

**CHAPTER 10**

**PO X20 – PARTICIPATE IN CANADIAN FORCES (CF) FAMILIARIZATION ACTIVITIES**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 1**

**EO MX20.01A – PARTICIPATE IN A CAF ACTIVITY**

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Total Time:

One session (3 Periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**SECTION 2**

**EO MX20.01B – PARTICIPATE IN A CAF FAMILIARIZATION TOUR**

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Total Time:

One session (3 periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**SECTION 3**

**EO MX20.01C – FIRE THE C7 RIFLE**

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Total Time:

320 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One 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.

Photocopy the C7 Rifle Handing Test located at Attachment A for each cadet.

Assistant instructors are required for this lesson.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for TPs 1–3 to present background information and give direction on procedures.

A demonstration and performance was chosen for TPs 4 and 7–12 as it allows the instructor to explain and demonstrate how to complete a safety check and the actions in response to range commands while providing an opportunity for the cadet to practice under supervision.

A performance was chosen for TP 5 as it allows the cadet to practice handling the C7 rifle in a controlled environment.

A demonstration was chosen for TPs 6 and 14–16 as it allows the instructor to explain and demonstrate aiming a C7 rifle as well as the procedures required for stripping, cleaning and assembling the C7 rifle.

A practical activity was chosen for TPs 13 and 17 as it is an interactive way for the cadet to practice and experience range procedures and develop marksmanship skills and knowledge in a safe and controlled environment.

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## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall have fired the C7 rifle.

### IMPORTANCE

It is important for cadets to complete a variety of training on the C7 rifle before firing it. Safety precautions are essential to ensure all participants are safe when on a range. Being safe is the highest priority when firing the C7 rifle. Learning and practicing range commands will increase the level of safety on the range and will help ensure that all the cadets have a positive firing experience. Each cadet who fires the C7 rifle must understand the steps for every range command, as well as what to do on the firing point if the rifle does not fire. Knowing how to clean the C7 rifle will ensure that the rifle will continue to operate effectively. Before cleaning the rifle, it must be stripped to provide access to all the parts. After cleaning the rifle, it must be put back together and then tested to ensure it functions properly. This knowledge will ensure the familiarization fire is conducted safely and efficiently.





Strict emphasis must be placed on safety throughout all C7 rifle training. Any cadet who does not adhere to the rules and regulations shall not fire the C7 rifle.

### Teaching Point 1

### Explain safety rules and regulations pertaining to the C7 rifle.

Time: 5 min

Method: Interactive Lecture

The following are safety rules and regulations pertaining to the C7 rifle:

- Always complete a safety check when picking up or being handed a rifle.
- Always control the rifle when holding it.
- Always treat the rifle as if it were loaded.
- Always have the fire control selector set to 'S' (safe) when the rifle is cocked.
- Never touch the trigger unless firing on a range.

### CONFIRMATION OF TEACHING POINT 1

#### QUESTIONS:

- Q1. When are safety checks completed?
- Q2. Where is the fire control selector set when the rifle is cocked?
- Q3. When will the trigger be touched?

#### ANTICIPATED ANSWERS:

- A1. When picking up or being handed a rifle.
- A2. 'S' (safe).
- A3. Only when firing on a range.

### Teaching Point 2

### Identify the parts of the C7 rifle.

Time: 10 min

Method: Interactive Lecture



When identifying the parts of the C7 rifle, keep the cadets involved by pointing at each part as it is discussed.



The upper and lower receiver groups can be separated by removing the takedown pin.

## PARTS OF THE C7 RIFLE

The C7 rifle can be separated into two parts. There are two pins that hold the rifle together—the takedown pin and the receiver pivot pin. Both pins separate the upper receiver group from the lower receiver group. When stripping the rifle, the takedown pin will be used. Cadets will rarely be required to use the receiver pivot pin.

### Upper Receiver Group

The upper receiver group is comprised of the following:

- **Upper Receiver**
  - **Carrying handle.** A carrying handle which incorporates the rear sight and is attached to the top of the upper receiver.
  - **Ejection port.** Rounds are expelled from the rifle through the ejection port on the right side of the upper receiver.
  - **Ejection port cover.** The ejection port is protected by a dust cover which is opened by the forward / rearward movement of the bolt.
  - **Spent casing deflector.** To the rear of the ejection port cover is a spent casing deflector for those who are left-handed firers.
  - **Forward assist.** A manually-operated forward assist fitted on the right rear of the upper receiver is always used to push the bolt fully forward.
  - **Front and rear sights.** The sights, when used together, assist the firer when aiming the rifle.
- **Barrel**
  - **Flash suppressor.** The rifle is fitted with a flash suppressor that directs hot gas from the barrel end. It also reduces the visibility of the muzzle flash when firing.
  - **Hand guards.** Surrounded by two interchangeable aluminum-lined, glass fibre filled nylon hand guards are notched to allow air to circulate.
- **Bolt and cocking handle.** The bolt is operated by the cocking handle located at the top rear of the upper receiver group. The bolt has a rotating head which locks into the barrel when the rifle is to be fired.

### Lower Receiver Group

The lower receiver group is comprised of the following:

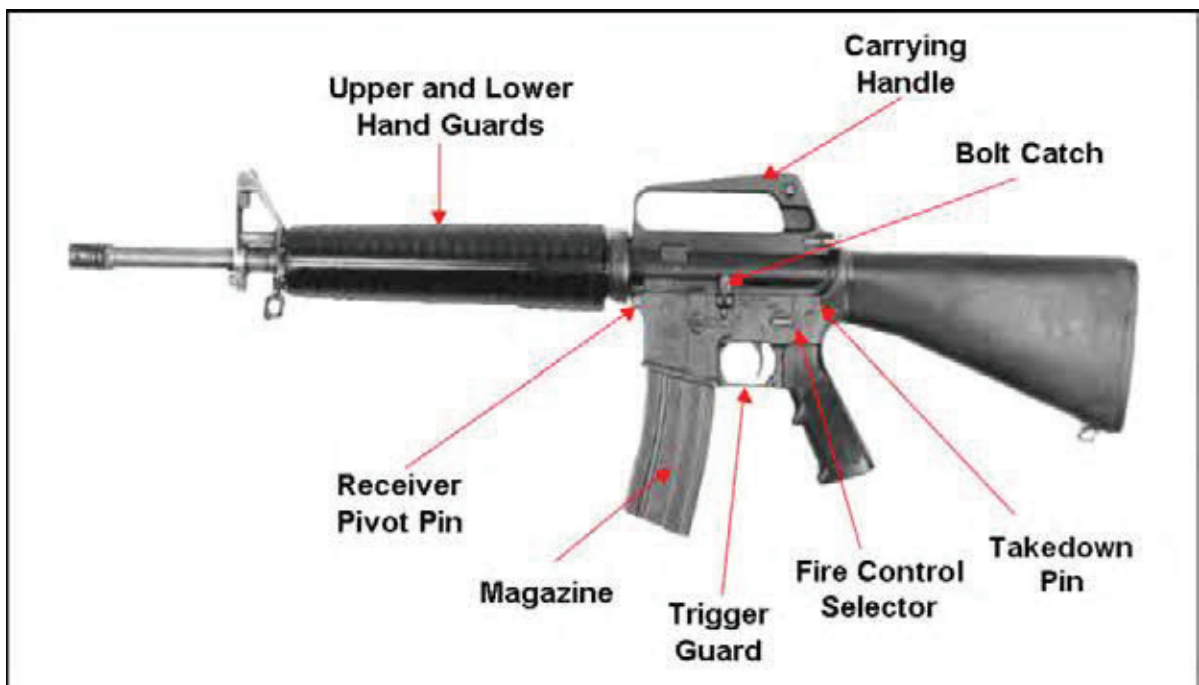
- **Lower Receiver**
  - **Trigger.** Also referred to as the action, the trigger is used to fire the rifle. The finger shall never be placed on the trigger unless firing.
  - **Trigger guard.** A safety measure to prevent accidental firing that makes access to the trigger more difficult.
  - **Pistol grip.** The firing hand will hold the pistol grip. The pistol grip provides stability when using the rifle.
  - **Fire control selector.** A three-position fire control selector lever is located on the left side. The three positions are 'S' (safe), 'R' (repetition) and 'AUTO' (automatic). The selector lever cannot be placed on 'S' until the rifle is cocked.
  - **Bolt catch.** A bolt catch, located on the left side, enables the bolt to be held open or released from the open position.
  - **Magazine.** The magazine holds rounds to be fired. When the magazine is not fitted on the rifle, the area is referred to as the magazine housing or magazine opening.

- **Magazine release.** A magazine release button allows for the magazine to be removed from the rifle when activated. It is located on the right side.
- **Butt and butt plate.** The butt is made of glass fibre reinforced nylon and incorporates a storage compartment for a cleaning kit. Access to this compartment is gained through the butt plate. The butt is available in two lengths—normal and short.



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 1 Right Side of the C7 Rifle



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 2 Left Side of the C7 Rifle

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## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS:

- Q1. What are the two receiver groups on the C7 rifle?
- Q2. What parts are located in the upper receiver?
- Q3. What parts are located in the lower receiver?

### ANTICIPATED ANSWERS:

- A1. Upper and lower receiver groups.
- A2. Carrying handle, rear sight, ejection port, ejection port cover, spent casing deflector, forward assist and front and rear sights.
- A3. Trigger, pistol grip, magazine opening, fire control selector, bolt catch and magazine release.

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### Teaching Point 3

**Explain the characteristics of the C7 rifle.**

Time: 5 min

Method: Interactive Lecture

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### CHARACTERISTICS OF THE C7 RIFLE

**Calibre.** 5.56 mm.

**Weight.** The rifle weighs 3.34 kg (7.36 pounds). When fully loaded it weighs 3.89 kg (8.58 pounds).

**Length.** The complete rifle is 1 m in length.

**Modes of fire.** It can be fired in repetition or automatic.

**Operation.** It is gas operated, air cooled and magazine fed.

**Effective range.** It is effective up to 400 m.

**Sights.** There are front and rear sights. The rear sight has small and large apertures. The large aperture is used for firing at distances less than 300 m. The small aperture is used for distances greater than 300 m.

**Magazine capacity.** One magazine can hold up to 30 rounds.

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## CONFIRMATION OF TEACHING POINT 3

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### QUESTIONS:

- Q1. What is the calibre of the C7 rifle?
- Q2. How long is the C7 rifle?
- Q3. How many rounds can one magazine hold?

**ANTICIPATED ANSWERS:**

A1. 5.56 mm.

A2. 1 m.

A3. 30 rounds.

**Teaching Point 4****Explain, demonstrate and have the cadet practice completing an individual safety check.**

Time: 15 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take to complete a safety check.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.



Stress the importance of regularly completing safety checks on the C7 rifle.

Each cadet must complete a safety check during this TP.

**INDIVIDUAL SAFETY CHECK**

Safety checks shall be completed in the following circumstances:

- when picking up or being handed a rifle;
- before and after instruction;
- before stripping a rifle;
- during issue and return to stores;
- before and after range practices; and
- where there is doubt about the safety status of the rifle.

To complete an individual safety check:



When completing a safety check on the rifle with a magazine fitted, remove the magazine before adopting the standing load position.



If completing a safety check in the prone position, skip Step 1.

1. Adopt the standing load position (as illustrated in Figure 3) by:
  - (a) holding the rifle on the right (left) side of the body by the pistol grip with the forefinger of the right (left) hand outside the trigger guard;
  - (b) grasping the bottom of the hand guard with the left (right) hand;
  - (c) placing the left (right) foot one pace in front of the other foot; and
  - (d) pointing the rifle up approximately 55 degrees.
2. Pull the cocking handle to the rear.
3. Engage the bolt catch.
4. Tilt the rifle.
5. Inspect the chamber.
6. Ensure the rifle is clear.
7. Pull the cocking handle fully to the rear.
8. Allow the action to go forward under control.
9. Strike the forward assist.
10. Fire the rifle.
11. Close the ejection port cover.
12. Lay down the rifle with the ejection port cover facing up.



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 3 Standing Load Position–Example 1



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 4 Standing Load Position—Example 2

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#### CONFIRMATION OF TEACHING POINT 4

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#### QUESTIONS:

- Q1. When must safety checks be completed?
- Q2. After inspecting the chamber and allowing the action to go forward, what is the next step?
- Q3. When laying down the rifle, which side will face up?

#### ANTICIPATED ANSWERS:

- A1. Safety checks shall be completed in the following circumstances:
- when picking up or being handed a rifle;
  - before and after instruction;
  - before stripping a rifle;
  - during issue and return to stores;
  - before and after range practices; and
  - when the safety status of the rifle is in doubt.

A2. Strike the forward assist.

A3. The side with the ejection port cover.

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**Teaching Point 5**

**Have the cadet practice holding the C7 rifle in the prone position.**

Time: 5 min

Method: Performance

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The cadets have already been instructed on how to adopt the prone position. Emphasis should be placed on holding the C7 rifle.

Information on the prone position is located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, EO M106.03 (Apply Basic Marksmanship Techniques).

**HOLDING THE C7 RIFLE IN THE PRONE POSITION**



Have each cadet hold the C7 rifle in the prone position.

To hold the C7 rifle in the prone position:

1. Adopt the prone position.
2. Pick up the rifle.
3. Place the butt of the rifle into the right (left) shoulder.
4. Place the left (right) hand on the hand guard.
5. Hold the pistol grip with the right (left) hand.
6. Place the right (left) cheek naturally on the butt.
7. Look through the front and rear sights with the aiming eye.



When holding the rifle in the prone position, the finger shall always be placed outside the trigger guard, unless firing.





*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 5 Holding the C7 Rifle in the Prone Position (Right-Side View)



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 6 Holding the C7 Rifle in the Prone Position (Left-Side View)



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 7 Holding the C7 Rifle in the Prone Position

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### CONFIRMATION OF TEACHING POINT 5

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The cadets' participation in holding the C7 rifle in the prone position will serve as the confirmation of this TP.

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#### Teaching Point 6

**Explain and demonstrate aiming the C7 rifle by looking through the front and rear sights.**

Time: 5 min

Method: Demonstration

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During TP 8 the cadets will look through the sights and ensure that they are set properly.

#### AIMING THE C7 RIFLE

There are two sights on the C7 rifle (front and rear). The rear sight has two apertures (small and large) which simply flip from one to the other.



When firing the C7 rifle, the target will be at a distance of 100 m. Therefore, the large aperture should be used.

When lining up the sights, it is important that both the front and rear sights can be seen down range.



*Note. From Weapons: The Rifle 5.56 mm and the Carbine 5.56 mm C8 (Vol. 18) (p. 57), by Canadian Forces, 1987, Ottawa, ON: Department of National Defence. Copyright 1994 by Department of National Defence.*

Figure 8 Correct Aim Picture

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### CONFIRMATION OF TEACHING POINT 6

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#### QUESTIONS:

- Q1. How many sights does the C7 rifle have?
- Q2. How many apertures does the rear sight have?
- Q3. Which aperture should be used when firing at a distance of 100 m?

#### ANTICIPATED ANSWERS:

- A1. Two—front and rear.
- A2. Two—large and small.
- A3. The large aperture.

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#### Teaching Point 7

**Explain, demonstrate and have the cadet practice the actions when given the command LOAD.**

Time: 10 min

Method: Demonstration and Performance

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For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command LOAD.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.



Ensure the cadets are aware of the differences between live and dummy rounds. Dummy rounds will be used throughout C7 rifle training.

## LOAD

On the command LOAD, the cadet shall do the following:

1. Pick up a magazine.
2. Check to see that the rounds are positioned correctly.



When looking to see if rounds are positioned correctly, simply ensure that they are straight and that the back of each round that is visible is straight against the back of the magazine. When rounds are not positioned correctly, they cause frequent stoppages.

3. Push the magazine firmly into the magazine housing.
4. Check that the magazine is secure by pulling downwards.
5. Return the hand to hold the rifle.

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## CONFIRMATION OF TEACHING POINT 7

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The cadets' participation in practicing actions when given the command LOAD will serve as the confirmation of this TP.

## Teaching Point 8

**Explain, demonstrate and have the cadet practice the actions when given the command READY or RANGE.**

Time: 5 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command READY or RANGE.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

## READY OR RANGE

On the command READY or RANGE, the cadet shall do the following:

1. Check the front and rear sights to ensure they are set correctly.
2. Cock the rifle.



When cocking the rifle, ensure the cadets pull the cocking handle all the way back and then let it go. Not doing so is referred to as "riding the cocking handle" since it is rode back into its position. Riding the cocking handle may cause stoppages.

3. Strike the forward assist.
4. Close the ejection port cover.
5. Ensure the fire control selector is on 'S' (safe).
6. Return the hand to hold the rifle.

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### CONFIRMATION OF TEACHING POINT 8

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The cadets' participation in practicing actions when given the command READY or RANGE will serve as the confirmation of this TP.

#### Teaching Point 9

**Explain, demonstrate and have the cadet practice the actions when given the command FIRE.**

Time: 5 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command FIRE.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

#### **FIRE**

On the command FIRE, the cadet shall do the following:

1. Set the fire control selector to 'R' (repetition).



IAW CATO 14-41, *Use of C7/8 Within the CCO*, Annex A, Appendix 3, cadets are NOT to fire on automatic.

2. Fire all rounds in the magazine.
3. Change magazines as required.



When all rounds have been fired, the bolt will remain at the rear of the rifle. To change a magazine:

1. Remove the old magazine using the magazine release.
2. Pick up a new magazine.
3. Check to see that the rounds are positioned correctly.
4. Push the magazine firmly into the magazine housing.
5. Check that the magazine is secure by pulling downwards.
6. Disengage the bolt catch.
7. Strike the forward assist.
8. Continue firing.



Ensure the cadets are aware that when on the range they may rest the rifle after they have finished firing and then wait for further commands.

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### CONFIRMATION OF TEACHING POINT 9

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The cadets' participation in practicing actions when given the command FIRE will serve as the confirmation of this TP.

#### Teaching Point 10

**Explain, demonstrate and have the cadet practice the actions when given the command UNLOAD.**

Time: 10 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command UNLOAD.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

#### UNLOAD

On the command UNLOAD, the cadet shall do the following:

1. Set the fire control selector to 'S' (safe).
2. Remove the magazine.

3. Cock the rifle twice.
4. Pull the cocking handle to the rear.
5. Engage the bolt catch.
6. Tilt the rifle to the left.
7. Wait to be cleared by the Range Safety Officer (RSO).
8. Receive the command CLEAR from the RSO.
9. Disengage the bolt catch.
10. Strike the forward assist.
11. Set the fire control selector to 'R' (repetition).
12. Fire the rifle.
13. Close the ejection port cover.
14. Lay down the rifle.



Some RSOs may use PREPARE FOR INSPECTION as a separate command after UNLOAD.

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### CONFIRMATION OF TEACHING POINT 10

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The cadets' participation in practicing actions when given the command UNLOAD will serve as the confirmation of this TP.

#### Teaching Point 11

**Explain, demonstrate and have the cadet practice the actions when given the command CEASE FIRE.**

Time: 5 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command CEASE FIRE. .
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

#### CEASE FIRE

On the command CEASE FIRE, the cadet shall do the following:

1. Set the fire control selector to 'S' (safe).
2. Wait for a further command.

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## CONFIRMATION OF TEACHING POINT 11

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The cadets' participation in practicing actions when given the command CEASE FIRE will serve as the confirmation of this TP.

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### Teaching Point 12

**Explain, demonstrate and have the cadet practice immediate actions.**

Time: 15 min

Method: Demonstration and Performance

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For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the first immediate action.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.
4. Repeat Steps 1–3 for the next two immediate actions.

Note: Assistant instructors may be used to monitor the cadets' performance.

### IMMEDIATE ACTIONS

Immediate actions are stoppages that occur when the rifle suddenly does not fire anymore. The actions to take are completely dependent on the position of the bolt. The first step to take when the rifle stops firing is to cant the rifle and look through the ejection port. The bolt will either be:

- at the rear,
- fully forward, or
- partially forward.



When the rifle stops firing the first step is to cant the rifle and examine the bolt position.

#### Bolt is at the Rear

When the rifle stops firing and the bolt is positioned at the rear, most likely the magazine is empty.

When the bolt is at the rear, the cadet shall do the following:

1. Check for an empty magazine and change, as required.
2. Disengage the bolt catch.
3. Strike the forward assist.
4. Continue firing.



### **Bolt is Fully Forward**

When the rifle stops firing and the bolt is positioned fully forward, most likely the bolt did not pick up a round. This could be caused by an improperly seated magazine.

When the bolt is fully forward, the cadet shall do the following:

1. Ensure the magazine is seated properly and locked in place.
2. Cock the rifle while watching for a round or empty casing to eject.
3. Where a round ejects:
  - (a) strike the forward assist; and
  - (b) continue firing.
4. Where a round does not eject:
  - (a) attempt to continue firing; and
  - (b) if required, request assistance.

### **Bolt is Partially Forward**

When the rifle stops firing and the bolt is positioned partially forward, most likely there is an obstruction.

When the bolt is partially forward, the cadet shall do the following:

1. Cock the rifle.
2. Engage the bolt catch.
3. Examine the chamber of the rifle.
4. Remove the magazine if a live round or empty casing is in the chamber.
5. Clear the obstruction.
6. Replace the magazine.
7. Disengage the bolt catch.
8. Strike the forward assist.
9. Continue firing.



When in doubt, raise your hand and ask for assistance.

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### **CONFIRMATION OF TEACHING POINT 12**

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The cadets' participation in practicing immediate actions will serve as the confirmation of this TP.

**Teaching Point 13****Have the cadet participate in a mock range activity.**

Time: 30 min

Method: Practical Activity



Begin the handling test located at Attachment A during this TP. Where extra time is needed, conduct it at the beginning of TP 17.

Each cadet must successfully complete the handling test in order to fire the C7 rifle.

**ACTIVITY****OBJECTIVE**

The objective of this activity is to have the cadets practice performing firing drills and executing range commands.

**RESOURCES**

- C7 rifles (one per firing point),
- Magazines (minimum two per firing point),
- 5.56-mm dummy rounds (10 per cadet),
- Hearing protectors (one per firing point),
- Shooting mats (one per firing point), and
- C7 handling test located at Attachment A (one per cadet).

**ACTIVITY LAYOUT**

1. Find a safe area in which eight cadets with rifles can be pointed "down range."
2. Place eight shooting mats on the mock firing point.
3. Lay one rifle on each shooting mat.
4. Lay one pair of hearing protectors and one magazine with five dummy rounds on each shooting mat.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into relays of a maximum of eight.
2. Lead the first relay of cadets through a mock range activity using the following range commands:
  - (a) COVER OFF BEHIND THE FIRING POINT.
  - (b) ADOPT THE PRONE POSITION.
  - (c) PLACE HEARING PROTECTORS ON.
  - (d) PICK UP THE RIFLE.
  - (e) LOAD.
  - (f) RANGE OR READY.

(g) FIRE.



Though there are no range commands for immediate actions, have the cadets complete the actions for them.

One way to do this is:

- Give the command CEASE FIRE.
- Ask the cadets to engage the bolt catch.
- Tell the cadets that they were firing down range and suddenly the rifle stopped.
- Have the cadets complete the immediate action.

(h) Unload.

(i) Prepare for inspection.

(j) Lay down the rifle.

(k) Take off hearing protectors.

(l) Stand up.

(m) Retire from the firing point.

3. Repeat Step 2 until there are no more relays.

4. Complete the handling test, located at Attachment A, as the cadets complete the activity.

### SAFETY

- Rifles shall always be pointed "down range".
- The cadets are to follow range rules and regulations throughout the activity.

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### CONFIRMATION OF TEACHING POINT 13

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

### Teaching Point 14

**Explain and demonstrate field stripping the C7 rifle.**

Time: 5 min

Method: Demonstration



There are two degrees to which the C7 rifle can be stripped—detailed and field. During this training, the cadets will only be required to field strip the rifle.

Explain and demonstrate the process for field stripping a C7 rifle. Ensure all cadets can see the demonstration.

## FIELD STRIPPING THE C7 RIFLE

In order to clean the rifle, it must be field stripped. To field strip the C7 rifle:

1. Carry out an individual safety check (without operating the trigger).
2. Ensure the fire control selector is set to 'S' (safe).
3. Unlock the upper receiver by pushing / pulling the takedown pin.
4. Pull the cocking handle partially to the rear.
5. Remove the bolt.
6. Push the cocking handle fully forward.
7. Lay down the rifle.
8. Remove the bolt from the bolt carrier.
9. Lay down the bolt and bolt carrier.

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### CONFIRMATION OF TEACHING POINT 14

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The cadets' participation in field stripping the C7 rifle will serve as the confirmation of this TP.

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#### Teaching Point 15

**Explain and demonstrate cleaning the C7 rifle after a range practice.**

Time: 5 min

Method: Demonstration

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The cleaning kit should contain the following items:

- a case,
- a four-piece rod,
- a swab holder,
- a bore brush,
- a chamber brush,
- a bolt key brush,
- a container of cleaner, lubricant, preservative (CLP),
- pipe cleaners, and
- swabs (38 mm by 50 mm).



There are three types of cleaning—regular, before firing and after firing. The cadets will be required to clean the rifle after firing on the range.

Explain and demonstrate the process for cleaning a C7 rifle. Ensure all cadets can see the demonstration.

## **CLEANING THE C7 RIFLE**

In order for the rifle to remain functional, regular maintenance of the rifle must be carried out regularly.

### **CHAMBER**

Clean with the chamber brush fitted to the cleaning rod.

### **Flash Suppressor**

Clean using the bore cleaning brush.

### **BARREL**

1. Insert the four-piece rod (about two turns short of being tight) with a swab moistened in CLP into the barrel (a portion should stick out through the muzzle).
2. Replace the swab holder with the bore brush and insert it into the barrel.
3. Repeat several times (rods may have to be loosened).
4. Pull a dry swab through and then pull a swab lightly lubricated with CLP through.

