



**COMMON TRAINING
PROFICIENCY LEVEL FIVE
INSTRUCTIONAL GUIDE**



SECTION 1

EO M507.01 – DEVELOP A PERSONALIZED SCHEDULE

| | |
|-------------|--------|
| Total Time: | 90 min |
|-------------|--------|

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-805/PG-001, *Proficiency Level Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review year four CSTC training opportunities found at CATO 51-01 *Air Cadet Program Outline*, as the prerequisites for training may change.

Review CSTC advanced training - staff cadet opportunities found at CATO 13-28, *Advanced Training–Staff Cadets*, as the prerequisites for positions may change.

Photocopy Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 5 to orient the cadets to and generate interest in Proficiency Level Five mandatory and complementary training opportunities as well as the On-the-Job Practical Requirements (OJPR) and OJPR Logbook.

A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about summer training opportunities, leadership assignments and leadership appointments at the squadron.

An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among the cadets as they develop a personalized schedule.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities in Proficiency Level Five and have developed a personalized schedule for the training year(s).

IMPORTANCE

It is important for cadets to know what training will be conducted during Proficiency Level Five to give them an overview of what the training year(s) will entail. This lesson will help generate interest in the topics and provide a basis on which the cadet will balance school, work, personal and cadet commitments to establish a personalized schedule.

Teaching Point 1**Identify Proficiency Level Five mandatory training common to the sea, army and air elements of the CCO.**

Time: 10 min

Method: Interactive Lecture

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. Proficiency Level Five also sees the addition of two new topic areas, Professional Development and Personal Development.

MANDATORY TRAINING

Mandatory training encompasses the EOs that all cadets must complete throughout the training year(s). Proficiency Level Five mandatory training is common for sea, army and air cadets. The number of periods allocated for mandatory training is minimal, to allow cadets more free time to tailor their training year(s) to suit their individual circumstances.

Community Service – PO 502 (Perform Community Service)

The aim of Proficiency Level Five community service is to encourage the cadet to be an active citizen through participation in local community service activities. Cadet are expected to complete a prescribed number of hours of community service, with at least one of those activities completed with the community service learning model, to meet the requirements of this PO.

Leadership – PO 503 (Lead Cadet Activities)

The aim of Proficiency Level Five leadership is to provide the cadet with knowledge and skills to practice leadership during naturally occurring leadership assignments, structured leadership appointments, and a team leadership project. The cadet, as a member of a team, will:

- propose an exercise;
- plan an exercise;
- conduct an exercise; and
- conclude an exercise.

Personal Fitness and Healthy Living – PO 504 (Adopt an Active Lifestyle)

The aim of Proficiency Level Five personal fitness and healthy living is to encourage the cadet to set and pursue fitness goals that contribute to an active lifestyle. Cadets are expected to complete the Cadet Fitness Assessment as well as a prescribed number of hours of physical fitness to satisfy the requirements of this PO.

General Cadet Knowledge – PO 507 (Serve in an Air Cadet Squadron)

The aim of Proficiency Level Five general cadet knowledge is to provide the cadet with information on the opportunities inherent in the Air Cadet Program and prepare the cadet for Proficiency Level Five assessment of learning requirements. Cadets will identify the training opportunities available in Proficiency Level Five.

Instructional Techniques – PO 509 (Instruct Cadets)

The aim of Proficiency Level Five instructional techniques is to refine the cadet's skills in instructing a 30-minute lesson. Cadets are required to be successful on at least one assessment of their instructional skills during Proficiency Level Five. Since Proficiency Level Five cadets will normally be the primary instructors at the local

squadron, many opportunities exist for them to develop their skills. Lessons can also be delivered at other locations, such as at Cadet Summer Training Centres (CSTCs), gliding centres, etc.

Professional Development – PO 513 (Attend a Workshop)

The aim of PO 513 (Attend a Workshop) is to provide the cadet with professional development to enhance common training skills. Workshops are intended to be tri-service and provide the opportunity for cadets to participate in consolidated training with peers from different corps and squadrons on a variety of topics related primarily to leadership and instructional techniques. Proficiency Level Five cadets are expected to complete two days of workshops to successfully complete this PO.

Personal Development – PO 514 (Pursue Individual Learning)

The aim of PO 514 (Pursue Individual Learning) is to provide the cadet an opportunity to pursue an Air Cadet Program topic area using a personal learning plan to develop specialist skills. The participation and / or performance requirements are defined through an individual learning plan (ILP) that outlines a series of objectives to be met within the cadet's area of interest. The ILP is developed by the cadet in consultation with the Proficiency Level Officer and Squadron Training Officer and approved by the Commanding Officer (CO). The provision of a goal setting opportunity allows the cadet to pursue an area of personal interest related to the CP.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the aim of Proficiency Level Five citizenship training?
- Q2. What is a cadet expected to complete to satisfy the requirements of PO 504?
- Q3. Will workshops be elemental or tri-service?

ANTICIPATED ANSWERS:

- A1. The aim of Proficiency Level Five citizenship is to introduce the cadet to their roles and responsibilities as a citizen in a globalized world.
- A2. Cadets are expected to complete the Cadet Fitness Assessment as well as a prescribed number of hours of physical fitness to satisfy the requirements of PO 504.
- A3. Workshops are intended to be tri-service and provide the opportunity for cadets to participate in consolidated training with peers from different corps / squadrons on a variety of topics related primarily to leadership and instructional techniques.

Teaching Point 2**Identify Proficiency Level Five complementary training opportunities.**

Time: 10 min

Method: Interactive Lecture

PROFICIENCY LEVEL FIVE COMPLEMENTARY TRAINING

Proficiency Level Five complementary training has been designed to be self-directed, self study and three periods (90 minutes) in length. The cadet will complete a minimum of three complementary packages. While the packages are self study, they are not intended to be treated as take home assignments. Instead, cadets shall be given time during a regular training session or day to complete the packages (eg, on a parade night when the cadet is not scheduled to instruct or lead an activity). There is nothing precluding a cadet from completing additional self-study packages at any time, should they choose to do so.

COMMON COMPLEMENTARY TRAINING

Common complementary training self study packages are available in four topic areas.

Citizenship – PO 501 (Explain Global Citizenship)

C501.01 (Reflect Upon What It Means To Be a Good Canadian Citizen) examines what it means to be Canadian and how to become an active and responsible citizen;

C501.02 (Reflect Upon Individual Global Citizenship) provides the cadet an opportunity to reflect upon how globalization affects daily choices in all aspects of life; and

C501.03 (Analyze a Global Issue) provides the cadet with an opportunity to develop their critical thinking / reading skills.

Personal Fitness and Healthy Living – PO 504 (Adopt an Active Lifestyle)

C504.01 (Reflect on Personal Fitness and Healthy Living) allows the cadets to reflect on and examine in greater detail the key concepts related to physical fitness and healthy living.

General Cadet Knowledge – PO 507 (Serve in an Air Cadet Squadron)

C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre [CIC] Officer) examines the choices available to a senior cadet who, upon leaving the CP, chooses to enroll as a member of the CIC. Service opportunities range from local corps / squadron participation to supervising national activities.

C507.02 (Identify Volunteer Opportunities with the Air Cadet League League of Canada [ACLC]) examines the options available to a senior cadet who, upon leaving the CP, chooses to support it by volunteering with the ACLC. This option may suit youth who cannot or do not wish to enrol in the CIC. This self study package includes the opportunity to meet with a member of the squadron's sponsoring committee.

C507.03 (Reflect on the Cadet Experience) provides the tools for a cadet to discover the skills and experience the CP has provided them. It also examines the need to set goals, both short and long term and how to achieve them using an action plan.

Instructional Techniques – PO 509 (Instruct Cadets)

C509.01 (Monitor Instruction) provides cadets with the knowledge and tools to evaluate instruction. This is accomplished through self study and the practical observation of a class.

ELEMENTAL COMPLEMENTARY TRAINING

Elemental training self-study packages are available in four topic areas.

Airmanship – PO 530 (Fly a Cross-Country Flight Using a Flight Simulator)

C530.01 (Fly a Cross-Country Flight Using a Flight Simulator) provides cadets with an opportunity to fly a cross-country flight using a flight simulator. Within this activity, cadets will plot a visual flight rules (VFR) flight on a VNC and determine aircraft speed.

Aerospace – PO 540 (Reflect on Canada's Contribution to Aerospace Technology)

C540.01 (Reflect on Canada's Contribution to Aerospace Technology) provides cadets with an opportunity to learn about Canada's aerospace technology accomplishments up to the cancellation of the Avro Canada CF-105 Arrow Project and examine the achievements of Avro Canada Limited personnel. Additionally, cadets will reflect on Canada's contribution to the space program and aircraft development.

Aerodrome Operations – PO 560 (Participate in an Aerodrome Operations Activity)

C560.01 (Examine Aspects of Flight Safety [FS]) provides cadets with an opportunity to learn about the role of the Flight Safety Officer (FSO) in the Air Cadet Flying Program (ACFP) and to examine the reporting process and investigation procedures.

C560.02 (Examine the Canadian Bush Pilot Industry) provides cadets with an opportunity to examine the origin and development of bush flying in Canada and to compare aircraft flown.

Aircraft Manufacturing and Maintenance – PO 570 (Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft)

C570.01 (Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft) provides cadets with an opportunity to examine the origin of acrobatic flight, aircraft development, modern aerobatic displays and Canadian aerobatic teams.

Aircrew Survival – PO 590 (Analyze an Aircrew Survival Case Study)

C590.01 (Analyze an Aircrew Survival Case Study) provides cadets with an opportunity to, using a case study of a real incident, analyze the cause of the accident, examine the survival situation, investigate the actions of the crew and analyze the outcome.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How is Proficiency Level Five complementary training designed?
- Q2. Describe C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre [CIC] Officer).
- Q3. Describe C560.02 (Examine the Canadian Bush Pilot Industry).

ANTICIPATED ANSWERS:

- A1. Proficiency Level Five complementary training has been designed to be self-directed, self study and three periods (90 minutes) in length.
- A2. C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre [CIC] Officer) examines the choices available to a senior cadet who, upon leaving the CP, chooses to enrol as a member of the CIC. Service opportunities range from local corps / squadron participation to supervising national activities.

- A3. C560.02 (Examine the Canadian Bush Pilot Industry) provides cadets with an opportunity to examine the origin and development of bush flying in Canada and to compare aircraft flown.

Teaching Point 3

Review summer training opportunities.

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to review summer training opportunities using the tips for answering / facilitating discussion and the suggested questions provided.

STAFF CADET ADVANCED TRAINING



The information below provides a brief introduction of what advanced training - staff cadet is and the types of opportunities exist. To obtain more detailed and up-to-date information, CATO 13-28, *Advanced Training—Staff Cadets* should be consulted prior to conducting this lesson.

CATO 13-28, *Advanced Training—Staff Cadets*, defines staff cadets as follows:

- Staff cadets are appointed to such rank as is authorized by the CO of a CSTC established to conduct summer training.
- On the authority of the CO of the CSTC, staff cadets may be requested to participate in advanced training, including instructional, supervisory or administrative functions that are approved by the Regional Cadet Support Unit (RCSU) CO for that training centre.
- Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.
- Staff cadets are not employees. Participation by the staff cadet during authorized CSTC summer training constitutes advanced training.



While staff cadets are not considered employees, they do receive pay during their time at a CSTC. Each position has a designated rank that corresponds to a pay incentive. For more details see Annexes B and E of CATO 13-28, *Advanced Training—Staff Cadets*.

Staff cadet classifications are divided into two distinct categories:

- Type 1—Training (eg, flight staff, instructor), and
- Type 2—Training Support (eg, administration clerk, supply clerk, accommodation, canteen).



Prerequisites are outlined in CATO 13-28, *Advanced Training—Staff Cadets* for each individual position.



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

CADET SUMMER TRAINING CENTRE (CSTC) COURSES

COMMON COURSES



Common courses are available to air, army, and sea cadets.



Refer to CATO 51-01, *Air Cadet Program Outline* for prerequisites.

Military Band–Advanced Musician. The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training for military band.

Pipe Band–Advanced Musician. The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training for pipe band.

ELEMENTAL COURSES

Power Pilot Scholarship. The Power Pilot Scholarship is a seven-week course of ground and flying training designed to qualify air cadets for a Transport Canada Private Pilot Licence in accordance with Canadian Air Regulations. Training is conducted by member flying schools or clubs of either the Air Transport Association of Canada or l'Association québécoise des transporteurs aériens.

International Air Cadet Exchange. The purpose of the exchange is to promote friendship and goodwill among air cadets of the participating countries, to encourage participants to develop an interest in international affairs and to reward those air cadets who have rendered outstanding service to their squadrons over a period of years. It is intended only for senior cadets who will represent Canada with distinction.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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 is the age requirement for advanced training – staff cadet?
- Q2. What common CSTC courses are available to Proficiency Level Five cadets?



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 3

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

Teaching Point 4**Review leadership assignment and leadership appointment opportunities at the squadron.**

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to review leadership assignment and appointment opportunities in the squadron using the tips for answering / facilitating discussion and the suggested questions provided.

