



**COMMON TRAINING  
PROFICIENCY LEVEL FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M408.01 – DISCUSS COMMANDING A FLIGHT ON PARADE**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy CATO 55-04, *Air Cadet Dress Regulations*, for every three cadets, for reference during the group discussion.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge and opinions about commanding a flight on parade. Sharing in the discussion encourages the cadets to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

**INTRODUCTION**

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have discussed commanding a flight on parade.

**IMPORTANCE**

It is important for cadets to discuss commanding a flight on parade in a professional and confident manner as their performance can positively influence the cadets within the flight. It is important to be aware of the key attributes required to successfully command a flight while on the parade square, such as maintaining a high standard of appearance, presence and bearing.

---

**Teaching Point 1****Discuss commanding a flight on parade.**

Time: 25 min

Method: Group Discussion

---

---

**BACKGROUND KNOWLEDGE**

---



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



Proficiency Level Four cadets will be given opportunities to fill various parade appointments (eg, Flight Commander, Flight Sergeant). The term team leader has been used throughout this EO to encompass any position.

**COMMANDING A FLIGHT ON PARADE**

The aim of drill is to contribute to the operational effectiveness of the Cadet Program. This aim can be achieved by ensuring cadets march and manoeuvre on the parade square as one unit and by promoting discipline, alertness, precision, pride and the cohesion necessary for success.

**Communicating Effectively**

As the team leader, there will be various occasions when effective communication will be required, such as when:

- communicating drill commands; and
- speaking to the flight, in a more informal method.

When speaking to cadets in a flight, clear and positive communication is necessary to aid in achieving the aim of drill. Profanity, personal sarcasm or negative comments shall never be used.

When calling drill commands, the team leader must develop and use a vocabulary of short, concise words to impress on the flight that the movement must be performed smartly. When communicating or referring to drill commands and movements, words to use could include:

- sharp,
- crack,
- drive,
- seize, and
- grasp.

Sharp drill movements are dependent on the words of command being properly delivered. Words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.



When correcting errors, the team leader is to address the cadet in a positive tone. The most effective way to correct errors is to explain and demonstrate the correct method and then have the cadet(s) complete the movement(s) the correct way while being observed. This allows the cadet to learn from their error(s).

### **Executing Sharp Personal Drill**

Team leaders must execute all drill movements confidently, correctly and smartly. The characteristics of drill are efficiency, precision and dignity and these qualities are developed through self-discipline and practice.

Team leaders who display constant proficiency in drill are recognized throughout the Cadet Program as highly trained, well-disciplined and professional. Well executed drill develops individual pride, mental alertness, precision and esprit-de-corps. It also sets the standard for the completion of parades and builds a sense of confidence between the team leader and cadet that is essential to high morale.

### **Maintaining Dress IAW Dress Instructions**

Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

Dress instructions help ensure a positive image and a high standard of dress are consistent among all cadets when in uniform. Showcasing a high standard of personal dress, appearance and grooming will aid in exhibiting confidence and reflect that the team leader has knowledge of the dress instructions.



Refer to CATO 55-04, *Air Cadet Dress Regulations* for further information on dress standards.

### **Exhibiting a Positive Attitude**

Team leaders should always exhibit a positive attitude toward the members of the flight while on the parade square because a positive attitude will encourage the cadets to want to follow the example set by the team leader.

The positive attitude taught and developed on and off the parade square must be maintained by the team leader at all times.

### **Conducting Oneself in an Appropriate Manner**

As the team leaders are expected to set the example for the flight, it is important to project an image of discipline and self-control.

Chewing gum, slouching, sauntering, placing hands in pockets and similar deportment that detracts from a proud and orderly appearance are unacceptable for team leaders.



The appearance, presence and bearing of the team leader must be of the highest standard since this example may be imitated by the cadets within the flight.

---

## GROUP DISCUSSION

---



### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

### SUGGESTED QUESTIONS:

- Q1. What attributes do you expect from a person when they are commanding a flight? Why?
- Q2. As a member of a flight, what were some of the positive attributes that you noticed / remember about your team leader they were on the parade square?
- Q3. What are some leadership competencies you have noticed in the past as a member of a flight? What competencies should you exhibit when commanding a flight on parade?
- Q4. Have you ever commanded a flight on parade? If so, what did you learn from this experience(s)? What went well when you commanded a flight on parade? What did not go well when you commanded a flight on parade?
- Q5. Why is it important to communicate effectively to the cadets within the flight when commanding a flight on parade?
- Q6. Why is it important to exhibit a positive attitude when commanding a flight on parade?
- Q7. As a team leader it is important to maintain a positive attitude and a high standard of dress? Why?



Write the mentioned / discussed topics on a flip chart and display them for the cadets so they can refer to them.



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



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

---

### **CONFIRMATION OF TEACHING POINT 1**

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

---

### **END OF LESSON CONFIRMATION**

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

---

### **CONCLUSION**

---

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

Nil.

#### **METHOD OF EVALUATION**

Nil.

#### **CLOSING STATEMENT**

When assigned to command a flight on parade it is important to conduct oneself with professionalism and confidence. A team leader who portrays a high standard of appearance, presence and bearing positively affects how cadets conduct themselves and respond to orders that are given on the parade square.

#### **INSTRUCTOR NOTES / REMARKS**

Nil.

---

### **REFERENCES**

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

A3-006 CATO 55-04 Director Cadets 3. (2005). *Air cadet dress instructions*. Ottawa, ON: Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING  
PROFICIENCY LEVEL FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M408.02 – IDENTIFY PARADE SEQUENCE**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the parade sequence from A-CR-CCP-801/PF-001, *Proficiency Level One Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade), to distribute during TP 2 to each cadet.

Photocopy the ACR sequence from A-CR-CCP-801/PF-001, *Proficiency Level One Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an ACR Parade) to distribute during TP 3 as a reference for every three cadets.

Review any regional orders regarding conducting ACR parades.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadets to the parade sequences of a parade night and an ACR.

**INTRODUCTION**

**REVIEW**

The review for this lesson is from EO M408.01 (Discuss Commanding a Flight on Parade).

**QUESTIONS:**

- Q1. What are some examples of communicating effectively when commanding a flight on parade?
- Q2. What attributes should a cadet demonstrate when commanding a flight on parade?
- Q3. What are some important aspects of your dress to follow / maintain when commanding a flight on parade?

**ANTICIPATED ANSWERS:**

- A1. When speaking to cadets in a flight, clear and positive communication is necessary to aid in achieving the aim of drill. When commanding a flight on parade, the team leader must develop and use a vocabulary of short, concise words to impress on the flight that the movement must be performed smartly.
- A2. Some of the attributes would include:
- communicating effectively;
  - executing sharp personal drill;
  - maintaining dress IAW dress instructions;
  - exhibiting a positive attitude; and
  - conducting oneself in an appropriate manner.
- A3. Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

**OBJECTIVES**

By the end of this lesson the cadet shall have identified the parade sequence of a parade night and an ACR.

**IMPORTANCE**

It is important for cadets to know the sequence of a parade night's opening and closing parades and an ACR as they will be in placed in a team leader role and will need to know the commands, formations and locations of all members on the parade square. Cadets will be looking to their team leader for guidance during a parade night's opening and closing parades and during an ACR.



**Teaching Point 1****Discuss the roles of parades within the Cadet Program.**

Time: 5 min

Method: Interactive Lecture



This TP is intended to introduce the many parades that may be conducted within the Cadet Program.



Cadet squadrons may have specific traditions that they follow for some of their parades.

**ROLES OF PARADES WITHIN THE CADET PROGRAM**

The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.

**Parade Night**

Cadet squadrons conduct an opening and closing parades most times when they meet for training, as it allows cadets to take attendance, practice drill and inspect uniforms. These parades also provide an excellent opportunity for announcements, presentation of awards and promotions. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.

**ACR**

Each year, cadet squadrons are required to conduct an ACR parade. The ACR parade provides an opportunity for cadet squadrons to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

**Remembrance Day**

Every year on November 11, Canadians gather at memorials from coast to coast to remember those who have lost their lives in war or peacekeeping missions. Cities across Canada host Remembrance Day ceremonies and are usually attended by government officials, veterans, serving military members, police, cadets and the general public. At a Remembrance Day ceremony, cadet squadrons may march in the parade or provide a guard(s) for the cenotaph or memorial.