### **Bolt and Carrier**

1. Clean the interior of the bolt key with the bolt key brush then dry using a pipe cleaner.
2. Using a CLP lubricated swab, clean all the parts of the bolt.
3. Lubricate the bolt and bolt carrier.
4. Dry the bolt key and place one drop of CLP inside the tube.

### **Upper Receiver**

1. Clean the external surface with a lubricated CLP swab and a cleaning brush and wipe dry.
2. Clean the exterior of the gas tube that protrudes into the upper receiver using two rod pieces and a bore brush.
3. Use a pipe cleaner to clean as far into the gas tube as possible.
4. Clean the inner surfaces.
5. Lightly lubricate the inside of the upper receiver, outer surface of the barrel, front sight and the surface under the hand guard.
6. Push and pull the front sight and place two or three drops of CLP around the area, working it in.

### **Lower Receiver**

1. Clean the external surface with a lubricated CLP swab and a cleaning brush and wipe dry.
2. Clean the interior, paying special attention to the magazine housing and trigger group.
3. Apply CLP generously to the trigger group, takedown pin and pivot pin.

### **Butt and Hand Guards**

1. Wipe clean the external surfaces.
2. Do not oil the nylon surfaces.



When cleaning before firing, inspect the rifle to determine if it requires cleaning. In most cases, wiping exposed surfaces will be sufficient. If it is necessary to clean the rifle, it should be done the same as regular cleaning except that the bore, face of the bolt and the chamber must be free of lubricant.

---

### CONFIRMATION OF TEACHING POINT 15

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The cadets' participation in cleaning the C7 rifle will serve as the confirmation of this TP.

---

#### Teaching Point 16

**Explain and demonstrate assembling the C7 rifle.**

Time: 5 min

Method: Demonstration

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Explain and demonstrate the process for assembling a C7 rifle. Ensure all cadets can see the demonstration.

### ASSEMBLING THE C7 RIFLE

To assemble the C7 rifle:

1. Replace the bolt in the bolt carrier.
2. Pull the cocking handle partially to the rear.
3. Place the bolt in the rifle.
4. Push the cocking handle fully forward.
5. Ensure the fire control selector is set to 'S' (safe).
6. Lock the upper receiver with the takedown pin.
7. Complete the function test by:
  - (a) cocking the rifle;
  - (b) attempting to fire with the fire control selector at 'S' (safe);
  - (c) setting the fire control selector to 'R' (repetition);
  - (d) firing the action;
  - (e) cocking the action while holding in on the trigger;
  - (f) releasing the trigger (after hearing the hammer fall);
  - (g) firing the action;
  - (h) setting the fire control selector to 'AUTO' (automatic);
  - (i) firing the action;
  - (j) cocking the action while holding in on the trigger;

- (k) releasing the trigger (after hearing the hammer fall);
- (l) returning the fire control selector to 'R' (repetition); and
- (m) closing the ejection port cover.

---

### CONFIRMATION OF TEACHING POINT 16

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The cadets' participation in assembling the C7 rifle will serve as the confirmation of this TP.

---

#### Teaching Point 17

**Have the cadet fire 25 rounds with the C7 rifle.**

Time: 170 min

Method: Practical Activity



All familiarization firing must be lead by a Large Bore RSO (RSO [LB]). Consult and adhere to the policies outlined in CATO 14-41, *Use of C7/8 Within the CCO*, Appendix 3, Annex A.

All range activities shall be conducted IAW the Range Standing Orders specific to the area being used.

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### ACTIVITY

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#### OBJECTIVE

The objective of this activity is to have the cadets fire 25 rounds using the C7 rifle.

#### RESOURCES

- C7 rifle (one per firing point),
- 5.56-mm ammunition (25 rounds per cadet),
- Magazines (minimum of three per cadet),
- Marksmanship target (one per firing point),
- Target frame (one per firing point),
- Hearing protectors (one per firing point),
- Shooting mats (one per firing point),
- First aid kit (one),
- Stretcher (one),
- Cell phone / radio (one),
- Folding tables (three),
- Empty sandbags (five),
- Green and red flags (two sets),
- Target patches (5 rolls),

- Where butts are being used:
  - helmets (one per person),
  - pointers (one per person),
  - communication device (two—one for the RSO and one for the butt party);
- Range standing orders (one),
- Cleaning kits (one per four cadets),
- C7 handling test located at Attachment A, if required (one per cadet), and
- Pen / pencil (five).

### ACTIVITY LAYOUT

Set up the firing points, targets and butts (if applicable).

### ACTIVITY INSTRUCTIONS

1. Brief the cadets on the range activity.



If the cadets are expected to signal in the butts, a briefing shall take place before beginning the activity.

2. Have each cadet complete the C7 rifle handling test, where required.
3. Divide the cadets into relays.
4. Lead the first relay of cadets through the range activity using range commands.



Ensure the cadets are given the opportunity to view their targets at least once throughout the familiarization fire. They may then make adjustments, if desired, to try to improve.

5. Repeat Step 4 until there are no more relays.
6. Have the cadets field strip, clean and assemble the C7 rifle, in groups of four.

### SAFETY

- Rifles shall always be pointed down range.
- The cadets are to follow all range rules and regulations throughout the activity.

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### CONFIRMATION OF TEACHING POINT 17

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

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### END OF LESSON CONFIRMATION

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The cadets' participation in firing the C7 rifle will serve as the confirmation of this lesson.



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## CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

It is important for cadets to participate in Canadian Forces (CF) familiarization activities. Firing the C7 rifle is one of the many CF familiarization activities in which cadets can develop a connection to and knowledge about the CF.

### INSTRUCTOR NOTES / REMARKS

Each cadet must successfully complete the C7 Rifle Handling Test (located at Attachment A) prior to firing the rifle.

The cleaning kit contains the following:

- a case,
- a four-piece rod,
- a swab holder,
- a bore brush,
- a chamber brush,
- a bolt key brush,
- a container of cleaner, lubricant, preservative (CLP),
- pipe cleaners, and
- swabs (38-mm by 50-mm).

All familiarization firing must be led by a Range Safety Officer (Large Bore - C7). Consult and adhere to the policies outlined in CATO 14-41 *Use of C7/8 Within the CCO*, Appendix 3, Annex A.

The firing shall be familiarization and shall include an inspection of targets at least once throughout the 25 rounds to allow the cadets to make adjustments if inclined to do so.

Where butts are being used, time shall be spent instructing the cadets on their operation.

Assistant instructors are required for this lesson.

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## REFERENCES

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A2-062 B-GL-317-018/PT-001 Canadian Forces. (1987). *Weapons: The rifle 5.56 mm C7 and the carbine 5.56 mm C8* (Vol. 18). Ottawa, ON: Department of National Defence.

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### C7 RIFLE HANDLING TEST

Cadet Name: \_\_\_\_\_

Flight: \_\_\_\_\_

#### SAFETY PRECAUTIONS

	ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1.	Adopt the standing load position (if required).	Yes	No
2.	Pull the cocking handle to the rear and engage the bolt catch.	Yes	No
3.	Tilt the rifle and inspect the chamber.	Yes	No
4.	Ensure the rifle is clear.	Yes	No
5.	Pull the cocking handle fully to the rear.	Yes	No
6.	Allow the action to go forward under control and strike the forward assist.	Yes	No
7.	Fire the rifle.	Yes	No
8.	Close the ejection port cover.	Yes	No
9.	Lay down the rifle with the ejection port cover facing up.	Yes	No

#### LOAD

	ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1.	Pick up a magazine.	Yes	No
2.	Check to see if the rounds are positioned correctly.	Yes	No
3.	Push the magazine firmly into the magazine housing.	Yes	No
4.	Check that the magazine is secure by pulling downwards.	Yes	No
5.	Return the hand to hold the rifle.	Yes	No

#### READY OR RANGE

	ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1.	Check the front and rear sights to ensure they are set correctly.	Yes	No
2.	Cock the rifle.	Yes	No
3.	Strike the forward assist.	Yes	No
4.	Close the ejection port cover.	Yes	No
5.	Ensure the fire control selector is set to 'S' (safe).	Yes	No
6.	Return the hand to hold the rifle.	Yes	No

**IMMEDIATE ACTION–BOLT AT REAR**

**"The rifle is firing alright and then suddenly stops."**

The cadet shall cant the rifle and examine the bolt position.

**"The bolt is fully to the rear."**

	<b>ACTION TO BE CARRIED OUT BY THE CADET</b>	<b>ACTION COMPLETED</b>	
1.	Check for an empty magazine and change.	<b>Yes</b>	<b>No</b>
2.	Disengage the bolt catch.	<b>Yes</b>	<b>No</b>
3.	Strike the forward assist and continue firing.	<b>Yes</b>	<b>No</b>

**IMMEDIATE ACTION–BOLT FULLY FORWARD**

**"The rifle is firing alright and then suddenly stops."**

The cadet shall cant the rifle and examine the bolt position.

**"The bolt is fully forward."**

	<b>ACTION TO BE CARRIED OUT BY THE CADET</b>	<b>ACTION COMPLETED</b>	
1.	Ensure the magazine is seated properly and locked in place.	<b>Yes</b>	<b>No</b>
2.	Cock the rifle and watch for a round or empty casing to eject.	<b>Yes</b>	<b>No</b>
3.	Strike the forward assist and continue firing.	<b>Yes</b>	<b>No</b>

**IMMEDIATE ACTION–BOLT PARTIALLY FORWARD**

**"The rifle is firing alright and then suddenly stops."**

The cadet shall cant the rifle and examine the bolt position.

**"The bolt is partially forward and there is an obstruction."**

	<b>ACTION TO BE CARRIED OUT BY THE CADET</b>	<b>ACTION COMPLETED</b>	
1.	Cock the rifle and engage the bolt catch.	<b>Yes</b>	<b>No</b>
2.	Examine the chamber.	<b>Yes</b>	<b>No</b>
3.	Remove the magazine if a live round or empty casing is in the chamber.	<b>Yes</b>	<b>No</b>
4.	Clear the obstruction.	<b>Yes</b>	<b>No</b>
5.	Replace the magazine.	<b>Yes</b>	<b>No</b>
6.	Disengage the bolt catch.	<b>Yes</b>	<b>No</b>
7.	Strike the forward assist and continue firing.	<b>Yes</b>	<b>No</b>

## UNLOAD

ACTION TO BE CARRIED OUT BY THE CADET		ACTION COMPLETED	
1.	Set the fire control selector to 'S' (safe).	Yes	No
2.	Remove the magazine.	Yes	No
3.	Cock the rifle twice.	Yes	No
4.	Pull the cocking handle to the rear and engage the bolt catch.	Yes	No
5.	Tilt the rifle to the left and wait to be cleared by the RSO.	Yes	No
6.	Disengage the bolt catch.	Yes	No
7.	Strike the forward assist.	Yes	No
8.	Set the fire control selector to 'R' (repetition).	Yes	No
9.	Fire the rifle.	Yes	No
10.	Close the ejection port cover.	Yes	No
11.	Lay down the rifle.	Yes	No

Comments:

RSO (LB) Signature: \_\_\_\_\_

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 4**

**EO MX20.01D – PARTICIPATE IN A MESS DINNER**

Total Time:

One session = 90 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX20.01D (Participate in a Mess Dinner) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

One week prior to the mess dinner, photocopy and distribute the appropriate elemental Cadet Mess Dinner pamphlet, located at Annexes A–C, for each cadet.

One week prior to the mess dinner, photocopy and distribute the Role of the President of the Mess Committee (PMC) handout, located at Annex D, to the cadet filling the role of PMC.

One week prior to the mess dinner, photocopy and distribute the Role of the Vice-President of the Mess Committee (VPMC) handout, located at Annex E, to the cadets filling the role of VPMC.

Refer to the Organize a Mess Dinner Aide-Memoire located at Annex F to guide the preparation of the mess dinner.

Brief the cadets on the expected dress for the mess dinner.

**PRE-LESSON ASSIGNMENT**

Have the cadets read the applicable Cadet Mess Dinner pamphlet in preparation for the mess dinner.

**APPROACH**

A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience a mess dinner in a safe, controlled environment. This activity is an interactive way to build on the cadets' knowledge of the CAF.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this session the cadets shall have participated in a mess dinner.

## IMPORTANCE

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the CAF. Historically, military organizations have taken on a life and routine based upon discipline, order, and traditions that differ from civilian life. This boosts morale and develops esprit de corps.

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## ACTIVITY

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The protocols and procedures for a Mess Dinner must be adapted to fit the regulations of the Cadet Program. While the tradition in the CAF calls for the serving of alcohol, IAW CATO 13-23, *Drug and Alcohol Policy*, cadets will not be served alcohol. Grape juice may be substituted for port during a cadet mess dinner.

1. Conduct a mess dinner, to include:
  - (a) pre-dinner gathering,
  - (b) mess calls,
  - (c) arrival of the head table,
  - (d) dinner,
  - (e) passing of the port,
  - (f) loyal toast,
  - (g) marches,
  - (h) speeches, and
  - (i) departure of the head table.
2. Have the cadets sign a guest book reflecting on their experience.

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## CONCLUSION

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### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Participating in a mess dinner has allowed you to experience CAF customs, traditions, and rituals. Mess dinners are happy occasions that allow all members, regardless of rank, to meet on an occasion where good manners are expected.

### INSTRUCTOR NOTES / REMARKS

There are numerous leadership opportunities for cadets when conducting a mess dinner:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the mess dinner as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments



such as acting as the Mess President and the Mess Vice-Presidents IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

The organization of the mess dinner shall be based on human and material resources available to the corps / squadron.

---

## REFERENCES

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A-CR-050-801/PH-001 Directorate of Cadets 6. (2009). *Training plan DP1 Cadet Instructors Cadre: Basic Officer Training Course*. Ottawa, ON: Department of National Defence.

A-AD-200-000/AG-000 Director Honours and Recognition. (1999). *The honours, flags and heritage structure of Canadian Forces*. Ottawa, ON: Department of National Defence.

A-AD-262-000/AG-000 Director of Physical Education, Recreation and Amenities. (1984). *Mess administration*. Ottawa, ON: Department of National Defence.

CFACM 1-900 Air Command. (2007). *Air command mess dinner procedures*. Ottawa, ON: Department of National Defence.

HMCS Queen Regina's Naval Reserve Division. (2009). *Chief Petty Officers & Petty Officers mess dinner naval customs*. Retrieved April 28, 2009, from <http://www.hmcsqueen.ca/cpomessdinner.pdf>.

Love, D.W. (1990). *Manual of Canadian naval etiquette*. Victoria, BC: VENTURE, The Naval Officer Training Centre.

ReadyAyeReady (2009). *Naval Toasts of the Day – Customs and Traditions: Naval toasts of the day*. Retrieved April 1, 2009 from <http://www.readyayeready.com/tradition/naval-toasts-of-theday.htm>

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## Rules of Order

The rap of the gavel for grace signals the official start of dinner. Between then and the toast of the day, the following rules of order are in force:

No one may come in and sit down at the table, leave the table, read (except the menu and musical program), or send or receive messages.

Whenever the PMC or VPMC taps the table, there must be silence until they have finished speaking.

Requests are made via the VPMC. When a diner is coming to the table late, or is returning after leaving, the PMC's permission must be given.

There are no ranks or titles in the mess. All members present address each other as: Mister, Miss, or Missus. Only the PMC and VPMC will be addressed by title.

No member shall engage in conversation with the Head Table or the opposite table. Members shall only converse with those across, beside, and diagonal from themselves.

No diner may begin a course before the PMC, use foul language, discuss political or other controversial subjects, talk about work, speak in a foreign language (except when foreign guests are present) or tell rude or insulting jokes.

Members shall not clap. Instead diners shall rap the table lightly to express their opinion and solicitations.

Members shall not propose a toast (this includes "cheers" or similar remarks or raising a glass in greeting).



## Sea Cadet Mess Dinner

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the Canadian Armed Forces (CAF). In addition to educating cadets about an important CAF tradition, the mess dinner is also relevant because the basic rules of conduct observed are those of polite society.

### Before Dinner Gathering

Cadets and guests are invited to arrive a half hour before the set time for dinner. During this period, members consult the seating plan and meet the guest of honour. During the gathering, all members pay their respects to the guest of honour providing this can be done without undue interruption to conversation with senior guests.

### Introductions

All guests should be introduced to as many of the other members present as feasible. When introducing oneself it is customary to say, "Mr. Bloggins, I would like to introduce myself. I am \_\_\_\_\_." If you don't know to whom you are speaking, it is customary to say, "Please let me introduce myself. My name is \_\_\_\_\_."

## Mess Dinner Program

Before Dinner Gathering

Mess Call

Arrival of the Head Table

Dinner Course

Passing the Port

Toasts

Marches

~ Break ~

Coffee / Dessert

Speeches

Departure of the Head Table

## Mess Calls

A bugler sounds a call at 15 minutes prior to dinner. This alerts guests to prepare to move to the dining room and to use the washroom before the start of the mess dinner. In the absence of a bugler, the mess call may be verbal.

## Seating Plans

A Mess Dinner seating plan is formally arranged and the plan is drawn up and displayed. Individual places are marked with a name card. Members must sit in their assigned seat; shifting of places is not permitted.

## Marching In

Five minutes prior to the meal time the senior steward enters the anteroom and reports to the PMC, "Dinner is served, Sir/Ma'am". Members move to their assigned seat and stand behind their chair. When all members are in place, the PMC and guest of honour make their way into the dining room. If a band is present, they may play "*The Roast Beef of Olde England*". No one may take their seats before the PMC.

## Grace

When all diners are seated the PMC raps the table for silence with a gavel. The PMC requests a member of the mess to say grace. If a Chaplin is present, they would give the grace.

## Passing the Port

In a naval mess, the decanters should be slid to the left and never leave the table. Passing the port along the table was implemented for practical reasons, as lifting a heavy decanter off a table in a moving ship might mean the table coming up quickly under the decanter and potentially spilling the port.

## Loyal Toast

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The VPMC announces, in the other official language, "Ladies and gentlemen, The Queen of Canada", or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast. In the navy, the Loyal Toast is given seated.

Naval members **never** clink glasses during any toast or greeting. This custom comes from the old belief that "a glass that rings tells the death of a sailor". Instead, a sailor forwards the back of their hand with the glass in it.

## Toast of the Day

Following the loyal toast the President will call upon a member to give the toast of the day.

Monday -	Our Ships	Friday -	Our Nation
Tuesday -	Our Sailors	Saturday -	Our Families
Wednesday -	Ourselves	Sunday -	Absent Friends
Thursday -	Our Navy		

## Marches

Following the toasts, "*Heart of Oak*" is played. If any other elements are present, the appropriate march is played. A member only stands at attention for their own march.

## Speeches

After the toasts and marches have been completed, the PMC may open the floor to speeches by special guests.

## Departing the Dining Room

Upon completion of all mess functions, the PMC shall conclude the mess dinner with a rap of the gavel. All members will stand for the departure of the head table.

## Dinner Etiquette

Keep elbows close to the sides at all times and never place them on the table.

Silverware or glasses must not be played with.

Silverware is laid out in the order in which it is to be used; the knives to the right of the plate and the forks to the left.

Bread must be broken with the fingers.

Never speak with food in the mouth or make gestures while utensils are in hands.

Never ask for anything that is not offered on the table such as butter, vinegar, or ketchup.

Tea or coffee should be sipped and the cup is replaced to the saucer between sips.

## President of the Mess Committee (PMC)

The PMC is in absolute charge, regardless of rank or seniority. The PMC greets the guest of honour; escorts the guest of honour into the dining room, asks for grace to be said, levies fines against misbehaving members, begins passing the port, gives the loyal toast, dismisses for breaks, introduces the guest of honour; and escorts the guest of honour out of the dining room.

## Vice-President of the Mess Committee (VPMC)

The Vice-President assists the President in maintaining order during the Mess Dinner. They direct members to the dining room, pass on messages to the President from members, call the President's attention to any misbehaviour from other tables, begin passing the port, and assist in the Loyal Toast.

### Rules of Order

The rap of the gavel for grace signals the official start of dinner. Between then and the loyal toast, the following rules of order are in force:

No one may come in and sit down at the table, leave the table, read (except the menu and musical program), or send or receive messages.

Whenever the PMC or VPMC taps the table, there must be silence until they have finished speaking.

Requests are made via the VPMC. When a diner is coming to the table late, or is returning after leaving, the PMC's permission must be given.

There are no ranks or titles in the mess. All members present address each other as: Mister, Miss, or Missus. Only the PMC and VPMC will be addressed by title.

No member shall engage in conversation with the Head Table or the opposite table. Members shall only converse with those across, beside, and diagonal from themselves.

No diner may begin a course before the PMC, use foul language, discuss political or other controversial subjects, talk about work, speak in a foreign language (except when foreign guests are present) or tell rude or insulting jokes.

Members shall not clap. Instead diners shall rap the table lightly to express their opinion and solicitations.

Members shall not propose a toast (this includes "cheers" or similar remarks or raising a glass in greeting).



### Army Cadet Mess Dinner

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the Canadian Armed Forces (CAF). In addition to educating cadets about an important CAF tradition, the mess dinner is also relevant because the basic rules of conduct observed are those of polite society.

### Before Dinner Gathering

Cadets and guests are invited to arrive half hour before the set time for dinner. During this period, members consult the seating plan and meet the guest of honour. During the gathering, all members pay their respects to the guest of honour providing this can be done without undue interruption to conversation with senior guests.

### Introductions

All guests should be introduced to as many of the other members present as feasible. When introducing oneself it is customary to say, "Mr. Bloggins, I would like to introduce myself. I am \_\_\_\_\_." If you don't know to whom you are speaking, it is customary to say, "Please let me introduce myself. My name is \_\_\_\_\_."

### Mess Dinner Program

Before Dinner Gathering

Mess Call

Arrival of the Head Table

Dinner Course

Passing the Port

Toasts

Marches

~ Break ~

Coffee / Dessert

Speeches

Departure of the Head Table

## Mess Calls

A bugler or piper sounds a call at 15 minutes prior to dinner. This alerts guests to prepare to move to the dining room and to visit the washroom before the start of the mess dinner. In the absence of a bugler or piper, the mess call may be verbal.

## Seating Plans

A Mess Dinner seating plan is formally arranged and the plan is drawn up and displayed. Individual places are marked with a name card. Members must sit in their assigned seat; shifting of places is not permitted.

## Marching In

Five minutes prior to the meal time the senior steward enters the anteroom and reports to the PMC, "Dinner is served, Sir/Ma'am". Members move to their assigned seat and stand behind their chair. When all members are in place, the PMC and guest of honour make their way into the dining room. If a band is present, they may play "*The Roast Beef of Old England*". No one may take their seats before the PMC.

## Grace

When all diners are seated the PMC raps the table for silence with a gavel. The PMC requests a member of the mess to say grace. If a Chaplin is present, they would give the grace.

## Passing the Port

In an army mess, the decanters should be moved to the left and placed soundly on the table by each member. The port should not be placed so soundly as to disturb other items on the table, to cause spillage of the port, or to cause damage.

## Loyal Toast

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The VPMC announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast. The loyal toast is given while standing.

## Marches

Following the toasts, the regimental march past is played. If any other elements are present, the appropriate march is played. A member only stands at attention for their own march.

## Speeches

After the toasts and marches have been completed, the PMC may open the floor to speeches by special guests.

## Departing the Dining Room

Upon completion of all mess functions, the PMC shall conclude the mess dinner with a rap of the gavel. All members will stand for the departure of the head table.

## Dinner Etiquette

Keep elbows close to the sides at all times and never place them on the table.

Silverware or glasses must not be played with.

Silverware is laid out in the order in which it is to be used; the knives to the right of the plate and the forks to the left.

Bread must be broken with the fingers.

Never speak with food in the mouth or make gestures while utensils are in hands.

Never ask for anything that is not offered on the table such as butter, vinegar, or ketchup.

Tea or coffee should be sipped and the cup is replaced to the saucer between sips.

## President of the Mess Committee (PMC)

The PMC is in absolute charge, regardless of rank or seniority. The PMC greets the guest of honour; escorts the guest of honour into the dining room, asks for grace to be said, levies fines against misbehaving members, begins passing the port, gives the loyal toast, dismisses for breaks, introduces the guest of honour; and escorts the guest of honour out of the dining room.

## Vice-President of the Mess Committee (VPMC)

The Vice-President assists the President in maintaining order during the Mess Dinner. They direct members to the dining room, pass on messages to the President from members, call the President's attention to any misbehaviour from other tables, begin passing the port, and assist in the Loyal Toast.



## Rules of Order

The rap of the gavel for grace signals the official start of dinner. Between then and the toast of the day, the following rules of order are in force:

No one may come in and sit down at the table, leave the table, read (except the menu and musical program), or send or receive messages.

Whenever the President or Vice-President taps the table, there must be silence until they have finished speaking.

Request are made via the Vice-President. When a diner is coming to the table late, or is returning after leaving, the President's permission must be given.

There are no ranks or titles in the mess. All members present address each other as: Mister, Miss, or Missus. Only the President and Vice-President will be addressed by title.

No member shall engage in conversation with the Head Table or the opposite table. Members shall only converse with those across, beside, and diagonal from themselves.

No diner may begin a course before the President, use foul language, discuss political or other controversial subjects, talk about work, speak in a foreign language (except when foreign guests are present) or tell rude or insulting jokes.

Members shall not clap. Instead diners shall rap the table lightly to express their opinion and solicitations.

Members shall not propose a toast (this includes "cheers" or similar remarks or raising a glass in greeting).



## Mess Dinner Program

Before Dinner Gathering

Mess Call

Arrival of the Head Table

Dinner Course

Passing the Port

Toasts

Marches

~ Break ~

Coffee / Dessert

Speeches

Departure of the Head Table

## Air Cadet Mess Dinner

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the Canadian Forces (CAF). In addition to educating cadets about an important CAF tradition, the mess dinner is also relevant because the basic rules of conduct observed are those of polite society.