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.



Leadership assignments in Proficiency Level Five may be the same as Proficiency Level Three or of longer duration / complexity. Each cadet should have already completed at least three leadership assignments during Proficiency Level Three and Proficiency Level Four.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. These may be organizational appointments (eg, Flight Commander), training appointments (eg, Proficiency Level Instructor) or supplementary appointments (eg, Drill Team Commander). These appointments must be based on the frequency and duration of the major duties or tasks. The team leader must meet with their team on a number of occasions. Leadership appointments may be held by a single Proficiency Level Five cadet (eg, Drill Team Commander) or cadets may rotate through a position (eg, canteen clerk).

The team leader must supervise team members, communicate with team members and solve problems, strive to meet the needs and expectations of team members, motivate team members, and provide feedback to team members. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior usually an activity leader or activity manager.



During Proficiency Level Five training, each cadet will be assessed at least once on a leadership assignment and once while fulfilling a leadership appointment.



Ensure a list of leadership appointments has been developed by the Training Officer before instructing this class. Below is a sample list of leadership appointments

SAMPLE PROFICIENCY LEVEL FIVE LEADERSHIP APPOINTMENTS

Organizational Appointments include:

- Flight Sergeant,
- Flight Commander,
- Squadron Commander,
- Drum Major, and
- Flag Party Commander.

Training Appointments include:

- Proficiency Level Instructor,
- Fitness and Sports Instructor,
- Drill and Ceremonial Instructor,
- Aviation Instructor, and
- Aircrew Survival Instructor.

Supplementary Appointments include:

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.



Proficiency Level Five cadets will typically be assigned the leadership appointments of Squadron Warrant Officer or supplementary appointments. As required, Proficiency Level Five cadets may be assigned various other organizational and training appointments.



For the purposes of PO 503 (Lead Cadets), Proficiency Level Five cadets will be required to fulfill a leadership appointment that meets the criteria defined above. This requires that the appointment involves an assigned, established team of cadets outside the Proficiency Level Five Cadet's peer group. In some circumstances, some of the examples given may not meet these criteria (eg, a smaller squadron that only have one cadet assigned to Supply).

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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 is the difference between a leadership assignment and a leadership appointment?
- Q2. What leadership appointments are available at the squadron?
- Q3. Do you have any concerns knowing that you will fill a leadership appointment during this training year?



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 4

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

Teaching Point 5**Explain the OJPR and Proficiency Level Five Logbook.**

Time: 20 min

Method: Interactive Lecture

On-the-Job Training (OJT)

To provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the CP does not apply. The cadet participates in authorized sessions and training days / weekends with the squadron. Within the 30 sessions and 10-day construct of the Squadron Program, all time beyond that required to complete mandatory and complementary training is allocated to OJT and completion of the different components of the Assessment of Learning Plan.

Under the supervision of the Proficiency Level Officer, or designated representative, the cadet completing OJT is responsible for performing a variety of leadership appointments, leadership assignments, leadership projects and instructional responsibilities. Cadets may also be assigned general administrative, support and supervision roles and responsibilities. While the unique nature of each squadron dictates the exact OJT experience a cadet will have, at a minimum the cadet shall be provided with suitable assessment for learning and assessment of learning opportunities as outlined in the Assessment of Learning Plan.

On-the-Job Practical Requirements (OJPR)

OJPR are the set of practical requirements needed to satisfy the assessment of learning plan. Practical requirements are a component of the following POs.

PO 502 (Perform Community Service)

The cadet is required to develop a community service plan describing how they will perform community service over the training year(s). The assessment of learning requires that cadets complete at least 45 hours of community service to complete this practical requirement without difficulty. If cadets complete 70 hours or more of community service, they have exceeded the standard.

PO 503 (Lead Cadet Activities)

The cadet is required to complete at least one leadership assignment, leadership appointment and leadership project during the training year(s). The assessment of learning provides details on how each task is evaluated. In addition to the three formal assessments, cadets are provided additional leadership assignments, appointments and projects through the course of their normal duties at the squadron.

PO 504 (Adopt an Active Lifestyle)

The cadet is required to complete a minimum of 60 minutes of moderate-to vigorous-intensity physical activity (MVPA) daily for 24 days over four consecutive weeks. If cadets complete a minimum of 60 minutes of MVPA daily for 28 days over four consecutive weeks, they have exceeded the standard.

PO 509 (Instruct Cadets)

The cadet is required to complete at least one formally assessed period of instruction during Proficiency Level Five. The assessment of learning provides details on evaluation. In addition to this formal assessment, cadets will be provided many additional opportunities to instruct through the course of their normal duties at the squadron.

PO 513 (Attend a Workshop)

The cadet will complete 18 periods of regionally facilitated workshops conducted during two full days, four half days or other equivalent combination of training.

PO 514 (Pursue Individual Learning)

The cadet is required to complete a minimum of one ILP over the course of the training year(s). The assessment of learning provides details on evaluation. The cadet's ILP must meet the criteria set out within the assessment activity instructions by identifying learning needs, learning activities, target dates, learning resources, measures of success and a final report description.

OJPR Logbook

A-CR-CCP-805/PW-001, *Royal Canadian Air Cadets Proficiency Level Five Logbook*, is provided to the cadet as a tool to help guide and track their progress. This tool serves as both an aide-memoire and personal log. The content of the Proficiency Level Five Logbook consists of a summary of pertinent information regarding OJT, OJPR, and requirements of the Assessment of Learning Plan and Assessment Instruments. It is intended that Proficiency Level Five cadets keep their logbook updated and seek guidance from their supervisor(s) to obtain the required signatures. Once completed, the Proficiency Level Five Logbook is retained by the cadet to record future service.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS:

- Q1. Is Proficiency Level Five training scheduled in the same manner as previous years?
- Q2. What are the OJPR for PO 502 (Perform Community Service)?
- Q3. What will cadets do with their Proficiency Level Five Logbook upon completion of Proficiency Level Five?

ANTICIPATED ANSWERS:

- A1. No, to provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the cadet program do not apply.
- A2. The cadet is required to develop a community service plan describing how they will perform community service over the training year(s). The assessment of learning requires that cadets complete at least 45 hours of community service to complete this practical requirement without difficulty. If cadets complete 70 hours or more community service, they have exceeded the standard.
- A3. Once completed, the Proficiency Level Five Logbook is retained by the cadet to record future service.

Teaching Point 6

Have the cadets develop a personalized schedule.

Time: 30 min

Method: In-Class Activity

ACTIVITY

Time: 30 min

OBJECTIVE

The objective of this activity is to have the cadets develop a personalized schedule.

RESOURCES

- Proficiency Level Five Logbook,
- Current squadron training schedule, and

- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Provide each cadet with a pen / pencil, current squadron training schedule and Proficiency Level Five Logbook.
2. Have the cadets complete the agenda section of their Proficiency Level Five Logbook, filling in the dates and months and year.
3. Have the cadets record the date(s) they are required to instruct at the squadron for the training year. Remind cadets that this information is subject to changes in the training schedule and should be updated as required.
4. Have the cadets record any other squadron commitments where they are required to attend. For example, they may be appointed marksmanship assistant as a leadership appointment and marksmanship practices occur each week on Wednesday evenings.
5. Have cadets record their school, work or extracurricular activities as required.
6. Discuss with the cadets the importance of managing their time effectively and using their agenda to record other commitments as they occur. The date and time of community service commitments, when they will work on their leadership project with their team and milestones of their ILP can all be recorded in the agenda.
7. Allow the cadets the remaining time to add other items to their personalized schedule while providing assistance and guidance as required.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 6

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

END OF LESSON CONFIRMATION

The cadets' production of a personalized schedule will serve as the confirmation of the lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being aware of the topics to be covered during Proficiency Level Five training will help generate interest in the training year. Being aware of the time requirements needed to complete Proficiency Level Five will ensure you are able to balance the cadet activities with other activities and achieve success in both.

INSTRUCTOR NOTES / REMARKS

This EO should be scheduled as early as possible in the training year.

REFERENCES

A0-035 CATO 13-28 Director Cadets 2. (2006). *Advanced training–Staff cadet*. Ottawa, ON: Department of National Defence.

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A3-029 CATO 51-01 Director Cadets Senior Staff Officer Air Cadets. (2009). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

A3-184 A-CR-CCP-805/PW-001 Director Cadets 3. (2009). *Royal Canadian Air Cadets proficiency level five logbook*. Ottawa, ON: Department of National Defence.

A3-185 A-CR-CCP-803/PG-001 Director Cadets 3. (2008). *Royal Canadian Air Cadets Proficiency Level Three Qualification Standard and Plan*. Ottawa, ON: Department of National Defence.

A3-186 A-CR-CCP-804/PG-001 Director Cadets 3. (2009). *Royal Canadian Air Cadets Proficiency Level Four Qualification Standard and Plan*. Ottawa, ON: Department of National Defence.

| PROFICIENCY LEVEL FIVE POs AND EOs | |
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| Citizenship PO 501 (Explain Global Citizenship) | |
| C501.01 | Reflect Upon What it Means to be a Good Canadian Citizen |
| C501.02 | Reflect on Individual Global Citizenship |
| C501.03 | Develop an Awareness of Global Issues |
| Community Service PO 502 (Perform Community Service) | |
| M502.01 | Perform 45 Hours of Individual of Community Service |
| Leadership PO 503 (Lead Cadet Activities) | |
| M503.01 | Create a Proposal |
| M503.02 | Prepare for an Exercise |
| M503.03 | Conduct an Exercise |
| M503.04 | Conclude an Exercise |
| C503.01 | Analyze an Exercise Plan |
| Personal Fitness and Healthy Living PO 504 (Adopt an Active Lifestyle) | |
| M504.01 | Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness |
| C504.01 | Reflect on Personal Fitness and Healthy Living |
| General Cadet Knowledge PO 507 (Serve in an Air Cadet Squadron) | |
| M507.01 | Develop a Personalized Schedule |
| C507.01 | Identify Service Opportunities as a Cadet Instructors Cadre Officer |
| C507.02 | Identify Volunteer Opportunities With the Air Cadet League of Canada (ACLCL) |
| C507.03 | Reflect on the Cadet Experience |
| Instructional Techniques PO 509 (Instruct Cadets) | |
| C509.01 | Monitor Instruction |
| Professional Development PO 513 (Attend a Workshop) | |
| Personal Development PO 514 (Pursue Individual Learning) | |
| Airmanship PO 530 (Fly a Cross-Country Flight Using a Flight Simulator) | |
| C530.01 | Fly a Cross-Country Flight Using a Flight Simulator |
| Aerospace PO 540 (Reflect on Canada's Contribution to Aerospace Technology) | |
| C540.01 | Reflect on Canada's Contribution to Aerospace Technology |
| Aerodrome Operations PO 560 (Participate in an Aerodrome Operations Activity) | |
| C560.01 | Examine Aspects of Flight Safety (FS) |
| C560.02 | Examine the Canadian Bush Pilot Industry |

| PROFICIENCY LEVEL FIVE POs AND EOs | |
|---|---|
| Aircraft Manufacturing and Maintenance PO 570 (Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft) | |
| C570.01 | Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft |
| Aircrew Survival PO 590 (Analyze an Aircrew Survival Case Study) | |
| C590.01 | Analyze an Aircrew Survival Case Study |



**COMMON TRAINING
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SECTION 2

**EO C507.01 – IDENTIFY SERVICE OPPORTUNITIES
FOR A CADET INSTRUCTORS CADRE (CIC) OFFICER**

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self-study package are listed in the lesson specification located in A-CR-CCP-805/PG-001, *Proficiency Level Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self-study package within the section for which they are required.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

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

Photocopy the self-study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail service opportunities for a CIC officer at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have identified service opportunities for a CIC officer.

IMPORTANCE

It is important for cadets to be aware of the various service opportunities for a CIC officer if they choose to enrol as a CIC officer. By being aware of these opportunities, they will be able to make a more informed decision about enrolling and what direction they want their service to take.

SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet identify service opportunities for a CIC officer.

RESOURCES

- Self-study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self-study package.
3. Provide assistance as required to the cadet.
4. Collect the self-study package once the cadet has finished.
5. Correct the self-study package with the self-study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self-study package to the cadet for their future reference.
8. Upon completion of the self-study package, record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self-study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

A decision to serve in the Canadian Forces (CF) must not be made lightly. A decision to serve as a CIC officer can be made easier by identifying the various ways that CIC officers are employed.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A0-194 CATO 23-01 Director Cadets 6. (2007). *Recruitment / enrolment–Officers of the cadet instructors cadre (CIC)*. Ottawa, ON: Department of National Defence.

A0-195 CATO 21-03 Director Cadets 2. (2007). *Corps / squadron establishments staffing priorities and authorized paid days*. Ottawa, ON: Department of National Defence.

A0-196 CATO 23-11 Director Cadets 6. (2007). *Cadet instructors supporting cadet activities without pay*. Ottawa, ON: Department of National Defence.

