

CHAPTER 9

PO 120 – PARTICIPATE IN CANADIAN FORCES (CF) FAMILIARIZATION ACTIVITIES



ROYAL CANADIAN AIR CADETS

LEVEL ONE

INSTRUCTIONAL GUIDE



SECTION 1

EO M120.01 – DISCUSS THE ROLES OF THE CANADIAN FORCES (CF)

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

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

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material.
- prepare the slips of paper found in Annex A.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the different elements of the Canadian Forces (CF), and the roles assigned to each.

IMPORTANCE

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

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

Time: 5 min

Method: Interactive Lecture

INCEPTION (UNIFICATION 1968)

In 1964, Defence Minister Paul Hellyer tabled a white paper in Parliament, which concluded that a unified command structure – one which amalgamated the Navy, Army and Air Forces – would better serve Canadian interests. Bill C-90 was passed on 7 July and came into force on 1 August 1964.

In May 1967, Bill C-243 passed, completing the process of reorganizing the National Headquarters and commands. Bill C-243 came into force on 1 August 1968. This date marks the inception of today's CF.

DEFINING THE THREE ELEMENTS

While the concept of the CF did not evolve until 1968, Canada has a proud history of military tradition through its Army, Navy, and Air Forces.

AIR FORCE

The Canadian Air Force came into being in the spring of 1918.

The Royal Canadian Air Force received its official designation on 1 April 1924 by King George the V.

Currently the RCAF consists of thirteen wings spread out across Canada.

ARMY

With the departure of the British Military in the fall of 1871, Canada took moderate steps in producing its own forces. The country established two field artillery batteries to protect Quebec and Kingston. Thus the regular Army began its formation.

In 1883, the first Cavalry School Corps (Royal Canadian Dragoons) was established in Quebec City followed by infantry corps (Royal Canadian Regiment) in Fredericton, Saint John and Toronto.

NAVY

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

Currently the Navy consists of two groups:

- MARLANT (Maritime Forces Atlantic); and
- MARPAC (Maritime Forces Pacific).

MISSION AND OBJECTIVES OF THE CF

1. Protecting Canada.
2. Defending North America in cooperation with the United States.
3. Contributing to peace and international security.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Name one of the missions and objectives of the CF.

- Q2. How many wings does the RCAF currently have?
- Q3. In what year did the Royal Canadian Air Force originate?

ANTICIPATED ANSWERS

- A1. Protect Canada, North American defence and contributing to peace and international security.
- A2. 13.
- A3. 1 April 1924.

Teaching Point 2

Explain the Role of Each Element

Time: 10 min

Method: Interactive Lecture/Activity

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

AIR FORCE

- Surveillance and control of Canadian airspace.
- Worldwide airlift of CF personnel and material.
- Support operations of the Army and Navy.
- Support to other government departments.
- Search and rescue.
- Humanitarian operations and emergency response including disaster relief.

ARMY

- National defence.
- Canada/US defence of North America (NORAD).
- Contribution to peacekeeping missions.
- Civil defence.
- Humanitarian operations including disaster relief.

NAVY

- Surveillance and control of Canadian waters.
- Support of Army and Air Force operations.
- Support to other government departments (fisheries, search and rescue, drug enforcement, environment).
- NATO deployments.
- Humanitarian operations including disaster relief (food and medical relief, and personal and technical aid).

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is for the cadets to distinguish between the roles of the Army, Navy and Air Force.

RESOURCES

- Slips of paper found in Annex A.
- Tape.

ACTIVITY LAYOUT

- Cut out the slips of paper found in Annex A.
- Tape the slips of paper with Army, Navy and Air Force spread out on the top of the board.
- Divide the class into three groups.
- Have the slips of paper laid out on a desk at the front of the class.
- Label each group as Army, Navy or Air Force.
- Instruct each group to sift through the slips of paper and find the correct roles for their element and tape them under their heading.
- Continue until all slips have been taped under a heading.
- Confirm the activity by ensuring the slips are under the correct heading.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

Supervise to ensure all cadets are participating in the activity.

Teaching Point 3

Identify CF Wing/Base Locations

Time: 10 min

Method: Interactive Lecture



The instructor can utilize a map of Canada to help identify the different base locations throughout the country. Coloured pushpins will prove beneficial.