## Before Dinner Gathering

Cadets and guests are invited a half hour before the set time for dinner. During this period, members consult the seating plan and meet the guest of honour. During the gathering, all members pay their respects to the guest of honour providing this can be done without undue interruption to conversation with senior guests.

## Introductions

All guests should be introduced by their escorts to as many of the other members present as feasible. When introducing oneself it is customary to say, "Mr. Bloggins, I would like to introduce myself. I am \_\_\_\_". If you don't know to whom you are speaking, it is customary to say, "Please let me introduce myself. My name is \_\_\_\_".



### **Mess Calls**

A bugler or piper sounds a call at 15 minutes prior to dinner. This alerts guests to prepare to move to the dining room and to use the washroom before the start of the mess dinner. In the absence of a bugler or piper, the mess call may be verbal.

### **Seating Plans**

A Mess Dinner seating plan is formally arranged and the plan is drawn up and displayed. Individual places are marked with a name card. Members must sit in their assigned seat; shifting of places is not permitted.

### **Marching In**

Five minutes prior to the meal time the senior steward enters the anteroom and reports to the PMC, "Dinner is served, Sir/Ma'am". Members move to their assigned seat and stand behind their chair. When all members are in place, the PMC and guest of honour make their way into the dining room. If a band is present, they may play "*The Roast Beef of Olde England*". No one may take their seats before the PMC.

### **Grace**

When all diners are seated the PMC taps the table for silence with a gavel. The PMC requests a member of the mess to say grace. If a Chaplain is present, they would give the grace.

### **Passing the Port**

In an air mess, the decanters should be moved to the left, never being placed on the table. The only time the decanter should be placed on the table is when the decanter is emptied, needing to be refilled or replaced, or when it arrives back to the PMC / VPMC.

### **Loyal Toast**

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The Vice-President announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada." Diners announce individually "The Queen / La Reine" and take the Loyal Toast. The loyal toast is given while standing.

### **Marches**

Following the toasts, "*Royal Canadian Air Force*" is played. If any other elements are present, the band will play the appropriate march. A member only stands at attention for their own march.

### **Speeches**

After the toasts and marches have been completed, the PMC may open the floor to speeches by special guests.

### **Departing the Dining Room**

Upon completion of all mess functions, the PMC shall conclude the mess dinner with a rap of the gavel. All members will stand for the departure of the head table.

### **Dinner Etiquette**

Keep elbows close to the sides at all times and never place them on the table.

Silverware or glasses must not be played with.

Silverware is laid out in the order in which it is to be used; the knives to the right of the plate and the forks to the left.

Bread must be broken with the fingers.

Never speak with food in the mouth or make gestures while utensils are in hands.

Never ask for anything that is not offered on the table such as butter, vinegar, or ketchup.

Tea or coffee should be sipped and the cup is replaced to the saucer between sips.

### **President of the Mess Committee (PMC)**

The PMC is in absolute charge, regardless of rank or seniority. The PMC greets the guest of honour; escorts the guest of honour into the dining room, asks for grace to be said, levies fines against misbehaving members, begins passing the port, gives the loyal toast, dismisses for breaks, introduces the guest of honour; and escorts the guest of honour out of the dining room.

### **Vice-President of the Mess Committee (VPMC)**

The VPMC assists the PMC in maintaining order during the Mess Dinner. They direct members to the dining room, pass on messages to the PMC from members, call the PMC's attention to any misbehaviour from other tables, begin passing the port, and assist in the Loyal Toast.

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## **ROLE OF THE PRESIDENT OF THE MESS COMMITTEE (PMC)**

### **Greeting the Guest of Honour**

The PMC shall meet the guest of honour in the foyer of the mess, escort them into the before-dinner gathering and introduce them to the attendees and guests.

### **Escorting the Official Host or Guest of Honour**

A bugler / piper, when available, shall make the appropriate calls to announce dinner. Following the second call, the PMC shall escort the guest of honour to the head table. In the absence of a bugler / piper, the mess call may be verbal.

### **Grace**

Once the chief steward has advised the Vice-President of the Mess Committee (VPMC) that everyone is present, the PMC shall rap the gavel and ask the chaplain, or a previously designated member (often the most junior member present), to say grace.

### **Passing the Port**

The PMC will indicate that the port may be passed by pouring a small amount of port into a glass, tasting it, and passing the decanter to the left.

### **Saying the Loyal Toast**

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The Vice-President announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast.

### **Dismissing for Breaks**

The PMC may decide that a short break is needed if lengthy after-dinner speeches and presentations are scheduled. The break may be given before or after the passing of the port. The PMC shall announce that the head table members will leave the dining room first for the break and give a duration for the break. At the end of the break, the PMC shall rap the gavel for attention.

### **Introducing the Guest of Honour**

The PMC shall introduce the guest of honour and other head table guests at an appropriate time during the dinner. All speeches are given after the toasts after which the PMC will make any announcements appropriate to the occasion.

### **Misbehaviour and Fines**

When misbehaviour or transgressions of the rules of order in the mess occur, the PMC may:

1. warn the diner;
2. order an apology;
3. order a performance;
4. order a fine;
5. order the person to leave the mess; or
6. order any other fine deemed acceptable.

A member coming late to dinner may have their excuse accepted, but be refused permission to dine. The member may also be fined.

The following guidelines apply to fines:

- Fines imposed on a guest must be paid by their host.
- Fines are paid after the toasts.
- A diner may call the PMC's attention to a misdemeanour, but would be wise to ask permission to repeat, or demonstrate the infractions of the rules as to avoid a fine.

When dinner is finished and the tables cleared the senior steward reports to the President, "Table cleared, Sir / Ma'am".

### **Departing the Dining Room**

When all speeches have concluded, the PMC indicates the end of the dinner and leads the head table out of the dining room.

## **ROLE OF THE VICE-PRESIDENT OF THE MESS COMMITTEE (VPMC)**

As VPMC of the mess dinner you will assist the President of the Mess Committee (PMC) in maintaining order and, depending upon your corps / squadron, will:

### **Maintain Order**

The VPMC can assist the PMC by controlling the behaviour of the table leg for which they are responsible and calling attention to inappropriate behaviour from other legs. The VPMC can also suggest appropriate fines for inappropriate behaviour.

### **Directing the Attendees to the Dining Room**

The VPMC shall ensure that all personnel move quickly into the dining room and take position as soon as all personnel have entered the dining room. The chief steward shall discretely advise the VPMC that everyone is present.

### **Pass on Messages to the President from Members**

If a diner wishes to address the PMC, they should make their wish known to a VPMC who then raps the gavel for silence, stands, faces the PMC and asks permission for the member to address the PMC.

### **Call to the PMC's Attention any Misbehaviour from other Tables**

It is the duty of the VPMC to assist the PMC in maintaining order and discipline. As such, the VPMC needs to be aware of the conduct of all members of the mess, not just the members of which they are responsible. If the VPMC notices any behaviour that they feel is against the order and etiquette expected, they should bring it to the attention of the PMC.

### **Begin Passing the Port**

If there are multiple decanters of port, the VPMC may control the passing of the port to the members of which they are responsible. The VPMC passes the port to the left and stoppers the decanter once it has made its way around the table. The VPMC pour their port last.

### **Give the Loyal Toast**

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The Vice-President announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada".

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## **ORGANIZE A MESS DINNER AIDE-MEMOIRE**

**DRESS.** The mess dinner is traditionally a formal dinner. As such, members attending the mess dinner are dressed in formal attire. Members of the military would wear the Number 2 order of dress, called mess dress, and this is true for cadets as well. Check the applicable dress CATO for further clarification.

**OFFICIAL HOST.** The Official Host of the Mess Dinner shall normally be the Commanding Officer of the cadet corps / squadron or representative.

**GUEST OF HONOUR.** The Guest of Honour, if there is one, shall be escorted to the mess by the President of the Mess Committee (PMC). In the absence of a Guest of Honour, the Official Host may be used.

**PMC GREETING.** The PMC shall meet the Official Host and the senior guest in the foyer of the mess and shall escort them to the before-dinner gathering where they shall present them to the mess membership.

**MESS CALL.** A signal (bugler, piper, recorded music, verbal cue) shall call the assembly to dinner. The first call occurs 15 minutes prior to the start of dinner. The second call occurs 5 minutes prior to the start of dinner. Following the second call, the PMC shall escort the Official Host / Guest of Honour to the head table. The Vice-President of the Mess Committee (VPMC) shall ensure that all personnel move quickly into the dining room and shall take their position as soon as all personnel have entered the dining room. Once assembled personnel have taken their position behind their respective seats, the VPMC informs the PMC that everyone is present. At that point the PMC shall rap his/her gavel and ask the previously designated member (quite often the most junior member present), to say grace. At the completion of grace, all shall be seated.

**INTRODUCTION BY PMC.** At the beginning of the dinner after everyone is seated the PMC shall introduce the head table.

**DINNER ETIQUETTE.** The mess dinner is a time to appreciate the fellowship and conversation of fellow personnel and guests, to enjoy good food and to enjoy relaxed formality in an elegant setting. Diners should not display immature or offensive behaviour.

**FINES.** If members behave in an immature or offensive manner they may be fined. If not taken to an extreme this can be an entertaining part of a mess dinner. Fines are imposed for members who break, bend, or knowingly conceal a breach of mess rules by another member.

Fines levied against an individual may vary:

- dismissal from the mess;
- apology;
- performance;
- warning; or
- any other fine deemed acceptable by the President.

**BREAK.** On occasions where lengthy after-dinner formalities such as speeches and presentations are scheduled, the PMC may decide that a short break is needed which, at their discretion, may occur before or after the passing of the Port depending on the number and length of speeches and the number of diners in attendance. At the end of the break, the PMC shall rap the gavel for attention.

**PASSING THE PORT.** After the last course has been served and the tables have been cleared or after the break, decanters shall be placed on the tables. The Mess Manager or person acting as Chief Steward shall indicate to the PMC that the Port is ready to be passed. At that point the stoppers shall be removed, and the PMC will indicate that the Port may be passed by pouring a small amount of Port into their glass, tasting it, and passing the decanter to the left. The passing of the port shall be done in accordance with elemental tradition. Once Port has been poured into the glass, it shall not be touched until it is time for the Loyal Toast.

**ALCOHOLIC BEVERAGES.** As per regulation, alcoholic beverages shall not be served at the mess dinner. Grape juice shall be used to uphold the tradition of passing the Port. All references to Port in this document refer to Grape Juice.

**LOYAL TOAST.** When the Mess Manager, or person acting as Chief Steward, has indicated to the PMC that all have been served Port, the PMC shall rap the gavel for attention, all conversation shall cease, the PMC shall rise, and shall announce to the Vice-PMC, either, "Mr. Vice, The Queen of Canada", or "Monsieur le vice président, La Reine du Canada". The Vice-PMC will then rise and announce in the other official language, "(ladies and) gentlemen, The Queen of Canada" or, "(Mesdames et) messieurs, La Reine du Canada", as appropriate. At that point all personnel and guests shall rise and shall pick up their glass of Port and hold it at waist level announcing individually, in French or English, "The Queen"/"La Reine", and take the Loyal Toast. Glasses shall be lowered to the table, and the assembly shall be seated. It is important to note that it is naval tradition to remain seated for the loyal toast.

**DEPARTING THE DINING ROOM.** When all speeches have been concluded and the Official Host has indicated to the PMC that it is time to depart the dining room, all in attendance shall rise and remain standing until the Official Host, Senior Guest, PMC, and head table guests have moved from the dining room.

**SEATING ARRANGEMENT.** The tables of the mess dinner can be arranged in many ways. They may be arranged as a long table or a head table with several legs. The seating of the PMC and VPMC may also vary. Below are some examples of seating arrangements.

When placing members at tables, it is important to have a mix of ranks at each table. Whenever possible, genders should be mixed. Tables should be filled from the head table towards the end of the leg and there should never be empty place settings. If a member is unable to attend, their place setting should be removed and the remaining members should spread to fill in the empty space.

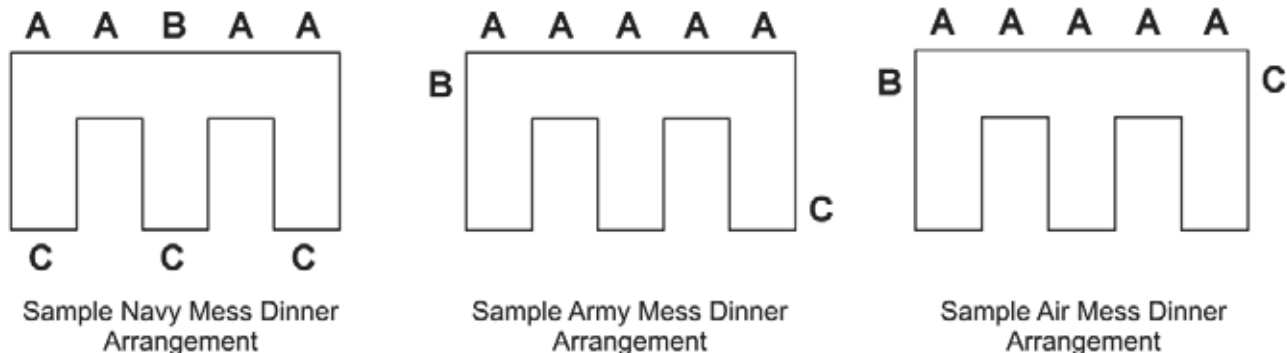


Figure F-1 Sample Elemental Dinner Arrangements

Symbol	Meaning
A	Invited Guests
B	President of the Mess Committee
C	Vice President of the Mess Committee

**PLACE SETTINGS.** Traditionally, mess dinners are a formal occasion with formal place settings. A variety of utensils may be used. Diners should use utensils starting with the utensils on the outside. Utensils are changed with each course of the meal.

A variety of glasses may also be used. Each glass has a specific purpose. As there will be no alcohol served during the dinner, it is acceptable to only use one glass.



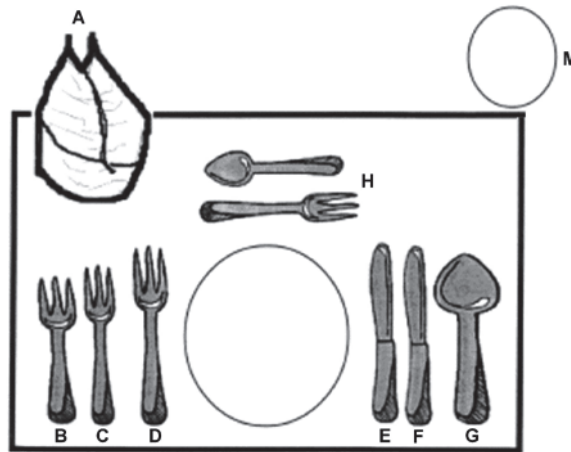


Figure F-2 Table Setting

#### Napkin and Dinner Roll (Item A)

The napkin and dinner roll will be placed on the table at the place setting prior to diners taking their seats.

#### Salad Fork (Item B)

The first course is either a mixed green or fruit salad. Eat the salad with the salad fork found on the extreme left of the dinner plate. No knife is to be used with the salad. If the salad cannot be picked up with the fork it must be left on the plate. Do not push food onto the fork with fingers.

While eating the appetizer, the fork should be laid at a 45-degree angle from the centre of the plate to indicate to the steward the meal is not completed. When the course is completed, the fork is placed at a six o'clock on the plate to indicate to the steward the meal is complete.

#### Soup Spoon (Item G)

Eat the soup with the soup spoon found on the extreme right of the dinner plate. Soup is always taken from the side of the spoon. The motion of the spoon should be from the front to the back of the bowl. Never tip the bowl to get the last drop or blow on the soup to cool it.

While eating the soup, the spoon should be laid at a 45-degree angle from the centre of the bowl to indicate to the steward the meal is not completed. When the course is completed the spoon is placed at a six o'clock in the bowl to indicate to the steward the meal is complete.

#### Fish Fork and Knife (Items C and F)

Use the fish knife found on the extreme right and the middle fork to eat the fish course. Place the knife in the right hand and the fork in the left. A left-handed person may reverse the cutlery. While eating the fish, the fork and knife should be laid at a 45-degree angle from one another from the centre of the plate to indicate to the steward the meal is not completed. When the course is completed the fork and knife are placed together at a 45-degree angle from the centre of the plate to indicate to the steward the meal is complete.

#### Dinner Fork and Knife (Items D and E)

Use the last set of cutlery on either side of the plate to eat the main course. The cutlery is held in the same way as the fish course. Never pick up the meat with the hands. Only eat what can be cut with the knife and fork.

While eating the main course, the fork and knife should be laid at a 45-degree angle to one another from the centre of the plate to indicate to the steward the meal is not completed. When the course is completed the fork and knife are placed together at a 45-degree to indicate to the steward the meal is complete.

#### Dessert Service (Item H)

The last course is dessert. There are two pieces of cutlery laid out for dessert found at the top of the place setting. It is only necessary to use one. The dessert is the end of the meal, but not the end of the dinner. While eating the desert, the spoon or fork should be laid at a 45-degree angle to indicate to the steward the meal is not completed. When the course is completed the spoon or fork is placed at six o'clock on the plate to indicate to the steward the meal is complete.

#### Water Glass (Item M)

Water will be served to all members prior to the start of the dinner.



**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 5**

**EO MX20.01E – ATTEND A CAF PRESENTATION**

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Total Time:

One session (3 Periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 6**

**EO MX20.01F – ATTEND A CAF COMMEMORATIVE CEREMONY**

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Total Time:

One session (3 periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**COMMON TRAINING  
ALL TRAINING LEVELS  
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CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 7**

**EO MX20.01G – PARTICIPATE IN CAF FAMILIARIZATION VIDEO ACTIVITIES**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX20.01G (Participate in CAF Familiarization Video Activities) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Instructors may choose their own CAF Familiarization video and create their own fun and interactive activities, or choose a video from the following list:

- *A War Of Their Own – The Canadians in Sicily and Italy – Part 1* (60 minutes),
- *A War Of Their Own – The Canadians in Sicily and Italy – Part 2* (60 minutes),
- *Operation Apollo – The Canadian Navy in the War Against Terrorism, 2001-2003* (30 minutes),
- *The Boys of Kelvin High – Canadians in Bomber Command – Part 1* (60 minutes),
- *The Boys of Kelvin High – Canadians in Bomber Command – Part 2* (60 minutes),
- *The Van Doos in Afghanistan* (45 minutes), and
- *The International Fleet Reviews of The Canadian Navy Centennial 2010* (22 minutes).

Photocopy the applicable video question page, located at Annex A, for each cadet or prepare your own. Answer pages are located at Annex B.

Gather the required resources:

- video equipment (eg, television, DVD player, tablet, laptop, speakers),
- video, and
- any other resources required as per the selected activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of the CAF.

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## INTRODUCTION

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this session the cadets shall have watched a CAF Familiarization video.

**IMPORTANCE**

It is important for cadets to watch a CAF video as a part of stimulating an interest in the sea, land and air activities of the CAF.

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## ACTIVITY

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1. Conduct an introductory activity to ascertain the cadets' knowledge of the topic of the video they will be watching. Check the suggested activities instructor box below for activities. Introductory activities should cover the following:
  - (a) the significance of the video(s) being watched, or
  - (b) the role of the CAF in the video.
2. Distribute the applicable video question page located at Annex A and provide any additional details to the cadets.
3. Have the cadets watch the video.
4. Conduct a debriefing and have the cadets reflect on what they saw and how it affected their perceptions of the CAF. Check the suggested follow-up activities box below for activities.



### SUGGESTED INTRODUCTORY ACTIVITIES

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**Brainstorm.** As a large group or in smaller groups, have the cadets list what they know about the video topic (eg, WW II Bombers). If the video topic is not well-known, prepare questions that may help stimulate the cadets' thinking (eg, What was the role of Bomber Command? Where were the bombers located? How many crew were in a bomber?). If conducted as a large group, write down key words in a thought web as the cadets brainstorm.

**Think – Pair – Share.** Have the cadets individually think about and list what they know about the video topic (eg, Operation Apollo). Have the cadets share what they know about the video topic with a partner. Invite the cadets to share what they learned from their partner with the larger group.

**KWL Chart.** Have the cadets complete a chart with three columns:

- what they **K**now about the video topic (eg, the International Fleet Review),
- what they **W**ant to know about the video topic, and
- what they have **L**earned about the video topic (to be completed after watching the video as part of the follow-up activity).





## SUGGESTED FOLLOW-UP ACTIVITIES

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**Highlights.** Have the cadets individually list the three most interesting or surprising things they learned from watching the video. Have the cadets share and discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.

**Cadets' Questions.** Have the cadets write a question they have after watching the video. In other words, what more would they like to learn about this topic? Answer the cadets' questions or challenge them to find out the answer to their own question prior to the next session.

**Activity Leader's Questions.** Have the cadets respond to thought-provoking questions about the video topic. For example, if the video topic is Operation Apollo, questions could include: How did the Canadian Government's resolution to not become involved in the offensive operations in Iraq affect the Canadian ships in the Persian Gulf. Do you agree with the Government's decision? Why?

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## CONCLUSION

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### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

It is important for cadets to have an understanding of the sea, land and air activities of the CAF.

### INSTRUCTOR NOTES / REMARKS

There are potential leadership opportunities for cadets when conducting CAF Familiarization video activities:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities), such as leading a CAF Familiarization video activity.

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## REFERENCES

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DVD Video Chadderton, H. C. (Producer) (2000). *A war of their own: The Canadians in Sicily and Italy*. Ontario: The War Amps of Canada.

DVD Video Gimblett, R. H. (Author) (2004). *Operation Apollo: The Canadian navy in the war against terrorism – 2001-2003*. Canada: Magic Light Publishing.

DVD Video H. Chadderton, H. C. (Producer) (2005). *The boys of Kelvin High: Canadians in bomber command*. Ontario: The War Amps of Canada.

DVD Video Guilmain, C. (Director) (2012). *The van doos in Afghanistan*. National Film Board of Canada.

DVD Video (2010). *The international fleet reviews of The Canadian navy centennial 2010*. Canada: Department of National Defence.

***The Boys of Kelvin High***  
***The End of the Beginning***  
**Questions - Part 1**

Run Time: 57 min 30 sec

---

Outline: A remarkable story of those who flew in mighty bombers night after night. Against great adversity, they pressed on in a relentless drive to defeat Hitler's Nazi regime. *The End of the Beginning* follows the airmen through training, crewing up, the Battle of the Ruhr and the Dambusters Raid.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 8:00 – A Lancaster Crew that "goes for the chop?" has been

\_\_\_\_\_.

2. 14:00 – From the list below, circle five of the jobs that recruits may have been chosen for at Number 1 Air Training School in 1940:

Pilot	Navigator	Mechanic	Stewart
Bomb Aimer	Wireless Operator	Gunner	

3. 20:25 – Canadian's accounted for \_\_\_\_\_% of British Bomber Crews.

4. 29:10 – The head mechanic was often called \_\_\_\_\_.

5. 33:35 – What is the traditional meal that flight crews eat before departing on a mission?

\_\_\_\_\_ and \_\_\_\_\_.

6. 40:00 – Pathfinders bomber crews were:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. 49:45 – The Squadron in Bomber Command who raided German hydro-electric dams in May 1943 were called the \_\_\_\_\_.

***The Boys of Kelvin High  
Press on Regardless  
Questions - Part 2***

Run Time: 57 min 30 sec

---

Outline: A remarkable story of those who flew in mighty bombers night after night. Against great adversity, they pressed on in a relentless drive to defeat Hitler's Nazi regime. *Press on Regardless* continues to explore the experiences and dangers faced by the air crews in raids such as Peenemunde and the Battle of Berlin.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 08:50 – An accurate radar pulse system named "Oboe" was used primarily in the \_\_\_\_\_ aircraft.
2. 10:00 – Metal or aluminum foil strips dropped from an aircraft are called \_\_\_\_\_.
3. 12:20 – Bomber crews were greatly concerned by German "flack" guns which could often hit targets as high as \_\_\_\_\_ feet in the air.
4. 17:00 – In March 1943, British Intelligence became aware of a secret German long range pilotless \_\_\_\_\_ called V1 and V2.
5. 27:55 – More than 50% of those who flew with \_\_\_\_\_ were killed, wounded or taken prisoner.
6. 28:05 – The average life expectancy of an aircraft crew was about \_\_\_\_\_ sorties.

***A War of Their Own  
Questions - Part 1***

Run Time: 60 min

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Outline: The story showing how the Canadians in Sicily and Italy faced tremendous odds never before experienced by the Canadian Army and developed innovative techniques to fight in an inhospitable terrain against an experienced enemy force during almost two years of steady fighting.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 06:00 – Why was awarding Corporal Huron Brant a medal significant?

First battle in Sicily	Aboriginal Status
German Background	Entrance into Rome
  
2. 16:00 – CAF Engineers' creativity was commended by international militaries for learning how to \_\_\_\_\_ landmines.
  
3. 21:00 – Where did multiple trades and branches (army, navy, air force) of the CAF work together for a decisive victory?

Victoria	Maples
Bell Island	Messina
  
4. 24:00 – What famous battle tactic did Canadian Colonel Cy Neroutsos receive credit for, which replaced the British system of the 'Creeping Barrage'?
  
5. 50:00 – Name the strategy created by Canadians, during the battle of Ortona, which protected CAF members from being exposed to danger on the streets?

***A War of Their Own  
Questions - Part 2***

Run Time: 60 min

---

Outline: A story paying tribute to the 1<sup>st</sup> and 5<sup>th</sup> Canadian Divisions and the 1<sup>st</sup> Canadian Armoured Brigade which formed the spearhead into the heart of Europe and held down 20 German divisions that otherwise would have been able to defend Northern Italy. The Canadians in Italy, in a questionable jest, were called the D-Day Dodgers.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 04:00 – What was the name of the secret commando unit breaking across the mountainous Hitler Line toward Rome?  

First Special Service Force	Airborne
Joint Task Force 2	Canadian Special Operations Regiment
  
2. 13:00 – Circle the regiments which were involved in breaking the Gustav Line?  

