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		

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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.

INTRODUCTION

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.

ACTIVITY

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.

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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
- 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

World War I

World War II

Korean War

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STATEMENTS FOR THE HISTORY OF THE CAF TIMELINE

At this time, the Royal Canadian Navy (RCN) was not yet established.
At this time, the Royal Canadian Air Force (RCAF) was not yet established.
Responding to an imperial plea, Prime Minister Wilfrid Laurier sent a Canadian contingent of about 1 000 Royal Canadian Regiment (RCR) soldiers overseas.
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.
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).
The Germans introduced and widely used poison gas during this war.
The Battle of the Atlantic happened during this war. This battle is commemorated every year on the first Sunday in May.
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.
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.
During this conflict, the Royal Canadian Navy was the first branch of the Canadian Armed Forces to provide aid.
During this combat, pilots officially destroyed at least nine hostile aircraft and damaged eight. They also destroyed several locomotives, railroad cars, and trucks.
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.

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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) 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 1st?

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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KEY WORD SHEET

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KEY WORD SHEET – ANSWER KEY

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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.



10-MX20.01HC1-1

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



10-MX20.01HC2-1

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



10-MX20.01HC3-1

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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 BOARD GAME

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



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Battleship Questions B

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



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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 BOARD GAME

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



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Battletank Questions B

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



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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 BOARD GAME

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



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Battleplane Questions B

Type of plane	Questions & Answers
B17 Flying Fortress (5 squares)	**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?** The British Commonwealth Air Training Plan
AVRO Lancaster (4 squares)	**Toward the end of the Battle of Britain, what was the German Air Force attacking?** They were attacking major cities
Hawker Hurricane (3 squares)	**How many Canadian pilots lost their lives in this battle?** 23 Canadian pilots
Mustang (3 squares)	**What was the name of the German Air Force?** Luftwaffe
Spitfire (2 squares)	**Who wanted to invade Britain?** The Germans



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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

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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.

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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).

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

More than 1,600.

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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:

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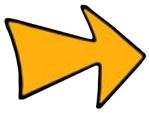
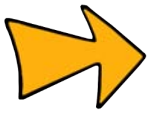
WORLD WAR I – THE BATTLE OF VIMY RIDGE
QUESTIONS AND ANSWERS

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



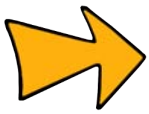
World War I started in July 1914 and ended 11 November 1918.

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



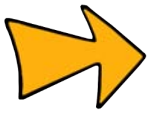
World War I began when Germany invaded France and Belgium.

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



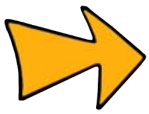
The German Sixth Army was responsible for defending the Vimy Ridge portion of the Western Front.

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.

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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 solider in exactly what 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.

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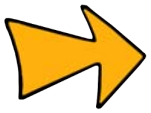
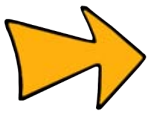


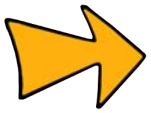
In the period leading up to the Battle of Vimy Ridge, the Canadian Corps engaged in the practice of trench raiding. Trench raiding was small scale attacks on enemy positions usually made at night.

12. On April 2nd, 1917 until the beginning of the offensive on April 9th 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.



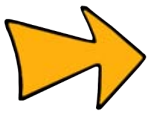
Phase 1 of the artillery bombardment started on March 20th, 1917 with half of the 983 guns systematically targeting German strong points, trenches and batteries while paying specific attention to clearing barbed wire. The targets and intensity of the barrage was purposely varied to confuse the Germans. On April 2nd, 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 9th, 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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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 asterix (*) 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 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 asterix (*) 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 (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 HK-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.

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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.

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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

A.	Ask your partner the first question. When your partner has answered indicate if they are correct. Correct or praise as appropriate. Copy the answer onto the worksheet.
B.	Have your partner ask you the next question. When you answer, have them indicate if you are correct. Copy the answer onto the worksheet.
C.	Repeat Steps A and B until the worksheet is complete.

1. Who does the CAF work with in defending North America?

2. What is NORAD and what is it responsible for?

3. What was the name of the operation in support of Super Bowl XL?

4. What was the name of the operation that deployed after Hurricane Katrina?

5. How are the CAF and the US forces able to work together?

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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 HO-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:
      (a) defend Canada's Arctic Territories and protect Canadian airspace,
      (b) support international events held in Canada,
      (c) respond to a major terrorist attack,
      (d) support civilian authorities,
      (e) conduct major international operations, and
      (f) 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.

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(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.

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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

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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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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.

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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.

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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> 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.

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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.

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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 > 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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