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

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

AIR FORCE BASES

- 1 Wing/CFB Kingston (Kingston, Ontario).
- 3 Wing/CFB Bagotville (Alouette, Quebec).
- 4 Wing/CFB Cold Lake (Cold Lake, Alberta).
- 5 Wing/CFB Goose Bay (Happy Valley-Goose Bay, Labrador).
- 8 Wing/CFB Trenton (Trenton, Ontario).
- 9 Wing/CFB Gander (Gander, Newfoundland).
- 12 Wing/CFB Shearwater (Shearwater, Nova Scotia).
- 14 Wing/CFB Greenwood (Greenwood, Nova Scotia).
- 15 Wing/CFB Moose Jaw (Moose Jaw, Saskatchewan).
- 16 Wing/CFB Borden (Borden, Ontario).
- 17 Wing/CFB Winnipeg (Winnipeg, Manitoba).
- 19 Wing/CFB Comox (Lazo, British Columbia).
- 22 Wing/CFB North Bay (North Bay, Ontario).

LAND FORCE BASES

- CFB Borden Training Schools (Borden, Ontario).
- CFB Gagetown (Oromocto, New Brunswick).
- CFB Petawawa (Petawawa, Ontario).
- CFB Valcartier (Valcartier, Quebec).
- CFB Shilo (Shilo, Manitoba).
- CFB Wainwright (Wainwright, Alberta).

MARITIME FORCE BASES

- CFB Halifax/Stadacona (Halifax, Nova Scotia).
- CFB Esquimalt (Victoria, British Columbia).
- CFB Greenwood (Greenwood, Nova Scotia).
- CFB Shearwater (Shearwater, Nova Scotia).

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. In what province would you find CFB Borden: Alberta or Ontario?
- Q2. Where is CFB Gagetown located?
- Q3. What base is located in Victoria, British Columbia?

ANTICIPATED ANSWERS

- A1. Ontario.
- A2. Oromocto, New Brunswick.
- A3. CFB Esquimalt.



The instructor should point out Cadet Summer Training Centres that are located at bases to highlight the way the CF assists the Cadet Program, including:

- 19 Wing/CFB Comox – Regional Gliding School and HMCS Quadra;
- CFB Esquimalt – Albert Head Air Cadet Summer Training Centre;
- 4 Wing/CFB Cold Lake – Cold Lake Air Cadet Summer Training Centre;
- CFB Borden – Blackdown Cadet Summer Training Centre;
- 8 Wing/CFB Trenton – Trenton Air Cadet Summer Training Centre;
- CFB Kingston – HMCS Ontario;
- CFSU (O) Connaught – Connaught Cadet Summer Training Centre;
- CFB Valcartier – CIEC Valcartier;
- 3 Wing/CFB Bagotville – CIEC Bagotville;
- ASU St. Jean – Regional Gliding School;
- CFB Gagetown – Argonaut Army Cadet Summer Training Centre;
- 14 Wing/CFB Greenwood – Greenwood Air Cadet Summer Training Centre; and
- 12 Wing/CFB Shearwater – Regional Sail Centre.

END OF LESSON CONFIRMATION

QUESTIONS

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

ANTICIPATED ANSWERS

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

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

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A3-017 Assistant Deputy Minister (Public Affairs). (12 September 2005). About DND/CF: *Our Mission*. Retrieved 25 May 2006, from http://www.forces.gc.ca/site/about/mission_e.asp.
- A3-018 Air Force Public Affairs. (2004). *Canada's Air Force: Mission and Roles*. Retrieved 25 May 2006, from http://www.airforce.gc.ca/today1_e.asp.
- A3-019 Department of National Defence. (2002). *About MARLANT: History, Facilities, and Role*. Retrieved 25 May 2006, from www.navy.forces.gc.ca/marlant/about/marlant_about_e.asp.
- A3-020 Department of National Defence. (2004). *Maritime Forces Pacific: MARPAC Overview*. Retrieved 25 May 2006, from www.navy.forces.gc.ca/marpac/home/marpac_home_e.asp?category=4.
- C3-040 Department of National Defence. (2004). *Canadian Military History Gateway*, Volume 3. Retrieved 25 May 2006, from http://www.cmg.gc.ca/cmh/en/page_540.asp.
- C3-041 (ISBN 0-9680685-7-X) CDIA. (2004). *The Canadian Defence Almanac*. Ottawa ON: Canadian Defence Industries Association.

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COMMON TRAINING
LEVEL ONE
INSTRUCTIONAL GUIDE



SECTION 2

EO M120.02 – DISCUSS OPPORTUNITIES IN THE CANADIAN FORCES (CF)

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

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

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify career opportunities available in the CF.