Toronto 48 <sup>th</sup> Highlanders	3 Rivers Regiment
Royal Canadian Regiment	Royal 22 <sup>nd</sup> Van Doos
  
3. 20:00 – The Canadian \_\_\_\_\_ Sisters played an important role for women wishing to contribute to supporting the combat troops.
  
4. 30:00 – Troops fighting in the Italian campaign became known as D-Day dodgers. In which country did they not fight?
  
5. 44:00 – Which CAF trooper, from the Seaforth Highlanders, earned the Victoria Cross during the battle of Savio for destroying 2 tanks and repelling the accompanying infantry?

***The Van Doos in Afghanistan  
Questions***

Run Time: 45 min

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Outline: In this documentary, we hear directly from soldiers serving in the Royal 22<sup>e</sup> Régiment. Members of the regiment were filmed in the field in March 2011, during their deployment to Afghanistan. They speak with ease and a rare candour about themselves and their work, whether out on patrol or performing their duties at the base. The films images and interviews bring home the complexity of the issues on the ground and shed light on the little understood experiences of the men and women who served in Afghanistan.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 01:00 – In which Afghan district did the Van Doos conduct their operations?  

Kandahar	Kabul	Panjwai	Helmand
----------	-------	---------	---------
  
2. 12:00 – The CAF often carried out tasks to provide \_\_\_\_\_ project security.
  
3. 20:00 – What trade was the injured CAF member who delegated commands to carry out the required task?  

Infantry	Medic
Logistics	Sailor
  
4. 28:00 – What is the motto that the Van Doos use to describe their approach in Afghanistan?  
\_\_\_\_\_
  
5. 34:00 – What was Private Stephane Perreault’s civilian occupation before enlisting in the CAF?

***The International Fleet Reviews of the  
Canadian Navy Centennial  
Questions***

Run Time: 22 min

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Outline: In this documentary, the Royal Canadian Navy looked at their first century as a national institution, commemorating and celebrating 100 years of naval service, while committing themselves anew to the second century upon which they have just embarked.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 3:45 – The 18 ships of the Pacific Fleet were reviewed by Her Excellency the \_\_\_\_\_ of Canada, Michaëlle Jean.
2. 5:40 – HMCS \_\_\_\_\_ carried the Governor General during the Pacific Fleet Review.
3. 8:50 – The review culminated with an Air Force display by 413 Squadron, who are commonly known as The \_\_\_\_\_.
4. 10:40 – Her Majesty Queen Elizabeth II, of \_\_\_\_\_ arrived during the afternoon of June the 29<sup>th</sup>.
5. 12:40 – During the Atlantic Fleet Review, the saluting guns were fired by crews from HMCS Halifax and local \_\_\_\_\_.
6. 14:40 – Nearly \_\_\_\_\_ Canadian and allied ships attended the Fleet Review in Halifax.
7. 20:50 – The Royal Canadian Navy presented a sovereign sword to Her Majesty The Queen. The sword will remain in \_\_\_\_\_ to be carried by the officer in charge of the colour guard when ever The Queen's colour is paraded.



**Operation Apollo  
Questions**

Run Time: 45 min

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Outline: In this documentary, we hear directly from soldiers serving in the Royal 22<sup>e</sup> Régiment. Members of the regiment were filmed in the field in March 2011, during their deployment to Afghanistan. They speak with ease and a rare candour about themselves and their work, whether out on patrol or performing their duties at the base. The films images and interviews bring home the complexity of the issues on the ground and shed light on the little understood experiences of the men and women who served in Afghanistan.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 01:00 – In which Afghan district did the Van Doos conduct their operations?  

Kandahar	Kabul	Panjwai	Helmand
----------	-------	---------	---------
  
2. 12:00 – The CAF often carried out tasks to provide \_\_\_\_\_ project security.
  
3. 20:00 – What trade was the injured CAF member who delegated commands to carry out the required task?  

Infantry	Medic
Logistics	Sailor
  
4. 28:00 – What is the motto that the Van Doos use to describe their approach in Afganistan?  
\_\_\_\_\_
  
5. 34:00 – What was Private Stephane Perreault’s civilian occupation before enlisting in the CAF?

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***The Boys of Kelvin High  
Press on Regardless  
Answers - Part 2***

Run Time: 57min 30 sec

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Outline: A remarkable story of those who flew in mighty bombers night after night. Against great adversity, they pressed on in a relentless drive to defeat Hitler's Nazi regime. *Press on Regardless* continues to explore the experiences and dangers faced by the air crews in raids such as Peenemunde and the Battle of Berlin.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 08:50 – An accurate radar pulse system named "Oboe" was used primarily in the MOSQUITO aircraft.
2. 10:00 – Metal or aluminum foil strips dropped from an aircraft are called WINDOW.
3. 12:20 – Bomber crews were greatly concerned by German "flack" guns which could often reach as high as 10 000 – 11 000 feet in the air.
4. 17:00 – In March 1943, British Intelligence became aware of a secret German long range pilotless BOMB OR ROCKET called V1 and V2.
5. 27:55 – More than 50 % of those who flew with BOMBER COMMAND were killed, wounded or taken prisoner.
6. 28:05 – The average life expectancy of an aircraft crew was about 14 sorties.

**War of Their Own  
Answers - Part 1**

Run Time: 60 min

---

Outline: The story showing how the Canadians in Sicily and Italy faced tremendous odds never before experienced by the Canadian Army and developed innovative techniques to fight in an inhospitable terrain against an experienced enemy force during almost two years of steady fighting.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 06:00 – Why was the awarding of Cpl Huron Brant a medal significant?

**First battle in Sicily**

**Aboriginal Status**

German Background

Entrance into Rome

2. 16:00 – CAF Engineers' creativity was commended by international militaries for learning how to DEFUSE landmines.

3. 21:00 – Where did multiple trades and branches (army, navy, air force) of the CAF work together for a decisive victory?

Victoria

Maples

Bell Island

**Messina**

4. 24:00 – What famous battle tactic did Canadian Colonel Cy Neroutsos receive credit for, which replaced the British system of the 'Creeping Barrage'?

**JOCK COLUMN**

5. 50:00 – Name the strategy created by Canadians, during the battle of Ortona, which protected CAF members from being exposed to danger on the streets?

**MOUSE HOLING**

***A War of Their Own  
Answers - Part 2***

Run Time: 60 min

---

Outline: A story paying tribute to the 1<sup>st</sup> and 5<sup>th</sup> Canadian Divisions and the 1<sup>st</sup> Canadian Armoured Brigade which formed the spearhead into the heart of Europe and held down 20 German divisions that otherwise would have been able to defend Northern Italy. The Canadians in Italy, in a questionable jest, were called the D-Day Dodgers.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie. Each question includes the time stamp where the answer can be found.

1. 04:00 – What was the name of the secret commando unit breaking across the mountainous Hitler Line toward Rome?

**First Special Service Force**                      Airborne

Joint Task Force 2                                  Canadian Special Operations Regiment

2. 13:00 – Circle the regiments which were involved in breaking the Gustav Line?

**Toronto 48<sup>th</sup> Highlanders**                                  **3 Rivers Regiment**

**Royal Canadian Regiment**                                  **Royal 22<sup>nd</sup>/ Van Doos**

3. 20:00 – The Canadian \_\_\_\_\_ **NURSING** \_\_\_\_\_ Sisters played an important role for women wishing to contribute to supporting the combat troops.

4. 30:00 – Troops fighting in the Italian campaign became known as D-Day dodgers. In which country did they not fight?

**FRANCE**

5. 44:00 – Which CAF trooper, from the Seaforth Highlanders, earned the Victoria Cross during the battle of Savio for destroying 2 tanks and repelling the accompanying infantry?

**PRIVATE EARNEST “SMOKEY” SMITH**

***The Van Doos in Afghanistan***  
**Answers**

Run Time: 45 min

---

Outline: In this documentary, we hear directly from soldiers serving in the Royal 22e Régiment. Members of the regiment were filmed in the field in March 2011, during their deployment to Afghanistan. They speak with ease and a rare candour about themselves and their work, whether out on patrol or performing their duties at the base. The films images and interviews bring home the complexity of the issues on the ground and shed light on the little understood experiences of the men and women who served in Afghanistan.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

- 01:00 – In which Afghan district did the Van Doos conduct their operations?  
Kandahar                      Kabul                      **Panjwai**                      Helmand
- 12:00 – The CAF often carried out tasks to provide CONSTRUCTION project security.
- 20:00 – What trade was the injured CAF member who delegated commands to carry out the required task?  
Infantry    **Medic**  
Logistics    Sailor
- 28:00 – What is the motto that the Van Doos use to describe their approach in Afganistan?  
FIGHT                      CONVINCE                      BUILD
- 34:00 – What was Private Stephane Perreault’s civilian occupation before enlisting in the CAF?

**COMPUTER MACHINIST**

***The International Fleet Reviews of the  
Canadian Navy Centennial  
Answers***

Run Time: 22 min

---

Outline: In this documentary, the Royal Canadian Navy looked at their first century as a national institution, commemorating and celebrating 100 years of naval service, while committing themselves anew to the second century upon which they have just embarked.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 3:45 – The 18 ships of the Pacific Fleet were reviewed by Her Excellency the GOVERNOR GENERAL of Canada, Michaëlle Jean.
2. 5:40 – HMCS ALGONQUIN carried the Governor General during the Pacific Fleet Review.
3. 8:50 – The review culminated with an Air Force display put on by 413 Squadron, who are commonly known as The SNOWBIRDS.
4. 10:40 – Her Majesty Queen Elizabeth II, of CANADA arrived during the afternoon of June the 29<sup>th</sup>.
5. 12:40 – During the Atlantic Fleet Review, the saluting guns were fired by crews from HMCS Halifax and local SEA CADETS.
6. 14:40 – Nearly 30 Canadian and allied ships attended the Fleet Review in Halifax.
7. 20:50 – The Royal Canadian Navy presented a sovereign sword to Her Majesty The Queen. The sword will remain in CANADA to be carried by the officer in charge of the colour guard when ever The Queen's colour is paraded.



**Operation Apollo  
Answers**

Run Time: 30 min

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Outline: Operation Apollo explains Canada's naval contribution to the international campaign against terrorism in the aftermath to the September 11, 2001 terrorist attacks in the U.S. This short documentary shows how the Canadian Navy mobilized, with one ship at first, growing to six ships and 1,500 navy personnel at the height of the operation. While deployed, ships participated in force-protection operations, fleet-support operations, leadership interdiction operations, and maritime interdiction operations. Canadian Naval Boarding personnel hailed more than 10,000 ships and conducted more than 260 boardings - almost 60 percent of the entire coalition fleet's boardings.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 1:20 – Vice-Admiral RON BUCK, the head of the Canadian Navy, issued orders to assemble a Canadian Task Group soon after the September 11, 2001 attacks.
2. 5:05 – Small wooden hull ships, called DUOES, are difficult to detect with radar and are thought be packed with explosives.
3. 10:35 – HMCS Algonquin captured two al-Qaeda terrorists who were traveling in the following type of boat:  

hutch	<b>go fasts</b>	destroyer
-------	-----------------	-----------
4. 17:42 – HMCS IROQUOIS had to return back to Halifax because its HELICOPTER was damaged.
5. 21:10 – There is no doubt in Commodore Girard's mind that the Strait of Hormuz was SAFER for the Canadian Fleet being there.

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**COMMON TRAINING**  
**ALL TRAINING LEVELS**  
**INSTRUCTIONAL GUIDE**  
**CANADIAN ARMED FORCES**  
**(CAF) FAMILIARIZATION**



**SECTION 8**

**EO MX20.01H – PARTICIPATE IN CAF FAMILIARIZATION LEARNING STATIONS**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX20.01H (Participate in CAF Familiarization Learning Stations) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Select learning stations as per chart.

Topic	Learning Station	Self-Directed	Instructor Led	15 min	30 min	60 min
CAF History	Annex A	CAF History – Timeline		X		X
	Annex B	CAF History – Canada Remembers		X		X
	Annex C	CAF History – Reflection Activity		X	X	
	Annex D	Battle of the Atlantic – Battleship Game	X			X
	Annex E	Battle of Vimy Ridge – Battletank Game	X			X
	Annex F	Battle of Britain – Battleplane Game	X			X
	Annex G	Battle of the Atlantic		X		X
	Annex H	Battle of Vimy Ridge		X		X
	Annex I	Battle of Britain		X		X
	Annex J	British Commonwealth Air Training Plan		X		X
Roles of the CAF	Annex K	Roles of the CAF		X		X
	Annex L	Roles of the CAF – Defending Canada		X		X
	Annex M	Roles of the CAF – Defending North America	X	X	X	
	Annex N	Roles of the CAF – Contributing to International Peace and Security	X	X	X	

Topic		Learning Station	Self-Directed	Instructor Led	15 min	30 min	60 min
Current CAF	Annex O	CAF Six Core Missions		X			X
	Annex P	Current CAF		X			X
	Annex Q	DART and DTAL	X	X		X	
CAF Careers	Annex R	CAF Careers	X	X	X		
	Annex S	Life in the Royal Canadian Navy, Royal Canadian Air Force or Canadian Army		X	X		
Contact a Deployed CAF Member	Annex T	Contact a Deployed CAF Member	X	X		X	

Plan and prepare activities as per Annexes A–T.

In addition to the suggested activities at Annexes A–T, activity leaders may choose to create their own interactive, challenging and fun activities.

Gather the required resources for the selected activities, as well as a stopwatch. Some learning stations require assistant instructors.

### PRE-LESSON ASSIGNMENT

Nil.

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## INTRODUCTION

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### APPROACH

Learning stations were chosen for this lesson as they are a fun and interactive way to build on the cadets' knowledge of the CAF.

### REVIEW

Nil.

### OBJECTIVES

By the end of this session the cadets shall have gained a better understanding of the CAF through topics covered in the selected learning stations.

### IMPORTANCE

It is important for cadets to participate in CAF familiarization learning stations to develop an understanding of the CAF and its history, role, and contributions within Canada and the international community. These learning stations also tie directly to the aim of the Cadet Program to stimulate the interest of youth in the sea, land and air activities of the CAF.

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## ACTIVITY

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1. Divide the cadets into groups.
2. Arrange a system of rotation for groups to move through the stations. Explain the procedure for moving from one station to the next, the time allotted for each station and the signal to switch.

3. Assign each group to their first learning station.
4. Supervise and provide guidance where necessary.

## CONCLUSION

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

The learning stations develop an understanding of the CAF, its history, role, and contributions within Canada and the international community. By participating in these learning stations, you have become more aware of the sea, land and air activities of the CAF.

### INSTRUCTOR NOTES / REMARKS

There are a number of resources available to make learning about the CAF interesting and interactive. Some of these include:

- Over The Top - an interactive adventure game that allows participants to experience life in the trenches during the First World War.  
[http://www.warmuseum.ca/cwm/games/overtop/index\\_e.shtml](http://www.warmuseum.ca/cwm/games/overtop/index_e.shtml)
- Armoured Warrior - an interactive game that is based on the experiences of the First Canadian Army in combat in the Second World War.  
<http://www.civilization.ca/cwm/games/armwar/history.shtml>
- Canadian Military History Gateway - an online service providing access to websites and digitized resources about Canada's military history.  
<http://www.cmhg.gc.ca/flash/index-eng.asp?t=1>
- Juno Beach Centre, Teacher Resources - a list of resources available from a variety of sources including activities, videos, audios, websites etc.  
<http://www.junobeach.org/centre/english/education/plans.html>
- Canadian Armed Forces Imagery Gallery and the Canadian Forces Combat Camera - Combat camera is a direct link from the front line to the front page and the image gallery has photos from operations since 1990.  
<http://www.combatcamera.forces.gc.ca/site/combat-camera-eng.asp>

There are numerous potential leadership opportunities for cadets when conducting these learning stations:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the learning stations activity as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities), such as leading a CAF familiarization learning station.

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## CANADIAN ARMED FORCES (CAF) HISTORY

**OBJECTIVE:** This activity is designed to familiarize the cadets with aspects of the history of the CAF.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Photocopy the Second Boer War, World War I, World War II and the Korean War sheets located at Appendix 2 and Statements for the History of the CAF Timeline located at Appendix 3.
3. Cut out the statements.
4. Gather the required resources:
  - (a) Whiteboard or flipchart,
  - (b) Markers, and
  - (c) Sticky tack or tape.
5. Draw the timeline as shown at Appendix 1 on a whiteboard or flipchart.

### ACTIVITY INSTRUCTIONS:

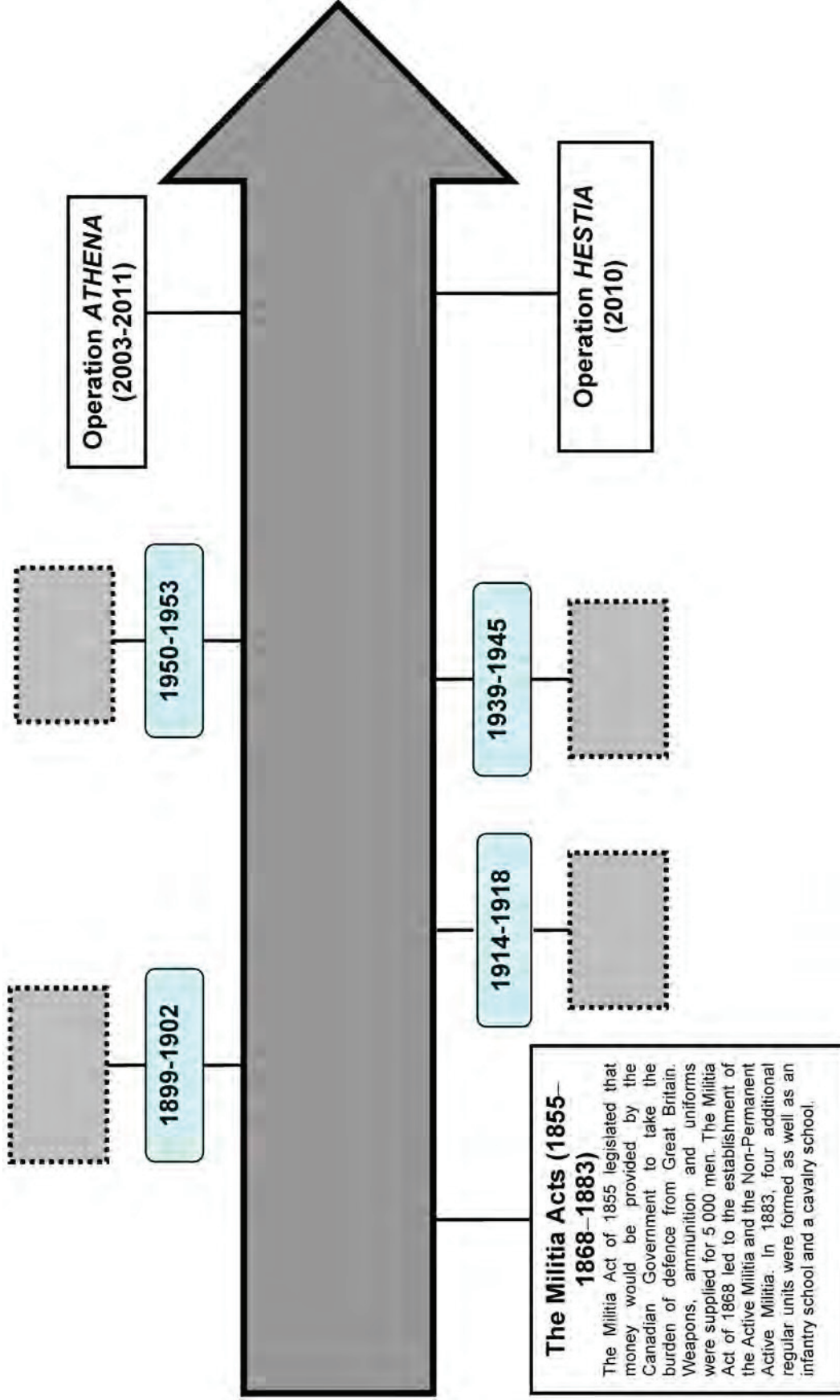
1. Have the cadets list what they know about CAF history on a whiteboard or flipchart. Prepare questions that may help stimulate the cadets' thinking (eg, In what wars has Canada participated? How many World Wars have there been?).
2. Have the cadets place the Second Boer War, World War I, World War II and Korean War sheets on the correct dates on the timeline. The answer key is located at Appendix 4.
3. Give a statement to each cadet.
4. Have the cadets place their statement with the correct event and element. The answer key is located at Appendix 5.
5. Have each cadet indicate one fact they learned about the history of the CAF.



For more information about the Second Boer War, World War I, World War II and the Korean War, visit the Veterans Affairs website : <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY.

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# HISTORY OF THE CAF TIMELINE



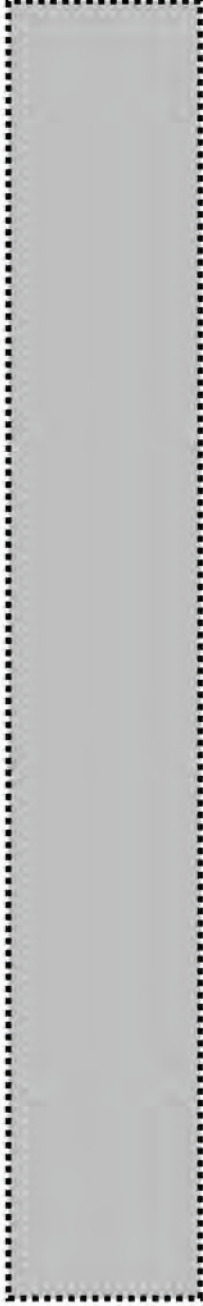
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# Second Boer War



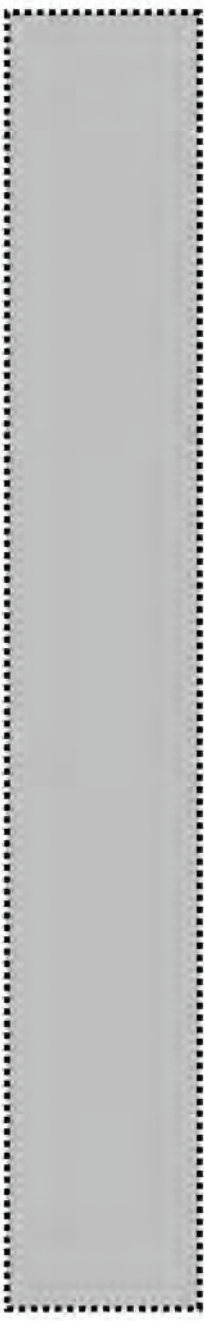
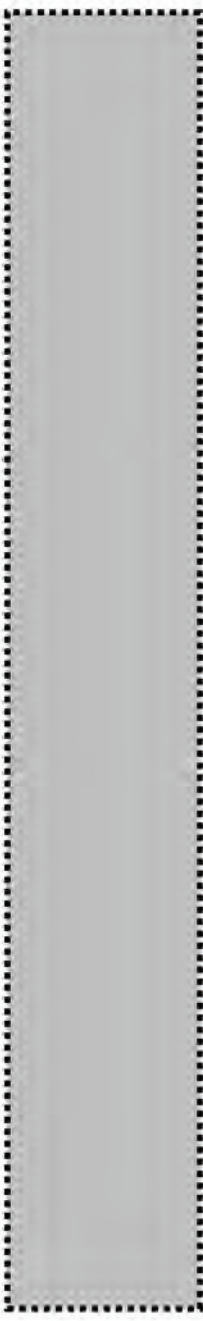
Canada's first overseas participation in a war. Of the 7 500 Canadians who served, 242 died. There were more casualties due to disease than military action. The Royal Canadian Regiment (RCR) received its first battle honour at Paardeburg, South Africa.

# World War I



During World War I, the Federal Government decided to conscript young men. Of the 600 000 men who enlisted in World War I, 60 000 died and 172 000 were wounded.

# World War II



The Dutch Royal family sought refuge in Canada while the Netherlands was occupied by Germany. Princess Juliana of the Netherlands, the heir to the throne, gave birth to her third child, Princess Margriet at the Ottawa Civic Hospital. To ensure Dutch citizenship, the Canadian Parliament passed a special law declaring the hospital room 'extraterritorial'. The day after the new princess was born, the Dutch flag was flown on the Peace Tower, the only time a foreign flag has ever flown atop Canada's Parliament Buildings.

The First Canadian Army was responsible for liberating much of the Netherlands from German occupation. To thank Canadians, the people of the Netherlands sent 100 000 hand-picked tulip bulbs to Canada, which were planted on Parliament Hill and along Queen Elizabeth Drive. The year after, Princess Juliana sent a gift of 20 000 tulip bulbs. Every year, Ottawa receives 10 000 tulip bulbs from the Dutch Royal family and plants them as a symbol of peace, freedom and international friendship.

# Korean War



During the Korean War, Canada's contribution was larger than most United Nations (UN) countries, in proportion to its population. More than 22 000 Canadians served of which 300 died and 1 200 were wounded.