A0-197 CATO 23-10 Director Cadets 2. (2006). *Reserve service opportunity selection process*. Ottawa, ON: Department of National Defence.

A0-198 Department of National Defence. (2009). *Reserve service opportunities*. Retrieved October 29, 2009, from <http://www.cadets.ca/employment-emploi.aspx>

A0-199 Department of National Defence. (2009). *CIC–Cadet instructors cadre*. Retrieved October 29, 2009, from <http://www.vcds.forces.gc.ca/cic/index-eng.asp>

A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

A2-031 CATO 40-01 Director Cadets Senior Staff Officer Army Cadets. (2009). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

A3-029 CATO 51-01 Director Cadets Senior Staff Officer Air Cadets. (2009). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer



SECTION 1: ENROLMENT STANDARDS FOR THE CIC

SECTION 2: CORPS / SQUADRON SERVICE OPPORTUNITIES

SECTION 3: REGIONAL SERVICE OPPORTUNITIES

SECTION 4: CADET SUMMER TRAINING CENTRE (CSTC) SERVICE OPPORTUNITIES

SECTION 5: NATIONAL SERVICE OPPORTUNITIES

SECTION 1
ENROLMENT STANDARDS FOR THE CIC

THE CIC MILITARY OCCUPATION STRUCTURE IDENTIFICATION (MOSID)

The CIC is a Personnel Branch of the Canadian Forces (CF). It celebrated its 100th anniversary in 2009 making it one of the oldest components of the CF. Every member of the CF belongs to an occupation or trade and CIC officers are no exception. Each trade is assigned an identification code. The Cadet Instructors Cadre officers' MOSID is 00232-01 for naval elemental officers, 00232-02 for army elemental officers and 00232-03 for air elemental officers.



Figure A-1 CIC Branch Flag

Note. From Cadets Canada, 2010, *CIC Branch Flag*. Retrieved February 19, 2010, from <http://www.cadets.ca/content-contenu.aspx?id=80615>

The CIC is the largest Personnel Branch of the CF with numbers in excess of 6000 members. Officers of the CIC, as CF members, fall under the authority of the *National Defence Act*, the law which governs Canada's military, and are subject to the same rules and regulations as any other member of the reserve force or regular force. This obligation to maintain a high standard of personal conduct is important as in many communities throughout Canada, the CIC may be the only uniformed members of the CF, and as such, reflect the CF as a whole.



Have any of your friends enrolled in the CIC?

CADET ORGANIZATIONS ADMINISTRATION AND TRAINING SERVICE (COATS)

The CF is composed of two main forces: the regular force and the reserve force. The regular force (Reg F) consists of full-time members of Canada's military. The reserve force consists of members who, while still members of the military, serve part-time. The reserve force is composed of the Primary Reserve (P Res), Supplemental Reserve (Supp Res), Canadian Rangers (Rangers) and COATS. Members of the P Res are trained in similar occupations available to Reg F members. The Supp Res acts as a holding list of recently released CF members who may, in the event of a national emergency or as operationally required, be recalled to active service. Rangers provide a military presence in remote, isolated and coastal communities of Canada. Its members are trained to perform their unique roles as the eyes and ears of the CF in those areas. COATS consists of members of the CIC as well as other members of the CF not belonging to the CIC MOSID who work with the Canadian Cadet Organizations (CCO). In addition to the CIC MOSID, COATS includes two other occupations: General Service Officer (COATS GS-OFF) and General Service Non-Commissioned Member (COATS GS-NCM). COATS GS-OFF and COATS GS-NCM MOSIDS exist to allow Reg F and P Res officers and NCMs to transfer to another sub-component for employment in support of the Cadet Program (CP). This ensures the CF that these trained and experienced members can be retained to assist with the management, administration and delivery of the CP.

BASIC ENROLMENT STANDARDS

To be eligible for enrolment within a CIC MOSID, an individual must:

- be a Canadian citizen;
- be of good character and standing in the community and recommended by a cadet organization commanding officer, parent committee or the corresponding provincial league;
- have reached the minimum enrolment age of 18 and be able to complete at least one year of service before reaching the CIC Compulsory Retirement Age (CRA) of 65;
- meet the medical standards prescribed in CANFORGEN 070/07. Normally, the applicant must have a medical category no lower than V4 CV3 H3 G3 O3 A5. An applicant with a medical category below this standard but not lower than V4 CV3 H4 G4 O4 A5 may be accepted if the command surgeon approves the medical limitations and certifies that any medical condition will not be aggravated by military service; and



Did you know?

The Medical Category System in the CF assigns numerical values to Visual Acuity (V), Color Vision (CV), Hearing (H), Geographical Factor (G), Occupational Factor (O) and Air Factor (A). A lower value indicates a higher ability within the category. The CIC Medical Category is therefore less restrictive than, for example, a pilot for which V1 CV2 H2 G2 O2 A1 is the lowest acceptable category.

- have a high school diploma or equivalent. In exceptional circumstances, with the approval of Director Cadets and Junior Canadian Rangers (D Cdts & JCR), an applicant who does not hold a high school diploma may be enrolled. Education waivers shall only be granted in situations where the CCO benefits.



Activate Your Brain #1:

Are CIC officers members of the CF?



Activate Your Brain #2:

What education requirements are needed for enrolment in the CIC?

SECTION 2
CORPS / SQUADRON SERVICE OPPORTUNITIES

CORPS / SQUADRON

Corps / Squadron Establishments

The majority of CIC officers serve within corps and squadrons across Canada. Each corps / squadron has an authorized establishment, a collection of all military and civilian positions within an authorized organizational structure of the Department of National Defence (DND). Corps / squadron establishments are linked to corps / squadron quotas as determined by CATO 12-21, *Cadet Corps / Squadrons Annual Report*. The number of allocated positions on a corps / squadron establishment as determined by corps / squadron quota can be found in CATO 21-03, *Cadet Corps / Squadron Establishments Staffing Priorities and Authorized Paid Days*.

| Corps / Squadron Quota as determined by CATO 12-21 | Cadet Corps / Squadron Automated Establishment Report (AER)– Authorized Paid CIC Positions by Rank | | | Total Number of Paid CIC Positions on AER | Authorized Specialist Days |
|--|--|------------|--|---|----------------------------|
| A | B | C | D | E | F |
| | Maj/LCdr | Capt/Lt(N) | Capt/Lt(N)/ Lt/ SLt / 2Lt/ASlt / OCdt / NCdt | | |
| < 30 | | 1 | 4 | 5 | 5 days |
| 30–59 | | 2 | 4 | 6 | 6 days |
| 60–89 | | 2 | 5 | 7 | 7 days |
| 90–119 | 1 | 2 | 5 | 8 | 8 days |
| 120–149 | 1 | 3 | 5 | 9 | 9 days |
| 150–179 | 1 | 3 | 6 | 10 | 10 days |
| 180–209 | 1 | 4 | 6 | 11 | 11 days |
| 210–239 | 1 | 4 | 7 | 12 | 12 days |
| 240–269 | 1 | 4 | 8 | 13 | 13 days |
| 270–299 | 1 | 5 | 8 | 14 | 14 days |
| > 300 | 1 | 6 | 8 | 15 | 15 days |

Figure A-2 CIC Paid Positions Scale–Corps/Squadron Establishments and Specialist Days

Note. From *Cadet Corps / Squadron Establishments Staffing Priorities and Authorized Paid Pays* (p. A-1/2), by Director Cadets 2, 2007, Ottawa, ON: Department of National Defence.

If a cadet corps / squadron has a vacancy on their establishment, a new CIC officer can be enrolled and fill one of these positions. If no position exists, the new CIC officer may be enrolled and fill a position on a regional / detachment holding list and volunteer with the cadet corps / squadron.



Figure A-3 CIC Corps / Squadron Officer

Note. From Cadets Canada, 2010, *About the CIC*. Retrieved February 19, 2010, from <http://www.cadets.ca/assets/0/121/401/2421/3811/a75e2dac-7cd5-4914-82b6-553ee43f0c80.jpg>

Paid Days

Commanding officers of a corps / squadron can be paid up to 35 days per year with all other officers on strength being eligible for 25 days per year. CIC officers on holding lists / regional establishments that are volunteering at a corps / squadron are only paid when hired for service outside the corps / squadron. As positions on a corps / squadron establishment become available volunteering CIC officers may be transferred to it. In addition to the maximum paid days for corps / squadron training, a CIC officer may be paid for additional Class A or Class B reserve service while attending a course or performing other duties.



Did you know?

There are three classes of reserve service.

- **Class A Service.** Class A service is used for periods of employment not exceeding 12 days. CIC officers are frequently employed on Class A service, for example, corps / squadron pay each month, working two days at a marksmanship competition, etc.
- **Class B Service.** Class B service is used for periods of employment over 13 days. For any Class B Service over 90 days a job posting message must be advertised to allow qualified individuals to express their interest in the position. CIC officers are sometimes employed on Class B service, for example, attending a CIC training course (for 15 days), working at a CSTC (for more than 12 days), working a four-month temporary position at a regional headquarters, assuming a full-time position of Area Cadet Officer (ACO) at a detachment / region, etc.
- **Class C Service.** Class C service is used when P Res members employed full time in an operational capacity. It may also be used, under exceptional circumstances, when a reservist is serving in a non-operational Reg F position. CIC officers are never employed on Class C service and even P Res members require approval from the Vice-Chief of Defence Staff (VCDS).

TECHNICAL TRAINING ESTABLISHMENTS

Technical training establishments are training centres that are required to augment the corps / squadron program by providing specialized training not available at each corps / squadron. Without technical training establishments, cadets would not be able to satisfy the minimum requirements of mandatory training. Each technical training establishment is run by a coordinator, selected by the region, to plan and deliver training at their centre. Most of these coordinators are also corps / squadron CIC officers. They select and hire other CIC officers on Class A service as staff.

Regional Cadet Sailing Schools (Sail Centres)

Sail centres augment sea cadet phase training by providing sail training and on-the-water opportunities not available at a corps. Opportunities exist at sail centres for CIC officers to be employed as sail centre coordinators or sail centre instructional staff. The maximum number of paid days varies by region and position. Each sail centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre.



Figure A-4 Sail Centre Training

Note. From Regional Cadet Support Unit (Eastern), 2010, *Eastern Region Nautical Training*. Retrieved February 19, 2010, from <http://cms.cadets.gc.ca/assets/0/121/423/427/443/3403/3421/3423/3439/a409501d-5351-4a6c-be4a-952fcfdb5e8f.jpg>

Regional Army Cadet Expedition Centres (Expedition Centres)

Expedition centres augment the army cadet star program by providing navigation training and expedition opportunities not available at a corps. Opportunities exist at expedition centres for CIC officers to be employed as expedition centre coordinators or instructional staff. The maximum number of paid days varies by region and position. Each expedition centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre.



Figure A-5 Expedition Centre Training

Note. From Regional Cadet Support Unit (Prairie), 2010, *Program Description*. Retrieved February 19, 2010, from <http://www.cadets.ca/assets/0/121/379/3617/9166/e1eb1423-e31f-4f23-a707-e0fc93ef52ec.jpg>

Regional Cadet Air Operations (Gliding Centres)

Gliding centres operate year-round in support of the squadron program and summer training. Gliding centres augment the air cadet proficiency level program by providing aviation training and gliding opportunities not available at a squadron. Opportunities exist at gliding centres for CIC officers to be employed as gliding centre coordinators, pilots, ground crew or instructional staff. The maximum number of paid days varies by region and position. Each gliding centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre. During the summer months, the 5 regional centres operate as CSTCs and are responsible for delivering programs which may include Basic Aviation, Advanced Aviation, Glider Pilot Scholarship and Power Pilot Scholarship.



Figure A-6 Gliding Centre Training

Note. From Cadets Canada, 2010, *Air Cadet 2009 CSTC Course Listings*. Retrieved February 19, 2010, from <http://www.cadets.ca/assets/0/121/401/2421/3811/79dc086b-d5f2-4ee6-9526-81c7492440c1.jpg>



Have any of your friends worked at a technical training establishment?



Activate Your Brain #3:

How many paid positions are there on the establishment of a corps / squadron with less than 30 cadets?



Activate Your Brain #4:

What is Class A service?

SECTION 3 REGIONAL SERVICE OPPORTUNITIES

REGIONALLY DIRECTED ACTIVITIES (RDAs)

RDAs are activities that Regional Cadet Support Unit (RCSU) COs conduct annually within their regions. RDAs augment the corps / squadron program by maintaining the cadets' interest in specific areas of cadet training and allow RCSU COs to tailor the overall CP to match regional interests and capitalize on regional opportunities and resources. RDAs fall into two categories: non-discretionary and discretionary. Many RDAs require the support of corps / squadron officers to plan and implement and are hired on Class A service.



Figure A-7 Provincial Biathlon Championships

Note. From Trek Earth, 2010, *Photos*. Retrieved February 19, 2010, from <http://www.trekearth.com/gallery/photo320887>

Non-discretionary

Non-discretionary RDAs include regional activities used to select cadets for national competitions and as such must be funded and conducted. Non-discretionary RDAs include:

- zone, provincial and / or regional marksmanship championships,
- zone, provincial and / or regional biathlon championships,
- inter-provincial exchanges,
- sea cadet program zone, provincial and / or regional regattas, and
- army cadet program regional expeditions.