IMPORTANCE

Being introduced to the career opportunities in the CF will give the cadets the opportunity to further research areas they may be interested in. As well, it will give them the opportunity to start working towards a career they may be interested in.

Teaching Point 1**Identify Regular Force CF Careers**

Time: 5 min

Method: Interactive Lecture

REGULAR FORCE

The CF is the name of an umbrella organization that covers three elements: the Navy, the Army and the Air Force. Each partner looks after issues that come up in, or on, one of our planet's main environments – the Sea, Land and Air – and some jobs in the forces offer variety. For example, a Navy cook might be employed in an Army unit; or a clerk in the Air Force could sail on a Navy ship.

When a person joins the regular force, they are signing on for several years of service. The CF offers "Terms of Service" of different lengths. The length of service depends on the needs of each occupation and the training time required for that occupation.

NON-COMMISSIONED MEMBERS

The Non-Commissioned Member (NCM) is the backbone of the military. NCMs start out as recruits and are then trained to do specific occupations in the CF. Some are trained as technicians to keep the equipment repaired; some are operators that use specific and complicated electrical and mechanical equipment; and some are users of general equipment. There are 73 NCM occupations available in the CF.

To be eligible to enrol as a NCM, one should have at least grade 10 and be a Canadian citizen. More education is better; a high school diploma is preferred.

OFFICERS

From the first day, officers are trained to be responsible for a group of people. They oversee the sailors, soldiers or air personnel in the conduct of their activities – this could be on a base or on board a ship. There are 32 officer careers in the CF.

The educational requirements to be eligible to apply as an officer are higher than those of the NCM. To be eligible to be an officer you must be a Canadian citizen and either possess the required level of university or enrol under the Regular Officer Training Plan.



Further information can be found supporting this material on the Canadian Forces Recruiting Website or at the nearest recruiting centre.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. How many NCM occupations are available in the CF?
- Q2. What are the education requirements to enrol as an officer in the CF?
- Q3. What grade must one complete to enroll as a NCM?

ANTICIPATED ANSWERS

- A1. 73.
- A2. Canadian citizen and the required level of university.

A3. Grade 10.

Teaching Point 2**Identify Part-time/Reserve Force CF Careers**

Time: 5 min

Method: Interactive Lecture

PART TIME/RESERVE FORCE

The reserve force offers part-time employment opportunities in the Naval, Army and Air. As a reservist one would support Canada's Regular Force while earning extra income and obtaining new skills.

NAVAL RESERVE

The Naval Reserve is a major component of the Canadian Navy. It has a strength of 4000 reservists who serve as partners with the regular force to safeguard Canada's maritime security. There are currently 24 units (called Naval Reserve Divisions [NRD]) across the country.

Coastal operations, naval cooperation and guidance for shipping and mine countermeasures are three fields in which reservists specialize. Practical training is conducted at sea throughout the year, during the weekends and for extended periods, depending on individual availability.

ARMY RESERVE

The Army Reserve is the part-time component to the Canadian Army and has three roles.

- Existing reserve units are the framework or structure the Army would use to mobilize or expand the Army should the nation ever need to respond to a large crisis in a world war.
- Located in hundreds of communities across Canada, Canadians connect with their Army through the Army Reserve.
- The Army Reserve augments the professional Army by providing soldiers, units or specialists to the Canadian Forces.

AIR RESERVE

The Air Reserve is part of the reserve component of the Canadian Forces and an integral part of the total Air Force. Most Air Force wings, squadrons and units are comprised of both regular and reserve force personnel. Air Reserve flights provide administrative support to the ready pool of reserve operational and support personnel who are employed, primarily on a part-time basis, alongside their regular force counterparts.



Further information can be found supporting this material on the Canadian Forces Recruiting Website or at the nearest recruiting centre.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS**

- Q1. What are the reserve branches of the CF?
- Q2. When is practical training usually completed for the Naval Reserve?

ANTICIPATED ANSWERS

- A1. Naval, Army and Air Reserves.
- A2. Practical training is conducted at sea throughout the year, during the weekends and for extended periods, depending on individual availability.

Teaching Point 3

Identify Civilian CF Careers

Time: 3 min

Method: Interactive Lecture

CIVILIAN CAREERS

Civilian employees of the Department of National Defence work with the CF through their support of military operations, their contributions to the Department's corporate responsibilities and their work at bases and various regional sites.

The civilian workforce consists of a variety of careers and occupations from scientists, analysts, and managers, to operational trades such as dockyard workers, technicians and mechanics. Civilians at the Department are responsible for not only providing advice on policy issues and budget administration, but also for ensuring that our ships, tanks and armoury as well as our mission critical systems are in top condition.