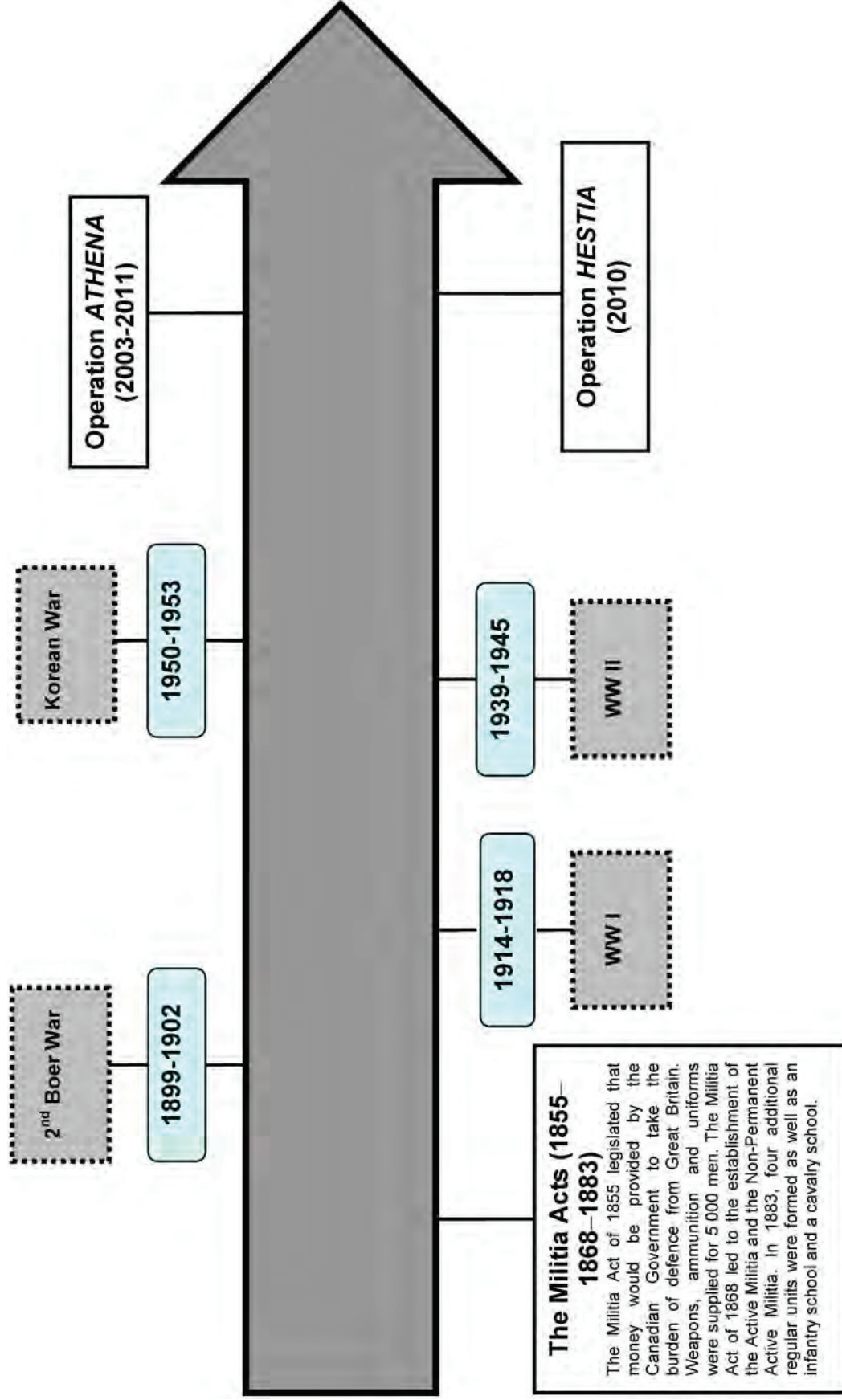


## STATEMENTS FOR THE HISTORY OF THE CAF TIMELINE

<p>At this time, the Royal Canadian Navy (RCN) was not yet established.</p>
<p>At this time, the Royal Canadian Air Force (RCAF) was not yet established.</p>
<p>Responding to an imperial plea, Prime Minister Wilfrid Laurier sent a Canadian contingent of about 1 000 Royal Canadian Regiment (RCR) soldiers overseas.</p>
<p>The Royal Canadian Navy played a minor role in the fighting at sea and was ineffective against the German threat, especially when U-boat activity started.</p>
<p>At the beginning of this war, Canada had neither pilots nor aircraft. At the end of this war, over 800 decorations were awarded to Canadian airmen. Three airmen, Major WA Bishop, Major R Collishaw and Major WG Baker, received the Victoria Cross (VC).</p>
<p>The Germans introduced and widely used poison gas during this war.</p>
<p>The Battle of the Atlantic happened during this war. This battle is commemorated every year on the first Sunday in May.</p>
<p>During this war, crews painted art on the noses of planes. It was a source of pride, inspiration, esprit de corps and good luck for the crew. At the time, Air Cadets received preliminary instruction and many of them served with distinction in operational squadrons.</p>
<p>Canadian soldiers participated in the Dieppe Raid. Over 900 Canadians were killed and almost 2 000 were captured. Canada was the only army to achieve its objective on D-Day during this war.</p>
<p>During this conflict, the Royal Canadian Navy was the first branch of the Canadian Armed Forces to provide aid.</p>
<p>During this combat, pilots officially destroyed at least nine hostile aircraft and damaged eight. They also destroyed several locomotives, railroad cars, and trucks.</p>
<p>During this conflict the 2nd Battalion of the Princess Patricia's Canadian Light Infantry (PPCLI) was awarded the United States Presidential Unit Citation and the Republic of Korea Presidential Unit Citation for their defence of the Kapyong Valley.</p>

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## HISTORY OF THE CAF TIMELINE – ANSWER KEY



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## STATEMENTS FOR THE HISTORY OF THE CANADIAN FORCES TIMELINE – ANSWER KEY

At this time, the Royal Canadian Navy (RCN) was not yet established.	2nd Boer War Navy
At this time, the Royal Canadian Air Force (RCAF) was not yet established.	2nd Boer War Air
Responding to an imperial plea, Prime Minister Wilfrid Laurier sent a Canadian contingent of about 1 000 Royal Canadian Regiment (RCR) soldiers overseas.	2nd Boer War Army
The Royal Canadian Navy played a minor role in the fighting at sea and was ineffective against the German threat, especially when U-boat activity started.	WW I Navy
At the beginning of this war, Canada had neither pilots nor aircraft. At the end of this war, over 800 decorations were awarded to Canadian airmen. Three airmen, Major WA Bishop, Major R Collishaw and Major WG Baker, received the Victoria Cross (VC).	WW I Air
The Germans introduced and widely used poison gas during this war.	WW I Army
The Battle of the Atlantic happened during this war. This battle is commemorated every year on the first Sunday in May.	WW II Navy
During this war, crews painted art on the noses of planes. It was a source of pride, inspiration, esprit de corps and good luck for the crew. At the time, Air Cadets received preliminary instruction and many of them served with distinction in operational squadrons.	WW II Air
Canadian soldiers participated in the Dieppe Raid. Over 900 Canadians were killed and almost 2 000 were captured. Canada had the only army to achieve its objective on D-Day during this war.	WW II Army
During this conflict, the RCN was the first branch of the CAF to provide aid.	Korean War Navy
During this war, pilots destroyed nine hostile aircraft, and damaged eight. They also destroyed several locomotives, railroad cars, and trucks.	Korean War Air
During this conflict the 2nd Battalion of the Princess Patricia's Canadian Light Infantry (PPCLI) was awarded the United States Presidential Unit Citation and the Republic of Korea Presidential Unit Citation for their defence of the Kapyong Valley.	Korean War Army

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## CANADIAN ARMED FORCES (CAF) HISTORY

**OBJECTIVE:** This activity is designed to familiarize the cadets with aspects of the history of the CAF.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Print the *Canada Remembers Times* (2011) at <http://www.veterans.gc.ca> > ENGLISH > YOUTH & EDUCATORS > CANADA REMEMBERS TIMES NEWSPAPER > PAST EDITION > 2011 > PDF VERSION ([http://www.veterans.gc.ca/public/pages/activities/youthcorner/crtimes/pdf/crtimes\\_2011.pdf](http://www.veterans.gc.ca/public/pages/activities/youthcorner/crtimes/pdf/crtimes_2011.pdf)) for each cadet.
3. Photocopy the Questions handout located at Appendix 1 and Key Word Sheet located at Appendix 2 for each cadet.
4. Gather the required resources:
  - (a) Pens / pencils,
  - (b) Highlighters, and
  - (c) Whiteboard or flipchart.



Another version of the *Canada Remembers Times* may be selected. Create a key word sheet and questions.

### ACTIVITY INSTRUCTIONS:

1. Have the cadets list what they know about CAF History, honours, awards and major engagements / operations. Prepare questions that may help stimulate the cadets' thinking (eg, In what wars has Canada participated? How many World Wars have there been? In what North Atlantic Treaty Organization (NATO) or United Nations (UN) peacekeeping operations has Canada been involved?).
2. Provide each cadet with the *Canada Remembers Times* (2011), the Questions handout, the Key Word Sheet, pen and highlighter.
3. Have the cadets read the *Canada Remembers Times* (2011) and write the answers to the questions on the Key Word Sheet. The Key Word Sheet—Answer Key is located at Appendix 3.

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# CANADA REMEMBERS TIMES (2011)

## QUESTIONS

1. Which decoration did Lorne Green receive?
2. Who started as an Air Cadet and became the first woman to be part of the famous Snowbirds Precision Flying Team?
3. What is celebrated every year on July 1<sup>st</sup>?
4. What was the name of the Canadian hospital ship that was torpedoed off the coast of Ireland by a German submarine?
5. Which terrorist group hijacked four American airliners, attacking the World Trade Center and the Pentagon on September 11, 2001?
6. What was the nickname for Hill 355?
7. Who was the journalist that was killed by a roadside bomb south of Kandahar City in 2009?
8. Who died in 1950 and was posthumously awarded the Canadian Forces Medallion for Distinguished Service in 2010?
9. During World War II, Canadian reduced their consumption of food and goods. Meat, eggs, sugar, chocolate and \_\_\_\_\_ were a luxury.
10. Which was one of the bloodiest chapters of World War I?
11. Which building was dedicated to Canadians who died during World War I?
12. Where was 'Agent 50' born?
13. Who became the first widower to receive the Memorial Cross?
14. Who was known as 'Ronnie the Bren Gun Girl' during World War II?
15. During the Korean War, where did Léo Major lead a platoon that successfully repelled a massive enemy attack?
16. What kind of clearance were CAF members doing in Cambodia?
17. What did René Levesque do for the U.S. Army during World War II?
18. What were German submarines called during World War II?
19. Who was the first Canadian to be awarded the Royal Red Cross Medal?
20. In which war did Canadians serve between 1899 and 1902?
21. The Memorial Cup is awarded each year in which sport?

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## CANADIAN ARMED FORCES (CAF) HISTORY

**OBJECTIVE:** This activity is designed to familiarize the cadets with aspects of the history of the CAF.

**TIME:** 15 min

**LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this learning station.
2. Gather the required resources:
  - (a) copies of the images located at Appendices 1–3,
  - (b) paper, and
  - (c) pens / pencils.



Images other than those provided may be used.

### ACTIVITY INSTRUCTIONS:

1. Distribute the World War One image located at Appendix 1 to the cadets.
2. Have the cadets look at the image and reflect on it in silence for approximately 30 seconds.
3. Have the cadets respond to two or more of the following questions in writing individually:
  - (a) What are your initial thoughts about this image?
  - (b) What mood does this image convey?
  - (c) What do you know about this war?
  - (d) What does this image tell you about this war?
  - (e) Imagine you are the photographer—what else is going on around you?
4. Have the cadets share their responses to the questions with a partner.
5. Repeat Steps 1–4 for the images at Appendices 2 and 3.

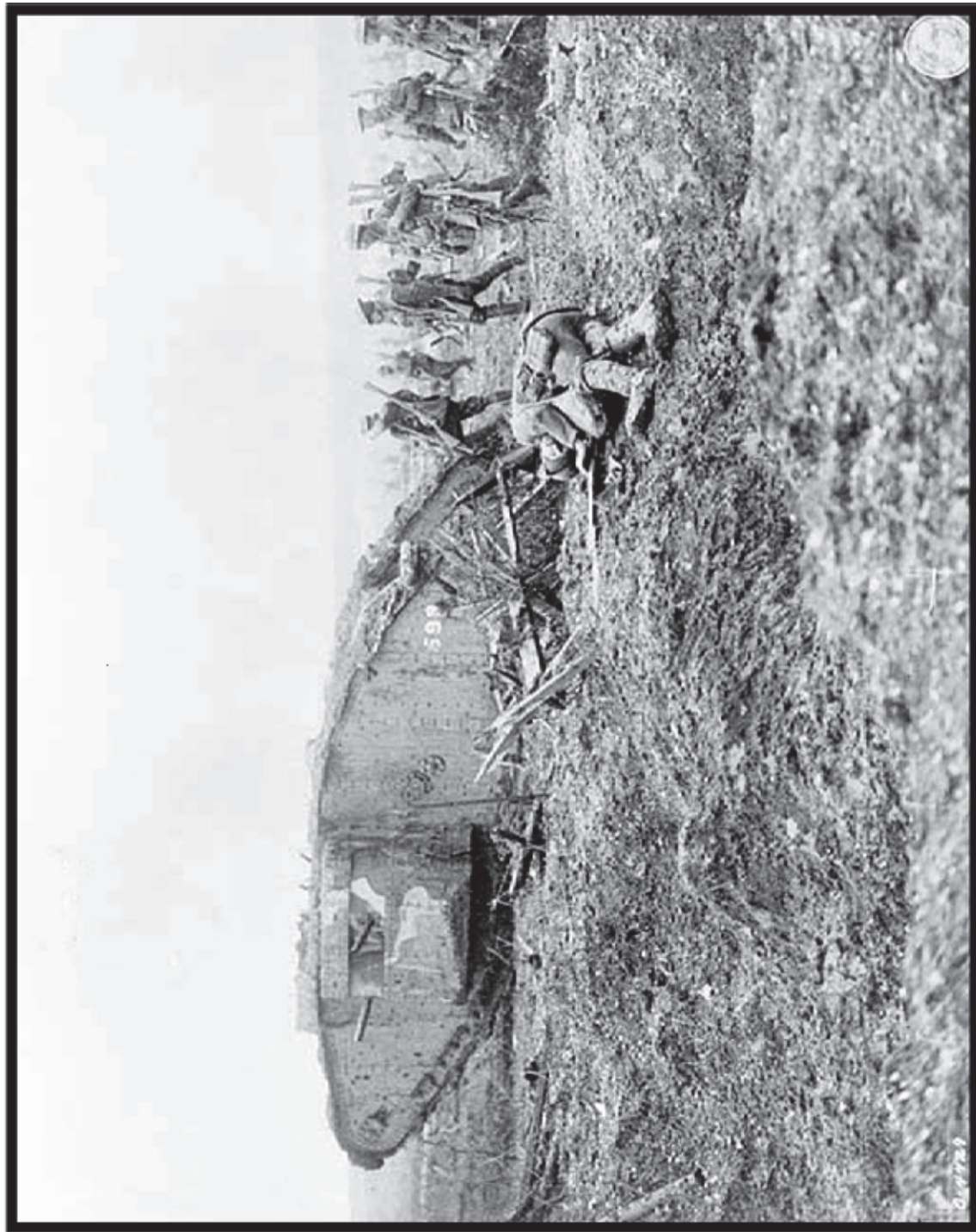


For more information about the Second Boer War, World War I, World War II and the Korean War, visit the Veterans Affairs website: <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY.

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Canadian Army advancing behind a British tank during the Battle of Vimy Ridge in 1917. The battle took place in France during World War I.



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Buffalo amphibious vehicles taking Canadians across the Scheldt in Zeeland, Belgium during World War II.



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Canadians waiting for orders to move against the communist forces during the Korean War in 1951.

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## BATTLE OF THE ATLANTIC

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the Battle of the Atlantic.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

1. This activity may be assigned an instructor or be self-directed by the cadets.
2. Photocopy the Battleship Board Game, located at Appendix 1, for each cadet.
3. Post the Battleship Rules, located at Appendix 2, at each station.
4. Photocopy Battleship Questions A, located at Appendix 3, for half the group and Battleship Questions B, located at Appendix 4, for the other half of the group.
5. Photocopy the Battle of the Atlantic handout, located at Appendix 5, for each cadet.
6. Gather the required resources:
  - (a) Pencils / Pens, and
  - (b) Highlighters.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into pairs.
2. Distribute the Battle of the Atlantic handout to each cadet.
3. Distribute the Battleship Questions A to one cadet and the Battleship Questions B to the other cadet.
4. Have the cadets read the Battleship Rules and play.



For more information about the Battle of the Atlantic, visit the Veterans Affairs website : <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY > SECOND WORLD WAR > THE BATTLE OF THE ATLANTIC.

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# Battleship Rules

- 1 Review the Battle of the Atlantic handout to make sure you are able to answer the questions.
- 2 You need two grids to play: Enemy Attacks and Your Attacks. On the Enemy Attacks grid, arrange your boats and record the enemy shots. On the Your Attacks grid, record your own shots.
- 3 Before the game starts, arrange your ships on the Enemy Attacks grid with a highlighter. Make sure each ship occupies the specified number of squares on the grid, as per the table below. They can be arranged horizontally or vertically, and only one ship can occupy a given square.

Type of ship	Size
Aircraft carrier	5 squares
Battleship	4 squares
Submarine	3 squares
Destroyer	3 squares
Patrol boat	2 squares

- 4 Once the ships have been positioned, the game can begin! For each turn, announce which square you are attacking and mark it on the Your Attack grid with a pen or a pencil. The squares are identified by a letter and a number. For example: 'I attack D3!'
- 5 Your partner announces whether or not the square is occupied by a ship and marks it on the Enemy Attacks grid.
- 6 Your partner picks a square and you tell them whether or not the square is occupied by a ship and mark it on the Enemy Attacks grid.
- 7 When all the squares for a ship have been filled, the cadet whose ship has been 'hit' will ask the other player the question associated with the specific ship. If correct, the cadet is awarded the 'hit'. The game continues until all the squares for the ships have been filled.

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# Battleship Questions A

Type of ship	Questions & Answers
<b>Aircraft carrier</b> (5 squares)	<b>How many vessels did the Royal Canadian Navy (RCN) begin the war with?</b> 13 vessels
<b>Battleship</b> (4 squares)	<b>How many seconds did it take for a U-boat to dive?</b> 30 seconds
<b>Submarine</b> (3 squares)	<b>How many members of the RCN died during the Battle of the Atlantic?</b> Approximately 2 000
<b>Destroyer</b> (3 squares)	<b>In the month of June 1941, how many tons of Allied cargo was lost to U-boats?</b> Over 500 000 tons
<b>Patrol boat</b> (2 squares)	<b>During which war did the Battle of the Atlantic take place?</b> World War II



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# Battleship Questions B

Type of ship	Questions & Answers
<b>Aircraft carrier (5 squares)</b>	<b>At the end of the war, how many fighting ships did the Royal Canadian Navy (RCN) have?</b>  373 fighting ships
<b>Battleship (4 squares)</b>	<b>How many months were U-boats capable of remaining away from port?</b>  Three months at least
<b>Submarine (3 squares)</b>	<b>How many vessels of the RCN were sunk during the Battle of the Atlantic?</b>  24 vessels
<b>Destroyer (3 squares)</b>	<b>How many U-boats did Canadian aircraft and ships sink?</b>  50 U-boats
<b>Patrol boat (2 squares)</b>	<b>How long did the Battle of the Atlantic last?</b>  More than 6 years



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# Battle of the Atlantic



## German Submarines

- Named U-boats.
- Took 30 seconds to dive.
- Capable of remaining at sea for at least 3 months.



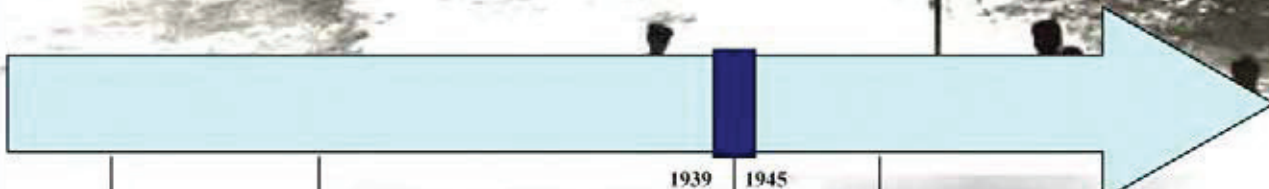
## Tragic Loss

During the Battle of the Atlantic, approximately 2 000 members of the RCN lost their lives.



## Royal Canadian Navy (RCN)

- The Battle of the Atlantic started September 1939.
- At the end of the war, the RCN had 373 fighting ships.
- In June 1941, over 500 000 tons of Allied cargo were lost to U-boats.
- During the BOA, 24 RCN vessels were sunk.
- Canadian aircraft and ships sank 50 U-boats during the Battle of the Atlantic.



2<sup>nd</sup> Boer War

WW I

1939 1945

WW II

Korean War



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## BATTLE OF VIMY RIDGE

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the Battle of Vimy Ridge.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

1. This activity may be assigned an instructor or be self-directed by the cadets.
2. Photocopy the Battletank Board Game, located at Appendix 1, for each cadet.
3. Post the Battletank Rules, located at Appendix 2, at each station.
4. Photocopy Battletank Questions A, located at Appendix 3, for half the group and Battletank Questions B, located at Appendix 4, for the other half of the group.
5. Photocopy the Battle of Vimy Ridge handout, located at Appendix 5, for each cadet.
6. Gather the required resources:
  - (a) Pencils / Pens, and
  - (b) Highlighters.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into pairs.
2. Distribute the Battle of Vimy Ridge handout to each cadet.
3. Distribute the Battletank Questions A to one cadet and the Battletank Questions B to the other cadet.
4. Have the cadets read the Battletank Rules and play.



For more information about the Battle of Vimy Ridge, visit the Veterans Affairs website:  
<http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY > FIRST WORLD WAR > THE BATTLE OF VIMY RIDGE.

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# Battletank Rules

- 1 Review the poster to make sure you are able to answer the questions.
- 2 You need two grids to play: Enemy Attacks and Your Attacks. On the Enemy Attacks grid, arrange your vehicles and record the enemy shots. On the Your Attacks grid, record your own shots.
- 3 Before the game starts, arrange your vehicles on the Enemy Attacks grid with a highlighter. Make sure each vehicle occupies the specified number of squares on the grid, as per the table below. They can be arranged horizontally or vertically, and only one vehicle can occupy a given square.

Type of vehicle	Size
Tank	5 squares
Light Armoured Vehicle (LAV)	4 squares
Heavy Logistic Vehicle Weight (HLVW)	3 squares
Medium Logistic Vehicle Weight (MLVW)	3 squares
G Wagen	2 squares

- 4 Once the vehicles have been positioned, the game can begin! For each turn, announce which square you are attacking and mark it on the Your Attacks grid with a pen or a pencil. The squares are identified by a letter and a number. For example: 'I attack D3!'
- 5 Your partner announces whether or not the square is occupied by a vehicle and marks it on the Enemy Attacks grid.
- 6 Your partner picks a square and you tell them whether or not the square is occupied by a vehicle and mark it on the Enemy Attacks grid.
- 7 When all the squares for a vehicle have been filled, the cadet whose vehicle has been 'hit' will ask the other player the question associated with the specific vehicle. If correct, the cadet is awarded the 'hit'. The game continues until all the squares for the vehicles have been filled.

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# Battletank Questions A

Type of vehicle	Questions & Answers
<b>Tank</b> (5 squares)	<b>After the Battle of Vimy Ridge, what treaty did Canada sign to mark the end of the war?</b>  Treaty of Versailles
<b>LAV</b> (4 squares)	<b>How long did the Battle of Vimy Ridge last?</b>  3 days
<b>HLVW</b> (3 squares)	<b>How many Canadians lost their lives during the Battle of Vimy Ridge?</b>  3 600 Canadians
<b>MLVW</b> (3 squares)	<b>Who had tried and failed to take Vimy in 1915?</b>  The French
<b>G Wagen</b> (2 squares)	<b>During which war did the Battle of Vimy Ridge take place?</b>  World War I



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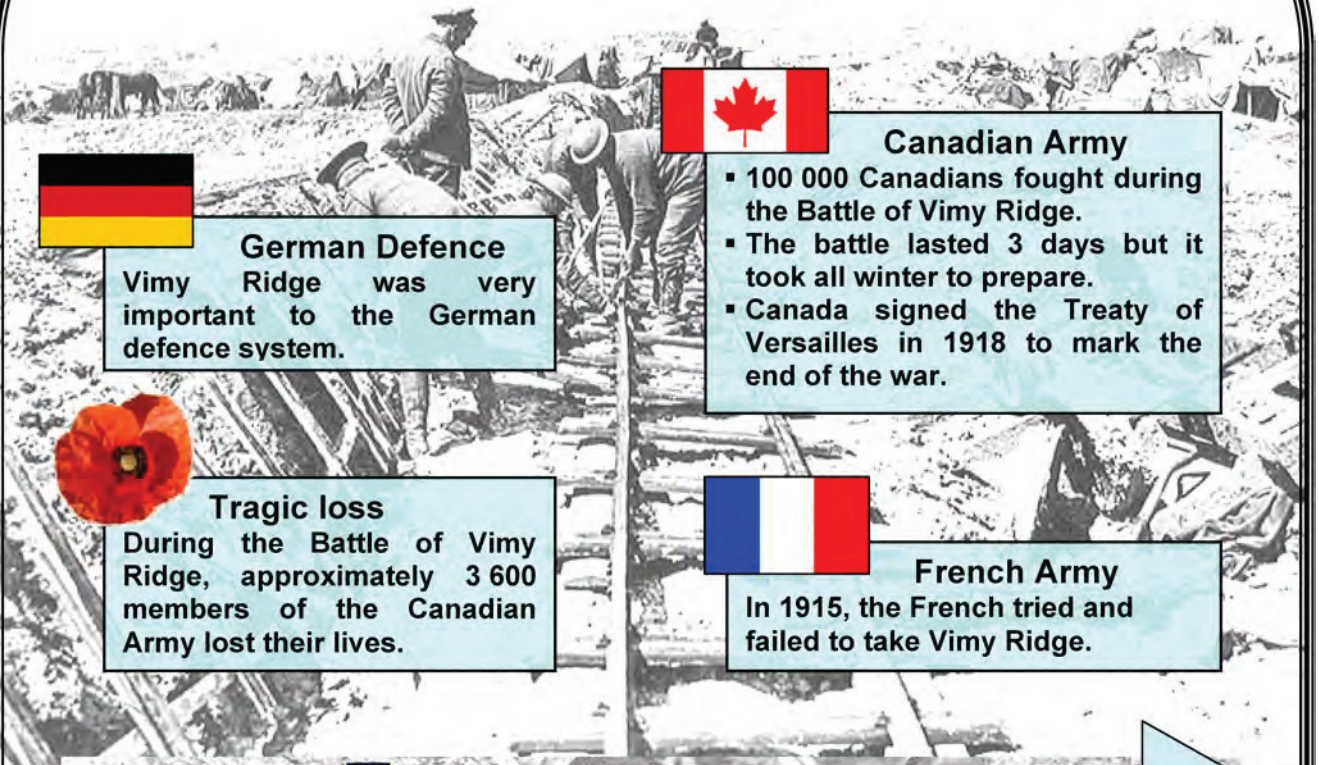
# Battletank Questions B

Type of vehicle	Questions & Answers
<b>Tank</b> (5 squares)	<b>What is the name of the Memorial that sits on top of Hill 145?</b> The Canadian National Vimy Memorial
<b>LAV</b> (4 squares)	<b>How long did it take for the allies to prepare for the Battle of Vimy Ridge?</b> All winter
<b>HLBW</b> (3 squares)	<b>How many Canadians fought during the Battle of Vimy Ridge?</b> 100 000 Canadians
<b>MLVW</b> (3 squares)	<b>Vimy Ridge was one of the most important elements of the defence system of which country?</b> Germany
<b>G Wagen</b> (2 squares)	<b>In which country is Vimy Ridge located?</b> France



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# Battle of Vimy Ridge



**German Defence**  
Vimy Ridge was very important to the German defence system.



**Canadian Army**

- 100 000 Canadians fought during the Battle of Vimy Ridge.
- The battle lasted 3 days but it took all winter to prepare.
- Canada signed the Treaty of Versailles in 1918 to mark the end of the war.