**Special Ceremonial Parades**

Special ceremonial parades may be conducted throughout the cadet training year. The following is a list of special ceremonial parades that may be conducted:

- Battle of Britain,
- Battle of the Atlantic,
- Ceremony of the Flags,
- Change of Command,
- Drumhead Ceremony,
- Freedom of the City,

- Military Funeral,
- Retreat and Tattoo,
- Sunset Ceremony, and
- Trooping the Colour(s).

Drill demonstrations may be performed during special ceremonial parades. Standard drill movements must be used at all times.



Refer to A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, for further information on special ceremonial parades.

---

## CONFIRMATION OF TEACHING POINT 1

### QUESTIONS:

- Q1. What is the purpose of parades?
- Q2. What two parades are normally conducted on a parade night?
- Q3. Identify some of the special ceremonial parades that may be conducted.

### ANTICIPATED ANSWERS:

- A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.
- A2. Cadet squadrons conduct an opening and closing parades on a parade night.
- A3. The following is a list of special ceremonial parades that can be conducted:
  - Battle of Britain,
  - Battle of the Atlantic,
  - Ceremony of the Flags,
  - Change of Command,
  - Drumhead Ceremony,
  - Freedom of the City,
  - Military Funeral,
  - Retreat and Tattoo,
  - Sunset Ceremony, and
  - Trooping the Colour(s).

**Teaching Point 2****Describe the parade night sequence.**

Time: 10 min

Method: Interactive Lecture



This TP describes the opening and closing parade sequences during a parade night from the view of a team leader commanding a flight on parade.

Distribute to each cadet a copy of the ACR parade sequence located at A-CR-CCP-801/PF-001, *Proficiency Level One Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade).

The parade night sequence that is provided in this TP is one way to conduct the parade. Cadet squadron have some flexibility regarding their own routines.

**PARADE NIGHT SEQUENCE**

It is necessary to know and understand the sequence of the opening and closing parades as a team leader commanding a flight on parade. Team leaders will be required to lead cadets on the parade square through a series of drill commands, formations and movements while effectively communicating.

**Opening Parade**

The sequence for the opening parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the flight will form up for the opening parade.
2. **Roll call.** Attendance is taken by the team leader to determine if cadets are present, excused or absent.
3. **Inspection.** The inspection can be conducted by the team leader, the Cadet Squadron Commander or an officer. In most cases, the team leader conducts the initial inspection of the flight, before the Cadet Squadron Commander or an officer conducts the main squadron inspection.
4. **March past.** This allows the squadron to practice marching for the ACR or any other upcoming parades. As some cadet squadron may not have the required space, a march past may not be possible or is not always required.
5. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.



Cadet squadron may present awards or promotions at the opening parade or the closing parade.

6. **Dismissal.** The dismissal signifies the end of the opening parade and the beginning of the training session(s).

**Closing Parade**

The sequence for the closing parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the flight will form up for the closing parade.
2. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.

3. **Advance in review order.** This allows the squadron to practice the advance in review order for the ACR and any other upcoming parades. As some cadet squadrons may not have the required space, an advance in review order may not be possible or is not always required.



Final compliments to royalty, senior officials and higher military commanders shall be paid after completing the advance in review order.

4. **Dismissal.** The dismissal signifies the end of the closing parade and the end of the training session.



Refer to PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) Annex A, for further information.

---

## CONFIRMATION OF TEACHING POINT 2

### QUESTIONS:

- Q1. How do team leaders lead cadets on parade?  
Q2. What is the sequence for the opening parade?  
Q3. What is the sequence for the closing parade?

### ANTICIPATED ANSWERS:

- A1. Team leaders lead cadets on parade through a series of drill commands, formations and movements while effectively communicating.
- A2. The sequence for the opening parade is as follows:
- form up;
  - roll call;
  - inspection;
  - march past;
  - announcements; and
  - dismissal.
- A3. The sequence for the closing parade is as follows:
- form up;
  - announcements;
  - advance in review order; and
  - dismissal.

**Teaching Point 3****Describe the ACR sequence.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to highlight the ACR sequence from the view of a team leader commanding a flight on parade.

Distribute a copy of the ACR parade sequence located at A-CR-CCP-801/PF-001, *Proficiency Level One Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) to every three cadets. This handout outlines the entire format for an ACR parade sequence.

The ACR format that is provided in this TP is one way to conduct the parade. Cadet squadrons have some flexibility regarding their own routines.

**ACR SEQUENCE**

The ACR parade provides an opportunity for cadet squadron to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

Each year, cadet squadron are required to conduct an ACR parade. The main sections of the parade sequence for the ACR are as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.



Upon completion of the march past, squadrons may choose to mount live demonstrations (eg, drill team, music, etc). The reviewing officer's address normally takes place once the squadron has reformed on the parade square. After dismissal, squadrons may invite guests to visit their various static displays.

**CONFIRMATION OF TEACHING POINT 3****QUESTIONS:**

- Q1. How often are cadet squadrons required to conduct an ACR parade?
- Q2. What is the purpose of an ACR parade?
- Q3. What is the sequence of the ACR parade?

**ANTICIPATED ANSWERS:**

- A1. Each year cadet squadrons are required to conduct an ACR parade.
- A2. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.
- A3. The parade sequence for the ACR is as follows:
- form up;
  - reception of the reviewing officer (RO);
  - inspection by the RO;
  - march past;
  - awards and presentations;
  - advance in review order;
  - departure of the RO; and
  - dismissal.

---

**END OF LESSON CONFIRMATION**

**QUESTIONS:**

- Q1. What is the purpose of parades?
- Q2. What parade do the opening and closing parade sequences follow?
- Q3. What is the purpose of an ACR parade?

**ANTICIPATED ANSWERS:**

- A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.
- A2. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.
- A3. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

---

**CONCLUSION**

---

**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

When placed in a team leader role it is important to remember that cadets will be looking for guidance and knowledge on the parade square. Team leaders will be expected to guide cadets through a parade night and ACR sequence through a series of drill commands, formations and movements.

**INSTRUCTOR NOTES / REMARKS**

Nil.

---

**REFERENCES**

---

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2 (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK





**COMMON TRAINING  
PROFICIENCY LEVEL FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 3**

**EO M408.03 – COMMAND A SQUAD**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy and fold in half (laminates if possible) the Parade Sequence Aide-Mémoire Card located at Attachment A for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of commanding a squad while providing an opportunity for the cadets to practice the skill under supervision.

**INTRODUCTION**

**REVIEW**

The review for this lesson is from EO M408.02 (Identify Parade Sequence).

**QUESTIONS:**

- Q1. What is the sequence for the opening parade?
- Q2. What is the sequence for the closing parade?
- Q3. What is the general sequence of the Annual Ceremonial Review (ACR) parade?

### **ANTICIPATED ANSWERS:**

A1. The sequence for the opening parade is as follows:

- form up;
- roll call;
- inspection;
- march past;
- announcements; and
- dismissal.

A2. The sequence for the closing parade is as follows:

- form up;
- announcements;
- advance in review order; and
- dismissal.

A3. The general parade sequence for the ACR is as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.

### **OBJECTIVES**

By the end of this lesson the cadet shall have commanded a squad.

### **IMPORTANCE**

It is important for cadets to command a squad on parade as they will be placed in a team leader role and will need to know the formations and locations of all members on the parade square. Cadets also need to know how to deliver words of command in a clear and concise manner, with confidence and determination, which will affect how cadets in the squad respond to orders.

**Teaching Point 1****Explain, demonstrate and have the cadets command a squad.**

Time: 25 min

Method: Demonstration and Performance



This TP is intended to demonstrate to the cadet how to command a squad. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of commanding a squad while cadets observe, to include:
  - a. falling in;
  - b. greeting the RO to complete the inspection;
  - c. leading the squad on the march past; and
  - d. falling out.
2. Explain and demonstrate each step required to effectively command a squad while on parade.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two or three groups, if required, for all cadets to command a squad.

This activity shall be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Note: Assistant instructors may be required for demonstration purposes.



Position the cadets around the parade square, as required, so that they can see the movements required to command a squad.



Distribute a copy of the Parade Sequence Aide-Mémoire Card located at Attachment A to each cadet. Cadets may use the card when practicing the skill of commanding a squad.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.

The aim of flight drill is to enable the flight, when it takes its place in the squadron, to carry out any sequence of drill movements that the parade commander orders.



The parade format that is provided in this lesson is one way to conduct the parade. Cadet squadrons have some flexibility, as they may not have the number of cadets required or cadets may have not completed the required training to assume the role of every parade position.

