Canadian Air Cadets.
- The “Air Force Blue” represents the sky above. It is a uniform richly endowed with history and tradition. Wearing the uniform bestows recognition of the individual as a representative of Canada’s honoured forces. More than just a means of identification, it is recognized as a badge of courage and bravery. The “Air Force Blue” was proudly worn by Canadians during the wars of the 20<sup>th</sup> century and their exploits are honoured by all who serve.

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## **SIGNIFICANT EVENTS IN THE AIR CADET PROGRAM**

### **World War II**

The beginning of World War II brought a renewed public interest in cadet training across the nation. Cadet squadrons were formed in many high schools. The Air Cadet League of Canada was formed in 1940, and raised its first squadrons in 1941. From the outset, the Air Cadet League enjoyed a partnership with the Royal Canadian Air Force, which enrolled Air Cadet instructors as commissioned officers. By the end of World War II, they had raised 374 squadrons with an enrolment of 29 000 Air Cadets.

### **The Post-War Period**

In recognition of the significant contribution of former cadets to the war effort, His Majesty King George VI conferred the title royal on the Cadet Program, creating the Royal Canadian Sea Cadets, the Royal Canadian Army Cadets, and the Royal Canadian Air Cadets. It is estimated that nearly 230 000 former Sea, Army and Air Cadets served in His Majesty's forces during World War II.

After World War II, quotas were imposed reducing Canada's total cadet force to about 75 000 members. Many of the corps and squadrons closed or were disbanded. The Korean War stimulated growth among squadrons in the early 1950s. After 1954, Korean veterans staffed the Area Cadet Offices that began to manage these squadrons and the summer camps that trained them.

### **Unification of the Canadian Forces**

Following the unification of the Canadian Forces in 1968, a number of changes occurred in the cadet world:

- Sea and Air Cadets came more fully under the control of the Canadian Forces in order to standardize the three Cadet organizations.
- A directorate of cadets was established in Ottawa to set policy and co-ordinate the activities of the Sea, Army and Air Cadets.
- The Cadet Services of Canada was superseded by the Cadet Instructor List (CIL), which was later redesignated the Cadet Instructor Cadre (CIC).

### **Girls in the Cadet Program**

Girls have participated unofficially in cadet training almost from the beginning. Shortly after the formation of the Highland Cadet Corps at the Guelph Grammar School in 1882, a female cadet company was also formed, called the Daughters of the Regiment.

During and after World War II, you could find cadet corps and squadrons that paraded a female platoon or flight. But these unofficial female cadets could never lawfully be trained, kitted, fed or transported and were not allowed to attend summer camp.

On July 30, 1975, parliament amended the relevant legislation by changing the word boys to persons, therefore permitting girls to become members of the Royal Canadian Sea, Army, and Air Cadets.

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## CHANGES TO THE AIR CADET UNIFORM

### The Origin of the Air Force Uniform

At one time, England was a major supplier of uniforms and cloth to other countries. At the time of the October Revolution in Russia, there was a large quantity of cloth in England that had originally been ordered for the Russian Army. This blue cloth remained unused until the end of World War I, when the Royal Air Force (RAF) came into existence and required uniforms. The unused cloth was made into uniforms and as a result, the RAF and original Royal Canadian Air Force (RCAF) uniforms were the same colour as the old Tsarist Russian uniform.

The “Air Force Blue” represents the sky above. It is a uniform richly endowed with history and tradition. Wearing the uniform bestows recognition of the individual as a representative of Canada’s honoured forces. More than just a means of identification, it is recognized as a badge of courage and bravery. The “Air Force Blue” was proudly worn by Canadians during the wars of the 20<sup>th</sup> century and their exploits are honoured by all who serve. It is worn with pride.



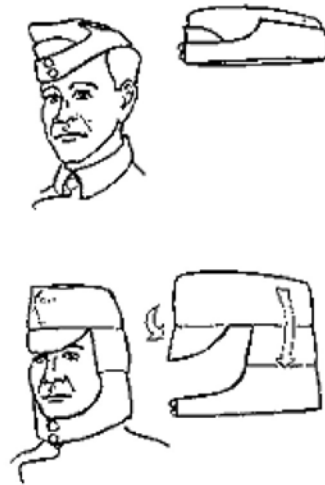
*Against The Odds - Bomber Command At IWM North. News. Kay Carson. (2006). Retrieved 2 November 2006, from [http://www.24hourmuseum.org.uk/content/images/2006\\_2529.JPG](http://www.24hourmuseum.org.uk/content/images/2006_2529.JPG)*