**Tragic loss**  
During the Battle of Vimy Ridge, approximately 3 600 members of the Canadian Army lost their lives.



**French Army**  
In 1915, the French tried and failed to take Vimy Ridge.



2<sup>nd</sup> Boer War

WW I

WW II

Korean War



Map of Vimy Ridge



The Canadian National Vimy Memorial

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## BATTLE OF BRITAIN

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the Battle of Britain.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

1. This activity may be assigned an instructor or be self-directed by the cadets.
2. Photocopy the Battleplane Board Game, located at Appendix 1, for each cadet.
3. Post the Battleplane Rules, located at Appendix 2, at each learning station.
4. Photocopy Battleplane Questions A, located at Appendix 3, for half the group and Battleplane Questions B, located at Appendix 4, for the other half of the group.
5. Photocopy the Battle of Britain handout, located at Appendix 5, for each cadet.
6. Gather the required resources:
  - (a) Pencil / Pen, and
  - (b) Highlighter.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into pairs.
2. Distribute the Battle of Britain handout to each cadet.
3. Distribute the Battleplane Questions A to one cadet and the Battletank Questions B to the other cadet.
4. Have the cadets read the Battleplane Rules and play.



For more information about the Battle of Britain, visit the Veterans Affairs website : <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY > SECOND WORLD WAR > CANADA AND THE SECOND WORLD WAR > THE BATTLE OF BRITAIN.

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# Battleplane Rules

- 1 Review the poster to make sure you are able to answer the questions.
- 2 You need two grids to play: Enemy Attacks and Your Attacks. On the Enemy Attacks grid, arrange your planes and record the enemy shots. On the Your Attacks grid, record your own shots.
- 3 Before the game starts, arrange your planes on the Enemy Attacks grid with a highlighter. Make sure each plane occupies the specified number of squares on the grid, as per the table below. They can be arranged horizontally or vertically, and only one plane can occupy a given square.

Type of plane	Size
B17 Flying Fortress	5 squares
AVRO Lancaster	4 squares
Hawker Hurricane	3 squares
Mustang	3 squares
Spitfire	2 squares

- 4 Once the planes have been positioned, the game can begin! For each turn, announce which square you are attacking and mark it on the Your Attacks grid with a pen or a pencil. The squares are identified by a letter and a number. For example: 'I attack D3!'
- 5 Your partner announces whether or not the square is occupied by a plane and marks it on the Enemy Attacks grid.
- 6 Your partner picks a square and you tell them whether or not the square is occupied by a plane and mark it on the Enemy Attacks grid.
- 7 When all the squares for a plane have been filled, the cadet whose plane has been 'hit' will ask the other player the question associated with the specific plane. If correct, the cadet is awarded the 'hit'. Game continues until all the squares for the planes have been filled.

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# Battleplane Questions A

Type of plane	Questions & Answers
<b>B17 Flying Fortress</b> (5 squares)	<b>What kind of tactic did the German's use to try to gain air superiority over the Royal Air Force (RAF)?</b>  Blitzkrieg tactics
<b>AVRO Lancaster</b> (4 squares)	<b>At the beginning of the Battle of Britain, what was the German Air Force attacking?</b>  They were attacking the radar stations and bombing the airfields
<b>Hawker Hurricane</b> (3 squares)	<b>Who won the Battle of Britain?</b>  Allied Forces
<b>Mustang</b> (3 squares)	<b>Who was the battle between?</b>  Allied Forces and Axis Powers
<b>Spitfire</b> (2 squares)	<b>During which war did the Battle of Britain take place?</b>  World War II



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# Battleplane Questions B

Type of plane	Questions & Answers
<b>B17 Flying Fortress</b> (5 squares)	<b>During the war that included the Battle of Britain, Canada agreed to provide facilities and training for airmen from the Commonwealth. What was the name of this deal?</b>  The British Commonwealth Air Training Plan
<b>AVRO Lancaster</b> (4 squares)	<b>Toward the end of the Battle of Britain, what was the German Air Force attacking?</b>  They were attacking major cities
<b>Hawker Hurricane</b> (3 squares)	<b>How many Canadian pilots lost their lives in this battle?</b>  23 Canadian pilots
<b>Mustang</b> (3 squares)	<b>What was the name of the German Air Force?</b>  Luftwaffe
<b>Spitfire</b> (2 squares)	<b>Who wanted to invade Britain?</b>  The Germans



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# Battle of Britain



## German Air Force

- Part of the Axis Powers.
- Named Luftwaffe.
- Used Blitzkrieg tactics to gain air superiority.
- At the beginning of the battle, they attacked radar stations and bombed airfields.
- Toward the end of the battle, they attacked major cities.



## Royal Air Force (RAF)

- Part of the Allied Forces.
- The British Commonwealth Air Training Plan was signed by Canada during the war. Canada agreed to provide facilities, training, and personnel for airmen from the Commonwealth.



**Tragic loss**  
During the Battle of Britain, 23 Canadian pilots lost their lives.

**ALLIED FORCES**  
**VS**  
**AXIS POWERS**

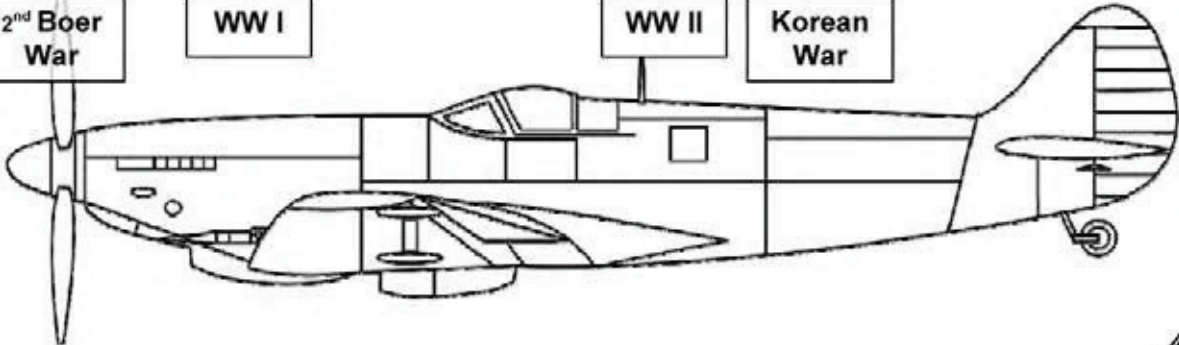


2<sup>nd</sup> Boer War

WW I

WW II

Korean War



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## BATTLE OF THE ATLANTIC

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the Battle of the Atlantic.

**TIME:** 30 min

**TRAINING LEVEL:** 3-4

**PRE-ACTIVITY INSTRUCTIONS:**

1. Assign an instructor to this activity.
2. Photocopy the Canada Remembers the Battle of the Atlantic handout, located at Appendix 1, for each cadet.
3. Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

**ACTIVITY INSTRUCTIONS:**



This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Divide the cadets into two teams.
2. Distribute and as a group read the Canada Remembers the Battle of the Atlantic handout.
3. Read a question to the teams and give them an opportunity to answer.
4. If the team answers correctly, award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
5. Continue until all the questions have been answered or time runs out.

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# CANADA REMEMBERS THE BATTLE OF THE ATLANTIC



## Introduction

The Battle of the Atlantic was the longest continuous battle of the Second World War and one in which Canada played a central role. The battle began on the opening day of the war in September 1939 and ended almost six years later with Germany's surrender in May 1945.

## The Battle of the Atlantic

The Battle of the Atlantic was the struggle between the Allied and German forces for control of the Atlantic Ocean. The Allies needed to keep the vital flow of men and supplies going between North America and Europe, where they could be used in the fighting, while the Germans wanted to cut these supply lines. To do this, German submarines, called U-boats, and other warships prowled the Atlantic Ocean sinking Allied transport ships.

The Battle of the Atlantic brought the war to Canada's doorstep, with U-boats torpedoing ships within sight of Canada's East Coast and even in the St. Lawrence River. Canada's Merchant Navy, along with the Royal Canadian Navy (RCN) and the Royal Canadian Air Force (RCAF), played a key role in the Allied efforts. East Coast cities soon found themselves involved in the battle, since Allied convoys (groups of ships that crossed the Atlantic together under the protection of naval escorts) were frequently leaving busy ports like Halifax and Sydney, Nova Scotia, and St. John's, Newfoundland, during the war.

## Challenges and Successes

Early in the war, German U-boats took a heavy toll on merchant shipping as the Allies struggled to find effective ways to combat the enemy threat. Between 1939 and 1942, the Germans increased the number of U-boats from 30 to 300 and developed effective hunting techniques like using groups of submarines, called wolfpacks, to attack convoys. Their efforts initially paid off, with 454,000 tonnes of shipping being lost to German U-boats in June 1941 alone. Their successes continued as nearly 400 Allied ships were sunk between January and July 1942, while only seven U-boats were lost. The situation was very serious for the Allies, as merchant ships were being sunk faster than they could be replaced, thereby putting the supply link between North America and Europe at great risk.

Technology played an important role in the Battle of the Atlantic. Aircraft were effective in protecting merchant ships, but the Allied planes used earlier in the war did not have enough range to offer air cover for the convoys all the way across the Atlantic. Indeed, the central area of the ocean beyond aircraft range became known as the "Black Pit" as that was where many of the heaviest convoy losses occurred. However, the introduction of new long-range planes helped reduce the hazards of this dangerous portion of the run.

Both sides kept trying to get the upper hand in technology and tactics during the Battle of the Atlantic. Germany developed torpedoes that were attracted to the noise made by a ship's propellers. Allied scientists responded by inventing a noise-making device that was towed behind a ship to divert the torpedoes. New radar and sonar (ASDIC) technologies helped the Allies find the U-boats and new weapons, like the "Hedgehog" bombs, helped sink the submarines more effectively. The Germans also developed technological advancements like snorkel tubes that allowed U-boats to run their diesel engines while travelling underwater and on-board radar that increased their submarines' capabilities. Eventually, the improved equipment and tactics of the Allies finally

helped turn the tide of the battle in their favour, with the U-boat fleet suffering heavy losses during the later phases of the war.

The growth of Canada's navy was remarkable. At the beginning of the Second World War, the RCN had only six ocean-going ships and 3 500 personnel. By the end of the war, Canada had one of the largest navies in the world with 434 commissioned vessels and 95,000 men and women in uniform. Canada's industry also played an important role in the growth of our military and merchant navies. From 1941 to 1945, Canadian shipyards produced approximately 403 merchant ships, 281 fighting ships, 206 minesweepers, 254 tugs, and 3 302 landing craft.

### **Sacrifices**

Helping the Allies triumph in the Battle of the Atlantic came at a high price. More than 1,600 Merchant Navy personnel from Canada and Newfoundland were killed. Indeed, percentage-wise, their casualty rate was higher than those of any of Canada's fighting services during the Second World War—one out of every seven Merchant Navy sailors who served was killed or wounded.

The RCN and RCAF also paid a high toll in the Battle of the Atlantic. Most of the 2,000 RCN officers and men who died during the war were killed during the Battle of the Atlantic, as were 752 members of the RCAF. There were also civilian casualties. On October 14, 1942, 136 people died when the ferry SS *Caribou* was sunk as it crossed from Nova Scotia to Newfoundland.

### **Legacy**

Allied victory in the Second World War would not have been possible without victory at sea. It would require overcoming great odds, but the courage of the RCN, Merchant Navy and RCAF personnel helped keep the Allied convoys running and the supply lines to Europe open. These brave men and women were some of the more than one million Canadians who served in the cause of peace and freedom during the Second World War.

## **CANADA REMEMBERS THE BATTLE OF THE ATLANTIC QUESTIONS AND ANSWERS**

1. True or False: The Battle of the Atlantic was the longest continuous battle of the Second World War.  
True.
2. True or False: The Battle of the Atlantic brought the war to Canada's doorstep; with U-boats torpedoing ships within sight of Canada's East Coast and even in the St. Lawrence River.  
True.
3. True or False: Between January and July 1942, more U-boats were sunk than merchant ships.  
False.
4. What did Germany develop that were attracted to the noise of a ship's propellers?  
Torpedoes.
5. How many members of the Royal Canadian Navy and the Royal Canadian Air Force died during the Battle of the Atlantic?  
2000 RCN and 750 RCAF.
6. In what month and year did the Battle of the Atlantic begin?  
September 1939
7. What were the German submarines referred to as?  
U-boats
8. Which three East Coast cities were busy Allied convoy ports during the Battle of the Atlantic?  
Halifax and Sydney (Nova Scotia) and St. John's (Newfoundland).
9. What was the zone in the central area of the Atlantic Ocean where many of the heaviest Allied convoy losses occurred known as?  
The Black Pit
10. On October 14, 1942, 136 people died when this passenger ship was sunk as it crossed from Nova Scotia to Newfoundland.  
SS Caribou
11. Why was control of the Atlantic Ocean so important during WWII?  
It was where the vital flow of men and supplies between America and Europe was happening.
12. Name the three Canadian organizations that played a key role for the Allies in bringing supplies to Europe.  
Canada's Merchant Navy,  
Royal Canadian Navy (RCN), and  
Royal Canadian Air Force (RCAF).

13. How many Merchant Navy personnel from Canada and Newfoundland died during the Battle of the Atlantic?

More than 1,600.



## BATTLE OF VIMY RIDGE

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the Battle of Vimy Ridge.

**TIME:** 30 min

**TRAINING LEVEL:** 1-2

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Photocopy the World War 1—The Battle of Vimy Ridge handout, located at Appendix 2, for each cadet.
- Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

**ACTIVITY INSTRUCTIONS:**



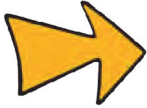
This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Divide the cadets into two teams.
2. Distribute and have the cadets read the World War 1—The Battle of Vimy Ridge handout.
3. Read a question to the teams and give them an opportunity to answer.
4. If the team answers correctly, read the additional information and award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
5. Continue until all the questions have been answered or time runs out.

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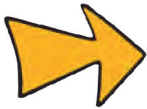
## WORLD WAR I – THE BATTLE OF VIMY RIDGE QUESTIONS AND ANSWERS

1. The Battle of Vimy Ridge took place during which war?  
**World War I.**



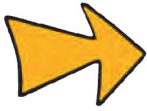
World War I started in July 1914 and ended 11 November 1918.

2. Vimy Ridge is located in which country?  
**France.**



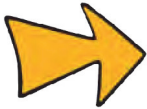
World War I began when Germany invaded France and Belgium.

3. Who were the four divisions of the Canadian Corps attempting to capture Vimy Ridge from?  
**German Sixth Army.**



The German Sixth Army was responsible for defending the Vimy Ridge portion of the Western Front.

4. The Battle of Vimy Ridge was the first time the Canadian Expeditionary Force did this together:  
**They fought as one force under a Canadian Commander.**



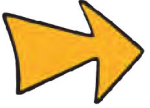
Until this point in the war, Canadian divisions had been under British command. For Vimy Ridge all four Canadian Divisions were assembled as one group under Canadian command.

5. Who took command of the Canadian corps in May 1916?  
**Sir Julian Byng.**



Sir Julian Byng was, at this point in the war, a British Lieutenant-General who took command of the Canadian troops in the Vimy Ridge area in June 1916. After the war, in 1921, Byng was appointed as Governor-General of Canada. He and his wife, Lady Byng were also big hockey fans and in 1925 Lady Byng donated a trophy to be awarded for sportsmanship and gentlemanly conduct. The Lady Byng Memorial Trophy is still awarded yearly.

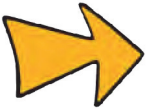
6. Why did Canadian Corps Officers interview French Officers and attend French Army lectures when planning the attack on Vimy Ridge?  
**To learn what tactics worked, and which ones did not, in an effort to minimize casualties and help in the upcoming assault.**



To help in developing a plan for the attack on Vimy Ridge, Canadian Corps Officers attended lectures given by the French Army on the Battle of Verdun. This was because the Battle of Verdun had been one of the few Allied successes in 1916. They also interviewed French officers and compared the discrepancies between the beliefs of the senior officers and the actual experiences of the junior officers in an attempt to get a genuine idea of what had happened.

7. What is the term used for an infantry tactic where one group provides suppressing fire on the enemy while the second group moves forward?

**Leapfrogging.**



The standard practice in World War I was for all the infantry to progress in a rough line toward the enemy positions. This created a situation where soldiers coming under enemy fire would falter and stop the advance. The plan of attack for Vimy Ridge called for the Canadian infantry to leap frog over one another behind a creeping barrage. This allowed the Canadians to maintain the momentum of the advance during the attack.

8. What is a “creeping barrage”?

**A tactic in which artillery fire slowly moves forward to provide cover.**



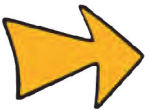
During the creeping barrage, the guns of the artillery fire at a line just ahead of the advancing infantry. The artillery slowly moves their fire forward to provide cover for the infantry. At Vimy the Canadians had been extensively trained in what became known as the “Vimy Glide” where the infantry moved at a 100 metre / 3 minute pace to stay directly behind the artillery. The creeping barrage was a tactic which had only been marginally successful up until Vimy Ridge. General Sir Arthur Currie, believing in the use of over-whelming artillery on a narrow front, helped to perfect the use of the creeping barrage.

9. A new tactic employed by Canadians at Vimy Ridge was to train every soldier in exactly what to do, where to go and what the objective was. Why was this tactic effective?

**This tactic gave soldiers the knowledge to be able to take command of a platoon if the platoon leader was killed or wounded, and reach their objective even if separated from their leaders.**

10. Why did the Canadians dig tunnels in preparation for the attack?

**To plant mines and to move Canadian soldiers as close to the German lines as possible before the actual assault.**



The Vimy sector had good soil for tunnelling and led to extensive underground warfare. Both sides engaged in the practice of tunnelling under the enemies trenches and exploding mines. In preparation for Vimy, the mining engineers dug 12 subways up to 1.2km long and laid specialized explosives at the end of them which, when exploded, would create trenches across no-mans-land which the infantry could use to safely reach the German lines.

11. Why did Canadians engage in trench raiding prior to the battle?

**To harass the enemy and gather intelligence.**



In the period leading up to the Battle of Vimy Ridge, the Canadian Corps engaged in the practice of trench raiding. Trench raiding was small scale attacks on enemy positions usually made at night.

12. On April 2<sup>nd</sup>, 1917 until the beginning of the offensive on April 9<sup>th</sup> every gun in the Canadian arsenal bombarded the German lines. Why did the Germans refer to this as the “week of suffering”?  
**The barrage almost completely destroyed the German trenches and defensive works and kept them at the ready for 18 days. They could not be resupplied.**



Phase 1 of the artillery bombardment started on March 20<sup>th</sup>, 1917 with half of the 983 guns systematically targeting German strong points, trenches and batteries while paying specific attention to clearing barbed wire. The targets and intensity of the barrage was purposely varied to confuse the Germans. On April 2<sup>nd</sup>, 1917 the artillery shifted to Phase 2 which involved every gun in the Canadian arsenal almost constantly bombarding the enemy positions.

13. What had been achieved by nightfall of the second day of the battle?  
**The Canadian Corps had captured all but one objective known as the Pimple.**



Having captured the three lines of German trenches by the end of the day on April 9<sup>th</sup>, 1917, the advance commenced the next day with reinforcements from the British. Supported by two sections of tanks and fresh British brigades, by nightfall the Canadian Divisions had captured the entire ridge except the Pimple, which was the highest point of the ridge and was heavily fortified.

14. In 1922, France granted Canada perpetual use of a portion of Vimy Ridge. What did Canada open on this site in 1936?  
**The Canadian National Vimy Memorial.**



The memorial took 11 years to complete and cost \$1.5 million dollars to build. It was unveiled by King Edward VIII and is Canada’s largest overseas memorial.

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## World War I – The Battle of Vimy Ridge

July 1914 – Germany invades France. Vimy Ridge captured in October.

Trench warfare ensues from 1914–1918.

Vimy Ridge is an escarpment which is approximately 7 km long and rises 60 metres above the surrounding plains. The slope on the western (Canadian) side rises gradually and is steeper on the eastern side.

May 1916 – Sir Julian Byng takes command of the Canadian Corps.



General Sir Arthur Currie, Commander, 1<sup>st</sup> Canadian Division.

In an attempt to break through the German lines, the British launched an offensive in April 1917 near the City of Arras. Vimy Ridge was on the northernmost part of the line and was held by the German Sixth Army.

To prepare for the battle, Canadian Corps Officers interviewed French officers to find out what tactics had worked or had not worked in the previous battles.

Leading up to the battle, Canadians engaged in “trench raiding” to harass the enemy and gather intelligence.



Scale reproduction of the trenches at Vimy Ridge.

The planning for the attack on Vimy Ridge was extensive and included:

- platoons leapfrogging behind a creeping barrage (artillery fire slowly moving forward to provide cover) to maintain the momentum of the advance;
- every soldier being trained in exactly what to do, where to go and what the objective was so they could take command of a platoon if the Platoon Leader was killed;
- using new counter-battery techniques such as flash-spotting and sound-ranging to locate enemy guns; and
- digging tunnels under German lines to plant mines and protect soldiers.

On April 2<sup>nd</sup>, 1917 until the beginning of the offensive on April 9<sup>th</sup> every gun in the Canadian arsenal bombarded the German lines. The Germans referred to this period as the “week of suffering” because their trenches and defensive works were almost completely destroyed, it kept them from being resupplied and they were kept at the ready through the whole period.

The battle started at 0530hrs on April 9<sup>th</sup>, 1917 and by 0730hrs three of four Canadian Divisions had reached their second objective.



Canadian troops following a tank at Vimy Ridge.

3598 Canadians were killed and 7004 wounded. Four Canadians were awarded the Victoria Cross.

By the end of April 9<sup>th</sup>, 1917 the Canadian Corps had captured three lines of German trenches. The advance continued the next day and by nightfall they had captured all but one objective known as the Pimple.

The site of the Canadian National Vimy Memorial was granted to Canada by France for perpetual use in 1922. The 100-hectare park is partially closed to the public because it is riddled with tunnels, trenches, craters and unexploded munitions.



## THE BATTLE OF BRITAIN

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the Battle of Britain.

**TIME:** 30 min

**TRAINING LEVEL:** 3–4

**PRE-ACTIVITY INSTRUCTIONS:**

1. Assign an instructor to this activity.
2. Photocopy the Battle of Britain handout, located at Appendix 1, for each cadet.
3. Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

**ACTIVITY INSTRUCTIONS:**



This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Distribute and have the cadets read the Battle of Britain handout. As they read, have the cadets mark an asterisk (\*) next to the information they feel is most important and a question mark next to the information they would like to learn more about.
2. Divide the cadets into two teams.
3. Distribute and have the cadets read the Battle of Britain handout.
4. Read a question to the teams and give them an opportunity to answer.
5. If the team answers correctly, award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
6. Continue until all the questions have been answered or time runs out.

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The Battle of Britain was an intense air battle between the Germans and the British over Great Britain's airspace from July 1940 to May 1941, with the heaviest fighting from July to October 1940.

It is one of the most famous battles of World War Two.

It was the first time the Germans had faced defeat in World War II and the first battle in history to be fought exclusively in the air.

Germany expected to quickly conquer Great Britain by first gaining domination over airspace and then later sending in ground troops across the English Channel (Operation Sealion).

At first they targeted airfields, but soon switched to bombing general strategic targets, hoping to crush British morale.

By far the largest number of defenders were British, but fighter pilots of many other nations flew with them, including Canadians.

On July 11, the second day of the battle, the Canadians suffered their first fighter casualty. Pilot Officer D. A. Hewitt of Saint John, N.B., hurled his 501 Squadron Hurricane at a Dornier bomber and was hit himself. Gushing smoke, his plane plunged into the sea.

The RAF had the edge over the Luftwaffe with its new faster fighters the Spitfire and Hurricane. The design and speed meant that they could out manoeuvre the German fighters.

## THE BATTLE OF BRITAIN



During the summer of 1940, a few hundred fighter pilots stood in the way of Hitler's massive air attack on England. One hundred Canadians were among them.