Refer to Annex A of PO 108 (Participate in an Annual Ceremonial Review Parade), for further information on the parade format.



The position of flight sergeant is abbreviated as Flt Sgt.

The rank of Flight Sergeant is abbreviated FSgt.

### **Falling In**

When falling in as a flight sergeant (Flt Sgt), follow the required commands of the squadron warrant officer (Sqn WO) or the deputy parade commander.



If there is no deputy parade commander, the parade commander would complete the required commands and actions.



When assuming the role of a flight commander (Flt Comd), the following additional steps for falling in are to be conducted:

1. The commencement of the promenade begins after the squads have fallen in. The promenade continues until the deputy parade commander or the parade commander is ready to assume command.
2. Flt Comds position themselves five paces in the rear of and centred on the deputy parade commander, at the front of the parade square. Dressing is automatic and Flt Comds are to stand at ease in succession from the right.
3. On the command OFFICERS FALL—IN, by the deputy parade commander, Flt Comds come to attention, turn left and march to their respective squads, approaching their squads from the right flank front (as illustrated in Figure 1).

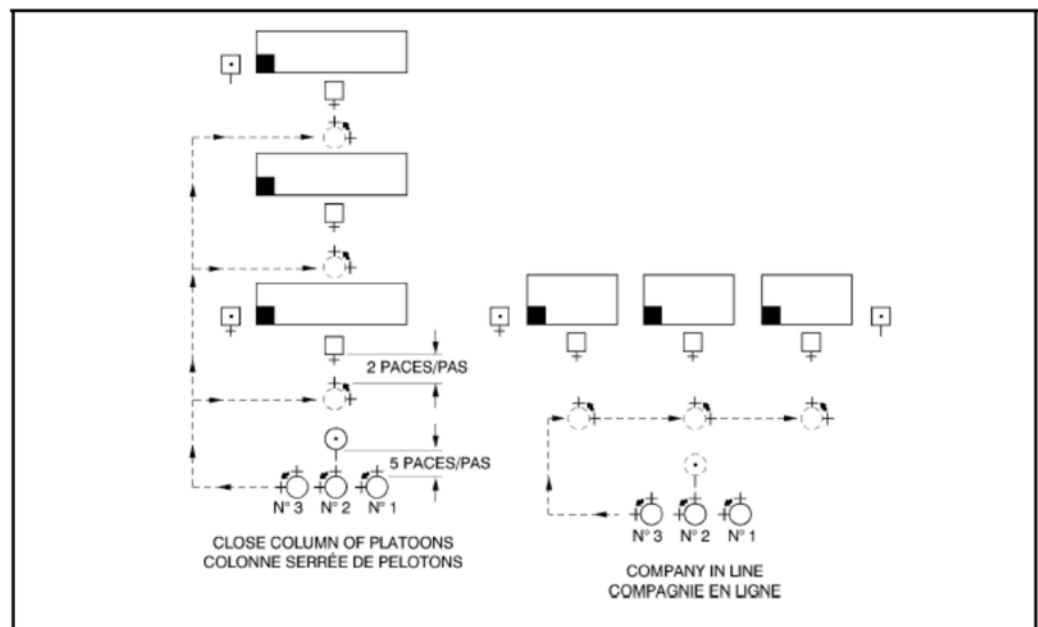


Figure 1 When Officers Fall In

*Note.* From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-3-16), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

4. Flt Comds halt two paces in front of the Flt Sgt, who reports the strength, condition, etc, of the squad. Flt Comds then march forward two paces to take their proper command position after the Flt Sgt has moved to their position behind the squad.

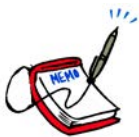


Figure 1 demonstrates the fall-in procedures when a Flt Comd and a Flt Sgt are on parade. Inform the cadets that if no Flt Comd is required to fall in, the Flt Sgt will maintain command of the flight.

Regardless of frontage, when a squad is formed up in line the Flt Comd / Flt Sgt shall be positioned three paces in front and centre of the squad.

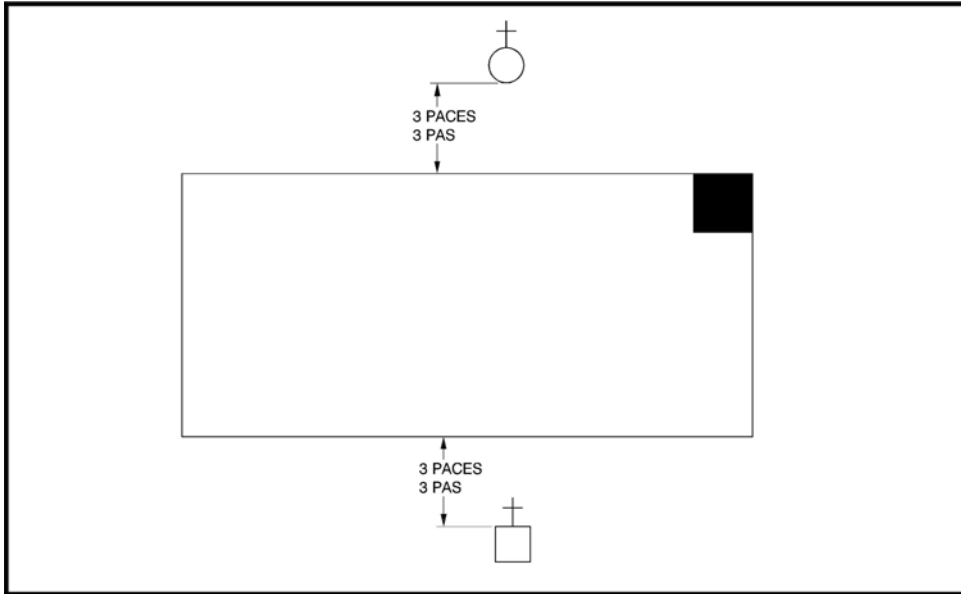


Figure 2 Squad in Line

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-2-2), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.






Figure 2 demonstrates the command positions when a Flt Comd and a Flt Sgt are on parade.

When on parade, each squad follows the same procedures to hand over command. Once the Flt Comd / Flt Sgt are in their new position(s), the command STAND AT—EASE, is given in succession from the front (right). On the executive word of command of the last Flt Comd / Flt Sgt ordering their squad to stand at ease, Flt Comd / Flt Sgts turn about and stand at ease together.



Throughout the parade it is important to remember that words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.

Refer to A-CR-CCP-803/PF-001, *Proficiency Level Three Instructional Guides*, EO M308.02 (Deliver Words of Command), if further information is required on how to deliver proper words of command.



When paying compliments during the parade, all salutes must be acknowledged and conducted in a sharp manner.

### Greeting the RO to Complete the Inspection

Inspections are conducted one squad at a time, normally accompanied by the RO and the reviewing party. The parade commander will give the command NO. 1 SQUAD, STAND FAST, REMAINDER STAND AT—EASE before the inspection begins. The inspection commences with the squad ordered to stand fast.

As the RO approaches, the Flt Comd / Flt Sgt turns right and marches to a position three paces in front of the marker, facing the RO. When the RO approaches, the Flt Comd / Flt Sgt will salute (if required) and report the squad.



The following is an example opening report from the Flt Comd / Flt Sgt to the RO, when the RO approaches the squad for the inspection.

"Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one squad, 25 cadets on parade, ready for your inspection".



If the RO is a local government official, a civilian or a non-commissioned officer (NCO), a salute is not required.

The Flt Comd / Flt Sgt will guide the RO through the front and rear of each rank, commencing at the right flank of the front rank and proceeding in a counter-clockwise direction around each rank in turn. When the RO has completed the inspection, the Flt Comd / Flt Sgt will position themselves behind the rear rank marker, to acknowledge the RO's completion of the squad's inspection, ask permission to carry on and salute (if required).



The following is an example response from Flt Comd / Flt Sgt to the RO, when the RO has completed the inspection of the squad.

"Sir (ma'am), thank you for inspecting number one squad. Permission to carry on?"

Once the RO has begun to move to the next squad, the Flt Comd / Flt Sgt executes a right turn and marches, using a series of wheels, back to their command position facing the squad. When in position the Flt Comd / Flt Sgt shall give the commands CLOSE ORDER—MARCH and STAND AT—EASE. The Flt Comd / Flt Sgt will then turn about to face the front, stand at ease, and await further orders from the parade commander.