For regions to facilitate these events, CIC officers are hired on Class A service. In many cases, individuals selected for service are asked to return in future years based on performance, as well as a need to train a base of experienced personnel.

Discretionary

In addition to activities programmed in the corps / squadron program, other activities may be organized, funded and conducted under the supervision of the RCSU, as determined by the RCSU CO. Selected activities must be focused on achieving the CP aim. Possible activities include:

- drill and ceremonial activities, such as ceremonial parades and / or drill competitions;
- leadership training activities, such as senior cadet training concentrations or effective speaking competitions;
- recreational sports activities, such as inter-corps / squadron competitions, tabloid sports, etc;
- air rifle marksmanship activities, such as training sessions, competitions and / or civilian events;
- additional summer / winter biathlon activities, such as training sessions, competitions and / or civilian events;
- music training activities, such as training sessions, honour bands, and / or band competitions for both military bands and pipe bands;
- first aid activities, such as training courses and / or competitions;
- CF familiarization activities, such as visits to CF facilities, C7 rifle firing, attending CF displays or demonstrations, interacting with CF members or units, etc;
- Duke of Edinburgh's Award Program activities, such as briefings or presentations to corps / squadron staff.



Now that you know what RDAs are, list the ones you've participated in during your cadet training.

As with non-discretionary RDAs, in order for regions to facilitate these events, CIC officers are hired on Class A service. In many cases, individuals selected for service are asked to return in future years based on performance as well as a need to train personnel.



Activate Your Brain #5:

What is the difference between non-discretionary and discretionary RDAs?

CADET DETACHMENT / REGIONAL CADET SUPPORT UNIT (RCSU)

Many of the positions at cadet detachments / RCSUs are filled by CIC officers who perform full-time Class B service. They are selected based on their qualifications and experience with the CP. They assist in the management of CP on behalf of the RCSU CO and work alongside other Reg F and P Res members.

Cadet Detachment

Cadet detachments are found in some regions and serve as a way to better manage cadet corps / squadrons. Detachments are led by a detachment commander who manages a staff of officers and NCMs who are responsible for all the cadet corps / squadrons in that area. The cadet detachments are primarily involved in the implementation of the CP within the region and their staff perform tasks, such as claims, travel arrangements and approving training activities proposed by corps / squadron commanding officers.

Positions at cadet detachments that CIC officers could fill include ACO, Detachment Movements Officer or Detachment Commander. Positions will vary by region and detachment.

Regional Cadet Support Unit (RCSU)

The CP in Canada is delivered by six RCSUs spread across the country.

- RCSU (Atlantic)–RCSU (A) includes all cadet units in the provinces of Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland and Labrador,
- RCSU (Eastern)–RCSU (E) includes all cadet units in the province of Quebec and Air Cadet Squadrons in the Ottawa Valley area,
- RCSU (Central)–RCSU (C) includes all cadet units in the province of Ontario except Air Cadet Squadrons in the Ottawa Valley and all corps / squadrons in northwestern Ontario,
- RCSU (Prairie)–RCSU (Pra) includes all cadet units in the provinces of Manitoba, Saskatchewan and Alberta and all corps / squadrons in northwestern Ontario,
- RCSU (Pacific)–RCSU (P) includes all cadet units in the province of British Columbia, and
- RCSU (Northern)–RCSU (N) includes all cadet units in the territories of Yukon, Northwest Territories and Nunavut).

Regions are led by a CO who manage a staff of officers and NCMs that are responsible for all the cadet corps / squadrons in that region. RCSUs are primarily involved in the management and financial budgeting of the CP within the region and their staff performs tasks, such as pay, human resource management, budgets, staff selections and directing training activities for both the corps / squadron program, as well as the CSTC program.

Positions at RCSUs that CIC officers could fill include Regional Training Officer(s), Regional Common Training Officer, Regional Movements Officer or Regional Administration / Human Resources Officer. Positions will vary by region as each RCSU is organized differently.



Activate Your Brain #6:

What types of positions could a CIC officer fill at an RCSU?

Regional Cadet Instructor School (RCIS)

Each region, with the exception of Northern, has a school for the training of CIC officers: RCIS (A) for Atlantic region, RCIS (E) for Eastern region, etc. Although each school is organized slightly differently, there are many similar positions available to CIC officers. A commandant oversees all aspects of the school and performs full-time Class B service. At most RCISs, a Standards Officer and Administration Officer also perform full-time Class B service. To augment this core staff, CIC officers are hired for either part-time or full-time Class A or Class B service to act as Directing Staff (DS) for courses being conducted.



Figure A-8 RCIS Training

Note. From Regional Cadet Support Unit (Pacific), 2010, *LTQ Course Info*. Retrieved February 19, 2010, from <http://cms.cadets.gc.ca/assets/0/121/381/1607/5120/6830/2bfaa598-e73e-4a55-9ea3-678859fa4159.jpg>

CIC officers selected to serve as DS at an RCIS are chosen for their knowledge and skill in presenting creative and effective lessons to the CIC officers on course. Depending on the course being presented, DS are selected for their specific expertise in an area of the CP (such as orienteering, paddling, abseiling, flying, sailing, etc.) Serving as DS at an RCIS may be a long-term or short-term service opportunity and is an excellent tool to develop as a CIC officer.



Did you know?

As a CIC officer, the first training course you complete is the Basic Officer Training Course (BOTC). BOTC provides new CIC officers with the training required to function as a member of the CIC within the CF and covers policies, regulations, drill, etc. RCISs offer the BOTC several times throughout the year.

SECTION 4

CADET SUMMER TRAINING CENTRE (CSTC) SERVICE OPPORTUNITIES

CSTC Service Opportunities

The CSTC program is integral to the overall CP and focuses on giving a portion of the cadet population instruction and opportunities to develop advanced knowledge and skills in specialized activities. It also develops instructors / leaders for these specialized activities for all components of the CP. CSTCs are staffed by CIC officers on Class B service who administer and supervise all aspects of the training centre. Some CSTCs have a small number of full-time staff officers that work during the training year to ensure the CSTC is ready to train cadets during the summer.

Each region selects CIC officers for CSTCs. A list of available positions is published in the fall and applications are sought from CIC officers interested in employment. During the winter, selection boards are held to sort through applications and decide which applicants are best suited for the various positions. In the spring, a list of those CIC officers selected for employment is published.



Figure A-9 CSTC Training


Note. From HMCS ACADIA, 2010, *Photo Gallery*. Retrieved February 19, 2010, from http://www.cadets.ca/cstc/acadia/photogallery.aspx#ctl00_ContentPlaceholder1_ImageGallery1_ImageDirectory

As the requirements of each CSTC are different, positions available will differ. General categories of jobs; however, are universal and may include:

- Divisional Officers / Platoon Commanders / Flight Commanders are responsible for the day-to-day supervision and instruction of cadets attending a course at a CSTC. They deal with a range of issues and they are the first contact for cadets' problems. Most first-year CIC officers are employed as Divisional Officers / Platoon Commanders / Flight Commanders.

- Duty Officers / Accommodations Officers / Barracks Supervisors are responsible for supervising cadets during non-training hours. They are usually organized in shifts and may work days or nights. First-year CIC officers are commonly employed as Duty Officers / Accommodations Officers / Barracks Supervisors as the experience in supervising develops their abilities and prepares them for further employment in positions of greater responsibility.
- Training Support positions often fall outside the various training departments / companies / squadrons and serve to augment the division / platoon / flight staff when conducting specialized training. Some CSTCs have training support positions in fitness and sports, range, drill and ceremonial, adventure training, canoeing, flight operations, sea operations, etc.
- Service Support positions comprise all the other logistical and administrative jobs required to operate the CSTC. Some examples of Service Support positions include supply, administration, banking / pay, food services, transportation, etc.

Many CIC officers choose to augment their service at a corps / squadron by serving at a CSTC. While not required, it can be an effective way to further one's own knowledge of the CP.

| | |
|---|--|
|  | <p>Activate Your Brain #7:</p> <p>What are some examples of Training Support positions at a CSTC?</p> <hr/> <hr/> <hr/> |
|---|--|

**SECTION 5
NATIONAL SERVICE OPPORTUNITIES**

NATIONALLY DIRECTED ACTIVITIES (NDAs)

NDAs are activities that D Cds & JCR and the elemental program Senior Staff Officers (SSOs) chose to institute at a national level. NDAs augment the corps / squadron program by maintaining the cadets' interest in specific areas of cadet training and allow elemental SSOs to tailor the overall CP to match elemental interests, capitalize on national and international opportunities and resources. Many NDAs require the support of corps / squadron officers to plan and implement and are hired on Class A service.

Established NDAs include, but are not limited to:

- the national cadet air rifle championship;
- the national cadet winter biathlon championship;
- sea, army and air cadet international exchange programs;
- sea cadet deployments on board Her Majesty's Canadian Ships (HMCS), Coast Guard Ships, etc.;
- the national sea cadet regatta;
- the sea cadet national tall ship deployment;
- the sea cadet seamanship concentration;
- the army cadet program domestic expedition;

- the army cadet program international expedition; and
- the air cadet program Oshkosh Trip.

All CIC officers are eligible for employment on NDAs and are selected based on their knowledge and experience in the NDA's subject material.



Figure A-10 National Marksmanship Championships

Note. From Cadets Canada, 2010, *National Cadet Marksmanship Championship 2009*. Retrieved February 19, 2010, from [http://www.cadets.ca/uploadedImages/Cadet_Websites/National/Competitions/Marksmanship/Daily_Updates/15%20may%20daily%20update\(1\).JPG?n=4681](http://www.cadets.ca/uploadedImages/Cadet_Websites/National/Competitions/Marksmanship/Daily_Updates/15%20may%20daily%20update(1).JPG?n=4681)



Now that you know what NDAs are, have you participated in any during your cadet training? If so, list them.

DIRECTORATE CADETS AND JUNIOR CANADIAN RANGERS (D CDTS & JCR)

D Cdts & JCR is the national organization that administers, designs, coordinates and provides national support to all aspects of the CP in Canada. As well, it decides policy and designs and coordinates training for CIC officers. Its staff are comprised of Reg F, P Res officers and NCMs, as well as many CIC officers. CIC officers within D Cdts & JCR work on full-time Class B service and perform duties ranging from CP development to infrastructure management. At times, the D Cdts and JCR permanent staff are augmented by CIC officers, from across the country, to work on various focus groups, design projects and writing boards. These additional opportunities range from a few weeks to several months in length.



Activate Your Brain #8:

For what is D Cdts and JCR responsible?



Congratulations, you have completed your self-study package on EO C507.01 (Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer). Complete the following exercise and hand your completed package to the Training Officer / Proficiency Level Officer who will record your completion in your Proficiency Level Five logbook.

FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. What are the basic enrolment standards for members of the CIC?

2. How many paid positions are there on the establishment of a cadet corps / squadron with 100 cadets?

3. Define Class B service.

4. What is the purpose of a gliding centre?

5. What positions are available at a cadet detachment for a CIC officer?

6. List six NDAs.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

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ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Are CIC officers members of the CF?

The CIC is the largest Personnel Branch of the CF with numbers in excess of 6000 members. Officers of the CIC, as CF members, fall under the authority of the *National Defence Act*, the law which governs Canada's military, and are subject to the same rules and regulations as any other member of the reserve force or regular force.



Activate Your Brain #2:

What education requirements are needed for enrolment in the CIC?

To be eligible for enrolment in the CIC you must have a high school diploma or equivalent. In exceptional circumstances, with the approval of Director Cadets and Junior Canadian Rangers (D Cdts & JCR), an applicant who does not hold a high school diploma may be enrolled. Education waivers shall only be granted in situations where the CCO will benefit.



Activate Your Brain #3:

How many paid positions are there on the establishment of a corps / squadron with less than 30 cadets?

There are five paid positions on the establishment of a corps / squadron with less than 30 cadets.



Activate Your Brain #4:

What is Class A service?

Class A service is used for periods of employment not exceeding 12 days. CIC officers are frequently employed on Class A service, for example, corps / squadron pay each month, working two days at a marksmanship competition, etc.



Activate Your Brain #5:

What is the difference between non-discretionary and discretionary RDAs?

Non-discretionary RDAs include regional activities used to select cadets for national competitions and as such must be funded and conducted. In addition to activities programmed in the corps / squadron program, other activities may be organized, funded and conducted, under the supervision of the RCSU, as determined by the RCSU CO. These activities are considered discretionary.



Activate Your Brain #6:

What types of positions could a CIC officer fill at an RCSU?

Positions at RCSUs that CIC officer could fill include Regional Training Officer(s), Regional Common Training Officer, Regional Movements Officer or Regional Administration / Human Resources Officer. Positions will vary by region as each RCSU is organized differently.



Activate Your Brain #7:

What are some examples of Training Support positions at a CSTC?