"It is certainly an awful sight to behold those ugly black bombers in rank after rank," remembered Canadian pilot Ernest McNab. "Your mouth dries up like cotton wool. You lose all sense of space and time. We fought far above the clouds in a world of our own - a world of freezing cold, of limitless space traced with white plumed trails of wheeling aircraft as they fought. It was like skywriting gone mad."

British Prime Minister Winston Churchill said "The Battle of France is over. I expect the Battle of Britain is about to begin. The whole fury and might of the enemy must very soon be turned on us. Let us therefore be prepared to do our duty so that, if the British Empire lasts for a thousand years, men will say, 'This was their finest hour'." (18 June 1940)

Radar held the key to Britain's victory. German aircraft were detected and tracked by stations near the coast, then plotted in the Fighter Command operators rooms as Hurricanes and Spitfires climbed to intercept.

More than 400 Canadian aircrew and ground crew were involved in the Battle during that fateful summer and autumn in 1940, and of the more than 100 Canadian pilots who participated, 23 died while another 30 perished later in the war.

By the end of the war, 232,632 men and 17,030 women had served in the RCAF, and 17,101 lost their lives.

Other countries participating in the battle were:

Australia  
New Zealand  
South Africa  
Southern Rhodesia  
Ireland  
United States of America  
Poland  
Czech Republic  
Belgium  
France  
Israel

On September 15, 1940 Germany launched an all-out aerial attack. Air raid sirens wailed over London. Waves of incoming German aircraft left thousands dead and London in ruins. British, Canadian and other Allied pilots scrambled to their Hurricanes and Spitfires.

"It was a terrific spectacle," McNab recalled. "There were more than a thousand aircraft in the sky just south of London. So many that there was as much danger of colliding with another fellow as there was of being shot down."

British Prime Minister Winston Churchill was in the command bunker deep below the streets of London. "I asked Air Vice Marshall what other reserves have we," he wrote. 'There are none,' he replied. The odds were great; our margins small; the stakes infinite."

But by the end of the day, Germany had lost over 60 aircraft and failed to smash the Allied air defenses. Although British cities would be bombed nightly for the next six months, the threat of invasion was over, the Allies had won the Battle of Britain.

# THE BATTLE OF BRITAIN

## QUESTIONS AND ANSWERS

1. Who was the first Canadian to die during the Battle of Britain?  
PO D. A. Hewitt
2. What gave the RAF an edge over the Luftwaffe?  
The faster Spitfires and Hurricanes.
3. True or False: The Battle of Britain was the first battle in history to be fought exclusively in the air.  
True.
4. True or False: The Battle of Britain was the first time Germany faced defeat in World War II.  
True.
5. Should all the credit go to British fighter pilots for winning the Battle of Britain?  
No. More than 11 countries participated.
6. How important was technology in helping the RAF win the Battle of Britain?  
Very important because of the planes and RADAR.
7. How many Canadian groundcrew and aircrew were involved in the Battle of Britain?  
More than 400.
8. How many Canadians died during the battle?  
23.

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## BRITISH COMMONWEALTH AIR TRAINING PLAN (BCATP)

**OBJECTIVE:** This activity is designed to familiarize the cadets with the British Commonwealth Air Training Plan.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Research local airports and see if any in the area can trace their history back to the plan. If so, share the information with the cadets.
3. Photocopy the Canada Remembers the British Commonwealth Air Training Plan handout, located at Appendix 1, for each cadet.
4. Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

### ACTIVITY INSTRUCTIONS:



This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Distribute and have the cadets read the Canada Remembers the British Commonwealth Air Training Plan handout. As they read, have the cadets mark an asterisk (\*) next to the information they feel is most important and a question mark next to the information they would like to learn more about.
2. Divide the cadets into two teams.
3. Read a question to the teams and give them an opportunity to answer.
4. If the team answers correctly, award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
5. Continue until all the questions have been answered or time runs out.

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# CANADA REMEMBERS

## THE BRITISH COMMONWEALTH AIR TRAINING PLAN

Photo: DND/ICAF PL 2738

### INTRODUCTION

When the Second World War broke out in 1939, Canada was an ocean away from the scene of the fighting in Europe. But geographical distance did not mean that Canada would not play an important role in the struggle to restore peace.

One of the first and most important contributions our country would make to the war effort would be the British Commonwealth Air Training Plan (BCATP). Under a deal signed in 1939, Canada agreed to provide facilities and training for airmen from every part of the Commonwealth. Canada was ideally suited for this program because our country was far from most of the active fighting and had lots of wide-open spaces and good flying conditions.

### "THE AERODROME OF DEMOCRACY"

The BCATP was an enormous undertaking. In 1939, the Royal Canadian Air Force (RCAF) had only 4,000 personnel, less than a dozen airports of its own and training facilities for only 400 ground crew per year. Now the RCAF was expected to train thousands. It had to recruit instructors, build air bases, acquire aircraft and develop training schools for different specialities. By war's end, there were 151 training schools and every province had BCATP installations. Canada was, in U.S. President Roosevelt's words, "the aerodrome of democracy".

- During the time of its operation, the BCATP employed 3,540 aircraft, 33,000 air force personnel, and 6,000 civilian employees.
- The government built 7,000 hangars, barracks and drill halls for the air bases and training schools.

- Most training schools had three runways, each 100 feet wide and 2,500 feet long. Enough concrete was used in creating the runways for all the BCATP air bases to build a 20-foot wide highway from Ottawa to Vancouver.
- Under the original agreement to establish the BCATP, Britain was to pay \$218 million, Canada \$313 million, Australia \$97 million and New Zealand \$21 million. Costs, however, escalated far beyond the 1939 estimates. In the end, Canada paid \$1.6 billion of the total cost of \$2.2 billion. In terms of today's money, that meant that each taxpayer living in Canada ended up contributing more than \$3,000 just to pay for the BCATP.

### RIGOROUS TRAINING

Training in the BCATP was challenging and rigorous. Pilots, wireless operators, air gunners, air observers and flight engineers went through months of training at specialized schools.

- The pilot training was the longest and most difficult. From Initial Training School, they went to Elementary Flying Training School, where they got their first chance to fly, followed by Service Flying Training Schools where they were separated into fighter and bomber pilots. From there they went into Advanced Flying and Operational Training Units before going overseas.
- Of the Canadians trained in the BCATP, 25,747 would become pilots; 12,855 navigators; 6,659 air bombers; 12,744 wireless operators; 12,917 air gunners; and 1,913 flight engineers.
- The risks and sacrifices of those serving their country during the Second World War were not limited to

those who were engaged in active fighting. Training could be hazardous, as demonstrated by the 856 trainees who died in crashes during BCATP's five years of operation. As high as these figures may seem, it was to the credit of the plan that, by 1944, only one fatal accident was being recorded for each 22,388 hours of flying time.

### EVERYONE PITCHES IN

Civilians played an important role in the BCATP, providing instructors for training schools and community support for airmen who were far away from home.

- Bush and commercial pilots joined as instructors, working side-by-side with military personnel.
- In the beginning, the government entrusted Canadian flying clubs with the organization and operation of the Elementary Flying Training Schools. Many of their members had served in the First World War and provided an immediate source of skilled manpower.
- Civilian instructors in Elementary Flying Training Schools emphasized safety, working under the maxim "There are old pilots and bold pilots; there are no old, bold pilots."
- Some flying clubs paid for the entire cost of a training school using private funds or community donations. In Vancouver, citizens paid for 14 training aircraft out of their own pockets.
- Women's organization ran canteens, sports organizations supplied athletic equipment and service clubs provided items like pianos for barracks halls.

- Many people invited trainees into their own homes for meals as a patriotic gesture and as a part of their personal involvement in the war effort.

### AN OUTSTANDING SUCCESS

The BCATP was an outstanding success. By the end of the war, it had graduated 131,533 pilots, observers, flight engineers and other aircrew for the air forces of Canada, Britain, Australia and New Zealand. While over half the BCATP graduates came from the North American continent, the plan trained personnel from all over the world including about 2,000 French, 900 Czechoslovakians, 680 Norwegians, 450 Poles and about the same number of Belgians and Dutch.

- 72,835 graduates joined the Royal Canadian Air Force
- 42,110 graduates joined the Royal Air Force
- 9,606 joined the Royal Australian Air Force
- 7,002 joined the Royal New Zealand Air Force

### THE LEGACY

Knowing about our country's military history helps us to understand the Canada in which we live today and how we can build our future together. The British Commonwealth Air Training Plan helped create a legacy in Canada that continues to this day, demonstrating that our future is indeed built on our past. To learn more about Canada's role in the Second World War, please visit the Veterans Affairs Canada Web site at: [www.vac-acc.gc.ca](http://www.vac-acc.gc.ca) or call 1-877-604-8469 to obtain information on available publications.

Photo: Canadian Forces Pt. 807



## **CANADA REMEMBERS THE BRITISH COMMONWEALTH AIR TRAINING PLAN (BCATP) QUESTIONS AND ANSWERS**

1. Why was Canada ideally suited for the BCATP?  
It was far from most of the fighting and had lots of wide-open spaces and good flying conditions.
2. How much was the total cost of the plan to Canadians?  
Total cost was 2.2 billion dollars.
3. What type of training was done at the specialized schools?  
Pilot, wireless operator, air gunner, air observers and flight engineer.
4. How many pilots, observers, flight engineers and other aircrew graduated through the BCATP?  
131,533.
5. How do you think communities benefitted from the BCATP?  
Employment for community members, economic benefits, facilities that were built for those attending the schools could be used by the community members following the war.
6. What was the lasting effect of the BCATP?  
New airports or upgrades to existing airports and communities expanding around the new airports.
7. In your own words, why do you think it is important to know about Canada's military history?

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## ROLES OF THE CANADIAN ARMED FORCES (CAF)

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with the roles of the CAF.

**TIME:** 30 min

**TRAINING LEVELS:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Photocopy the Fact Sheets, located at Appendices 1–3, for each cadet.
- Gather the required resources:
  - Paper, and
  - Markers / pencil crayons.

For the purpose of this activity, there will be two sets of groups formed (as described in the activity instructions):



- expert groups, and
- jigsaw groups.

Refer to Figure 1 for a visual representation of the format for these groups using five cadets per jigsaw group.

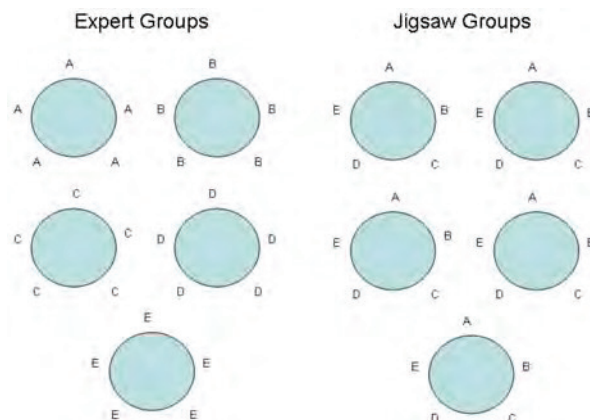


Figure 1 Format of Jigsaw Activity Groups

**ACTIVITY INSTRUCTIONS:**

1. Explain the following to the cadets:
  - (a) They will be participating in a jigsaw activity about roles of the CAF.
  - (b) A jigsaw structure allows each cadet, as a member of a team, to become an "expert" in their part of the assignment. They will interpret the information they receive, both on their own and as a contributing member of a team, and present the information as a response.
  - (c) They will be divided into three expert teams, and each team will be given a Fact Sheet to review. Cadets will become experts on their Fact Sheet.
  - (d) After reviewing their Fact Sheet and preparing a 3–5-minute presentation, cadets will then form jigsaw teams by regrouping with the cadets from the other expert teams so that there is one person from each expert team present in the new jigsaw team.
  - (e) They will then take turns presenting their Fact Sheets.
2. Divide the cadets into three equal expert teams (or six equal jigsaw teams if there are many cadets).
3. Distribute paper, markers / pencil crayons, and a different Fact Sheet to each expert team.
4. Have the cadets review and discuss the fact sheets, and prepare a 3–5-minute presentation highlighting 2–3 key points from their fact sheet. Encourage the cadets to use the markers / pencil crayons and paper to create visual aids to support their presentation.
5. Have the cadets form jigsaw teams by placing one member from each expert team into a new group. There should be three members in each jigsaw team. If it is necessary to have two cadets with the same information in the same jigsaw team, they shall co-present the information.
6. Have each cadet give their 3–5-minute presentation to their jigsaw team.
7. Circulate among the groups and assist the cadets as necessary, offering suggestions and advice for improvement.

## **FACT SHEET - DEFENDING CANADA**

The CAF ensures the security of Canadians and helps to exercise Canada's sovereignty.

They work closely with federal government partners to ensure the constant monitoring of Canada's territory and air and maritime approaches, including in the Arctic. The presence of the CAF in the Arctic helps to establish Canada's sovereignty in that region.

They need to identify threats, and to possess the capacity to address them quickly and effectively.

Delivering excellence at home requires the CAF to:

- Provide surveillance of Canadian territory and air and maritime approaches;
- Maintain search and rescue response capabilities that are able to reach those in distress anywhere in Canada 24 hours a day, 7 days a week; and
- Assist civil authorities in responding to a wide range of threats - from natural disasters to terrorist attacks.

The CAF assists other government departments with:

- over-fishing,
- organized crime,
- drug- and people-smuggling,
- environmental degradation, and
- security for international events, such as the 2010 Vancouver Olympic Games.



Roles of the CAF

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## FACT SHEET - DEFENDING NORTH AMERICA

### A Strong and Reliable Partner

The CAF works with their US counterparts as a partner in the North American Aerospace Defence Command (NORAD). It was created in 1958, and its primary mission is defending North American aerospace and maritime approaches.

The two forces are dedicated to provide assistance to civilian emergency response agencies in the event of a crisis.

The CAF and US military operate some of the same equipment, participate in joint training exercises and exchange personnel.

Some examples of CAF assisting with the defence of North America include:

**OPERATION NOBLE EAGLE.** Operation Noble Eagle began with the mobilization of thousands of National Guard and reserve personnel to perform security missions on military installations, airports and other potential targets such as bridges, power plants, and port facilities. The Canadian NORAD Region (CANR) flew Operation Noble Eagle (ONE) air defence protection missions in the Windsor, Ontario / Detroit, Michigan area on 5 February 2006, in support of Super Bowl XL at Ford Field.

**OPERATION UNISON.** In Operation Unison, the federal government deployed a task force comprising three warships—HMCS ATHABASKAN, HMCS TORONTO and HMCS VILLE DE QUÉBEC—along with the Coast Guard vessel CCGS SIR WILLIAM ALEXANDER, three Sea King helicopters and one BO-105 helicopter after Hurricane Katrina in the United States. The CAF also provided several Griffon helicopters and crews to the New England States at the request of the United States Coast Guard.



Roles of the CAF

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## **FACT SHEET - CONTRIBUTING TO INTERNATIONAL PEACE AND SECURITY**

Providing international leadership is vital for Canada to be a credible player on the world stage. This requires the CAF to have the necessary capabilities to make a meaningful contribution in:

- international operations,
- humanitarian assistance,
- stabilization operations, or
- combat.

Operations will often be conducted in partnership with the United Nations (UN) and the North Atlantic Treaty Organization (NATO). In addition, the CAF will participate, where circumstances dictate, in missions with other members of the international community.

Canada must be prepared to act and provide appropriate resources in support of national interests and international objectives.

### **Projecting Leadership Abroad: Lessons Learned from the Afghanistan Mission**

**The CAF have learned many lessons from their mission in Afghanistan. The mission has reinforced the need to:**

- **maintain combat-capable units;**
- **provide deployed personnel with the right equipment so they can take part, on their own or with allies, in operations - from countering improvised explosive devices, to contributing to reconstruction efforts; and**
- **work closely and develop a strong working relationship with partners.**



Roles of the CAF

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## ROLES OF THE CANADIAN ARMED FORCES (CAF) - DEFENDING CANADA

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with one of the roles of the CAF—defending Canada.

**TIME:** 30 min

**TRAINING LEVELS:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Display Fact Sheet—Defending Canada, located at Annex K, Appendix 1, in a prominent location at the learning station. The fact sheet may be printed on a larger piece of paper to ensure that it can be read by all the cadets.

### ACTIVITY INSTRUCTIONS:

1. Have the cadets read and discuss the fact sheet.
2. Have the cadets develop a skit that demonstrates the CAF's role in defending Canada. The skit should include several aspects of that role. An example of a skit is a news interview with CAF members assisting civilians in a natural disaster.
3. Circulate and assist the cadets as necessary, offering suggestions and advice for improvement.
4. Have the cadets perform their skit.
5. Have the cadets think about one interesting fact they learned about the CAF's role in defending Canada and share their thought with their team.



The cadets may want to perform their skit for other cadets or during the Annual Ceremonial Review.

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## **ROLES OF THE CANADIAN ARMED FORCES (CAF) - DEFENDING NORTH AMERICA**

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with one of the roles of the CAF—defending North America.

**TIME:** 15 min

**TRAINING LEVELS:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This learning station may be assigned an instructor or be self-directed by the cadets.
- Photocopy the Fact Sheet—Defending North America, located at Annex K, Appendix 2, and the Defending North America worksheet, located at Appendix 1 to this annex, for each cadet.
- Review the Defending North America worksheet answer key, located at Appendix 2 to this annex.

**ACTIVITY INSTRUCTIONS:**

1. Have the cadets read the Fact Sheet—Defending North America.
2. Distribute the Defending North America worksheet to each cadet.
3. Divide the cadets into pairs.
4. Have the first cadet ask the second cadet a question on the worksheet. The second cadet will answer the question. The first cadet will make corrections, as required, and praise when complete. Both cadets will copy the answer onto their worksheet.
5. Have the second cadet ask the first cadet a question on the worksheet. The first cadet will answer the question. The second cadet will make corrections, as required, and praise when complete. Both cadets will copy the answer onto their worksheet.
6. Repeat Steps 4 and 5 until the worksheet is complete.

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## **DEFENDING NORTH AMERICA – A STRONG AND RELIABLE PARTNER**

### **WORKSHEET ANSWER KEY**

1. Who does the CAF work with in defending North America?  
*The Armed Forces of the United States of America.*
2. What is NORAD and what is it responsible for?  
*North American Aerospace Defense Command (NORAD) is responsible for defending North American airspace and maritime approaches.*
3. What was the name of the operation in support of Super Bowl XL?  
*Operation Noble Eagle.*
4. What was the name of the operation that deployed after Hurricane Katrina?  
*Operation Unison.*
5. How are the CAF and the US forces able to work together?  
*They use some of the same equipment, participate in joint training exercises, and exchange personnel.*

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## **ROLES OF THE CANADIAN ARMED FORCES (CAF) - CONTRIBUTING TO INTERNATIONAL PEACE AND SECURITY**

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with one of the roles of the CAF—defending North America.

**TIME:** 15 min

**TRAINING LEVELS:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This learning station may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
  - Fact Sheet—Contributing to International Peace and Security located at Annex K, Appendix 3,
  - Contributing to International Peace and Security Instruction Sheet located at Appendix 1 to this annex,
  - Blank paper, and
  - Coloured pencils / markers.
- Display the Fact Sheet—Contributing to International Peace and Security, located at Annex K, Appendix 3, in a prominent location at the learning station. The fact sheet may be printed on a larger piece of paper to ensure that it can be read by all cadets.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the Contributing to International Peace and Security Instruction Sheet.

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# CONTRIBUTING TO INTERNATIONAL PEACE AND SECURITY INSTRUCTION SHEET

1. Review the Fact Sheet—Contributing to International Peace and Security.
2. Create an image that captures key points from the fact sheet. The image should be a visual representation of the CAF's role in contributing to international peace and security.
3. As a team, post your images as a gallery for other cadets to review.



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## CURRENT CANADIAN ARMED FORCES (CAF)

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the CAF's six core missions.

**TIME:** 60 min

**TRAINING LEVELS:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Photocopy the Fact Sheets, located at Appendices 1–4, for each cadet.
- Gather the required resources:
  - Paper, and
  - Markers / pencil crayons.



For the purpose of this activity, there will be two sets of groups formed (as described in the activity instructions):

- expert groups, and
- jigsaw groups.

Refer to Figure 1 for a visual representation of the format for these groups when using five cadets per jigsaw group.

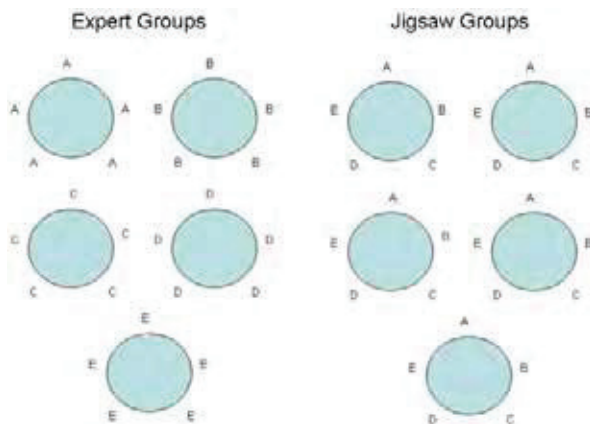


Figure 1 Format of Jigsaw Activity Groups

**ACTIVITY INSTRUCTIONS:**

1. Explain the following to the cadets:
  - (a) They will be participating in a jigsaw activity about the six core missions of the CAF. The missions are:
    - (1) defend Canada's Arctic Territories and protect Canadian airspace,
    - (2) support international events held in Canada,

- (3) respond to a major terrorist attack,
  - (4) support civilian authorities,
  - (5) conduct major international operations, and
  - (6) provide rapid international deployment.
- (b) A jigsaw structure allows each cadet, as a member of a team, to become an "expert" in their part of the assignment. They will interpret the information they receive, both on their own and as a contributing member of a team, and present the information as a response.
  - (c) Although there are six missions, some of been combined so the cadets will be divided into four expert teams, and each team will be given a fact sheet to review. Cadets will become experts on their Fact Sheet.
  - (d) After reviewing their Fact Sheet and preparing a 3–5 minute presentation, cadets will then form jigsaw teams by regrouping with the cadets from the other expert teams so that there is one person from each expert team present in the new jigsaw team.
  - (e) They will then take turns presenting their Fact Sheets.
2. Divide the cadets into four equal expert teams.
  3. Distribute paper, markers / pencil crayons, and a different Fact Sheet to each expert team.
  4. Have the cadets review and discuss the fact sheets, and prepare a 3–5 minute presentation highlighting 2–3 key points from their fact sheet. Encourage the cadets to use the markers / pencil crayons and paper to create visual aids to support their presentation.
  5. Have the cadets form jigsaw teams by placing one member from each expert team into a new group. There should be four members in each group. If it is necessary to have two cadets with the same information in the same jigsaw team, they shall co-present the information.
  6. Have each cadet give their 3–5 minute presentation to their jigsaw team.
  7. Circulate among the groups and assist the cadets as necessary, offering suggestions and advice for improvement.

## DEFEND CANADA'S ARCTIC TERRITORIES AND PROTECT CANADIAN AIRSPACE



Canadian Forces Station (CFS) Alert is the most northerly, permanently inhabited location in the world, located only 817 kilometres from the geographic North Pole.



Canada is an Arctic nation with 40% of our landmass in the territories, 162,000 kilometres of Arctic coastline and 25% of the global Arctic. The Government is firmly exercising our sovereignty over our Arctic lands and waters – sovereignty that is long-standing, well-established and based on historic title, international law and the presence of Inuit and other Aboriginal peoples for thousands of years.

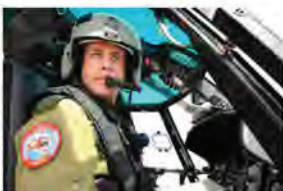
Conducted since 2007, Operation NANOOK is a joint Royal Canadian Navy, Canadian Army, Royal Canadian Air Force and Special Forces operation, which works with other federal departments and provincial, territorial, regional and international partners, in order to provide a visible presence in the Arctic and demonstrate Canada's ability to respond to emergency situations in the region.

Joint Task Force North (JTFN) is one of six regional joint task forces located across Canada to conduct continental operations by the CAF. They conduct three major sovereignty operations: *NANOOK*, *NUNAKPUT* and *NUNALIVUT*. These operations, which combine patrols with large-scale security exercises, are conducted as opportunities for the CAF to work closely with municipal, territorial and federal-level mission partners across the Arctic.

### North American Aerospace Defense Command (NORAD)



NORAD is a Canada and United States joint organization. It is in charge of the aerospace over North America. Most children in North America have grown up with NORAD since it is this organization that tracks Santa's progress around the world.



#### NORAD Missions

In close collaboration with homeland defense, security, and law enforcement partners, prevent air attacks against North America, safeguard the sovereign airspaces of the United States and Canada by responding to unknown, unwanted, and unauthorized air activity approaching and operating within these airspaces, and provide aerospace and maritime warning for North America.

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## SUPPORT INTERNATIONAL EVENTS HELD IN CANADA /

### RESPOND TO A MAJOR TERRORIST ATTACK



The RCMP established the V2010 ISU in 2003, uniting law enforcement and the CAF. They were responsible for planning and conducting security operations in support of the 2010 Olympic and Paralympic Winter Games. This included but not limited to: venue security; marine & aviation security; transportation & traffic incident management; physical security; accreditation screening and verification and protective policing.

4500 CAF personnel assisted at the Vancouver Olympics. It was called *Op Podium*.



In 2010, the CAF assisted the RCMP and their law enforcement partners to ensure the safety and security of G-8 and G-20 summit participants and all Canadians. It was one of the largest security events ever held in Canada. CAF personnel were engaged in patrolling, observing and executing security functions in and around the Lester B. Pearson International Airport and the Huntsville area. Canada's Air Force flew surveillance missions, provide early warning detection and air transport in conjunction with their customary NORAD duties. The Royal Canadian Navy provided port security and dive teams while the Canadian Army maintained surveillance, and patrolled and observation posts at the airport and in the Huntsville area.