Further information can be found supporting this material can be found on the Canadian Forces Recruiting Website or at the nearest recruiting centre.

CONFIRMATION OF TEACHING POINT 3

QUESTION

- Q1. What are some of the civilian careers available in the CF?

ANTICIPATED ANSWER

- A1. Scientists, analysts, managers, operational trades such as dockyard workers, technicians and mechanics.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What are the three types of careers available in the CF?
- Q2. What are the three branches of the reserves?
- Q3. What are the two types of members in the regular force?

ANTICIPATED ANSWERS

- A1. Regular force, part-time reserve force and civilian.
- A2. Naval, Army and Air.

A3. NCMs and officers.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There will be no formal assessment of this EO.

CLOSING STATEMENT

Being introduced to the careers available in the CF gives the cadets an opportunity to further research areas they may be interested in.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A3-002 *DND/CF: Career Opportunities in National Defence: Part-time Careers (Reserve Force)*. (2006). Retrieved 24 May 06, from http://www.forces.gc.ca/site/careers/parttime_e.asp.
- A3-023 *Air Reserve Structure*. (2004). Retrieved 24 May 2006, from http://www.airforce.forces.ca/air_reserve/organization/organization_e.asp.
- A3-024 *One Army, Two Components*. (2005). Retrieved 24 May 2006, from http://www.arcee.forces.gc.ca/lf/english/11_1.asp.
- A3-025 *What is the Naval Reserve?* (2005). Retrieved 24 May 2006, from http://www.navres.forces.ca/navres/HQ-QG/organisa/estab_e.htm.
- A3-026 *Canadian Forces Recruiting - Civilian Jobs*. (2004). Retrieved 24 May 2006, from http://www.recruiting.forces.ca/engraph/civilian/index_e.aspx.
- A3-027 *DND/CF: Career Opportunities in National Defence: Civilian Careers*. (2006). Retrieved 24 May 2006, from http://www.forces.gc.ca/site/careers/civilian_e.asp.
- A3-028 *Canadian Forces Recruiting: Employer of Choice*. (2005). Retrieved 24 May 2006, from http://www.recruiting.forces.ca/engraph/aboutus/index_e.aspx.

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ROYAL CANADIAN AIR CADETS

LEVEL ONE

INSTRUCTIONAL GUIDE



SECTION 3

EO C120.03 – CONTACT A CF MEMBER ON DEPLOYMENT

Total Time:	90 min
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INTRODUCTION

PRE-LESSON INSTRUCTIONS

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

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- consult the CF Website to obtain contact information for a suitable deployed member.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

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

REVIEW

N/A.

OBJECTIVES

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

IMPORTANCE

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

BACKGROUND KNOWLEDGE



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

ACTIVITY

Time: 30 min



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

OBJECTIVE

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

RESOURCES

- Writing paper.
- Envelopes.
- Pens.
- Computer.
- Any other additional pencils, pens or stationary required.

ACTIVITY LAYOUT

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

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

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

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

ACTIVITY (OPTIONAL)

Time: 30 min

OBJECTIVE

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

RESOURCES

- Supervision (CIC Officer/CI).
- Computer.
- VHS camera.
- DVD camera.
- Tape(s)/disc(s).

ACTIVITY LAYOUT

- The procedure for this activity is basically the same as the above activity, the difference being that it should be conducted as a group activity (three to four persons).

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

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

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

REFLECTION

Time: 15 min

Method: Group Discussion

GROUP DISCUSSION



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

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

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



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

CONCLUSION

REVIEW

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

MAIN TEACHING POINTS

N/A.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main teaching points have been covered. Any main teaching point not brought out during the group discussion shall be inserted during review.

HOMEWORK/READING/PRACTICE

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

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

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

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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

ROLES OF THE CANADIAN FORCES

National defence

✂-----

Canada/US defence of North America (NORAD)

✂-----

Contribution to peacekeeping missions

✂-----

Civil defence

✂-----

Humanitarian operations including disaster relief

✂-----

Surveillance and control of Canadian waters

Support of Army and Air Force operations

Support to other government departments (fisheries, search and rescue, drug enforcement, environment)

NATO deployments

Humanitarian operations including disaster relief (food and medical relief, and personal and technical aid)

Surveillance and control of Canadian airspace



Worldwide airlift of CF personnel and material



Support operations of the Army and Navy



Support to other government departments



Search and rescue



Humanitarian operations including disaster relief

Army



Navy



Air Force