Training Support positions often fall outside the various training departments / companies / squadrons and serve to augment the division / platoon / flight staff when conducting specialized training. Some CSTCs have training support positions in fitness and sports, range, drill and ceremonial, adventure training, canoeing, flight operations, sea operations, etc.

FINAL EXERCISE ANSWER KEY

1. What are the basic enrollment standards for the CIC?

To be eligible for enrollment within the CIC MOSID an individual must be a Canadian citizen, of good character and standing in the community and recommended by a cadet organization commanding officer, parent committee or the corresponding provincial league, have reached the minimum enrolment age of 18 and be able to complete at least one year of service before reaching the CIC Compulsory Retirement Age (CRA) of 65, meet the medical standards prescribed in CANFORGEN 070/07 and have a high school diploma or equivalent.

2. How many paid positions are there on the establishment of a cadet corps / squadron with 100 cadets?

There are eight paid positions on a 100-member corps / squadrons' establishment.

3. Define Class B service.

Class B service is used for periods of employment over 13 days. For any Class B Service over 90 days a job posting message must be advertised to allow qualified individuals to express their interest in the position. CIC officers are sometimes employed on Class B service, for example, attending a CIC training course (for 15 days), working at a CSTC (for more than 12 days), working a four-month temporary position at a regional headquarters, assuming a full-time position of Area Cadet Officer (ACO) at a detachment / region, etc.

4. What is the purpose of a Gliding Centre?

Gliding centres operate year-round in support of the squadron program and summer training. Gliding centres augment the air cadet proficiency level program by providing aviation training and gliding opportunities not available at a squadron. Opportunities exist at gliding centres for CIC officers to be employed as gliding centre coordinators, pilots, ground crew or instructional staff. The maximum number of paid days varies by region and position. Each gliding centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre. During the summer months, the 5 regional centres operate as CSTCs and are responsible for delivering programs which may include Basic Aviation, Advanced Aviation, Glider Pilot Scholarship and Power Pilot Scholarship.

5. What positions are available at a cadet detachment for a CIC officer?

Positions at cadet detachments that CIC officers could fill include Area Cadet Officer (ACO), Detachment Movements Officer or Detachment Commander. Positions will vary by region and detachment.

6. List six NDAs.

Established NDAs include but are not limited to:

- the national cadet air rifle championship;
- the national cadet winter biathlon championship;
- sea, army and air cadet international exchange programs;
- sea cadet deployments on board Her Majesty's Canadian Ships (HMCS), Coast Guard Ships, etc.;
- the national sea cadet regatta;
- the sea cadet national tall ship deployment;
- the sea cadet seamanship concentration;
- the army cadet program domestic expedition;
- the army cadet program international expedition;
- the air cadet program Oshkosh Trip; and
- the air cadet program York Soaring Award.

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ROYAL CANADIAN AIR CADETS
PROFICIENCY LEVEL FIVE
INSTRUCTIONAL GUIDE



SECTION 3

**EO C507.02 – IDENTIFY VOLUNTEER OPPORTUNITIES
 WITH THE AIR CADET LEAGUE OF CANADA (ACLC)**

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this self-study package are listed in the lesson specification located in A-CR-CCP-805/PG-001, *Proficiency Level Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self-study guide within the section for which they are required.

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

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

No less than 14 days prior to the cadet attempting this self-study package, contact the ACLC Squadron Advisor to schedule a 30-minute meeting between an ACLC member and the Proficiency Level Five cadet.

Photocopy the self-study package located at Attachment A for the cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

Photocopy the Speaker's Notes / Agenda located at Attachment C and provide it to the ACLC member prior to the meeting date.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail volunteer opportunities with the ACLC at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified volunteer opportunities with the ACLC.

IMPORTANCE

It is important for cadets to identify volunteer opportunities with the ACLC to become aware of their potential for meaningful involvement with the CCO after their cadet service concludes.

SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet identify volunteer opportunities with the ACLC.

RESOURCES

- Self-study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Attachment A and a pen / pencil.
2. Allow the cadet 60 minutes to complete Sections 1 and 2 of the self-study package.
3. Provide assistance as required to the cadet.
4. Have the cadet attend a 30-minute meeting with a member of the ACLC.
5. Collect the self-study package once the cadet has finished.
6. Correct the self-study package with the answer key located at Attachment B.
7. Provide feedback to the cadet and indicate whether or not they have completed the enabling objective (EO).
8. Return the completed self-study package to the cadet for their future reference.
9. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self-study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to identify volunteer opportunities with the ACLC to become aware of your potential for meaningful involvement with the CCO after your cadet service concludes.

INSTRUCTOR NOTES / REMARKS

The 30-minute meeting between the ACLC member and the Proficiency Level Five cadet should be scheduled for the third period of the training session in which the cadet is attempting this self-study package.

REFERENCES

A0-040 2005-113124 Vice-Chief of the Defence Staff. (2005). *Memorandum of understanding between the DND and the leagues*. Ottawa, ON: Department of National Defence.

C3-355 Air Cadet League of Canada. (2009). *Policy and procedure manual*. Retrieved February 9, 2010, from <http://www.aircadetleague.com/common/documents/images/ppm/ppm2009-2008.pdf>

IDENTIFY VOLUNTEER OPPORTUNITIES WITH THE AIR CADET LEAGUE OF CANADA (ACLC)



SECTION 1: REVIEW THE RESPONSIBILITIES OF THE ACLC

SECTION 2: EXAMPLES OF SUPPORT PROVIDED BY THE ACLC TO AIR CADETS

SECTION 3: ATTEND A MEETING WITH A MEMBER OF THE ACLC

SECTION 1
REVIEW THE RESPONSIBILITIES OF ACLC

ROLE OF THE ACLC

A role of the ACLC is to provide training, support and an organizational framework to the Squadron Sponsoring Committee (SSC), which is the group at the local level that fulfills the ACLC's responsibilities in supporting a squadron. This is accomplished by a member of the ACLC called the Squadron Advisor. An SSC is comprised of a chairperson, a vice-chair, a secretary, a treasurer and chairs of committees who oversee various activities of the committee such as, fundraising, recruiting, transportation, food services, public relations and special projects. The SSC chairperson is the liaison between the ACLC and the CO.

It is the role of the ACLC to ensure their responsibilities are carried out in accordance with the Memorandum of Understanding, for the proper and efficient delivery of the Cadet Program within Canada.



Look online at <http://www.cadets.ca/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=53729> for more information on the Memorandum of Understanding.



The Air Cadet League of Canada can be abbreviated two ways: ACLC and ACL. The abbreviation ACL is used to avoid confusion within documents that also contain references to the Army Cadet League of Canada, which also uses the abbreviation ACLC.



Can you name your Squadron Advisor or any of the members of your SSC?

RESPONSIBILITIES OF THE ACLC / SSC

The following represent the responsibilities of the ACLC / SSC.

Fundraising


Prior to the start of each training year, the squadron creates a plan as to what type of training in which they wish to participate and the support that will be required. Through a series of meetings between the SSC chairperson and the CO, a list of support requirements is drafted that outlines what funds are immediately available and what funds need to be raised. It is the responsibility of the SSC to organize fundraising activities in consultation with the CO.



What fundraising activities has your SSC sponsored for your squadron?

Recruiting Cadets

The Cadet Program relies on a steady flow of new recruits every training year so that training can run smoothly. When recruitment is low, it creates a void of senior cadets in the future, causing instructor shortages. The SSC is responsible for organizing community campaigns to attract cadets to become members of the squadron.

| | |
|---|---|
|  | What kind of recruiting campaigns would you suggest for your community? |
| <hr/> <hr/> | |

Recruiting Officers

It is the responsibility of the SSC to conduct local campaigns to attract potential candidates within the community to become members of the Cadet Instructors Cadre (CIC) and Civilian Instructors / Civilian Volunteers (CI / CV). This is based on the needs as confirmed by the CO of the squadron.

Screening Volunteers

The ACLC has a comprehensive screening program for volunteers that helps determine if a person is suitable to work with young people and in what capacity they could best serve. The ACLC has both a legal and moral obligation to provide an environment where the cadets can safely learn and grow.

The screening program features the following elements:

- a police records check,
- a Vulnerable Sector Screening (VSS),
- a local background check,
- a probationary period, including interviews and evaluations,
- a central repository for tracking volunteers working with cadets,
- photo identification for screened members,
- an identification verification system and safety guidelines for volunteer drivers,
- comprehensive harassment, abuse and cadet safety policies,
- the ability to share information with other youth organizations, and
- the requirement to be re-screened every five years.

To apply as a volunteer, an application form must be completed and a photograph supplied to produce a Volunteer Identification Card. The volunteer is briefed on the Harassment and Abuse Policy, the Drug and Alcohol Policy and the Cadet Safety Policy. Completed applications are processed by the Provincial / Territorial Office and stored in accordance with the Information Protection and Privacy Policy. As a final check, applications are sent to the National Office who checks if the volunteer has applied in other jurisdictions and if so, were any concerns raised. Once a volunteer is approved, they are sent their Volunteer Identification Card in the mail. Declined volunteers are notified by letter.

Providing Adequate Office and Training Facilities

The SSC is responsible for providing adequate office and training facilities, where they are not provided by DND. This includes providing insurance as necessary.

Participating in Selection Boards for Senior Cadet Rank Appointments

Prior to promoting a cadet to the rank of Warrant Officer Class 2 (WO2) or higher, the CO shall conduct a merit review board. It is the mandate of a merit review board to make recommendations to the CO regarding the cadets deserving senior rank promotions and to prioritize potential candidates if required. The ACLC / SSC provides a board member to participate in the merit review board. The final decision for any cadet rank promotion rests with the CO.

Participating in Selections for Air Cadet Summer Training / Exchanges

The SSC is responsible for cooperating with the squadron's CO to encourage cadets' participation in summer courses and exchanges. They also participate in the selection process, in accordance with the Memorandum of Understanding.



Did you know?

The ACLC conducts the provincial selection boards for scholarship courses and international exchanges.

Participating in Selections for Honours and Awards

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



Activate Your Brain #1:

What is the role of the ACLC / SSC?



Activate Your Brain #2:

Why must the ACLC screen all volunteers?



Activate Your Brain #3:

What does the ACLC / SSC member provide during a merit review board?



Activate Your Brain #4:

Who initiates the selection process for ACLC-specific awards and recognition?

SECTION 2
EXAMPLES OF SUPPORT PROVIDED BY THE ACLC TO AIR CADETS

NATIONAL EFFECTIVE SPEAKING COMPETITION (NES)

The NES for air cadets is an annual Competition. Competitions are held at the zone, provincial / territorial, and national levels. The final national phase of the Competition is held in conjunction with the Annual General Meeting of the ACLC.



Did you know?

WestJet, as an official sponsor of the NES, donates the flight to the competition for each provincial / territorial winner and one parent / escort.

YOUNG EAGLES PROGRAM

The Young Eagles Program was started by the Experimental Aircraft Association (EAA) to promote the discovery of flight among young people. Under the program, each young person who takes a familiarization flight receives a certificate and is registered as a Young Eagle in the World's Largest Logbook in the EAA Museum in Oshkosh, Wisconsin. The ACLC has joined in partnership with the EAA to involve those cadets participating in squadron glider familiarization flights in the Young Eagles Program.

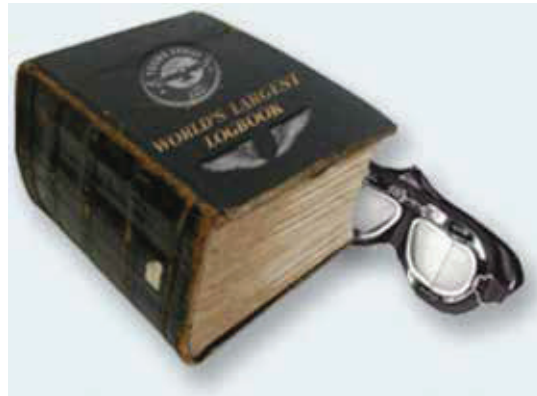


Figure A-1 World's Largest Logbook

Note. From "Young Eagles" by Experimental Aircraft Association, Inc., 2010, *World's Largest Logbook*. Copyright 2010 by Experimental Aircraft Association, Inc. Retrieved February 18, 2010 from <http://www.youneagles.org/logbook/>



Is your name in the World's Largest Logbook?

HONOURS AND AWARDS

The ACLC is proud to recognize the contributions that cadets make to their local communities. The following is an overview of the various national awards offered to members of the Air Cadet Program.

Cadet Award for Bravery. Awarded by the Canadian Forces to cadets who perform outstanding deeds of valour which involve risking their own lives in saving the lives or property of others. The award is in the form of a medal to be worn on the left breast of the uniform. The CO initiates the recommendation, which is forwarded through all three levels of the ACLC where the Executive Committee forwards it to Canadian Cadet Movement National Honours and Awards Committee. Final approval is made by the Chief of Defence Staff (CDS).