*Operation APOLLO* was Canada's military contribution to the international campaign against terrorism from October 2001 to October 2003.

Combined Maritime Forces (CMF) was formed in February 2002 and is responsible for coordinating and leading naval participation in the international campaign against terrorism. In 2008, its mandate expanded to include counter-piracy in response to the rising incidence of attacks on merchant shipping.

CMF has three operational flotillas:

- Canadian Task Force (CTF) -150, responsible for maritime security and counter-terrorism;
- CTF-151, responsible for counter-piracy; and
- CTF-152, responsible for security and cooperation in the Persian Gulf.

A task force is a temporary grouping of units under one commander, formed for the purpose of carrying out a specific operation or mission.

Canada has a Special Operations Forces that send troops anywhere in the world quickly.

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## SUPPORT CIVILIAN AUTHORITIES



CAF members help when fires, floods and storms threaten Canadians at home.

*Op LOTUS(E) 1-11* was the CAF response to the floods in Montérégie region in Quebec. Severe flooding and heavy rains forced about 1,800 people from their homes. Over 650 CAF personnel were deployed to the region.

Previous flood operations that the CAF helped were:

- 1996 – Saguenay
- 1997 – Red River flood in Manitoba
- 2008 – James Bay, ON (1001 people evacuated)
- 2008 – Saint John River valley flood

In June 2013, CAF personnel and aircraft were deployed to facilities in Southern Alberta. RCAF aircraft and crews deployed to airfields throughout the province and assisted civilian authorities in search and rescue and evacuation efforts, including the rescuing of 31 people during the initial evacuation



After a 27-cm snowfall more than a metre of snow had been dumped on the city. That prompted Toronto officials to call for military assistance in clearing roads, to the amusement of Canadians across the country.

Through these and other operations, the CAF offer their unique skills and capabilities to aid Canada and its citizens in times of crisis.

The geographic area of the ice storm in 1997 stretched across Ontario, Quebec, New Brunswick and Nova Scotia.

*Operation LAMA* is the code name for the CAF support to civil authorities for hurricane recovery efforts anywhere in Canada. Under *Op LAMA*, the CAF may provide support to all levels of government – federal, provincial and municipal.

*Operation PALACI* is the CAF assistance to Parks Canada in preventing large avalanches through Rogers Pass, protecting travellers, and clearing the Trans-Canada Highway 1 and CP rail links between British Columbia and the rest of Canada.

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## CONDUCT MAJOR INTERNATIONAL OPERATIONS /

### PROVIDE RAPID INTERNATIONAL DEPLOYMENT



When a Canadian task force deploys beyond Canada's borders and territorial waters, it is usually integrated into a multinational mission led by the North Atlantic Treaty Organization (NATO) or the United Nations (U.N.).

The combat role in Afghanistan ended in 2011 and now *OP ATTENTION* is Canada's participation in the NATO Training Mission-Afghanistan (NTM-A), which delivers training and professional development support to the national security forces of Afghanistan: the Afghan National Army (ANA), the Afghan Air Force (AAF), and the Afghan National Police (ANP).



Operation ARTEMIS is the ongoing CAF participation in maritime security and counter-terrorism operations in the Arabian Sea region.



**Operations typically fit into one or more of the following categories:**

Combat operations (eg, *OP APPOLLO*)  
Regional security operations (**eg**, *OP ARTEMIS*)  
Peace-support **and** stabilization operations (*OP JADE*)  
Training and advisory operations (*OP ATTENTION*)  
Humanitarian operations (*OP HESTIA*)  
Non-combatant evacuation operations (*OP MOBILE*)

*Operation HESTIA* was the Canadian Armed Forces participation in humanitarian operations conducted in response to the catastrophic earthquake that struck Port-au-Prince, Haiti, on 12 January 2010.

*Operation JADE* is Canada's contribution to the United Nations Truce Supervision Organization (UNTSO) in the Middle East. The organization contains military observers who are attached to the peacekeeping forces in an area. This includes the Golan Heights, Lebanon, and Sinai

*Operation MOBILE* was the CAF participation in the international response to the uprising in Libya against the regime of President Moammar Gadhafi.

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## CURRENT CANADIAN ARMED FORCES (CAF)

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with the CAF's six core missions.

**TIME:** 60 min

**TRAINING LEVELS:** 3–4

### PRE-ACTIVITY INSTRUCTIONS:

- This learning station requires an instructor.
- Photocopy the Fact Sheets, located at Annex O, Appendices 1–4.
- Gather the required resources:
  - CAF Video Storyboard template located at Appendix 1,
  - Pens / pencils,
  - Markers, and
  - Video recording devices, if available.

### ACTIVITY INSTRUCTIONS:

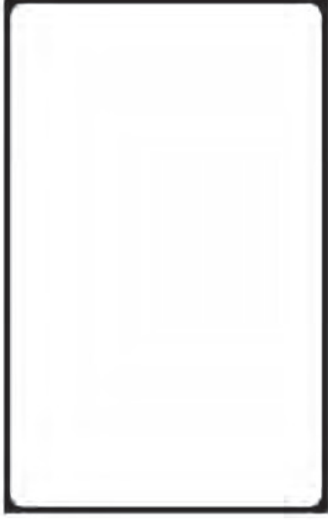
1. Explain the following to the cadets:
  - (a) They will be divided into four groups and given a Fact Sheet describing one of the core missions of the CAF. If there are not enough cadets for four groups each group can be assigned two Fact Sheets or the number of core mission Fact Sheets can be reduced.
  - (b) After reviewing their fact sheet each group they will develop a 30 second commercial promoting one of the CAF core missions and include as many key points from their fact sheet as possible.
  - (c) They will be expected to share their commercial as a live performance or electronically with the other cadets.
2. Arrange the cadets into groups and distribute one fact sheet, the CAF video template and pencils to each group.
3. Allow 5 minutes for the groups to review their fact sheet and become familiar with the information.
4. Give the teams 20 min to brainstorm their own concept for a 30 second commercial and create a basic script / stick figure storyboard using the template provided.
5. If resources allow, have the teams record their videos in addition to creating a storyboard. A variety of devices can be used, such as cell phones, digital cameras, or video cameras.
6. Circulate among the groups and assist the cadets as necessary, offering suggestions and advice for improvement.
7. Give each team 2–3 min to explain their concept and present their storyboard / video to the rest of the teams.
8. The corps / squadron Commanding Officer may authorize the videos to be uploaded to corps / squadron websites / Youtube channels or shown at Annual Ceremonial Reviews, Mess Dinners, etc.

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## CANADIAN ARMED FORCES VIDEO STORYBOARD TEMPLATE

Name of Project: \_\_\_\_\_

Group Members: \_\_\_\_\_



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## CURRENT CANADIAN ARMED FORCES (CAF)

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the CAF's Disaster Assistance Response Team (DART) and Deployed Technical Assistance Laboratory (DTAL).

**TIME:** 30 min

**TRAINING LEVELS:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Photocopy the Providing Assistance Anywhere in the World handout, located at Appendix 1, for each cadet.
- Photocopy the Questions sheet, located at Appendix 2, for each group.
- Photocopy the answer sheet, located at Appendix 3.
- Preview and download the DART video.

### ACTIVITY INSTRUCTIONS:

1. Explain the following to the cadets:
  - (a) In groups, you will have to answer questions either on DART or DTAL, special units of the CAF that respond to emergencies around the world.
  - (b) After answering the questions, you will have to identify 5 facts about your special unit.
  - (c) Each group will share their facts with the other group.
2. Divide the cadets into two groups. One group will learn about DART and the other about DTAL.
3. Distribute a Providing Assistance Anywhere in the World handout and question sheet to each group.
4. Have the groups answer their questions.
5. Circulate among the groups and assist the cadets as necessary. Use the answer sheet to verify that the cadets have answered their questions correctly.
6. Have each group share five facts about their special unit to the other group.
7. Show the cadets the DART video.

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**PROVIDING ASSISTANCE ANYWHERE IN THE WORLD**

**Disaster Assistance Response Team (DART)**

**DART** consists of about 200 CAF staff who can quickly fly into disaster areas around the world.

The primary goal is to provide emergency services, such as drinking water and medical treatment until long-term aid arrives but its missions last no longer than 40 days.

The Canadian government makes the decision to send **DART**, after it receives a request from an individual country or the United Nations.

Almost everything **DART** needs — including over 40 vehicles, 340 tonnes of supplies, 11 tonnes of medical supplies — is stored at CFB Trenton, ready to ship within 48 hours.

**DART's** medical aid station can serve up to 250 outpatients and 10 inpatients a day and its water purification system can produce 50 000 litres of clean drinking water per day as well as chlorinate wells and inspect water supplies.

**DART** has deployed on: Op CENTRAL (Honduras, 1998); Op TORRENT (Turkey, 1999); Op STRUCTURE (Sri Lanka, 2004); Op PLATEAU (Pakistan, 2005); and Op HESTIA (Haiti, 2010).

When the CAF needs to move people, supplies or equipment anywhere in the world fast it uses the huge **CC-177 Globemaster**. With a wingspan of 174 feet (53.04m), a range of 4 025 miles (6 482 km) and a payload of 86 000 pounds / 43 tonnes (39 000 kg) it is ideally suited for the task.

**Deployed Technical Assistance Laboratory (DTAL)**

Through the door of what looks like an ordinary ocean freighter shipping container is a world of high-tech machines and highly trained technicians working to identify terrorists or anyone hoping to harm Canadian soldiers — this is **DTAL**, the Crime Scene Investigators (CSI) of the CAF.

High-tech equipment is illuminated by fluorescent blue lights, and pictures of fingerprints, facial shots and other identifying markers line the walls.

Two fully stocked, highly advanced **DTALs** sit in 11 twenty-foot containers that can be shipped by road, rail, ship and aircraft to anywhere around the world and be operational within 24 hours.

**DTAL** analyzes items such as cell phones, narcotics and improvised explosive devices (IED) looking for facial, retinal and fingerprint images which the **DTAL** team can check against authorized databases and records of known terrorists and illegal groups.

**DTAL** belongs to the Canadian Army but all branches of the CAF work in the lab. **DTAL** supports the entire CAF and other Canadian and international agencies.

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## QUESTIONS

1. What does the acronym DART mean?
2. What does the acronym DTAL mean?
3. What is the name of the airplane used by the CAF to transport huge amounts of supplies and equipment?
4. Where is the DART equipment housed?
5. Where is DTAL housed?
6. Who decides to send DART on a mission?
7. How long is DART's usual mission?
8. How quickly can DART be deployed?
9. How many outpatients can DART's medical aid team see in a day?
10. How many litres of water can DART produce in a day?
11. What lines the walls of the DTAL?
12. What color lights illuminate the DTAL?
13. What does DTAL do with images it finds on the equipment it analyzes?
14. To which branch of the CAF does DTAL belong?
15. Who does DTAL support?

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## ANSWER SHEET

1. What does the acronym DART mean? **Disaster Assistance Response Team**
2. What does the acronym DTAL mean? **Deployed Technical Assistance Laboratory**
3. What is the name of the airplane used by the CAF to transport huge amounts of supplies and equipment?  
**C-17 Globemaster**
4. Where is the DART equipment housed? **CFB Trenton**
5. Where is DTAL housed?  
**Eleven 20 – foot ocean freighter shipping containers**
6. Who decides to send DART on a mission? **The Government of Canada**
7. How long is DART's usual mission? **No longer than 40 days**
8. How quickly can DART be deployed? **48 hours**
9. How many outpatients can DART's medical aid team see in a day? **250**
10. How many litres of water can DART produce in a day? **50 000 litres**
11. What lines the walls of the DTAL?  
**Pictures of fingerprints, facial shots and other identifying markers**
12. What color lights illuminate the DTAL? **Blue fluorescent lights**
13. What does DTAL do with images it finds on the equipment it analyzes?  
**Checks them against authorized databases of known terrorists and groups.**
14. To which branch of the CAF does DTAL belong? **Canadian Army**
15. Who does DTAL support?  
**All branches of the Canadian Armed Forces and other Canadian and international agencies**

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## CANADIAN ARMED FORCES (CAF) CAREERS

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with the types of jobs available in the CAF.

**TIME:** 15 minutes

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- This learning station may be assigned an instructor or be self directed by the cadets.
- Photocopy the Matching Challenge Cards, located at Appendix 1.
- Decide which matching activity strategy will be used.
- Cut out the Matching Challenge Cards so that each page produces four cards: two labelled Occupation Pictures and two Occupation Descriptions.

### ACTIVITY INSTRUCTIONS:

Have the cadets match the Occupation Pictures with the Occupation Descriptions by participating in one of the following activities.



Keep an original copy of the Card Matching Challenge that has not been cut into cards, to verify that the cadets have made a correct match.

**Option A – Simple Match (Large Group).** As a large group, place the cards on the table and have the cadets match the Occupation Pictures with the Occupation Descriptions.

### Option B – Simple Match (Small Groups)

1. Determine the number of small groups and separate the cards into the same number of groups ensuring the corresponding Occupation Picture and Occupation Description are in the same group.
2. Have the cadets place the cards on a table and match the Occupation Pictures with the Occupation Descriptions.

### Option C – Job Fair

1. Separate the cadets into two equal groups. Give the cards containing Occupation Pictures to the cadets in the first group and the cards containing Occupation Descriptions to the cadets in the second group. If there are less than 10 cadets in each group, some cadets may end up with more than one card. Conversely, if there are more than 10 cadets in each group, some cadets may have to work in pairs or groups.
2. Have the cadets in the Occupation Pictures group stand in one spot in the room and call out their occupation (eg, 'Boatswain' or 'I am a Boatswain').
3. Have the cadets in the Occupation Descriptions group read their card and walk around the room 'seeking' the picture of their described occupation.

4. Once the cadets have a match, have them verify their match with their partner then link arms until all cadets match their cards.
5. Have the cadets show their matched cards, reading the occupation name and one or two occupation description points.

**Option 4 - Guess Who?**

1. Display the Occupation Pictures on the wall around the room.
2. Divide the cadets into pairs and give the first partner the Occupation Description. The first cadet should not show or share the information with their partner.
3. Have the second cadet begin by asking the first partner "Can you guess who am I?"
4. Have the first cadet reply by giving the second cadet clues to help them locate the appropriate card on the wall.
5. Have the second cadet begin by saying "You...." followed by small clues (eg, "You work in the field," "You dress in green," "You help people.")
6. Have the cadets stand with linked arms beside their picture when they are done.



The instructor may create Guess Who? board game set(s), similar to the original Hasbro versions.





**MATCHING CHALLENGE CARDS**



**Combat Engineer**

Occupation Description:

- Construct and maintain roads, airfields, heliports, bridges, causeways, rafts, permanent and temporary buildings.
- Provide drinking water by testing, purifying and filtering local supplies and by constructing local distribution systems.
- Detect and dispose of mines and bulk explosives.
- Demolish roads and bridges, and lay minefields to prevent enemy movement.



**Ammunition Technician**

Occupation Description:

- Manage the storage of ammunition.
- Prepare and ship ammunition.
- Maintain static facilities, field and deployed installations.
- Perform safe disposal procedures on explosive ordnances.
- Conduct improvised explosive devices disposal operations.



## Hull Technician

### Occupation Description:

- Maintain and repair ship piping systems, pumping and flooding systems, steam heating and de-icing equipment, and the ship's pollution and sanitation systems.
- Perform arc and oxyacetylene welding.
- Perform carpentry and painting to maintain and repair ship fittings.
- Operate and maintain firefighting and damage repair equipment.
- Calculate ship stability and identify potential problems.



## Maritime Surface and Sub-surface (MARS) Officer

### Occupation Description:

- Act as an Officer of the Watch in Canadian Naval ships.
- Provide expertise in a wide range of activities.
- Direct and conduct strategies, tactics and procedures in the operation of ships, submarines, aircraft, maritime sensors, combat information and weapons systems.
- Provide input into the design, procurement and evaluation of ships or systems.



## Infantry Soldier

### Occupation Description:

- Operate and maintain a wide range of weapons, including rifle, hand-grenades, light, medium and heavy machine-guns, and anti-tank weapons.
- Use sophisticated equipment for field communications, navigation and night-vision surveillance.
- Engage in unarmed combat.
- Employ camouflage and concealment, patrol, assault, defence, and escape-and-evasion tactics.



## Artillery Officer

### Occupation Description:

- Operate and manage field guns, rockets, missile systems and target acquisition systems.
- Become an expert with laser range finders, fire control computers, and communication systems.
- Work with Global Positioning Systems (GPS), surveillance equipment and unmanned aerial vehicles.



## Boatswain

### Occupation Description:

- Operate and maintain shipboard equipment associated with cargo handling, anchors & materiel transfer at sea.
- Operate and navigate small craft.
- Plan, organize and conduct drill and ceremonies.
- Assist and supervise deck crews in maintaining the ship and its equipment including scraping and painting.
- Coordinate watch keeping duties at sea and in harbour.



## Electrical Technician

### Occupation Description:

- Operate and monitor electrical power-generating and distribution equipment.
- Provide electrical maintenance support for all engineering machinery and auxiliary equipment throughout the ship.
- Operate battery chargers, electrical switchboards and metering devices.
- Assist in testing, tuning, repairing, installing and inspecting electrical and electronic equipment systems.



## Pilot

### Occupation Description:

- Conduct flight operations with various RCAF aircraft.
- Plan, communicate, coordinate and execute tactical missions in support of civil authority or military objectives.
- Support humanitarian and disaster relief, and air intercept operations.
- Work with sophisticated technology for precision tactical navigation systems, advanced communication systems, sensor systems, counter-measure systems and weapon delivery systems.



## Air Combat Systems Officer

### Occupation Description:

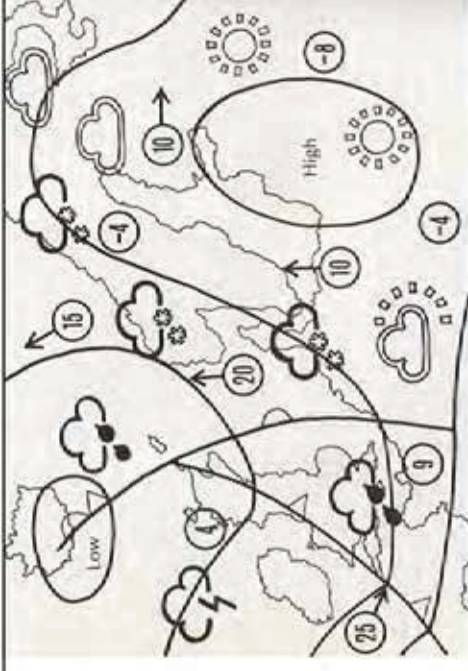
- Conduct search and rescue, anti-submarine operations.
- Perform maritime surface surveillance and targeting.
- Take part in sovereignty and fisheries patrols, counter-narcotics operations.
- Train in electronic warfare and unmanned aerial vehicle operation.



## Aircraft Structures Technician

### Occupation Description:

- Restore or repair defects using unique aircraft fastening hardware metals, composite materials, chemicals, adhesives, paints and textiles.
- Manufacture and install aircraft structural components for prototype projects.
- Manufacture aircraft equipment from base metals using special cutting tools, engine lathe and milling machines.
- Fabricate and repair aircraft structures using various materials.



## Meteorological Technician

### Occupation Description:

- Observe and record surface, marine and upper air weather conditions
- Process, analyze and interpret meteorological information.
- Operate and maintain specialized meteorological instruments and equipment.
- Brief wing, ship and land unit personnel on actual and expected weather conditions.
- Forecast weather conditions.



## Dental Technician

### Occupation Description:

- Perform preventive dentistry procedures and give preventive dentistry instruction.
- Produce dental x-rays and preliminary impressions for study casts.
- Perform clinical dental laboratory procedures.
- Perform preventive maintenance on dental equipment.
- Operate and maintain the Air Transportable Dental System.



## Medical Technician

### Occupation Description:

- Provide initial care for patients.
- Prescribe some medications in accordance with their scope of practice.
- Participate in rescues from crashed vehicles, tanks, ships, aircraft and damaged buildings.
- Collect specimens and perform basic laboratory procedures.
- Perform electrocardiograms and audiograms





## Resource Management Support Clerk

### Occupation Description:

- Control pay and leave documentation.
- Create and distribute letters to other military and civilian groups.
- Human resource administration and services.
- Financial management support services.
- Personnel support services.
- Corporate and general purpose administration.



## Cook

### Occupation Description:

- Operate, clean and maintain food services equipment and facilities.
- Assist in the handling and control of food and non-food supplies.
- Prepare and serve meals that range from cafeteria-style menu items to formal multi-course meals for military and civilian dignitaries.



Occupation Description:

- Construct, repair and maintain buildings for the protection of personnel and equipment
- Produce related structural designs and specifications
- Produce related structural drawings
- Construct field defences
- Harden field structures
- Erect prefabricated structures



Occupation Description:

- Train in advanced armed defence techniques.
- Take part in counter-terrorism operations and armed assistance.
- Render armed assistance in to support Canadian national security.
- Take part in various military operations, which may include, but are not limited to, surveillance, security advice and close personal protection.



## Search and Rescue Technician

### Occupation Description:

- Conduct Search and Rescue operations on the ground, at sea, and in the air.
- Train and use emergency medical care.
- Train and regularly use parachutes.
- Conduct mountain operations.
- Be on standby and respond to emergencies at a moments notice.



## Military Police

### Occupation Description:

- Investigate and report incidents involving military or criminal offenses
- Develop and apply crime prevention measures to protect military communities against criminal acts
- Provide security at selected Canadian embassies around the world.
- Perform other policing duties, such as traffic control, traffic-accident investigation, and emergency response.

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## LIFE IN THE ROYAL CANADIAN NAVY (RCN), ROYAL CANADIAN AIR FORCE (RCAF) OR CANADIAN ARMY

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with life in the RCN, RCAF or Canadian Army.

**TIME:** 15 minutes

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Choose and download one of the videos from [www.forces.ca](http://www.forces.ca) > WHO WE ARE > LIFE IN THE FORCES > Navy, Army, Air Force, Reserve Force, such as:
  - Life in the Royal Canadian Navy (RCN), 9:30 min
  - Life in the Canadian Army, 7:50 min
  - Life in the Royal Canadian Air Force (RCAF), 7:53 min
- Gather the required resources: Multimedia equipment (laptop / projector / speakers).

**ACTIVITY INSTRUCTIONS:**

1. Have the cadets watch one of the videos.
2. Following the video, have a discussion about what the cadets learned from it. Questions can include:
  - (a) Name one thing you learned about life in the RCN / RCAF / Canadian Army?
  - (b) Did you see anything that the RCN / RCAF / Canadian Army do that you do as a cadet?
  - (c) What types of jobs do the RCN / RCAF / Canadian Army do that keep you safe?

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## CONTACT A DEPLOYED CANADIAN ARMED FORCES (CAF) MEMBER

**OBJECTIVE:** The aim of this activity is to have the cadets contact a deployed CAF member.

**TIME:** 30 min

**TRAINING LEVELS:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Visit the Canadian Forces Operations website (<http://www.forces.gc.ca/site/operations/index-eng.asp>) and print off the information regarding the current operations in which CAF personnel are participating.
- Display the operations information in a prominent location at the learning station. It may be printed on a larger piece of paper to ensure that it can be read by all cadets.
- Prepare an envelope / package in which to send the postcards to the deployed member. Refer to the Mail for “Any Canadian Armed Forces Member” handout, located at Appendix 1, for further details.
- Gather the required resources:
  - Operation Information handout,
  - Postcards,
  - Pens / pencils, and
  - Coloured pencils.



Post cards could be simple index cards with corps / squadron crest on the back side.

### ACTIVITY INSTRUCTIONS:

1. Explain the following to the cadets:
  - (a) They will be sending a postcard to a CAF member who is currently deployed on an operation.
  - (b) They are to write a brief paragraph to the CAF member detailing information about the corps / squadron, the cadet's name, and at least one question about the deployed member's current operation. They are not to include any personal information.
  - (c) The postcards will be reviewed to ensure that personal information is not shared and that the content is appropriate.
2. Lead a discussion on the chosen operation, to include:
  - (a) location,
  - (b) culture in the area,
  - (c) perceived challenges CAF members may face, and
  - (d) how the operation ties into Canadian values.
3. Review the Appendix and share the pertinent details with the cadets.

4. Have the cadets write the postcard to the deployed member.
5. Have each cadet share the question they posed for the CAF member.
6. Mail the postcards to the deployed member following the instructions contained in the Mail for “Any Canadian Armed Forces Member” handout.



## **MAIL FOR “ANY CANADIAN ARMED FORCES MEMBER”**

CAF members serving overseas appreciate receiving correspondence from Canadians as well as groups, schools, cadet corps / squadrons and organizations from across Canada.

### **Bulk Mail**

Schools, groups, businesses and associations may send cards and letters bulked in a parcel. The parcel is not to contain any other item other than correspondence. Parcels found to contain items other than correspondence will be returned to the sender at the sender's expense.

### **Addressing**

The Canada Post free letter mail program is not extended to letters / cards addressed to “Any Canadian Armed Forces Member”; all such items will require postage.

Only parcels as described in the “Bulk Mail” section above are acceptable. Parcels addressed to “Any Canadian Armed Forces Member” containing any items other than correspondence will be returned to sender at the sender's expense.

All letters and parcels containing letters / cards are to be addressed to "Any Canadian Armed Forces Member". Please refer to [www.forces.gc.ca](http://www.forces.gc.ca) > WRITE TO THE TROOPS for additional information about mailing addresses. Note that the lines "Rank / Initials / Name" and "Unit / Section" of the operational address are to be replaced with "Any Canadian Armed Forces member".

For example, if writing to Afghanistan, the address should be:

Any Canadian Armed Forces Member  
Op Attention  
Kabul  
PO Box 5140 Stn Forces  
Belleville ON K8N 5W6

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED  
FORCES FAMILIARIZATION**



**SECTION 9**

**EO CX20.01 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES**

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Total Time:

Six sessions (18 periods)

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**