As the inspection is being completed, the remaining Flt Comds / Flt Sgts will observe the RO and as the RO inspects the rear rank of the preceding squad, the next Flt Comd / Flt Sgt shall turn about to face their squad, give the command ATTEN—TION and carry out the inspection sequence for their squad.



Inspections are always carried out at the open order.

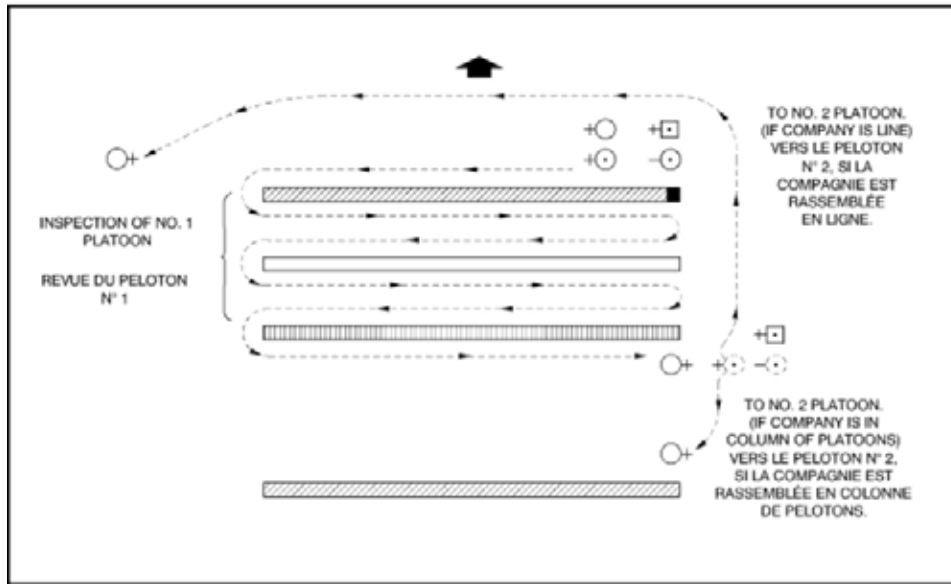


Figure 3 Completing the Inspection

*Note.* From *The Canadian Forces Manual of Drill and Ceremony* (p. 7-3-18), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

### Leading the Squad on the March Past

March pasts may be conducted in column of route or in column of threes, depending on time and space available, level of training and the occasion. The simplest march past is column of route in quick time.

Throughout the march past, when commanded by the parade commander, the Flt Comd / Flt Sgt may be required to give the command EYES—RIGHT and EYES—FRONT to their respective squad.



The commands EYES—RIGHT and EYES—FRONT, will be given on the left foot.



If there are turns on the march past, the Flt Comd / Flt Sgt may be required to give the commands RIGHT—TURN (called on the left foot) and / or LEFT—TURN (called on the right foot), when directed by the parade commander.

At the end of the march past, the command HALT (called on the left foot) may also be required to be given, when directed by the parade commander.

**Column of route.** The Flt Comd / Flt Sgt is two paces in front of the centre single file of the squad. Column of route is the formation most commonly used to move squads on the march.

When halted in this position and given the command to turn, the Flt Comd / Flt Sgt will turn in the appropriate direction, observe the standard pause and march, using a series of wheels, to their appropriate position(s).



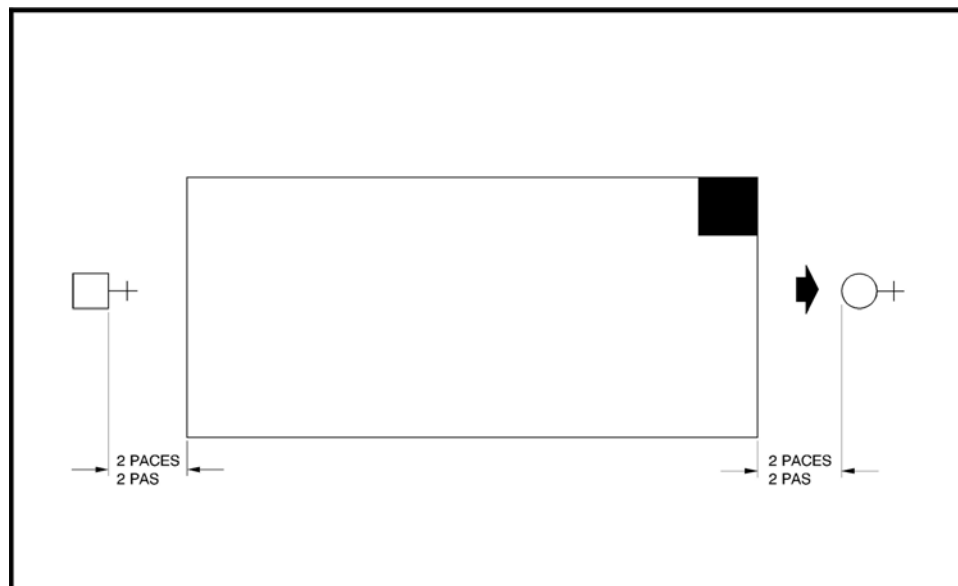


Figure 4 Squad in Column of Route

*Note.* From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-2-4), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.



Figures 4 and 5 demonstrate the command positions when a Flt Comd and a Flt Sgt are on parade for the march past, in column of route. If there is no Flt Comd, the Flt Sgt will command the flight.

**Column of threes.** A squad in column of threes is in the same formation as when in line, but facing a flank. Column of threes is another formation used to move a squad on the march.

When halted in this position and given the command to turn, the Flt Comd / Flt Sgt turn in the appropriate direction and maintain their position(s).

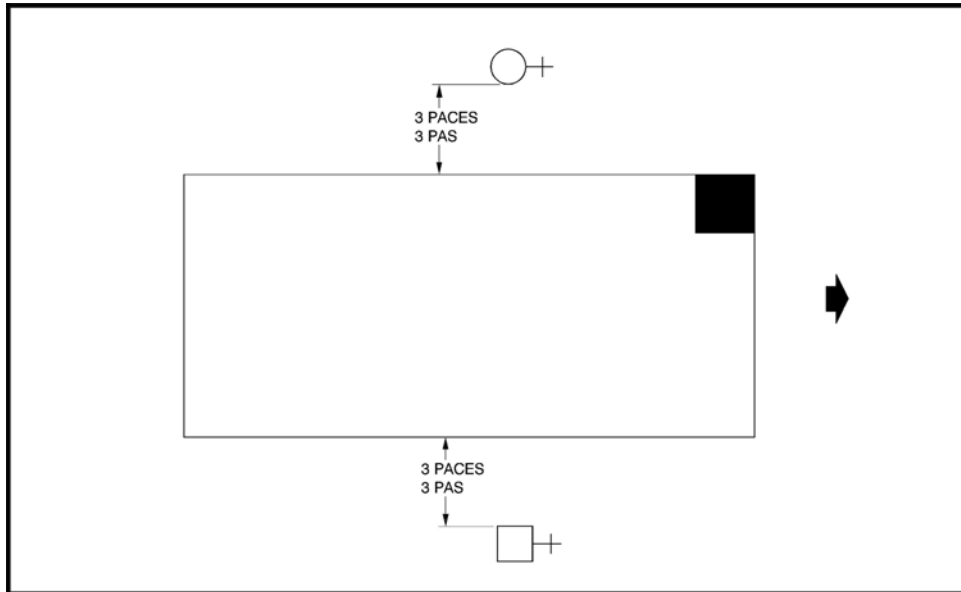


Figure 5 Squad in Column of Threes

*Note.* From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-2-3), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

## Falling Out

When falling out as a Flt Sgt, follow the commands of the Sqn WO or the deputy parade commander.



When assuming the role of a Flt Comd, the following additional steps of falling out are to be conducted:

1. On the command OFFICERS, FALL—OUT, which is given by the parade commander when the parade is at attention, the Flt Comd marches the most direct route and forms up in a line, five paces in front of, centred on and facing, the parade commander, at arm's length interval (without raising the arm), the deputy parade commander on the right.
2. When all Flt Comds are present and in line, the deputy parade commander takes a half pace forward.
3. When ordered by the parade commander to DIS—MISS, the deputy parade commander will step back one half pace. All Flt Comds will observe the standard pause and march straight forward off the parade square, along with the deputy parade commander.

---

## CONFIRMATION OF TEACHING POINT 1

The cadets' commanding a squad will serve as the confirmation of this TP.