Figure 7F-1 RCAF Uniforms WWII

### The Wedge Cap

Current dress regulations of the Canadian Forces include the “Cap, wedge (optional) centred and worn on the right side of the head, one inch above the right eyebrow”. The wedge cap is a good example of how a tradition was born some 60 years ago and thrives to this day. The Air Force affinity for this type of headdress is well known. It all began when the Royal Flying Corps was established just before World War I. The field service cap, as it was then called, was adopted by the RFC along with a tunic with a high, stand-up collar secured by buttons at the far right side of the chest. With the cap cocked well over to the right, this uniform, with its jaunty air, became synonymous with the daring new fighting Air Force. This headdress, designated the wedge cap in 1941, continued to be worn throughout the life of the RCAF (1924-68) and continues to be the preference of many personnel today in spite of the availability of the peaked forage cap and the beret. There is little doubt that in the days when goggles and leather helmets were worn in open cockpits, the wedge cap lent itself to handy storage in a pocket, ready for use on return to base. When inclement weather was encountered, the

sides could be unhooked and pulled down to cover the ears and the forward flap tucked under the chin. Today's version of the "wedge" is sewn in a slightly different manner, but it continues to provide the officer, the NCM and the Air Cadet their distinctive Air Force identity.



*Department of National Defence. (2006). Air Force Traditions. Retrieved 2 November 2006, from [http://www.airforce.forces.gc.ca/traddocs/traddocs/tradq\\_e.asp](http://www.airforce.forces.gc.ca/traddocs/traddocs/tradq_e.asp)*

Figure 7F-2 The Wedge

### **The Original Air Cadet Uniform**

The original Air Cadet uniform was also blue. They were usually older, out-of-use RCAF uniforms. In 1968, the Army, Navy and Air Force were unified into the Canadian Armed Forces. At that time the Canadian Forces and the cadet movement adopted a single green uniform. The first issue of the green Air Cadet uniform was worn in 1976. This uniform remained in use for almost 20 years. In 1994, the Air Cadet uniform changed back to the traditional Air Force blue style, which is still worn today.



*D Cds 3, 2007, Ottawa, ON: Department of National Defence*

Figure 7F-3 Air Cadet Uniforms

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## **SIGNIFICANT DATES IN THE AIR CADET LEAGUE**

### **The Early Days**

To understand why and how the Air Cadet League of Canada came into being, it is necessary to recall the early days of World War II. The critical need was for planes and more planes and for trained young men to fly them in defence of freedom. There grew, in Canada, the idea of a select set of teenaged youths who would devote some of their spare time to prepare for the day when they would take their places as aircrew in the ranks of the Royal Canadian Air Force (RCAF).

### **The Inauguration**

On April 9, 1941, the Air Cadet League of Canada was granted a Dominion Charter authorizing it to operate as a charitable, non-profit corporation. This charter officially established the Air Cadet League in partnership with the RCAF. An administrative headquarters was established in Ottawa, and the stage was set for a concentrated appeal for sponsors and volunteers throughout the provinces.

In September of 1944, the movement reached the peak war strength of 374 squadrons, over 29 000 cadets, 1750 officers and instructors and another 2000 civilians who supplied financial and other support. It has been established that during one brief period, between October 1943 and June 1944, over 3000 Air Cadets graduated into the wartime RCAF.

### **The Post-War Period 1946 to 1968**

Immediately following the close of the war, there was a natural lessening of interest in all cadet activities throughout Canada. Many squadrons that had been set up "for the duration" were disbanded and the movement settled down to a low point of approximately 11 000 cadets in 155 squadrons.

In 1946, the RCAF introduced Flying Scholarship courses for senior cadets, a development which gave added importance to the movement. In 1961, as the League celebrated its 20<sup>th</sup> anniversary, more than 150 000 Air Cadets had received training in the squadrons now numbering 332.

### **The Post-Unification Years 1968 to 2000**

On February 1, 1968, the Air Cadet League lost its original partner, the Royal Canadian Air Force, and unification brought about a new partnership with the Canadian Armed Forces. In view of a strong demand for new units at the time and to provide for gradual expansion, authority was granted in 1972 for an increase by stages to the present entitlement of 28 000 Air Cadets.

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### CADET RANK INSIGNIA

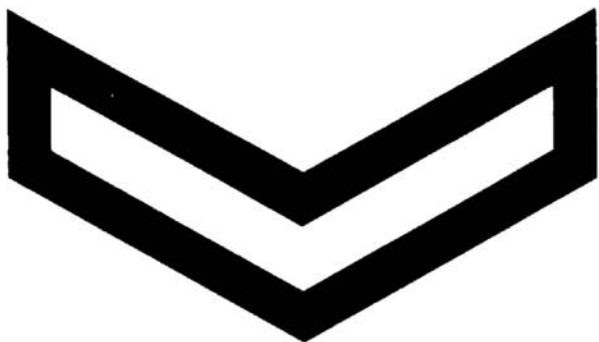
SEA CADET RANKS	ARMY CADET RANKS	AIR CADET RANKS
ORDINARY SEAMAN (OS)  (NO BADGE)	CADET  (NO BADGE)	AIR CADET (AC)  (NO BADGE)
ABLE SEAMAN (AB)  	PRIVATE (Pte)  	LEADING AIR CADET (LAC)  
LEADING SEAMAN (LS)  	CORPORAL (Cpl)  	CORPORAL (Cpl)  
MASTER SEAMAN (MS)  	MASTER CORPORAL (MCpl)  	FLIGHT CORPORAL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