Figure A-2 Cadet Award for Bravery

Note. From "Wikimedia", 2010, *Cadet Award for Bravery*. Retrieved February 18, 2010, from http://en.wikipedia.org/wiki/File:Cadet_Medal_for_Bravery.jpg

ACLC Air Cadet Service Medal. This award recognizes continuous cadet service of at least four years by deserving cadets. The award is in the form of a medal to be worn on the right breast of the uniform.



Figure A-3 ACLC Air Cadet Service Medal

Note. From "Wikimedia", 2010, *Air Cadet Service Medal*. Retrieved February 18, 2010, from http://en.wikipedia.org/wiki/File:Royal_Canadian_Air_Cadet_Long_Service_Medal.jpg

Cadet Certificate of Commendation. This certificate is awarded by the Canadian Forces to cadets who perform outstanding gallantry in saving lives or property of others. It is a small silver pin worn on the right breast pocket of the jacket and the shirt. The CO initiates the recommendation which is forwarded through all three levels of the ACLC where the Executive Committee forwards it to Canadian Cadet Movement National Honours and Awards Committee. Final approval is made by the CDS.



Figure A-4 Cadet Certificate of Commendation

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Annual Music Awards for Excellence. These awards (ACLC gold watches) are presented annually to the top musician in each of the pipes and drums and military band categories.

Royal Canadian Legion Air Cadet of the Year Award. The Royal Canadian Legion (RCL) Air Cadet of the Year Award is selected annually by the ACLC on behalf of the RCL. At the invitation of the RCL, the RCL Air Cadet of the Year is invited by the RCL to act as the youth representative for the annual National Remembrance Day Ceremony held in Ottawa. The cadet is a member of the Vice-Regal Party (along with the RCL Army and Sea Cadet of the Year) for the National Remembrance Day Ceremonies. The cadet accompanies the Vice-Regal party during the ceremonies and assists with laying wreaths. The cadet also receives the Royal Canadian Legion Medal of Excellence, a \$500 bursary and participates in other ceremonies, events and visits while in Ottawa.

The Colonel Robert Perron Fitness Award. This award recognizes outstanding achievement in physical fitness and is presented annually to the cadet who attains the highest physical fitness test score. Sea, Army, and Air Cadets are eligible to apply for this Award.

Effective Speaking Competition Pins

Participants at each level are awarded a pin: bronze at the zone level, silver at the provincial / territorial level, and gold at the national level.



Figure A-7 Effective Speaking Competition Pins

Note. From "Air Cadet League of Canada", 2010, *Catalogue*. Retrieved February 18, 2010, from <http://www.aircadetleague.com/en/webstore/tryagain/trophy1.html>

Continuation Flying Awards and Power Familiarization Pilot Upgrade Scholarship

The Air Cadet League of Canada routinely pursues partnerships with various aviation and aerospace industry partners in Canada. These partners periodically provide monetary support through the Air Cadet League of Canada to cadets in the form of Continuation Flying Awards and Power Familiarization Pilot Upgrade Scholarships. Recent contributors include:

- Air Canada Pilots Association (ACPA);
- Airline Pilots Association (ALPA);
- Air Transport Association of Canada (ATAC);
- CAE;
- Canadian Business Aviation Association (CBAA); and
- WestJet Pilots Association (WJPA).

Airport Operations Awards

The following awards are presented to candidates of the Advanced Aviation Technology Course – Airport Operations.

Canadian Airports Council (CAC). Two awards of \$500 each are awarded to (1) the cadet who achieves the highest academic achievement and (2) the most improved cadet.

Aircraft Maintenance Awards

The following awards are presented to candidates of the Advanced Aviation Technology Course–Aircraft Maintenance.

Canadian Aviation Maintenance Council. A \$500 award to the cadet achieving the highest academic achievement on the course.

AVEOS Fleet Performance Inc. A \$500 award to the most improved cadet on the course.

TRUST AWARDS

In addition to the industry-specific awards listed above, there are also related ACLC partner / trust aviation awards.

Pilot Training Achievement Awards. Awarded annually to cadets who have graduated from the Power Pilot Scholarship National Summer Training course. An amount of money, dependent on the bursary, is either given to the recipient or credited to a flight training centre in to cover the initial expenses for continuing to fly at the local flying club or flight training centre. The exact value / number of these awards, as well as the specific trusts involved, may vary from year to year depending on the trust funds available. These awards include:

- Air Force Association of Canada Awards: Twenty-five \$300 awards,
- Commissionaire Frank Kobe Award: Twenty-four \$300 awards,
- Irvin Erb / Virginia Mitchell Award: Two \$1 000 awards (one each to the top male and the top female graduates),
- Sabre Pilots Association of the Air Division: Five \$500 awards,
- Soaring Association of Canada: Six \$300 awards,
- Terry Angus Memorial Award: One \$300 award,
- Virginia Mitchell Awards: \$300 awards,
- 99's Canadian Award in Aviation (female pilot): Three \$300 awards,
- 426 Thunderbird Squadron Association: \$300 award,
- BC Ex-Airforce POW Trust Fund: One \$300 award,
- Dodo Bird Club Trust Fund: Two \$300 awards,
- Bomber Harris Trust Fund: One \$300 award, and

Post-Secondary Scholarships

The following awards are open to all air cadets pursuing any field of study. The amount of the awards is determined annually, and it is dependent upon the earnings of the investment trusts donated by the Birchalls and Dales. The awards are normally in excess of \$1000.

Leonard and Kathleen Birchall Scholarship. Air Commodore Leonard Birchall and Mrs. Kathleen Birchall have been long-time supporters of the Air Cadet Program. This support has been shown in many ways, most recently through an annual scholarship to be offered through the ACLC. This scholarship is awarded on the basis of secondary school achievements combined with outstanding performance as an air cadet and a community member. This award may be received only once by an individual. Applicants must be graduates of a secondary school (or equivalent) system from any province or territory in the year of application, with the intent of immediately starting full-time, post-secondary education. Applicants must also prove that they have been accepted at a post-secondary education institution, which will lead to a degree, diploma, or professional or technical qualification. The application deadline is May 1 of the entrance year.



Did you know?

On April 4, 1942, Squadron Leader (equivalent to Major) Leonard Birchall was flying a Catalina flying boat patrolling over the Indian Ocean south of the island of Ceylon (now known as Sri Lanka). The crew spotted a large Japanese fleet heading for Ceylon which at the time was home for the Royal Navy's Eastern Fleet. The crew's radio message saved the fleet, but their flying boat was shot down, killing three. His actions earned him the title "Saviour of Ceylon".

Squadron Leader Birchall spent the rest of World War II as a prisoner of war (POW). Through his leadership, the Allied prisoner death rate at the camp where he spent over two years was less than 2% (average was 30%).

Air Commodore (equivalent to Brigadier General) Birchall, Commandant of Royal Military College, Kingston, Ontario, retired from the RCAF in 1967. He passed away on September 10, 2004 at the age of 89.



Figure A-9 Squadron Leader Birchall

Note. From "York University" (2004). *Y-file e-bulletin* (September 30, 2004). Retrieved March 10, 2010 www.yorku.ca/yfile/archive/index.asp?Article=3382



Figure A-10 Air Commodore Birchall

Note. From "York University" (2004). *Y-file e-bulletin* (September 30, 2004). Retrieved March 10, 2010 www.yorku.ca/yfile/archive/index.asp?Article=3382

Robert and Mary Dale Scholarship. Robert Dale served as National President of the ACLC from 1972–1973. Mr. Dale and his wife, Mary, set up an annual scholarship to be offered by the ACLC. This scholarship is awarded on the basis of secondary school achievements combined with outstanding performance as an air cadet. This award may be received only once by an individual. Applicants must be graduates of a secondary school (or equivalent) system from any province or territory in the year of application, with the intent of immediately

starting full-time, post-secondary education. Applicants must also prove that they have been accepted at a post-secondary education institution, which will lead to a degree, diploma, or a professional or technical qualification. The application deadline is May 1 of the entrance year.



Look online at <http://www.aircadetleague.com/en/infoforcadetsandsquadron/awards/> for more information on the application process for these scholarships.



Activate Your Brain #5:

What is the criteria for the awarding the ACLC Air Cadet Service Medal?



Activate Your Brain #6:

How is the Leonard and Kathleen Birchall Scholarship awarded?

SECTION 3

ATTEND A MEETING WITH A MEMBER OF THE ACLC

BACKGROUND

As a Proficiency Level Five cadet, a mandatory transition phase of life is approaching in which cadet service will come to an end. Those cadets wishing to remain involved with the Cadet Program may do so in an adult role either as a member of the CIC or as an adult volunteer with the ACLC. The purpose of this meeting is to provide a participatory experience on a one-on-one basis with a member of the ACLC to explain the role of the volunteer and the current needs and opportunities at the local squadron.

At the completion of the meeting, the Proficiency Level Five cadet should have an awareness of the potential for meaningful involvement with the CCO after their cadet service concludes and have an appreciation for the range of volunteer activities available and the time commitments required for each.



Activate Your Brain

Think about the following two questions to be answered after the meeting:

1. What volunteer activities are available with the ACLC after cadet service ends?
2. What elements does the screening process feature?

Notes:



Activate Your Brain #7:

What volunteer activities are available with the ACLC after concluding your service in the Cadet Program?



Activate Your Brain #8:

What elements does the screening process feature?



Congratulations, you have completed your self-study package on EO C507.02 (Identify Volunteer Opportunities with the Air Cadet League of Canada). Hand the completed package to the Training Officer / Proficiency Level Officer who will record your completion in your Proficiency Level Five logbook.

SELF-STUDY PACKAGE ANSWER KEY



Activate Your Brain #1:

What is the role of the ACLC / SSC?

To ensure responsibilities are carried out IAW the Memorandum of Understanding, for the proper and efficient delivery of the Cadet Program.



Activate Your Brain #2:

Why must the ACLC screen all volunteers?

The ACLC has both a legal and moral obligation to provide an environment where cadets can safely learn and grow.



Activate Your Brain #3:

What does the ACLC / SSC member provide during a merit review board?

Recommendations for the selection process to the CO.



Activate Your Brain #4:

Who initiates the selection process for ACLC-specific awards and recognition?

The ACLC / SSC.



Activate Your Brain #5:

What is the criteria for the awarding the ACLC Air Cadet Service Medal?

Be a deserving cadet with at least four years continuous cadet service.



Activate Your Brain #6:

How is the Leonard and Kathleen Birchall Scholarship awarded?

The scholarship is awarded on the basis of secondary school achievements combined with outstanding performance as an air cadet and a community member. This award may be received only once by an individual. Applicants must be graduates of a secondary school (or equivalent) system from any province or territory in the year of application, with the intent of immediately starting full-time, post-secondary education. Applicants must also prove that they have been accepted at a post-secondary education institution which will lead to a degree, diploma, or professional or technical qualification. The application deadline is May 1 of the entrance year.



Activate Your Brain #7:

What volunteer activities are available with the ACLC after concluding your service in the Cadet Program?

Volunteer activities include:

- enrolling as a member of the CIC;
- volunteering as a Civilian Instructor / Civilian Volunteer with the squadron;
- participating as an ACLC / SSC member;
- participating as a member of an SSC special teams (fundraising, Special Events Committee); and
- participating in any other ACLC / SSC-specific duties.



Activate Your Brain #8:

What elements does the screening process feature?

The screening process features:

- a police records check,
- a VSS,
- a local background check,
- a probationary period, including interviews and evaluations,
- a central repository for tracking volunteers working with cadets,
- photo identification for screened members,
- an identification verification system and safety guidelines for volunteer drivers,
- comprehensive harassment, abuse and cadet safety policies,
- the ability to share information with other youth organizations, and
- the requirement to be re-screened every five years.

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SPEAKER'S NOTES / AGENDA

Purpose

To provide a participatory experience for a Proficiency Level Five cadet on a one-on-one basis with a member of the ACLC to explain the role of the volunteer and the current needs and opportunities at the squadron.

Time

A maximum of 30 minutes will be allocated for the meeting.

Assumptions

Assumptions are outlined as follows:

1. Cadet participation will be voluntary and part of a fact-finding exercise included in Proficiency Level Five to broaden the cadet's awareness of options that become available when cadet service concludes.
2. The cadet is approaching a mandatory transition phase of their life regardless of whether or not continued involvement with the Cadet Program is to be part of it.
3. If there is to be continued involvement with the Cadet Program it will be in an adult role. Communication between the ACLC representative and the cadet will be conducted on an adult to adult basis to set an appropriate atmosphere and achieve the desired outcome of the meeting.

The Cadet Perspective

The desired outcome from the cadet's perspective should be:

1. To become aware of their potential for meaningful involvement with the CCO after their cadet service concludes.
2. To appreciate the range of volunteer activities available and the different amount of time commitment that may be required for each.
3. To understand the screening and registration process required of all adult volunteers in the cadet program.

The ACLC / SSC Perspective

The desired outcome from the ACLC perspective should be:

1. To describe and discuss with the cadet participant the options available at the squadron, the work involved with each, the competencies needed and the appropriate time required of the volunteer.
2. To illustrate the range and extent of involvement of volunteers at the squadron with sufficient detail to cover the main points of each position but tailored to what teams or positions are active or needed to enhance the ACLC / SSC operation.
3. Information on the mandatory screening and registration process.