---

## END OF LESSON CONFIRMATION

The cadets' commanding a squad will serve as the confirmation of this lesson.

---

**CONCLUSION**

---

**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

This lesson is assessed IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B, 408 PC.

**CLOSING STATEMENT**

Commanding a squad on parade with confidence and determination, will affect how cadets respond to the orders given. Delivering words of command, in a clear and concise manner allows a squad to move as a team in an organized and efficient manner.

**INSTRUCTOR NOTES / REMARKS**

Where there are a large number of cadets, divide the group into two or three squads and rotate the cadets through as commanders.

---

**REFERENCES**

---

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK

## PARADE SEQUENCE AIDE-MÉMOIRE CARD



### PARADE SEQUENCE AIDE-MÉMOIRE CARD

#### FALLING IN

When falling in as a Flt Sgt:

Follow the required commands of the Sqn WO or the deputy parade commander.

When falling in as a Flt Comd:

1. Stand at ease in succession from the right, once in position.
2. On the command to fall in, come to attention, turn left and march to the flight, approaching from the right flank.
3. Halt two paces in front of Flt Sgt.
4. March two paces forward (assume the proper command position) and give the command **STAND AT—EASE**.
5. On the executive word of command of the last flight ordered to stand at ease, turn about and stand at ease.

#### GREETING THE RO TO COMPLETE THE INSPECTION

1. Ensure the flight is at attention. Give the command **ATTEN—TION** (if required).
2. Turn right and move to a position three paces in front of the marker (check RO's position as required).
3. Salute the RO (if required) and report the flight (eg, "Good evening [morning / afternoon] sir [ma'am], Sergeant Jones reporting for number one flight, 25 cadets on parade, ready for your inspection").
4. Guide the RO through the ranks.
5. After the inspection, stand to attention behind the rear rank marker and salute (if required) and respond to the RO (eg, "Sir [ma'am], thank you for inspecting number one flight. Permission to carry on?").
6. Execute a turn and march back to the front of the flight.
7. Give commands **CLOSE ORDER—MARCH** and **STAND AT—EASE** to the flight.
8. Turn about to face front, stand at ease and await further orders from the parade commander.

#### LEADING THE FLIGHT ON THE MARCH PAST

- Execute all commands given by the parade commander, as per the parade sequence.
- Assume the correct command positions throughout the march past.
- Give the commands **LEFT—TURN** (as required), **EYES—RIGHT**, **EYES—FRONT**, **RIGHT—TURN** (as required) and **HALT** (as required), as directed by the parade commander.

#### FALLING OUT

When falling out as a Flt Sgt:

Follow the required commands of the Sqn WO or the deputy parade commander.

When falling out as a Flt Comd:

- On the command to fall out, march the most direct route and form up in position facing the parade commander.
- On the command to dismiss, observe the standard pause and march straight off parade square.

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING  
PROFICIENCY LEVEL FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 4**

**EO M408.04 – INSPECT A CADET ON PARADE**

Total Time:

60 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy CATO 55-04, *Air Cadet Dress Instructions* and the Dress Instructions Activity Worksheet located at Attachment A, for every three cadets.

Photocopy the Dress Instructions Checklist located at Attachment C for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest and confirm comprehension of elemental dress instructions.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill of inspecting a cadet on parade while providing an opportunity for the cadets to practice the skill under supervision.

**INTRODUCTION**

**REVIEW**

The review for this lesson is from EO M408.03 (Command a Squad).

**QUESTIONS:**

- Q1. Regardless of frontage, when a squad is formed up in line, how many paces must the flight commander / flight sergeant be positioned when in front and centre of the squad?
- Q2. What is an example report when the reviewing officer (RO) approaches the squad for the inspection?
- Q3. When commanding the squad as a team leader, what is the team leader responsible for?

**ANTICIPATED ANSWERS:**

- A1. When a squad is formed up in line the flight commander / flight sergeant shall be positioned three paces in front and centre of the squad.
- A2. "Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one squad, 25 cadets on parade, ready for your inspection".
- A3. When commanding a squad, the team leader is responsible for:
- falling in;
  - greeting the RO to complete the inspection;
  - leading the squad on the march past; and
  - falling out.

**OBJECTIVES**

By the end of this lesson the cadet shall be expected to inspect a cadet on parade.

**IMPORTANCE**

It is important for cadets to be able to inspect a cadet on parade as they will be placed in a team leader role and will need to know how to effectively correct errors and evaluate dress, IAW CATO 55-04, *Air Cadet Dress Instructions*. Team leaders must maintain a high standard of appearance and bearing, as cadets will be looking to their team leader for examples, guidance and knowledge when it comes to wearing the elemental cadet uniform.



---

**Teaching Point 1****Conduct an activity where the cadets will, in groups of three, identify the correct way of wearing the cadet uniform.**

Time: 15 min

Method: In-Class Activity

---



Refer to CATO 55-04, *Air Cadet Dress Regulations* for background information. CATOs can be found online at [www.cadets.gc.ca](http://www.cadets.gc.ca).

---

**ACTIVITY****OBJECTIVE**

The objective of this activity is to have the cadets, in groups of three, identify the correct way of wearing the cadet uniform.

**RESOURCES**

- Dress Instructions Activity Worksheet located at Attachment A (one per group),
- CATO 55-04, *Air Cadet Dress Instructions* (one per group),
- Dress Instructions Activity Worksheet Answer Sheet located at Attachment B,
- Tables (one per group),
- Chairs (one per cadet), and
- Pen / pencil (one per group).

**ACTIVITY LAYOUT**

Set up the drill hall or outdoor parade square with tables and chairs for group work, with the required resources for each group to complete their activity worksheet.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into groups of three.
2. Distribute the Dress Instructions Activity Worksheet to each group.
3. Allow each group five minutes to answer the questions on their worksheet.
4. Circulate and assist the cadets as necessary, offering suggestions and advice. Refer to the Dress Instructions Activity Worksheet Answer Sheet, as required.
5. Distribute a copy of CATO 55-04, *Air Cadet Dress Instructions* to each group.
6. Have the cadets, within the group, discuss and confirm their answers from their group activity worksheet.
7. Allow the groups five minutes to check their answers on their worksheet.
8. Review the answers with the class.

## SAFETY

Nil.

---

## CONFIRMATION OF TEACHING POINT 1

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

---

### Teaching Point 2

**Explain, demonstrate and have the cadets perform an individual inspection.**

Time: 35 min

Method: Demonstration and Performance

---



This TP is intended to demonstrate how to perform an individual inspection and to aid the cadets' comprehension of the inspection process as a team leader. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of performing an individual inspection while cadets observe, to include:
  - a. inspecting the front of the cadet from head to toe;
  - b. inspecting the back of the cadet from head to toe; and
  - c. correcting errors verbally, as required.
2. Explain and demonstrate each step required to effectively perform an individual inspection.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two equal groups, if required, for all cadets to assume the role of a team leader inspecting a squad.

Note: Assistant instructors may be employed for demonstration purposes.



This activity will be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Distribute a copy of the Dress Instruction Checklist located at Attachment C to each cadet, as a reference when assuming the role of team leader inspecting a squad.



In this TP, the role of flight commander is referred to as the team leader.

Inspections shall be carried out at the open order. Ranks shall be dressed after the open order, before the inspection and after the close order. The individual performing the inspection will inspect the front and rear of the rank, commencing at the front rank marker and proceeding in a counter-clockwise direction around each rank in turn.

Ranks that are being inspected are in the position of attention and ranks within the same flight that are not being inspected, may be ordered to stand at ease. Similarly, during the inspection of one or more squads, the squads that are not being inspected may be ordered to stand at ease. During an inspection, an individual ordered to adjust clothing or equipment shall do so immediately, maintaining their current position within the ranks. After the adjustment is finished, the position of attention will be resumed.

### **INSPECTING THE FRONT OF A CADET FROM HEAD TO TOE**

Inspecting the front of the cadet shall commence at the head and work down to the feet to determine that the cadet:

- is properly equipped for the parade, with clothing and equipment clean and in good repair;
- is properly dressed, with all clothing, badges, ribbons, etc, worn correctly; and
- has a high standard of personal hygiene and grooming.

### **INSPECTING THE BACK OF A CADET FROM HEAD TO TOE**

Inspecting the back of the cadet is done in the same manner as inspecting the front; commence at the head and work down to the feet. The individual performing the inspection is also checking that the cadet is properly dressed and equipped with a high standard of personal hygiene.