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INSIGNIA

SEA



SEA



SEA



SEA



**SEA**



**SEA**



**SEA**



**ARMY**



**ARMY**



**ARMY**

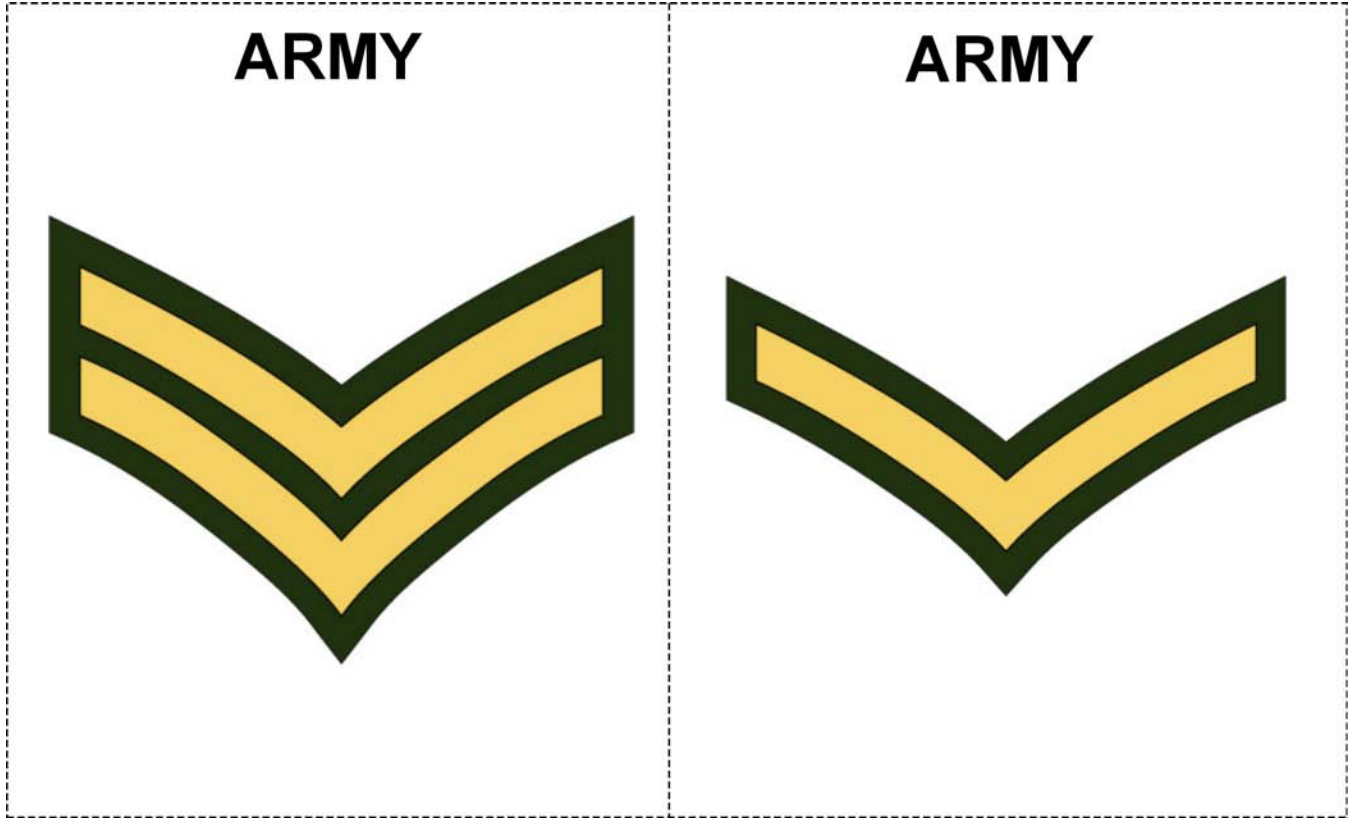


**ARMY**



**ARMY**









ACTIONS





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

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### MEMORY MATCH CARDS

RECRUIT	(NO INSIGNIA)
PRIVATE (Pte)	
CORPORAL (Cpl)	
MASTER CORPORAL (Mcpl)	
SERGEANT (Sgt)	

WARRANT OFFICER (WO)	
MASTER WARRANT OFFICER (MWO)	
CHIEF WARRANT OFFICER (CWO)	
ORDINARY SEAMAN (OS)	(NO INSIGNIA)
ABLE SEAMAN (AB)	



<p>LEADING SEAMAN (LS)</p>	
<p>MASTER SEAMAN (MS)</p>	
<p>PETTY OFFICER SECOND CLASS (Po2)</p>	
<p>PETTY OFFICER FIRST CLASS (Po1)</p>	
<p>CHIEF PETTY OFFICER SECOND CLASS (CPO2)</p>	

CHIEF PETTY OFFICER FIRST  
CLASS (CPO1)