Meeting Agenda

Discussion Points:

1. Compare the different but complementary roles of the CO's team and the ACLC / SSC. Emphasize the complementary roles of the CIC and ACLC / SSC.
2. Review the guiding principles of the ACLC. Emphasize that a successful year for an ACLC / SSC generates increased resources for the CO to work with and thereby greater benefits and opportunities for the cadets.
3. Encourage the cadet to share some of their experiences, to include:
 - a. summer training,
 - b. leadership and instructional skills acquired, and
 - c. school involvement where applicable.

Emphasize how these are of value to the ACLC / SSC.

4. Outline the varying degrees of involvement open to ACLC / SSC volunteers. The year-round involvement of the executive committee members can be compared to the monthly production of the squadron newsletter and to the intermittent activities other member teams.
5. Confirm with the cadet that they have the ability to select an area of involvement that is sufficiently flexible to meet their new routine after their cadet service ends.
6. Explore whether or not working with the ACLC / SSC for an interim period would be beneficial to them prior to joining the CO's team if that has already been agreed to by the CO.
7. Discuss the requirements and process for screening and registration and why this is given such a high priority.
8. Conclude the session with a discussion on what the participant sees as having been the biggest challenge and the greatest achievement so far as an air cadet.

Whether they stay involved or not, it is important the session concludes on a positive note with a projection for their future involvement with the Air Cadet Program. Whatever the future holds for them they will always be part of an exclusive alumni and their support and advocacy for the Air Cadet Program is the best advertisement possible.

Send an appropriate note to the CO confirming the completion of the meeting.



**COMMON TRAINING
PROFICIENCY LEVEL FIVE
INSTRUCTIONAL GUIDE**



SECTION 3

EO C507.03 – REFLECT UPON THE CADET EXPERIENCE

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self-study package are listed in the lesson specification located in A-CR-CCP-805/PG-001, *Proficiency Level Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self-study package within the section for which they are required.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

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

Photocopy the self-study package located at Attachment A for the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect upon how their cadet experience can be used to make a successful transition to adulthood at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected upon the cadet experience.

IMPORTANCE

It is important for cadets to reflect upon the cadet experience because it enables them to pass on their experience and knowledge to the cadets they will be leading and instructing. By having cadets reflect on how the Cadet Program has influenced them, they apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare the cadets as they transition out of adolescence by providing them an opportunity to develop an action plan that utilizes the transferable skills developed while participating in the Cadet Program.

SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet reflect upon the cadet experience.

RESOURCES

- Self-study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self-study package.
3. Provide assistance as required to the cadet.
4. Collect the self-study package once the cadet has finished.
5. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
6. Return the completed self-study package to the cadet for their future reference.
7. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self-study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Reflecting upon the cadet experience enables you to pass on your experience and knowledge to the cadets you will be leading and instructing. Reflecting on how the Cadet Program has influenced you, enables you to apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare you as you transition out of adolescence by providing you an opportunity to develop an action plan that utilizes the skills you have developed while participating in the Cadet Program.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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REFLECT

UPON THE CADET EXPERIENCE

SECTION 1: REFLECT UPON THE CADET EXPERIENCE

SECTION 2: THE CADET EXPERIENCE AND ADULTHOOD


SECTION 3: DEVELOP AN ACTION PLAN

SECTION 1
REFLECT UPON THE CADET EXPERIENCE

Circle the number on the scale for each statement below which best describes you. For example, if you are more likely to act toward the statement on the left, then the circled number would be placed closer to the left.

| | | | | | | |
|--|---|---|---|---|---|--|
| Make your own decisions? | 5 | 4 | 3 | 2 | 1 | Let others make decisions for you? |
| Look for answers to problems? | 5 | 4 | 3 | 2 | 1 | Let problems defeat you? |
| Take risks? | 5 | 4 | 3 | 2 | 1 | Play it safe? |
| Control your moods and thoughts? | 5 | 4 | 3 | 2 | 1 | Let someone else's bad mood get you down? |
| Feel exhilarated when you work hard? | 5 | 4 | 3 | 2 | 1 | Feel as if you have not accomplished anything, when you work hard? |
| Accept responsibility? | 5 | 4 | 3 | 2 | 1 | Make excuses, find fault, lay blame? |
| Measure yourself against your own standards? | 5 | 4 | 3 | 2 | 1 | Measure yourself against other's standards? |
| Speak up, set limits and voice your thoughts honestly? | 5 | 4 | 3 | 2 | 1 | Swallow your opinions, thoughts, and wishes? |
| Stand up straight and look people in the eye? | 5 | 4 | 3 | 2 | 1 | Slouch, with downcast eyes, looking sideways at people? |
| Respond flexibly to changing circumstances? | 5 | 4 | 3 | 2 | 1 | Hold on to what you have always done and thought because it is easy and comfortable? |
| Feel self-confident and self-assured? | 5 | 4 | 3 | 2 | 1 | Feel shy, nervous and awkward? |

The survey you just completed is very similar to a self-esteem survey completed in year one as part of EO M103.02 (Map Personal Goals for the Training Year). Now that you have several years of cadet training and several more years of life experience, do you think your answers have changed?



Did you think your answers shifted to the left or to the right? What factors do you think contributed to this shift?

The left side of the survey contains statements that would be made by someone who exhibits a high level of self-esteem. Self-esteem is defined as having a good opinion of one's own character and abilities. There are many factors which contribute to one's self-esteem. Thinking back on the cadet experience you have had, do you think that the Cadet Program has contributed to any changes in your self-esteem?



What factors has the Cadet Program contributed to change your self-esteem?

THE CADET EXPERIENCE

The aim of the Cadet Program can be broken down into three parts:

- develop in youth the attributes of good citizenship and leadership;
- promote physical fitness; and
- stimulate the interest of youth in the sea, land, and air activities of the Canadian Forces.

These three aspects of the aim of the Cadet Program have been used a lot to validate the function of the youth program but what do they really mean? Examine the parts of the aim in further detail.

Citizenship. According to CATO 11-03, *Cadet Program Mandate*, citizenship can be defined as when cadets develop an understanding of and appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Inherent in this membership is an acceptance of, and respect for, multiculturalism within Canada and the world. Through their active involvement, cadets will have a positive impact on local communities, contributing to the community strength and vibrancy.



How has the Cadet Program helped you to meet the aim of citizenship? Brainstorm a list of activities in which you have taken part as part of the Cadet Program to meet this aim.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |


Leadership. According to CATO 11-03, *Cadet Program Mandate*, in the peer-led Cadet Program, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches that conduct themselves in an ethical and socially responsible way.




How has the Cadet Program helped you to meet the aim of leadership? Brainstorm a list of activities that you have taken part in as part of the Cadet Program to meet this aim.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Physical fitness. According to CATO 11-03, *Cadet Program Mandate*, the Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviors that build resiliency within cadets and enable them to meet challenges.

| | | |
|---|--|-------|
|  | How has the Cadet Program helped you to meet the aim of physical fitness? Brainstorm a list of activities that you have taken part in as part of the Cadet Program to meet this aim. | |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |

Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces. According to CATO 11-03, *Cadet Program Mandate*, by exposing youth to the sea, land, and air activities of the Canadian Forces they develop elemental skills through introduction to, and interaction with, their respective CF communities. To maximize the elemental experience, the Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of Sea, Army and Air Cadet Organizations, distinguishing each from the other, and the Cadet Program as a whole from other youth development programs.

| | | |
|--|---|-------|
|  | How has the Cadet Program helped you to meet the aim of stimulating the interest of youth in the sea, land and air activities of the Canadian Forces? Brainstorm a list of activities in which you have taken part as part of the Cadet Program to meet this aim. | |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |

By the end of your participation in the Cadet Program, it is expected that you will have met five participant outcomes. These outcomes are meant to be measurable and are defined within CATO 11-03, *Cadet Program Mandate*.

Emotional and physical well-being. The cadet will:

- optimize the functioning of the body through attitudes and behaviours; and
- understand that physical wellness is not a state of perfection, but rather, a lifelong process of healthy mind and body development.

Social competence. The manner in which a cadet:

- consistently responds to other individuals;
- expects other individuals to respond; and
- interacts with members of groups.


Cognitive competence. The cadet will exhibit intellectual development and integrate information into operational functions.

Proactive citizenship. The cadet will positively impact on and build strong communities.

Understanding the Canadian Forces. The cadet will:

- gain an understanding of the Canadian Forces through:
 - an introduction of the sea, land, or air elements of the Canadian Forces, and
 - an exposure to the sea, land, or air elements of the Canadian Forces; and
- develop a unique identity in each of the cadet organizations.

To demonstrate that a cadet has achieved an outcome of the Cadet Program, underlying competencies were developed. The competencies were specific tasks that a cadet should be able to perform that demonstrated an acceptable level of achievement in the outcome. The 14 competencies of the Cadet Program are detailed in CATO 11-03, *Cadet Program Mandate*.




Competency. An area in which a person is adequately qualified or capable.

The following chart details the 14 competencies of the Cadet Program. Using the scale provided, rate yourself on your ability to complete each task. The higher the number, the more capable you believe you are at completing the task. There are no right or wrong answers but try to be as honest as possible during your self-assessment.

| Participant Outcome | Competency | Scale | | | | |
|-----------------------------------|--|-------|---|---|---|---|
| Emotional and Physical Well-Being | Display positive self-esteem and personal qualities. | 1 | 2 | 3 | 4 | 5 |
| | Meet physical challenges by living a healthy and active lifestyle. | 1 | 2 | 3 | 4 | 5 |
| Social Competence | Contribute as an effective team member. | 1 | 2 | 3 | 4 | 5 |
| | Accept personal accountability for actions and choices. | 1 | 2 | 3 | 4 | 5 |
| | Exercise sound judgment. | 1 | 2 | 3 | 4 | 5 |
| | Demonstrate effective interpersonal communication skills. | 1 | 2 | 3 | 4 | 5 |
| Cognitive Competence | Solve problems. | 1 | 2 | 3 | 4 | 5 |
| | Think creatively and critically. | 1 | 2 | 3 | 4 | 5 |
| | Display a positive attitude toward learning. | 1 | 2 | 3 | 4 | 5 |
| Proactive Citizenship | Exemplify positive values. | 1 | 2 | 3 | 4 | 5 |
| | Participate actively as a valued member of a community. | 1 | 2 | 3 | 4 | 5 |
| | Commitment to community. | 1 | 2 | 3 | 4 | 5 |


| Participant Outcome | Competency | Scale | | | | |
|-----------------------------------|--|-------|---|---|---|---|
| Understanding the Canadian Forces | Knowledge of the history of the Canadian Forces. | 1 | 2 | 3 | 4 | 5 |
| | Knowledge of the Canadian Forces' contributions as a national institution. | 1 | 2 | 3 | 4 | 5 |



Of the 14 competencies listed, what do you feel are the most important ones for cadets?
 Make a list of your top five competencies.

1. _____
2. _____
3. _____
4. _____
5. _____

Although the Cadet Program has created a specific list of competencies, there are many other competencies that a cadet develops while in the program. These competencies are the hands-on skills and leadership skills that a cadet develops while in the program.



Did You Know?

Hands-on skills are sometimes referred to as hard skills. This is because they usually result in a project or a measurable effect. Hard skills include things like sailing a boat, lighting a stove, or piloting a glider.

Leadership skills are sometimes referred to as soft skills. This is because they result in things which are harder to define. Soft skills include things like communication, teamwork or the ability to adapt.

| Skills Chart | | |
|---------------------------|------------------------------|--------------------------------|
| Critical thinking | Leadership | Mentoring |
| Delegating responsibility | Decision making | Organizing |
| Being flexible | Professionalism | Reading |
| Setting goals | Writing music harmony | Gliding |
| Time management | Biathlon | Sewing |
| Managing groups | Reporting information | Meteorology |
| Planning | Posture | Fibreglassing |
| Anatomy | Respect | Patience |
| Being responsible | Map and compass | Punctual |
| Caring | Identifying problems | Prioritizing |
| Fieldcraft | Motivating others | Self control |
| Scheduling | Identifying resources | Applying logic |
| First aid | Iron | Nutrition |
| Navigation | Cycling | Filing |
| Public speaking | Use of the chain of command | Understanding music theory |
| Being service orientated | Teambuilding | Listening attentively |
| Networking | Situational management | Efficient |
| Being creative | Dedicated | Consistent |
| Small craft operations | Coaching | Radio procedure |
| Taking initiative | Tuning boats | Harassment awareness |
| Understanding air law | Expressing ideas | Multi-tasking |
| Conducting an ensemble | Using firefighting equipment | Providing appropriate feedback |

SECTION 2 THE CADET EXPERIENCE AND ADULTHOOD

What does it mean to be an adult? The answer is not as easy as you might think. The definition of what it means to be an adult has changed over the last 20 years. The criteria that your parents or grandparents used to establish adulthood is a lot different than the criteria you face as you enter adulthood.