### **CORRECTING ERRORS VERBALLY**

Speak to cadets clearly and positively to ensure maximum learning and understanding of the dress instructions.

When correcting errors, the team leader(s) is to address the cadet in a positive tone. Explain and demonstrate the correct method and have the cadet complete the correction (providing it is a minor correction / adjustment that can be done while the cadet is in ranks). This method will allow the cadet to learn from their error(s).



When correcting errors, never touch the cadet. Either ask permission to touch the cadet's uniform or demonstrate how to correct the error using one's own uniform.

---

### **CONFIRMATION OF TEACHING POINT 2**

The cadets' performance of an individual inspection will serve as the confirmation of this TP.

---

### **END OF LESSON CONFIRMATION**

The cadets' performance of an individual inspection will serve as the confirmation of this lesson.

---

### **CONCLUSION**

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

Nil.

#### **METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

When placed in a team leader role, it is important to remember that cadets will be looking for examples, guidance and knowledge regarding the elemental cadet dress instructions. Team leaders who portray a high standard of appearance and bearing are able to effectively evaluate dress and correct errors in a positive manner.

## **INSTRUCTOR NOTES / REMARKS**

Nil.

---

## **REFERENCES**

---

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

A3-006 CATO 55-04 Director Cadets 3. (2005). *Air cadet dress instructions*. Ottawa, ON: Department of National Defence.

### DRESS INSTRUCTIONS ACTIVITY WORKSHEET

**Instructions:** Circle TRUE or FALSE for each question. After all questions have been answered, read through CATO 55-04, *Air Cadet Dress Instructions*, to confirm the answers.

1.	<b>There are three occasions when cadets are permitted to wear their uniforms.</b> TRUE or FALSE
2.	<b>Cadet medals are worn on the right side of the dress uniform jacket.</b> TRUE or FALSE
3.	<b>Cadets are not authorized to wear makeup while in uniform.</b> TRUE or FALSE
4.	<b>For ceremonial purposes, buttons other than plastic blue buttons distributed with the uniform jacket may be authorized for wear by the CO RCSU.</b> TRUE or FALSE
5.	<b>The double overhand knot is to be used to tie the necktie.</b> TRUE or FALSE
6.	<b>The Supply Officer is to ensure that the cadets are dressed in accordance with the CATOs.</b> TRUE or FALSE
7.	<b>The wedge shall be worn evenly when positioned on the head.</b> TRUE or FALSE
8.	<b>Air Cadets are authorized to wear wedge insignia other than the metal or woven wedge insignia.</b> TRUE or FALSE
9.	<b>The Remembrance Day poppy is to be placed / pinned and centred on the top left pocket flap of the cadet dress jacket.</b> TRUE or FALSE
10.	<b>Civilian backpacks must never be carried or worn while in uniform.</b> TRUE or FALSE
11.	<b>Metal wings or silver and gold braided thread wings may be worn.</b> TRUE or FALSE
12.	<b>The name tag is exactly 7 cm in length.</b> TRUE or FALSE
13.	<b>The wearing of squadron anniversary pins on the air cadet uniform is forbidden.</b> TRUE or FALSE

**14. The belt on the dress uniform jacket shall be adjusted so that the excess of the belt is no more than 6 cm.**

TRUE or FALSE

**15. The length of the trousers should extend to the 3rd eyelet of the parade boot.**

TRUE or FALSE

**DRESS INSTRUCTIONS ACTIVITY WORKSHEET ANSWER SHEET**

**1. There are three occasions when cadets are permitted to wear their uniforms.**

**ANSWER:** TRUE

**PARAGRAPH NUMBER:** 26 (a), (b) and (c)

**FURTHER INFORMATION:** Cadets shall wear their uniform when:

- a. attending training or proceeding to or from a place of training unless directed by the squadron CO;
- b. proceeding to or from a CSTC; and
- c. attending ceremonies or functions at which the wearing of uniform is appropriate and authorized by the cadets squadron or CSTC CO.

**2. Cadet medals are worn on the right side of the dress uniform jacket.**

**ANSWER:** TRUE

**PARAGRAPH NUMBER:** TBD

**FURTHER INFORMATION:** Medals shall be suspended above the right breast pocket of the jacket, immediately above and centred. When two or more medals are awarded, they shall be worn in order of precedence, without interval, with the highest priority medal closest to the centre of the chest. Medals shall hang in one row so that they are fully visible. Should this not be possible because of the number being worn, medals shall be overlapped horizontally, the one with the highest priority showing in full. Normally, five or more medals will require overlapping. The maximum width of the mounting is governed by the physique of the individual. The bar shall not project beyond the arm seam of the jacket once the mounting is centred with the jacket pocket.

**3. Cadets are not authorized to wear makeup while in uniform.**

**ANSWER:** FALSE

**PARAGRAPH NUMBER:** 35

**FURTHER INFORMATION:** Female cadets are authorized to wear a minimal amount of make-up. When in uniform, make-up shall be applied conservatively. This precludes the use of false eyelashes, heavy eyeliner, brightly coloured eye shadow or lipstick, coloured nail polish, and excessive facial make-up.

**4. For ceremonial purposes, buttons other than plastic blue buttons distributed with the uniform jacket may be authorized for wear by the CO RCSU.**

**ANSWER:** FALSE

**PARAGRAPH NUMBER:** 28 (l)

**FURTHER INFORMATION:** Only those plastic blue buttons distributed with the uniform jacket may be worn.

**5. The double overhand knot is to be used to tie the necktie.**

**ANSWER:** FALSE

**PARAGRAPH NUMBER:** 28 (h)

**FURTHER INFORMATION:** The necktie shall be knotted neatly using a Windsor or four-in-hand knot and shall be kept tight.

**6. The Supply Officer is to ensure that the cadets are dressed in accordance with the CATOs.**

**ANSWER:** FALSE

**PARAGRAPH NUMBER:** 2

**FURTHER INFORMATION:** Squadron COs shall ensure that cadets under their command are dressed in accordance with CATO 55-04.

**7. The wedge shall be worn evenly when positioned on the head.**

**ANSWER:** FALSE

**PARAGRAPH NUMBER:** 28 (b)

**FURTHER INFORMATION:** The wedge shall be worn on the right side of the head, lower point of the front crease in the centre of the forehead and with the front edge of the cap 2.5-cm above the right eyebrow.

**8. Air Cadets are authorized to wear wedge insignia other than the metal or woven wedge insignia.**

**ANSWER:** FALSE

**PARAGRAPH NUMBER:** 28 (c)

**FURTHER INFORMATION:** Air Cadets are not authorized to wear other insignia.

**9. The Remembrance Day poppy is to be placed / pinned and centred on the top left pocket flap of the cadet dress jacket.**

**ANSWER:** TRUE

**PARAGRAPH NUMBER:** 51

**FURTHER INFORMATION:** The Remembrance Day poppy is authorized to be worn on all numbered orders of dress of the cadet uniform from the last Friday of October until Remembrance Day (11 November). On the cadet jacket the poppy shall be pinned and centred on the top left pocket flap, or in a similar position on the all-season jacket. When medals are worn, the poppy shall be worn centred just above the medals or if worn, over the pilot wings.

**10. Civilian backpacks must never be carried or worn while in uniform.**

**ANSWER:** FALSE

**PARAGRAPH NUMBER:** 16 (n)

**FURTHER INFORMATION:** Civilian pattern backpack, of conservative appearance, may either be carried in the left hand or worn suspended from both shoulders and square on the back. No item will be suspended from the backpack and straps shall not be left loose.

**11. Metal wings or silver and gold braided thread wings may be worn.**

**ANSWER:** TRUE

**PARAGRAPH NUMBER:** 16 (a) and (b)

**FURTHER INFORMATION:** Metal wings may be obtained from the Air Cadet League (ACL). They may be worn on the short-sleeve shirt only with all orders of dress, except for cadets on courses at CSTCs. Silver and gold braided thread wings may be obtained from the ACL. They are worn only on the jacket in lieu of wings presented upon completion of the Power Pilot or Glider Pilot Scholarship.



**12. The name tag is exactly 7 cm in length.**

**ANSWER:** FALSE

**PARAGRAPH NUMBER:** 16 (c)

**FURTHER INFORMATION:** The name tag shall be detachable, made of blue and white laminated plastic plate, 6.3 cm in length and 1.2 cm in height, inscribed with white lettering 0.6 cm high.