THE FACTORS OF ADULTHOOD

What are the factors to consider when classifying someone as being an adult?

- Completed education?
- Leaving parents' home?
- Being financially independent?
- Being married?
- Having children?
- Having a career?

The importance of each of these factors, and how they are met by youth in the transition of adulthood, has changed dramatically over the last few decades. A comparison can be made of each factor's affect on adulthood—then and now.

Completed Education

Then. Education was usually completed with high school. It was during employment that training was given to the employee to help them advance in their career. It was usually only individuals from high income or privileged families who would attend university or college. In addition, it was only professionals (eg, doctors, lawyers, etc) who were required to gain degrees for employment. Most individuals completed their education at the age of 17 or 18.

Now. Today, more than half of the population attends college or university. Many employers expect potential employees to be well prepared for employment before they are hired. The demand for higher education has increased from only the privileged, to include middle and low income individuals. Individuals are also taking longer to complete their education. Although most universities offer four-year degree programs, many individuals are taking five or more years to complete them. Often times the extension of further education is to accommodate part-time studies so that students can work as they study. This means most individuals now complete their education in their mid-twenties.

Leaving the Parents' Home

Then. In most cases, individuals left home when they got married. Marriage happened at a much earlier age then it does now, so most individuals were only living with their parents one or two years after completing school. Males may have left the home sooner but females would normally have only moved out to move in with their husbands.

Now. Leaving the parents' home takes two different branches in current times. The first branch involves the majority of individuals. These individuals move out of their parents' home as soon as possible. Often they have multiple roommates and move many times. Often times they do not establish a more permanent living situation until after they have completed their education, established a career, or established a family (either with or without marriage). These individuals also have a high likelihood of moving back in with their parents at some point.

The second branch involves the minority of individuals. These individuals stay at home with their parents far longer. Often times they do not move out on their own until after they have completed their education, established a career, or established a family (either with or without marriage). These individuals may live at home with their parents until their late twenties.

Being Married

Then. Marriages occurred earlier in life; often women would be married by the age of 20 and men by the age of 23. Marriage was a big stepping stone on the road to adulthood. Individuals were encouraged to marry so that they could start raising families, or even later, depending on cultural norms.

Now. Marriage is often one of the last steps taken in the progression into adulthood. Many individuals are waiting until they have completed their education or established a career before getting married. For many, the idea of marriage is not considered until they are in their late-twenties or early-thirties. Added to this is the idea that marriage is not seen as mandatory as it once was. It is becoming increasingly normal for individuals live and raise a family together without being married.



Did You Know?

The concept of marriage has different outcomes depending on socio-economic class, geography, or even cultural differences.

Individuals who come from lower socio-economic backgrounds are more likely to marry at a younger age. Also, the average age of marriage varies from country to country. The following chart details the median marriage age of females in selected countries.

| Industrial Countries | Age | Developing Countries | Age |
|----------------------|-----|----------------------|-----|
| United States | 25 | Nigeria | 17 |
| Australia | 26 | Egypt | 19 |
| Canada | 26 | Ghana | 19 |
| France | 26 | Indonesia | 19 |
| Germany | 26 | India | 20 |
| Italy | 26 | Morocco | 20 |
| Japan | 27 | Brazil | 21 |

Figure A-1 Median Marriage Age of Females in Selected Countries

Note. From *Emerging Adulthood*. Retrieved October 27, 2009, from http://www.Parenthood.com/article-topics/emerging_adulthood.html



Which of the countries listed have the highest and lowest median age for marriage? Why do you think this is the case?

Having Children

Then. After marriage, having children was the next major stepping stone in becoming an adult. In many cases, newly-married couples had a child within one year of being married. The role of the woman was more home-based; fewer women had careers outside of the home. This often made it possible for couples to have larger families. The age for couples to have children was usually between the early-twenties and the mid-twenties.

Now. Having children has dropped from the forefront of adulthood. Again, most individuals are more concerned with completing their education and establishing a career before they have a family. Because many couples are dual working families, it is often more difficult for them to support families. As a result, families are having fewer children than they have had in the past. The age for couples to have children has risen to the late-twenties and the early-thirties.

Being Financially Independent

Then. When an individual moved out of their parent's home, they were expected to be financially independent. Support from parents was usually only expected for adult-establishing events, such as weddings and birth of children. Often times, sacrifices were made (eg, housing, vehicles, etc) so that an individual could live within their means. Most individuals did not start off their adult life with large debt loads.

Now. Parents are often expected to support their children well into their transition into adulthood; individuals remain living at home longer and / or need help paying for additional education and / or getting established on their own (eg, housing, vehicles). Even if an individual moves out of their parents' home, they are more likely to return at some point because they are unable to establish their own household. When parents are unable to financially support their children, the children are often forced to acquire large debts in order to pay for further education or to get established on their own. Individuals are often not able to become financially independent until after they have completed further education; as a result, the milestone of being financially independent is currently one of the top indications of adulthood.

Having a Career

Then. Individuals often entered a career path earlier in life. Often times, an individual would spend twenty or thirty years in the same career (often at the same company). Employers often trained an individual and provided them with avenues of progression. The career was the means to support the family; the concept of a career being enjoyable was not often a major consideration.

Now. There is far more time spent in preparing for a career. That being said, a career has become more than a means to support a family; many individuals look to enjoy their career. In fact, many individuals tie their self-identity very closely to their livelihood. As a result of this, many individuals change jobs within their career field many times. The idea of having a successful career is very important and often other aspects of being an adult are put on hold to establish a successful career.

During a General Social Survey, conducted in March 2002, participants were asked how important they felt each of the factors of adulthood was. The percentage of respondents who answered that the factor of adulthood was somewhat important, or higher, is charted below.

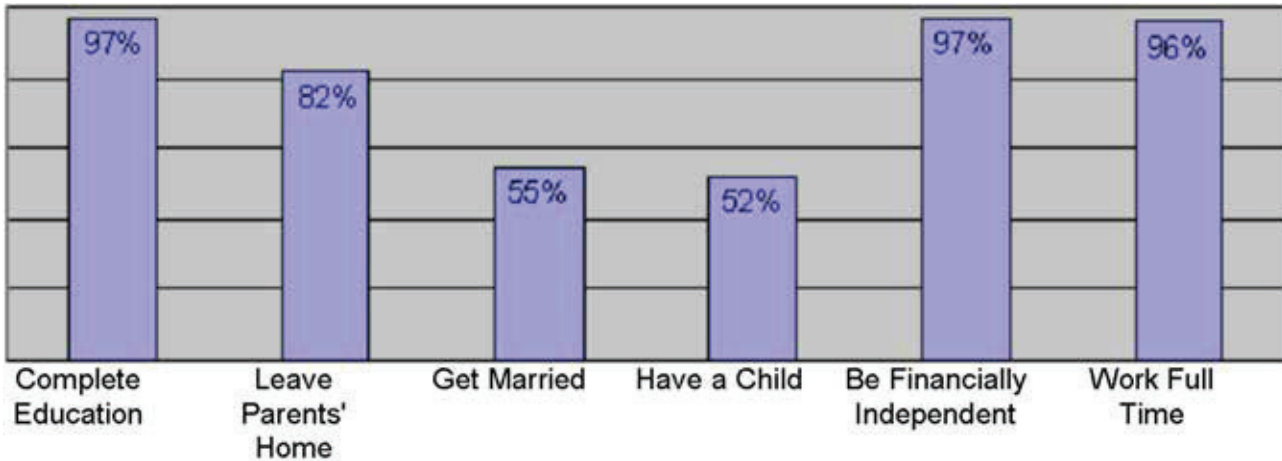



Figure A-2 Percentage Who Feel Event Important for Adulthood


Note. From *Between Adolescence and Adulthood: Expectations About the Timing of Adulthood*. Retrieved October 28, 2009, from <http://www.transad.pop.upenn.edu/downloads/between.pdf>

As you can see, completing an education, working full time, and being financially independent were rated as the most critical factors of adulthood; each of these relates directly to having a career. For youth today, the idea of having a career is one of the most important factors of adulthood.




In your opinion, are the most important factors of adulthood discussed? List the factors of adulthood in order of importance to you.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Are there any other factors of adulthood which you think are important?

PREPARING FOR ADULTHOOD



CATO 11-03, *Cadet Program Mandate*, states:

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

It is the mission of the Cadet Program to prepare youth for the transition to adulthood. It has been already detailed that the transition to adulthood is more complicated today than it has been in the past. A fundamental way that the Cadet Program prepares youth for the transition to adulthood is through the skills that youth develop while participating in the program.

Skills can be catalogued into two categories: transferable skills and non-transferable skills.

Transferable skills. These skills can be applied to many areas of adult life. These skills are also highly marketable to employers.



Did You Know?

Sometimes it is necessary to further catalogue transferable skills. Some possible categories of transferable skills are:

Communication. These are the skills of expression, transmission of knowledge, interpretation of knowledge, and the conveying of ideas.

Research and planning. These are the skills of searching for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs.

Human relations. These are the interpersonal skills for resolving conflict, relating to and helping people.

Organization, management, and leadership. These are the skills to supervise, direct and guide individuals and groups in the completion of tasks and fulfillment of goals.

Work survival. These are day-to-day skills that assist in promoting effective production and work satisfaction.

Non-transferable skills. These are often task-specific skills and as a result, do not often transfer from one aspect of adult life to another.



Non-transferable skills may still be highly employable skills. For example, trade skills are non-transferable skills (eg, woodworking, welding, plumbing). These skills are often in high demand.

Refer back to the list of skills you created in the previous section of the self-study package. Catalogue the list of skills you created into transferable and non-transferable skill lists.



Can you think of any skills you may have learned outside of the Cadet Program? Add them to the list above, cataloguing them as transferable and non-transferable skills.

| Transferable Skills | Non-Transferable Skills |
|---------------------|-------------------------|
| | |

SECTION 3 DEVELOP AN ACTION PLAN

Adulthood has become harder to define. The path to adulthood is much longer than it used to be. Those in transition to adulthood, often take many different paths to reach the end goal. Sometimes, an individual takes multiple paths, starting fresh each time. For many, the transition to adulthood is a phase of self-exploration; more emphasis is placed on determining who they are before they solidify any path to adulthood.

It is important to take time to try and develop an action plan for the future. An action plan has several important aspects:

- an end goal;
- criteria to meet that goal;
- a set of actions to meet the criteria; and
- what skills you possess that will assist you in accomplishing the action.

End goal. The end goal is what you want to achieve. This could relate to a career, education, family, etc. The end goal should be realistic and achievable. For example, in 10 years you might be able to become a doctor but it is unlikely that you will be able to be Prime Minister that soon.

Criteria to meet that goal. The criteria to meet the goal could be a mixture of items. Perhaps the end goal has educational requirements or perhaps it has financial requirements. Some of the criteria will be large in scale and some will be small in scale (eg, graduate university versus getting your driver's license.)

A set of actions to meet the criteria. The actions required to meet the criteria. For example, if one of your criteria was to graduate post-secondary, a set of actions that may be required are:

1. graduate high school,
2. apply and get accepted to post-secondary education,
3. register for classes,
4. apply for and receive financial aid,
5. find a part-time job, and
6. study and do well in school.

The skills you possess that will assist you in accomplishing the action. What transferable and non-transferable skills you already have to help you reach your goal.

An action plan helps to give guidance as you transition into adulthood. That being said, it is very likely that the goals you set in this activity plan will change as you move toward adulthood. As you mature into adulthood and have increased opportunities to explore your interests, your goals may shift or become irrelevant.

Complete the action plan provided. Use this as a tool to help you prepare for your transition into adulthood.

| ACTION PLAN | |
|---|-----------|
| NAME: | DATE: |
| RANK: | POSITION: |
| A. Brainstorm a list of possible goals for your future: | |
| From your brainstorm list, select three goals and list them in priority to you. | |
| 1. _____ _____ _____ | |
| 2. _____ _____ _____ | |
| 3. _____ _____ _____ | |

| ACTION PLAN | | |
|--|-----------------|-------------------|
| B. Brainstorm a list of criteria needed to meet each goal. | | |
| Goal Number One | Goal Number Two | Goal Number Three |
| | | |
| C. Create a set of actions needed in order to meet the criteria. | | |
| Goal Number One | Goal Number Two | Goal Number Three |
| | | |

| ACTION PLAN | | |
|--|-----------------|-------------------|
| D. Using your list of transferable and non-transferable skills from the previous section, list the skills that you already have that will help to reach your goal. | | |
| Goal Number One | Goal Number Two | Goal Number Three |
| | | |

CONCLUSION

Reflecting on the cadet experience enables you to pass on your experience and knowledge to the cadets you will be leading and instructing. Reflect on how the Cadet Program has influenced you, enables you to apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare you as you transition out of adolescence by providing you an opportunity to develop an action plan that uses the skills the Cadet Program has given them.



Congratulations, you have completed your self-study package on reflection on the cadet experience. Complete the action plan and then hand the completed package to the Proficiency Level Officer who will record your completion in your Proficiency Level Five logbook.