**13. The wearing of squadron anniversary pins on the air cadet uniform is forbidden.**

**ANSWER:** FALSE

**PARAGRAPH NUMBER:** 52

**FURTHER INFORMATION:** Regional Cadet Support Unit (RCSU) CO may authorize the wear of pins that are produced locally, and at no cost to the public, to commemorate the anniversary of a sqn, CSTC or RGS.

**14. The belt on the dress uniform jacket shall be adjusted so that the excess of the belt is no more than 6 cm.**

**ANSWER:** FALSE

**PARAGRAPH NUMBER:** 28 (m)

**FURTHER INFORMATION:** The jacket belt shall be worn so as the excess of the belt, once attached, is on the left side of the buckle. The buckle shall be adjusted so that the excess of the belt on the left side is not more than 8 cm.

**15. The length of the trousers should extend to the 3rd eyelet of the parade boot.**

**ANSWER:** TRUE

**PARAGRAPH NUMBER:** 29 (n)

**FURTHER INFORMATION:** The length of the trousers should extend to the 3rd eyelet of the boot.

THIS PAGE INTENTIONALLY LEFT BLANK

**DRESS INSTRUCTIONS CHECKLIST**

**CADET'S NAME** \_\_\_\_\_ **FLIGHT** \_\_\_\_\_

<b>Uniform Items / Accessories</b>	<b>Check (✓) if Item is Clean / Pressed / Polished</b>	<b>Additional Comments</b>
<b>HEADRESS</b>		
Wedge / Turban and Insignia		
<b>CLOTHES ON THE UPPER BODY</b>		
Badges (proper placement and sewn on correctly)		
Cadet Slip-on or Armlet		
Shirt, Cadet, Short Sleeve		
Turtleneck Sweater		
Uniform Jacket and Belt		
Necktie		
Name Tag		
<b>CLOTHES ON THE LOWER BODY</b>		
Trousers and Belt		
<b>FOOTWEAR</b>		
Parade Boots (with grey wool socks)		
<b>OVERALL PERSONAL APPEARANCE</b>		
Hair (includes facial hair)		
Makeup, Jewellery, Sunglasses, etc		
<b>PHYSICAL FITNESS GEAR (as required)</b>		
Grey Sports T-Shirt and Shorts		
Running Shoes		

Note. Additional comments may be recorded on the back of the checklist.

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING  
PROFICIENCY LEVEL FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 5**

**EO C408.01 – DISCUSS THE HISTORY OF DRILL**

---

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Summary of Significant Drill Events handout located at Attachment A for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadets to the history of drill and generate interest in the subject.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have discussed the history of drill.

**IMPORTANCE**

It is important for cadets to discuss the history of drill as it represents a part of military history. Being able to understand the purpose and evolution of drill will help cadets understand why drill movements are performed by the military today.

**Teaching Point 1****Discuss the origins of drill.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to introduce the origin of drill throughout ancient history and how vital drill used was on the battlefield.

Distribute the Summary of Significant Drill Events located at Attachment A to each cadet.

In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units. Empires realized that well-drilled soldiers were more efficient in battle.



The earliest known drill movement, during the rise of kingship in Mesopotamia, about 3000 BC, was close-order drill, defined as shoulder to shoulder marching.

At one time, drill and tactics were the same, as drill was needed on the battlefield. Battle drill has existed since ancient times. Separate drill for infantry, armoured, cavalry and others were replaced by all arms drill early in the 20<sup>th</sup> century, as the changing conditions of war gradually separated tactics from barrack routine.



**Infantry.** Infantry drill was practiced regularly around 1000 BC and was necessary to ensure that each soldier's movements matched those of the rest.

**Armoured.** Soldiers, known as armoured spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall against the enemy. Regular practice was needed to keep the ranks together during battle.

**Cavalry.** In 875 BC, about a century after the infantry and armoured were developed, a new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the Cavalry. The Cavalry could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and aim and shoot their bow and arrow.

Imitation of battle taught the proper use of weapons and strengthened endurance on the battlefield. Armies found that by teaching the soldiers drill and battle procedures, their chances of victory significantly improved.

Drill is still used routinely to move soldiers in an orderly and efficient manner. It also forms the basis of the precise manoeuvres used in military displays and ceremonies.

**Romans**

Around 2400 BC, Romans realized the way to learn the required skills when deploying for battle was by training Roman soldiers to execute drill in formation. At the beginning of training, recruits were taught the military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day. Three times a month, garrison soldiers marched 16.1 km (10 miles), built a fortified camp and returned to base, all in the same day. Individual skills with weapons were also developed with daily practice.

Romans spent most of their time practicing ceremonial guard duty and drill, in order to become well-drilled soldiers. The emotional significance of daily and prolonged close-order drill created a lively esprit de corps among the poverty-stricken peasant recruits and the urban outcasts.

The Romans are presumed to have used cadence while marching for tactical formations. Romans regarded military music quite seriously, as they had several warlike instruments. Each soldier had a trumpet, a horn, or both. These were employed for signals, or what is now referred to as “calls”. Instruments were used for marching music and to direct the movement of soldiers.



As Roman soldiers clashed with other armies, they would learn and employ the same sort of successful drill that the other armies had developed.

### Greeks and Spartans

Greek citizens did not willingly accept the rigors of military drill, but the emotional effects of keeping together did not disappear when citizen soldiers ceased to dominate military affairs. Drill became more elaborate in the fourth century BC, as those who participated in drill were professional soldiers whose loyalties were to their commanders.

Spartans engaged in drill and marching exercises on a regular basis and learned how to advance evenly into battle by keeping in step to the sound of music, all without breaking their order or ranks. Spartans also learned how to execute flanking movements and open and close order march, allowing their armies to alter the length of their front.



A Spartan is a citizen of Sparta (city in the South Peloponnese) in ancient Greece.



Spartans developed rigorous styles of military training as they required youth to live apart from family, according to their age class in order to participate in physical exercises and military drill.

### Chinese

Chinese armies used drummers to beat the drums while soldiers were marching. The drummers would beat the drums once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.

Large infantry armies were taught to handle their weapons in unison and maintain formation by keeping in step on the battlefield, all by responding to signals. Most of China's drill movements between 400 and 300 BC were derived from the Romans and the Greeks.



If a drummer missed a beat, he was executed. Those that moved by themselves or did not obey the drums or signals were also executed.

---

## CONFIRMATION OF TEACHING POINT 1

### QUESTIONS:

- Q1. In ancient history, why did empires develop ways of moving organized soldiers from one place to another?
- Q2. At the beginning of training, how were Roman recruits taught military pace?
- Q3. Why did Chinese armies use drums?

### ANTICIPATED ANSWERS:

- A1. In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units.
- A2. At the beginning of training, Roman recruits were taught military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day.
- A3. Chinese armies used drummers to beat the drums when soldiers were marching. The drummers would beat the drum once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

---

## Teaching Point 2

## Discuss the evolution of drill movements.

Time: 15 min

Method: Interactive Lecture

---



This TP is intended to describe the evolution of drill and how drill movements and instruction developed throughout the years.

Infantry supremacy and precise drills were eclipsed after the fall of the Roman Empire. During the feudal era, mounted knights ruled combat. Infantry drills were resurrected in the 14<sup>th</sup> century and slowly developed and improved thereafter.

### Swiss

Disciplined soldiers marched in cadence to the sound of musical instruments in admirable order beneath their banners. It is believed that the Swiss, in the late 1300s, were the first modern soldiers to march to music.

### Dutch

Words of command were starting to be used for drill shortly after it was introduced to the Dutch in the late 1500s. It became possible to get soldiers to move in unison while performing the actions needed to load, aim and fire their weapons. The soldiers practiced until the necessary motions were almost automatic. This made them less likely to be disrupted by the stress of battle, an advantage when meeting untrained soldiers.

Words of command permitted companies, platoons and squads to respond to their designated leader as different movements and commands were established for units of every size. Soldiers had to practice these movements whenever possible. It was determined that when an entire army was trained this way, control of battle became possible.



In the early 1600s, an artist was used to make engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.

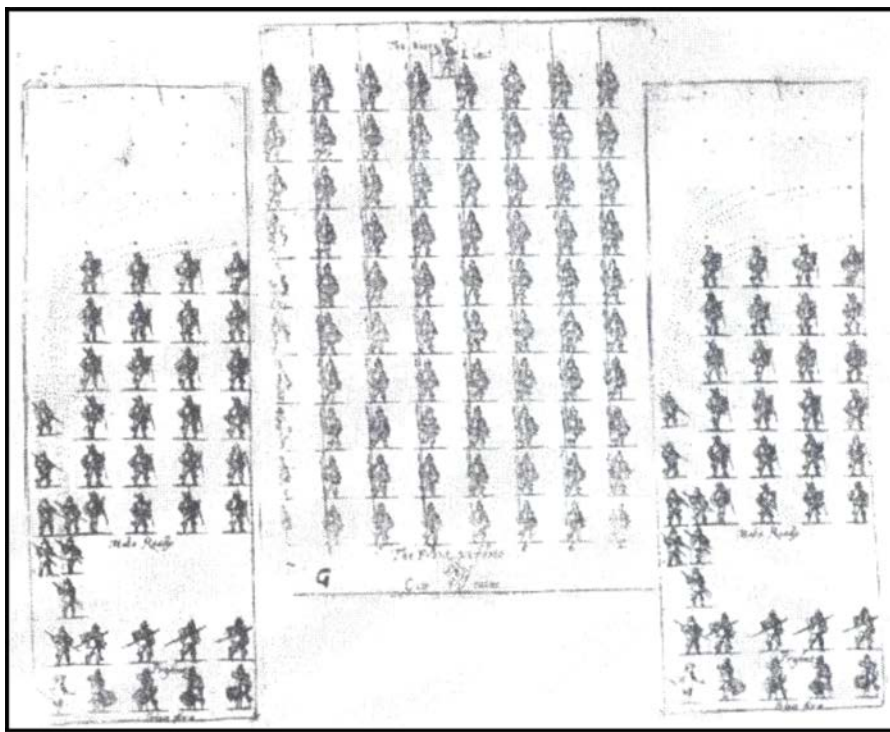


Figure 1 Diagram of a Drill Movement in the 1600s

*Note.* From *Keeping Together in Time: Dance and Drill in Human History* (p. 86), W. H. McNeill, 1997, Cambridge, MA: Harvard University Press. Copyright 1995 by William H. McNeill.



Over the next half century, the Germans, Russians, Spaniards and French translated the book, causing these drill movements to spread across Europe.

### Germans

In the mid 1800s, the Germans (and the Swiss) had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".



In the late 1800s, the British, Japanese and Chinese followed the Germans and the Swiss by having soldiers teach drill movements.

### British

In the British Army, the balance step was a feature of the ordinary march step, experienced today as the slow march. The balance step was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire. Each recruit was trained as a member of a squad until perfect in all points of duty. Each soldier was allowed to join the battalion after being fully trained. Every soldier, after returning from a long absence, had to be re-drilled before being permitted to act in the ranks of his company.

It was imperative that commanders were able to estimate the time required for soldiers to march from point A to point B on foot. With that in mind, the following marches were introduced to the British Army in 1824:

- **March (75 steps per minute, each step 30 inches [76 cm]).** The slowest step (otherwise known as slow time) at which soldiers moved. This march was most commonly used for parades or moving very large formations.
- **Quick march (108 steps per minute, each step 30 inches [76 cm]).** This ordinary pace was applied to most movements by large bodies of soldiers.
- **Wheeling step (120 steps per minute, each step 30 inches [76 cm]).** Wheeling (forming) from line into column or vice versa, ensured there was no delay in achieving the required formation to face a new enemy.
- **Double march (150 steps per minute, each step 36 inches [91 cm]).** This march was applied to the movements within the divisions within a battalion without exhausting soldiers in heavy marching order (eg, load carrying equipment). In rank movements, the double march, when safely applied, may be used in rapid formations, or for quickly moving ranks.

### Canadian

- **Royal Canadian Navy.** The Royal Canadian Navy used army drill and ceremonial procedures when on solid ground, by parading as platoons, companies and battalions. While on a ship, the navy conducted ship board drill. The navy still uses the same drill movements while on solid ground; however, they parade by divisions.
- **Canadian Army.** With few exceptions, Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page) up until the end of World War II (WW II). It was only with the introduction of a new family of small arms weapons (1989 Draft Drill Manual), and similar developments in other Commonwealth countries, that some of the old drill movements diverged. There were still many similarities in drill, allowing Canadian regiments to execute drill alongside British Army personnel.

One strong influence on the Canadian Forces is the evolution to independent statehood within the British Commonwealth of Nations. This can be seen in customs and routine, uniforms and drill, organization and many other matters (eg, trooping the colours, gun salutes).

- **Royal Canadian Air Force.** Technical requirements of the Royal Canadian Air Force in 1941 called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training. Both of these objectives were attained by properly combining classroom instruction and parade ground training. The daily program of training was arranged to allow all personnel on strength to receive one hour of classroom instruction and parade ground training per week.

In 1955, the classroom explanation was absent from the *Manual of Drill for the Royal Canadian Air Force*. When conducting drill training, the Royal Canadian Air Force used army drill and ceremonial procedures.



Instructional and practical drill training periods for the Royal Canadian Air Force were as follows:

- classroom instruction—45 percent (demonstration and explanation by instructor);
- practical training—25 percent (on the parade ground);
- mutual instruction—15 percent; and
- voice training—15 percent.



The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, evolution continued by blending the drill detail back into one standard of drill.

## CONFIRMATION OF TEACHING POINT 2

### QUESTIONS:

- Q1. What did the Dutch create in the early 1600s?
- Q2. What were the marches introduced by the British in 1824?
- Q3. Whose drill manuals did the Canadian Armed Forces use before World War II?

### ANTICIPATED ANSWERS:

- A1. In the early 1600s, the Dutch created a book of drill. An artist was used to make engravings of each posture required of each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.
- A2. The following marches were introduced by the British Army in 1824:
- march,
  - quick march,
  - wheeling step, and
  - double march.
- A3. With few exceptions Canada's Armed Forces used British Manuals (sometimes just with a Canadian cover and covering page) up until the end of WW II.

## END OF LESSON CONFIRMATION

### QUESTIONS:

- Q1. How did the Chinese teach drill to large numbers of soldiers?
- Q2. When did the Dutch start using words of command for drill?
- Q3. Why did the British introduce the balance step?

### ANTICIPATED ANSWERS:

- A1. When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.
- A2. The Dutch started using words of command for drill in the late 1500s.
- A3. The British introduced the balance step because the soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.

---

**CONCLUSION**

---

**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Drill procedures and movements are a large component of today's military. Learning about the purpose and evolution of drill will help you understand why so many drill movements are performed within the military today.

**INSTRUCTOR NOTES / REMARKS**

Nil.

---

**REFERENCES**

---

A0-002 A-PD-201-000/PT-000 Director of History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

C2-249 ISBN 978-0674-5023-07 McNeill, W. (1997). *Keeping together in time: Dance and drill in human history*. Cambridge, MA: Harvard University Press.

## SUMMARY OF SIGNIFICANT DRILL EVENTS

Date	People	Event
3000 BC	Mesopotamians	The earliest known drill movement was close-order drill (defined as shoulder to shoulder marching).
2400 BC	Romans	Realized the way to learn the required skills when deploying for battle was by training soldiers drill in formation.
1000 BC	Greeks / Romans	Infantry drill was practiced regularly and was very necessary to ensure that each soldier's movements matched those of the rest. Armoured soldiers, also known as spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall.
875 BC	Greeks / Romans	A new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the Cavalry. The Cavalry could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and to aim and shoot their bow and arrow.
400 and 300 BC	Chinese	Most of China's drill movements were derived from the Romans and Greeks.
1300s	Swiss	Were the first modern soldiers to march to music.
1500s	Dutch	The first to use words of command for drill.
1600s	Dutch	An artist made engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was gathered and published into a book.
mid 1800s	Germans (and Swiss)	Had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".
late 1800s	British, Japanese and Chinese	Followed the Germans and the Swiss by having soldiers teach drill movements.
1824	British	The balance step (the slow march) was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.
early 1900s	Canadians	Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page).
1941	Canadians	Technical requirements of the Royal Canadian Air Force called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training.
1955	Canadians	The classroom explanation was absent from the <i>Manual of Drill for the Royal Canadian Air Force</i> .
1968	Canadians	The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, drill evolution continued by blending the drill detail back into one.

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING  
PROFICIENCY LEVEL FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 6**

**EO C408.02 – VIEW A RE-ENACTMENT THAT DEMONSTRATES THE HISTORY OF DRILL**

---

Total Time:

90 min

---

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO**

THIS PAGE INTENTIONALLY LEFT BLANK